

# Education

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## School

College of Arts, Humanities and Social Sciences (<http://www.stmarytx.edu/humanities/>)

## School Dean

Nancy LaGreca ([nlagreca@stmarytx.edu](mailto:nlagreca@stmarytx.edu)), Ph.D. ([cfrost2@stmarytx.edu](mailto:cfrost2@stmarytx.edu))

## Department

Education (<https://www.stmarytx.edu/academics/graduate/masters/education/>)

## Program Director

Daniel J. Higgins, Ph.D.

## Program Specific Admission Requirements

Generally, admission is granted only to those with high promise for success in graduate study. Potential may be demonstrated by experience in increasingly responsible positions, previous schooling, and test scores on the GRE or MAT. Generally, students must provide acceptable test scores at the time of enrollment. If students are otherwise highly qualified, they may take the GRE or MAT during their first semester of enrollment, with further enrollment contingent upon test results.

### Admission Requirements are as follows:

- Minimum undergraduate GPA of 2.7
- GRE Academic Index Requirement:

GPA X 200 + GRE (Verbal and Quantitative scores combine) *greater than or equal to 836*

#### *International Students must also meet the following:*

- Minimum TOEFL score of 80 OR minimum IELTS score of 6.0 is required of ALL applicants even if they have completed an Intensive English Program.

Additional prerequisites may also be required in preparation for certain graduate course work. This will be determined upon transcript evaluation by the Director of the program. A student may proceed with graduate work while completing undergraduate deficiencies, with permission from the Graduate Program Director.

*\*Note: GRE requirement for students who have earned a Master's degree from an accredited institution may be waived.*

## Programs in Education

- M.A. in Catholic School Leadership (<https://catalog.stmarytx.edu/graduate/humanities-social-science/education/ma-in-catholic-school-leadership/>)
- M.A. in Education (<https://catalog.stmarytx.edu/graduate/humanities-social-science/education/education-ma/>)
- M.A. in Educational Leadership (<https://catalog.stmarytx.edu/graduate/humanities-social-science/education/educational-leadership-ma/>)

### **ED 6000X. Continuous Graduate Enrollment. 0 Semester Hours.**

### **ED 6302. Foundations of Educational Practice. 3 Semester Hours.**

This course, Foundations of Educational Practice, will engage the student in the cultural foundations of education, particularly the history and philosophy of education. Educational biographies of key people who shaped educational theory and practice will be examined. This approach will provide in-depth analysis of historical and cultural contexts that framed the educational ideas upon which much of today's theories and practices are built. In addition, students will gain insight into historical perspectives that shaped education in America, as well as explore rural-to-urban change and renewal of community.

### **ED 6304. Human Development and Learning. 3 Semester Hours.**

This course is designed to explore the theory and research related to cognitive development and learning and their importance to the sequencing, structuring, and developing of curricula. Instructional and motivational strategies as related to human development and learning will be thoroughly examined. Current brain-based research will also be analyzed in order to facilitate appropriate application of such knowledge to students' holistic growth and development.

**ED 6306. Curriculum Theory and Practice. 3 Semester Hours.**

Strategic planning for curriculum development and improvement to promote life-long learning. Theory and research related to the evaluation of the teaching/learning process, the systemic change process and collaborative instructional planning.

**ED 6311. Applied Educational Research. 3 Semester Hours.**

Research designs and methods including gathering, analyzing, disaggregating, and interpreting data. Utilize pupil personnel services and programs to meet the needs of all students. Use of data to facilitate informed decisions for school improvement and maximization of student learning.

**ED 6314. Understanding Education in a Multicultural Society. 3 Semester Hours.**

Designed to introduce educators to the major issues, concepts, paradigms, and teaching strategies in multicultural education. It will provide students with a comprehensive overview of multicultural education, a grasp of its complexity, and understanding of what it means for educational practice. Characteristics of a multicultural school and the ways in which knowledge of multicultural education can transform the curriculum to promote the attitudes and skills students need to become effective citizens will be identified and described as well as ways to help students from diverse groups increase their academic achievement.

**ED 6318. History and Philosophy of Education. 3 Semester Hours.**

Development of the educational system with reference to social movements and the educational philosophies of important educators. A critical analysis of the basic characteristics of alternative philosophical families of thought, with their implications and applications in the schools.

**ED 6320. Early Childhood Language Acquisition. 3 Semester Hours.**

A study of children's language through recent sociolinguistic research and the implications of this learning on classroom behaviors. A keener knowledge, awareness, and understanding of young children's literacy development is a projected outcome of class.

**ED 6343. Foundations of Reading. 3 Semester Hours.**

The reading process in relation to its psychological foundations. This includes principles of learning and reading, personality factors in reading, the perceptual nature of reading, the sensory bases of reading, and intellectual factors relevant to topics such as readiness, motivation, and evaluation in the classroom.

**ED 6344. Curriculum and Instruction in Reading. 3 Semester Hours.**

An intensive analysis of reading programs from the standpoint of current instructional and remedial methodologies, including an appraisal of current research literature. The course will require extensive review of the literature including the topics of administration, supervision, and evaluation of remedial reading/reading disabilities programs and techniques. Field experience required.

**ED 6345. Developmental Reading. 3 Semester Hours.**

Reading as a process is examined in terms of development of integrated skills. Materials and teaching techniques are considered as to appropriateness of specific teaching approaches for use with students with reading differences and in different stages of reading development. Student will build a repertoire of materials for developing reading skills and procedures for organizing and managing reading instruction.

**ED 6346. Diagnosis and Correction of Reading Difficulties. 3 Semester Hours.**

The study of diagnostic instruments and techniques useful in identifying various syndromes, recommended procedures for corrections of reading difficulties, and practice in administering, interpreting, and reporting diagnostic test results. The student will use instruments for hearing screening and vision screening as well as individual diagnostic instruments suitable for use in both the classroom and clinic.

**ED 6347. Reading: The Exceptional Student. 3 Semester Hours.**

Theoretical issues confronting educators involved in program development for children and adolescents. Analysis of educational perspectives and instructional implications for the gifted and talented as well as special problem populations.

**ED 6348. Literature and Reading. 3 Semester Hours.**

Identification and perception of literary conventions, types and genres of literature, and an appreciation of the role of children's literature in all phases of reading development and in transition of cultural heritage.

**ED 6349. Literature and Reading for Adolescents. 3 Semester Hours.**

Introduction to reading instruction in various academic subjects. Study of instructional strategies for vocabulary development, for actively involving students in critical thinking activities through questioning and group discussion, and for developing study skills.

**ED 6350. Effective Teaching and Learning Methods. 3 Semester Hours.**

This course provides comprehensive coverage of the central concepts of effective teaching methods—knowing, connecting, and supporting your diverse students; instructional planning; teacher-centered and student-centered instructional strategies; differentiating instruction; engagement and motivation; managing lesson delivery; classroom management and discipline; assessment and reporting; and collaborating with colleagues and families.

**ED 6351. Reading in the Content Area in the Elementary School. 3 Semester Hours.**

The study of instructional strategies to develop technical vocabulary, note taking skills, research skills, comprehension and study skills; to actively involve students in critical thinking activities which will improve learning in various academic subjects.

**ED 6352. Teaching Linguistics in Schools. 3 Semester Hours.**

Inquiry into the basic linguistic aspects of reading and the relationship of language and thought along with in-depth study of language acquisition and language development. Research into all aspects of these topics and their educational and instructional implications for effectively teaching diverse populations at varied developmental stages.

**ED 6360. Differentiated Instruction for Diverse Learners. 3 Semester Hours.**

This course explores the characteristics of diversity in today's global environment. Students will apply current theories on differentiated instruction to create lessons that demonstrate how curriculum and instruction can be differentiated to address the cognitive, socio-emotional, and socio-cultural needs of the culturally diverse learner.

**ED 6368. Moral and Spiritual Development. 3 Semester Hours.**

A study of the human response to God in the light of contemporary psychology. The implications for the Catholic school in the various stages of human development, in the process of conversion and commitment, and in the crises of faith; integrating theory and practical techniques for teaching Morals and Values in Catholic education today.

**ED 6370. Contemporary Issues in Curriculum and Instruction. 3 Semester Hours.**

This course takes an in-depth look into the various topics and current issues that teachers face today in EC-12 schools. Issues such as the lack of quality teachers, the need to do differentiated instruction to address the needs of diverse learners (especially students with disabilities and English Language learners), and the effective use of technology (especially, AI) in the classroom will be some of the topics addressed in the course.

**ED 6395. Current Topics in Education. 3 Semester Hours.**

This course, Current Topics in Education, will engage the student in examining various issues that are impacting education in public and private schools today. The student will be exposed to a broad range of perspectives, research the literature, engage in learned dialogue, and support one's contentions logically. The student will also be able to make connections between the issues being studied and the implications for the school setting.

**ED 6639. Student Teaching in Elementary School. 6 Semester Hours.**

Observation and supervised teaching in the elementary school. This field-based experience is designed for students with no teaching experience who are seeking initial teacher certification at the Early Childhood-Grade 4 level. Prerequisites: Students must have completed four graduate-level education courses with a grade of C or better in each course; students must apply for student teaching in a timely manner (at the beginning of the semester preceding the semester in which they plan to student teach and in accordance with the time line set by the Education Department); students must be approved for student teaching by the Faculty Committee on Teacher Education.

**ED 6689. Student Teaching in the Secondary School. 6 Semester Hours.**

Observation and supervised teaching in the secondary school. This field-based experience is designed for students with no teaching experience who are seeking initial teacher certification at one of the following certification levels: Grade 4-8; Grades 8-12; and Early Childhood-Grade 12 (All-Level). Prerequisites: Students must have completed four graduate-level education courses with a grade of C or 184 or better in each course; students must apply for student teaching in a timely manner (at the beginning of the semester preceding the semester in which they plan to student teach and in accordance with the time line set by the Education Department); students must be approved for student teaching by the Faculty Committee on Teacher Education.

**ED 7100. Directed Studies in Education. 1 Semester Hour.****ED 7200. Directed Studies in Education. 2 Semester Hours.****ED 7300. Directed Studies in Education. 3 Semester Hours.****ED 7301. Organizational Theory and Administration. 3 Semester Hours.**

Relationship of professional ethics and personal integrity to leadership. Strategies for achieving and maintaining personal health and wellness. Maximizing student achievement through collaborative visioning, strategic planning, risk taking, and decision making. Use of collaborative techniques to identify, assess, analyze, and develop strategies to improve school culture and climate to enhance student learning.

**ED 7302. Private and Public School Law. 3 Semester Hours.**

Federal and state laws, regulations, and codes for public and private schools are studied. Emphasis on how law affects the daily operation of the school with respect to personal, finance, individual rights, and student discipline.

**ED 7305. School-Community Relations. 3 Semester Hours.**

Political theory and application of political skills to build internal and external support for the campus and district. Strategies for strengthening school/community relations utilizing verbal and non-verbal communication skills in coalition building as well as school/business partnerships (public and private agencies). Communicating effectively with students, parents, staff, community, and media to project positive image. Politics of school governance and board relations.

**ED 7306. Catholic School Community Relations and Development. 3 Semester Hours.**

Emphasis on communication skills, political understandings, guidelines, techniques, and practices needed to improve relationships between the Catholic school and the church, the community at large, and the legislative and business communities. Design, goals, and strategies for marketing and development of Catholic School.

**ED 7307. Instructional Supervision and Evaluation. 3 Semester Hours.**

This course is designed to prepare administrators for the tremendous responsibility of guiding the creation of a high quality team of individuals committed to the learning and growth of students they serve and/or will serve. Accountability is demanded by the public, mandated by boards and agencies, and is necessary for success. The administrator is accountable for supervising, evaluating, and developing faculty and staff. Within this course, we will investigate the issues, develop strategies, and practice techniques of supervision and evaluation of schools, programs, and professionals. The course will be conducted in a learner-centered environment with a strong field-exposure component.

**ED 7312. Educational Resource Development. 3 Semester Hours.**

Theories, concepts, and techniques of human resource management to organize and manage a public or private school. Staffing, budgeting, operations, and scheduling are areas of concentration. Techniques in management of resources will be researched and each student will begin to develop his/her own management style.

**ED 7315. Effective School Leadership. 3 Semester Hours.**

This course is designed to prepare teachers and administrators for leadership roles in educational settings. A special focus will be placed on the theoretical and practical aspects of instructional leadership. Specifically, students should gain an excellent understanding of the construct and learn how to create a climate that optimizes students' holistic growth and development. In order to attain these goals, students will study current professional research and literature, analyze case studies, and participate in activities that foster leadership development. In addition to the emphasis on instructional leadership, concepts that relate to and promote a student-centered approach to education will be examined. The course will be conducted in a learner-centered environment. Emphasis will be placed on the students' gaining not only an understanding of current theory on instructional leadership, but also being able to apply such understanding.

**ED 7316. Issues in Catholic School Leadership. 3 Semester Hours.**

Capstone Course. Develops the skills and attitudes essential to understand and refine leadership effectiveness in the Catholic School setting. Include examination of institutional management, collaborative visioning, strategic planning, supervision and personal management, school governance structures, and curriculum development.

**ED 7321. Measurement and Evaluation Methodology. 3 Semester Hours.**

Review and interpretation of theories of instruction, analysis of teaching behaviors, modification of instructional design and development, execution and evaluation of instruction.

**ED 7359. Clinical Practice in Reading. 3 Semester Hours.**

A synthesis and application of theoretical models of diagnosis and remediation through individual laboratory experience with students with reading problems under supervision, prepare case reports, and consult with parents.

**ED 7390. Internship in Educational Leadership. 3 Semester Hours.**

Administrator's internship in a public or "recognized" school. The internship provides the opportunity to develop and enhance leadership skills under the supervision of a person holding a Texas Education Agency Certificate with three years experience at the level of assignment. Planning, development, and implementation of an effective instructional system. Use of research findings, time, staff, advanced technologies, community resources, and financial means to maximize student outcomes. Presentations to boards of program preparation personnel and practitioners. Field-based assessments by field and preparation program personnel. Peer assessment.

**ED 7391. Internship in Catholic School Leadership. 3 Semester Hours.**

Administrator's internship in a Catholic school. The internship provides the opportunity to develop and enhance leadership skills under the supervision of a person with three years experience at the level of assignment. Planning, development, and implementation of an effective instructional system. Use of research findings, time, staff, advanced technologies, community resources, and financial means to maximize student outcomes. Presentations to boards of program preparation personnel and practitioners. Field-based assessments by field and preparation program personnel. Peer assessment.

**ED 7392. Internship in Education. 3 Semester Hours.**

This capstone course is an internship with an emphasis in a teaching field. It is conducted in a public or accredited private school. The internship provides the opportunity to develop and enhance teaching skills under the joint supervision of the Director of the Master of Arts in Education and the Director of the Graduate Program in the teaching field. Planning, development, and implementation of an effective instructional system, using research findings, advanced technologies, community resources, and other appropriate means to maximize student outcomes will be components of the internship program. Specific field based assignments and assessments will be developed jointly by the student and the Graduate Program Directors.

**ED 8390. Organizational Behavior. 3 Semester Hours.**

Comparative analysis of the major bodies of theory and empirical facts generated by the study of individuals and groups within various organizational settings. Special attention to the psychological and sociological variables crucial in interpreting and predicting behavior of individuals and groups within the organizations.