

SPECIAL EDUCATION

SPED 205 • Introduction to Special Education 2 Credits

Identification of the impact historical and philosophical foundations, legal bases, and contemporary issues have on special education. Identification of common disability category characteristics.

Description of the impact culture, faith, and linguistics have on special education. Description of how the Individuals with Disabilities Education Act (IDEA) impacts special education.

SPED 294 • Topics in Special Education 1-4 Credits

An in-depth study of a particular Special Education theme.

Special Notes: Topics courses should serve as elective courses.

SPED 309 • Introduction to Academic and Behavior Support 4 Credits

Understanding of how special education and general education academic systems work together.

Identification of functional behavioral assessments, processes and principles of individual and school-wide systems of support. Demonstration of how evidence-based instruction can be adapted.

Exploration of co-teaching models. Identification of how required curricular components direct instruction. Analysis of positive instructional environments. Description of outside resources and supports.

SPED 322 • Teaching Reading (including field experience) 4 Credits

Identification of relationships among reading, writing, and oral language, comprehension processes, and instructional strategies. Description of the structure of the English language and word identification strategies, and the role of vocabulary knowledge in language. Analysis of different texts for K-12 classrooms. Assessment strategies for reading and writing needs. Recognition of characteristics and instructional strategies for the specific learning disability: dyslexia. Assessment of reading ability and creation of lessons and application of reading instruction skills/strategies. Identification of how personal faith connects with the professional responsibilities of a teacher.

Special Notes: Includes 30 field experience hours over 12 weeks in supervised reading instruction in a K-12 setting.

SPED 379PT • Portfolio in Special Education 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of Special Education.

Special Notes: Portfolio courses are created upon request with permission by an overseeing Program Director.

SPED 401 • Characteristics of Students with Mild-Moderate Disabilities (and Field Experience) 4 Credits

Exploration of the five disability categories represented under the Academic Behavioral Strategist (ABS) license. Recognition of students with mild to moderate disabilities through special education evaluation. Clarification of IEP components, as well as roles and responsibilities of IEP team members. Identification of effective academic and behavioral interventions, accommodations, and modifications. Investigation of the impact culture and linguistics has on special education. Integration of faith and teaching. Includes 30 hours of field experience in a K-12 setting.

SPED 410 • Norm-Referenced Assessment 4 Credits

Description of standards and critical elements in the special education assessment process.

Identification of test development principles and evaluation of standardized assessment instruments for special education decision-making. Description of responsibilities of assessment team members. Synthesis of assessment data. Application of scriptural principles to assessment in special education. Corequisites: SPED 470, SPED 454.

SPED 418 • Instructional Strategies for Students with Mild-Moderate Disabilities 4 Credits

Development of an instructional sequence for students in special education. Evaluation of data for making instructional decisions. Identification of differentiation strategies. Application of evidence-based practices. Identification of the relationship between teaching and learning theories and academic standards. Exploration of the relationship between faith concepts and instruction in special education.

Special Education 2

SPED 432 • Responsive Intervention and Assessment 4 Credits

Identification of appropriate assessment measures, including curriculum-based measures, and professional resources related to interventions and student learning preferences. Interpretation of assessment and progress monitoring data to make informed instructional and placement decisions. Creation of instruction and modifications incorporating research-based interventions and based on data collected through collaboration with stakeholders. Identification of professional special education organizations, publications, and resources.

SPED 442 • Introduction to Student Mental Health and Systems of Comprehensive Support 4 Credits

Introduction to research and etiology of mental health diagnoses common among students with mild/moderate SPED needs including the impact of mental health and behavioral diagnoses, substance abuse, and suicide within K-12 education. The course will explore theory and application of therapeutic and trauma-informed Interventions considered best-practice for K-12 students with mental health needs along with identification of roles of professionals within and outside the school related to mental health and school safety.

SPED 454 • Classroom-based Assessment 2 Credits

Description of legal, professional, and ethical standards in assessment related to informal assessment measures and environmental factors influencing student achievement and behavior. Description of student's learning style, strengths, and analysis of behavior based on observations and assessment data. Identification of the influence diversity, age and gender have on assessment.

Corequisites: SPED 410, SPED 470.

SPED 470 • Assessment Field Experience 1 Credit

Identification of students' strengths and needs through assessment. Identification of the purpose of multidisciplinary teams. Development of an evaluation report. Development of a Functional Behavioral Assessment (FBA). Explanation of assessment results with family, student and staff. Creation of interventions. Development of a plan for continued professional development in the area of assessment. 30 hours/12 weeks in a K-12 special education setting.

Corequisites: SPED 410, SPED 454.

SPED 474 • Consultation and Collaboration in Programming for Students with Disabilities 4 Credits

Focus on collaborating with various stakeholders to support students with disabilities. Development and evaluation of an individual education program based on student assessment results. Consideration of technology, supplementary aids, services, and transition needs of students. Synthesis of cultural, ethnic, and linguistic diversity. Clarification of personal beliefs and adjusting to diverse student needs within special education.

SPED 477 • Practical Experience Extension 0 Credit

Extension course for continued enrollment following the term in which an undergraduate level SPED internship, practicum, clinical or other experiential course was taken, required when there are outstanding hours to be completed.

SPED 480 • ABS Student Teaching 6 Credits

Management of timelines and responsibilities of a special education teacher/case manager. Implementation of procedures necessary to incorporate referral, assessment and evaluation, and IEP planning. Consultation with parents and professionals to provide special education services to students. Implementation of appropriate interventions. Analysis of personal and professional growth, development, and efficacy. Complete 12 consecutive weeks of student teaching in a K12 special education setting. Corequisites: TEAC 451 .

Prerequisites: TEAC 521, TEAC 524, TEAC 526, TEAC555, TEAC 395, SPED 205, SPED 309, SPED 410, SPED 470, SPED 322, SPED 474, SPED 401, SPED 418, SPED 432, SPED 442, SPED 454.

SPED 480H • Student Teaching: Academic Behavioral Strategist 4 Credits

Management of timelines and ethical responsibilities of a special educator. Implementation of appropriate interventions and procedures necessary to process moral dilemmas related to special education due process. Consultation with parents and professionals to provide special education services. Analysis of personal development. Integration of duty, virtue, responsibility, and Christian values.

Prerequisites: EDUC321, EDUC324, EDUC326, EDUC 355, SPED305, SPED308, SPED320, SPED321, SPED400, SPED 410, SPED 418, SPED425, SPED431, SPED441, SPED455, SPED 470, SPED473, SPED475. *Corequisites:* EDUC 451. *Fulfills:* CAPS General Education Category H. *Grade exceptions:* Graded on an S/U basis.

TEAC 395 • School-Wide Field Experience 2 Credits

Supervised observation in K-12 inclusive education setting. Analysis of student needs, classroom environments, and related cultural factors. Development of a personal standard for effective teaching. Implementation of effective lesson plans. Identification of MN edTPA language. Impact of personal faith on the special education teacher role.

Prerequisites: TEAC 526. *Special Notes:* 30 hours over 8 weeks in a general education K-12 setting.

TEAC 451 • Student Teaching Seminar 1 Credit

Analysis of the impact communication and teaching practices have on student learning. Consideration of the learner's needs while aligning an instructional plan to help ensure student success. Application of appropriate academic language related to lesson planning, instruction, and assessment in the K-12 environment. *Corequisites:* SPED 480.

Prerequisites: SPED 205, SPED 309, SPED 322, SPED 401, SPED 410, SPED 418, SPED 432, SPED 442, SPED 454, SPED 470, SPED 474, TEAC 395, TEAC 521, TEAC 524, TEAC 526.

TEAC 521 • Foundations of Education 2 Credits

Introduction to the teaching profession and focus on influences shaping education. History, philosophy, psychology, sociology, legal matters, reform, and other current education issues. Student mental health and impact of chemicals in student lives, families, and schools. Personal growth planning, collaboration, and connection between professional responsibilities and personal faith and values.

TEAC 524 • Educational Psychology 4 Credits

Identification of different approaches to K-12 students' development, learning, performance, and critical elements needed to structure an effective learning environment. Understanding of the developmental process of language acquisition and the influence of culture on learning. Synthesis of early assessment theory and current issues. Description of theories that influence learning and behavior related to the learning environment. Integration of Christian or personal faith perspective of learning.

TEAC 526 • General Methods of Instruction 4 Credits

Development of effective lesson plans that include all required components. Creation of effective long-range plans, assessments, and evaluations. Design of lesson plans that integrate a variety of instructional strategies and incorporate student assets including language and culture. Description of appropriate data practices related to student assessment and progress. Planning of opportunities that utilize culturally responsive practice to engage all students and especially multilingual learners and those who have been historically marginalized.

TEAC 528 • Diversity, Equity, and Inclusion in Education 4 Credits

Identification of various groups in American communities and skills to foster culturally affirming communication and collaboration. Description of Minnesota-based American Tribal Nations and communities. Analysis of how biases, discrimination, prejudices, racism, and sexism impact student learning in the classroom and influence personal identity. Recognition of the impact school environments and practices have on the delivery of equitable education.

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TEAC 595 • School-Wide Systems Field Experience 1 Credit

Supervised observation in K-12 inclusive education setting. Analysis of student needs, classroom environments, and related cultural factors. Development of a personal standard for effective teaching. Implementation of effective lesson plans. Identification of MN edTPA language. Impact of personal faith on the special education teacher role.

Prerequisites: TEAC 526. Can be taken concurrently. Special Notes: 30 hours over 8 weeks in a K-12 special education setting.