The Graduate School offer programs in education at the doctoral and master's levels.

The Minnesota Board of School Administrators has accredited Bethel University's K12 administrator licenses program leading to licenses as principal, superintendent, or director of special education. Once the required coursework, internships, and panel review are concluded, students are provided a K12 administrator license by the Minnesota Department of Education.

Bethel's graduate education degree programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP). In addition, the Professional Education Licensing and Standards Board (formerly called Minnesota Board of Teaching) has approved Bethel's Graduate education programs leading to initial and add-on licenses in various K–12 and 5-12 content areas; initial and add-on licenses in various special education content areas; as well as add-on licenses in Computer, Keyboarding, and Related Technology Applications and in Teacher Coordinator of Work-based Learning.

License standards are subject to change at any time by the Minnesota Board of Teaching and School Administrators. Candidates for license must meet the license standards in place at the time of program completion.

Doctoral-level Educational Leadership Programs (Ed.D., License)

Doctor of Education: Leadership in Higher Education
Doctor of Education: Leadership in K–12 Administration

The Doctor of Education degree program is for applicants who wish to complete a course of study leading to a doctorate in leadership. Two majors are available: leadership in higher education or leadership in K–12 administration. Applicants with K–12 experience may complete a license for director of special education, principal, or superintendent during the degree program. The degree program includes three years of coursework, participation in residencies, a completed dissertation, and the completion of 61 semester credits.

Directors of Special Education License
Principal K-12 License
Superintendent License

The administrative license programs are for applicants who wish to complete a course of study leading to a license for director of special education, K-12 principal, or superintendent. The administrative licenses are typically completed in two years including coursework, participation in residency, and an internship.

Program Outcomes

- Students will engage in reflective practices and sustained personal formation
- Students will apply strategic and collaborative thinking to issues and problems
- Students will demonstrate leadership in areas of diversity, inclusion, and equity
- Students will demonstrate strong academic writing and research abilities
- Students will integrate faith/values and ethics in their leadership of educational institutions
- Students will analyze higher educational systems from a historical, cultural, and/or philosophical context (Higher Education only)
- Students display proficiency of the Minnesota administrative license competencies (K-12 only)

Program Design

- Cohort-based organization allowing maximum group interaction, collaboration, and mutual support throughout the program.
- All courses (except residency courses) delivered completely online using best practices in internet technology, instructional design, and adult learning.
- Residencies on one of the Bethel University campuses during each of the three years of the program, focused on professional growth, collaboration, and coursework.
- Individual learning plan developed for each student based on previous educational training, credentials, and experience.

Master's-Level Education Programs

Program Design

- Courses are offered sequentially throughout the calendar year, including the summer months.
- Courses are generally taken one at a time.

Delivery format:

- M.A. in Education K–12 core courses are taken online, and the program orientation is provided
online. Concentration options are either online, face-to-face, or hybrid.

• M.A. in Special Education courses are delivered through hybrid or fully online format. The hybrid delivery option features two face-to-face meetings per course in combination with online sessions. The fully online option has three required Saturday sessions throughout the course of 18 months.

• M.A. in Teaching courses meet on various days of the week, and many class sessions are online. Consult a calendar of class sessions for the schedule.

K–12 Education Programs: M.A., License, and Certificate
The M.A. in Education K–12 programs are designed for K–12 classroom teachers and focus on educators’ expanding leadership roles and responsibilities in a rapidly changing educational environment. Students are provided an opportunity to reflect, engage in systematic inquiry, and collaborate in a supportive environment. Learning associated with standards, goals, and outcomes is assessed in part through the use of professional portfolios.

M.A. in Education K–12
The Education K–12 major requires completion of all core courses and one concentration. All core courses are taken online. Some courses include synchronous components. Students have the option of selecting an online, face-to-face, or hybrid concentration from one of the following:

• Educational Leadership Concentration—hybrid (one face-to-face course and two online courses)
• Classroom Management Certificate: ENVoY—online
• International Baccalaureate Certificate in Teaching and Learning—online
• Special Education Concentration—hybrid
• Teacher Coordinator of Work-based Learning License—online
• Technology for Educators License—online

At times the program director is able to build a customized concentration for students. This may include courses from multiple concentrations and/or transfer work from other institutions.

Special Education Programs: M.A., License
The purpose of the M.A. in Special Education, and Special Education License programs is to equip, educate, empower and engage special education teachers for the 21st century across the entire state of Minnesota and beyond. The M.A. and License programs in Special Education emphasize the practical application of the theoretical and research bases of the discipline, special education foundations, data-based decision making, as well as ethical/spiritual issues related to the profession. You will learn from current researchers in the field along with current practitioners in Minnesota K-12 public schools. You will have the option to choose from four different license tracks: Academic Behavioral Strategist, Autism Spectrum Disorders, Developmental Cognitive Disabilities, and/or Emotional Behavioral Disorders.

Teaching (Initial License) Programs M.A., License
The M.A. in Teaching and the Teaching License programs are designed for college graduates who aspire to teach at the elementary, middle and/or secondary levels. The programs are a student-centered, standards-driven collaboration among students, college professors, and local school districts. In collaboration with school districts, students will have opportunities to continually apply their new knowledge and learning in a school environment. Students in the program will complete the coursework required to apply for a Minnesota teaching license in one of the following areas:

• Business (5–12)
• Communication Arts and Literature (5–12)
• General Science (5–8) with an emphasis in:
  a. Chemistry (9–12)
  b. Life Science (9–12)
  c. Physics (9–12)
• Mathematics (5–12)
• Social Studies (5–12)
• Teaching English to Speakers of Other Languages—TESOL (K–12)
• Visual Arts (K–12)
• World Languages and Cultures (K–12)
  • Spanish

Ideal candidates are those individuals with an earned baccalaureate degree from a regionally accredited institution in a field other than education. The program is intended for adult students who:

• Embody considerable life experience;
• Possess established values, beliefs, and opinions;
• Relate new knowledge to previously learned information and experience;
• Come to the classroom with a well-developed mindset;
• Tend to be self-directed; and
• Seek immediate application of classroom theory.
Prospective teachers across the United States are being educated into the profession through a standards-based approach adopted by the Interstate New Teacher Assessment and Support Consortium. The state of Minnesota currently requires that all teacher candidates show evidence of meeting the Minnesota Standards of Effective Practice (MNSEP), which includes subject matter standards. The standards recognize that content knowledge is wedded to pedagogical understanding. Coursework in the M.A. in Teaching program is also structured to develop an understanding of Minnesota Academic Standards, which have been implemented in Minnesota's public schools. Bethel's M.A. in Teaching program is structured to assist students in meeting both the MNSEP and the standards created by Bethel University and the Bethel Department of Education. The M.A. in Teaching is nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

### Degree Programs in Education

**Doctor of Education (Ed.D.)**
- Ed.D. in Leadership in Higher Education (http://catalog.bethel.edu/graduate/academic-programs-disciplines/education/leadership-in-higher-education-edd)
- Ed.D. in Leadership in K-12 Administration (http://catalog.bethel.edu/graduate/academic-programs-disciplines/education/leadership-k-12-administration-edd)

**Master of Arts (M.A.)**
- M.A. in Education K-12 (http://catalog.bethel.edu/graduate/academic-programs-disciplines/education/education-k-12-ma)
- M.A. in Special Education (http://catalog.bethel.edu/graduate/academic-programs-disciplines/education/special-education-ma)
- M.A. in Teaching (http://catalog.bethel.edu/graduate/academic-programs-disciplines/education/teaching-ma)

### Certificates in Education
- Classroom Management: ENVoY (http://catalog.bethel.edu/graduate/academic-programs-disciplines/education/classroom-management-envoy-certificate)
- International Baccalaureate Certificate in Teaching and Learning (http://catalog.bethel.edu/graduate/academic-programs-disciplines/education/international-baccalaureate-certificate-teaching-learning)

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### Graduate-Level License Requirements

To be recommended for a license students must:

- Earn a grade of "C" or higher on all license courses.

- Maintain academic success, which is defined as completion of each course with a passing grade. Any student failing to maintain this standard of performance will need permission of the Program Director to continue in the next course. Students receiving a grade of "I" need permission of the Program Director to continue in the next course.

- Maintain character, ethics, and relational skills consistent with the role and responsibility of the professional educator. Any student failing to meet this expectation may be asked to discuss with the Program Director other viable options for professional development. License standards are subject to change at any time by the Professional Education Licensing and Standards Board (formerly called Minnesota Board of Teaching) or the Minnesota Board of School Administrators.

### K-12 Administrator Level Licenses

- Director of Special Education (http://catalog.bethel.edu/graduate/academic-programs-disciplines/education/director-special-education-license)
- K-12 Principal (http://catalog.bethel.edu/graduate/academic-programs-disciplines/education/k-12-principal-license)
- Superintendent (http://catalog.bethel.edu/graduate/academic-programs-disciplines/education/superintendent-license)

### Master's Level Licenses

**Education K-12**
- Teacher Coordinator of Work-Based Learning (http://catalog.bethel.edu/graduate/academic-programs-disciplines/education/teacher-coordinator-work-based-learning-license)
- Teachers of Computer, Keyboarding, and Related Technology Applications (http://catalog.bethel.edu/graduate/academic-programs-disciplines/education/teachers-computer-keyboarding-related-technology-applications-license)

**Special Education**
- Academic Behavioral Strategist K-12 (ABS) (http://catalog.bethel.edu/graduate/academic-programs-
Education

- Autism Spectrum Disorders B-12 (ASD) (http://catalog.bethel.edu/graduate/academic-programs-disciplines/education/autism-spectrum-disorders-b-12-asd-license)
- Developmental Disabilities K-12 (DD) (http://catalog.bethel.edu/graduate/academic-programs-disciplines/education/dd-lic)
- Emotional/Behavioral Disabilities K-12 (EBD) (http://catalog.bethel.edu/graduate/academic-programs-disciplines/education/emotional-behavioral-disorders-k-12-ebd-license)

Teaching

- Business (5-12) (http://catalog.bethel.edu/graduate/academic-programs-disciplines/education/teaching-license)
- Communication Arts and Literature (5-12) (http://catalog.bethel.edu/graduate/academic-programs-disciplines/education/teaching-license)
- General Science (5-8) with an emphasis in:
  - Chemistry (9-12) (http://catalog.bethel.edu/graduate/academic-programs-disciplines/education/teaching-license)
  - Life Science (9-12) (http://catalog.bethel.edu/graduate/academic-programs-disciplines/education/teaching-license)
  - Physics (9-12) (http://catalog.bethel.edu/graduate/academic-programs-disciplines/education/teaching-license)
- Mathematics (5-12) (http://catalog.bethel.edu/graduate/academic-programs-disciplines/education/teaching-license)
- Social Studies (5-12) (http://catalog.bethel.edu/graduate/academic-programs-disciplines/education/teaching-license)
- Teaching English to Speakers of Other Languages – TESOL (K-12) (http://catalog.bethel.edu/graduate/academic-programs-disciplines/education/teaching-license)
- Visual Arts (K-12) (http://catalog.bethel.edu/graduate/academic-programs-disciplines/education/teaching-license)
- World Languages and Cultures (K-12) (http://catalog.bethel.edu/graduate/academic-programs-disciplines/education/teaching-license)
- Add-On Teaching License (http://catalog.bethel.edu/graduate/academic-programs-disciplines/education/add-on-teaching-license) (for licensed Special Education teachers)

Bethel University's Education Course Substitution Process

Education Course Substitution Process Description

First, a student's transcript arrives at Enrollment Management Operations and is sent to the Registrar's Office. Second, the Registrar's Office consults the Transfer Evaluation System (TES) to see if pre-existing equivalencies already exist. If the pending transfer course has not been pre-evaluated and/or does not parallel the Bethel course, it is reviewed for a second opinion.

In CAS (traditional undergraduate programs) the Registrar consults with the CAS Education Department Chair and faculty, who analyze/compare the course descriptions and syllabi. In CAPS and GS (non-traditional adult programs) the Content Standards classes and the Liberal Arts evaluation are analyzed by the Registrar, based on TES course descriptions and/or course syllabi. If there are questions, the Registrar consults the designated faculty content experts. Finally, under the Dean of Education’s supervision, the Certifying Officer for CAS or for CAPS and GS signs the course substitution form.

Practices

1. Pre-approving course substitutions for content courses
   a. The CAS (traditional undergraduate program) Education Department faculty reviews the syllabus to ensure standards are met.
   b. The CAPS and GS (non-traditional adult programs) Education Department uses course descriptions to determine if a substitution is applicable, unless it is an unusual substitution. In those situations, Bethel reviews a syllabus for the proposed course substitution to see if the necessary standards are covered.

2. Starting fall 2018:
a. All Bethel MAT education students seeking an initial teaching license are required to take content area methods and reading courses at Bethel. Methods and reading courses will not be transferred in from other institutions.
b. All Bethel SPED students seeking an initial licensure may transfer in reading and methods courses, but a syllabus along with a standards map comparing the proposed substituted course for the required Bethel course must also be submitted and approved.

3. For students with an initial teaching license who are seeking an additional license, Bethel confirms that the reading standards were met (see process). If not, the student is required to take a Bethel reading course (licensure program dictates reading course required).
   a. If the student has an Elementary Ed license and is adding a secondary license or a K-12 license through the MAT Program, the student will need to take the secondary reading course, as the standards are different. The Elementary Ed reading course cannot be substituted for a Secondary reading course.
   b. If the student has an Elementary Ed license and is adding a K-12 SPED license, the student may not need to take the secondary reading course, but will need to submit a syllabus along with a standards map comparing the proposed substituted reading course standards with the required Bethel course standards.
   c. If the student completed an initial licensure program in Minnesota after 2010, reading standards are probably met, but Bethel will request the syllabus and match it to the standards covered in the equivalent Bethel reading course.

EDUC 594 • General Methods of Effective Instruction. 3 Credits.
Develop effective lesson plans that include all required components. Create effective long-range plans, assessments, and evaluations. Integrate a variety of instructional strategies within lesson plans to meet student needs. Describe appropriate data practices related to student assessment and progress. Corequisites: EDUC 595.

EDUC 595 • School-wide Systems Field Experience. 1 Credit.
Grade exceptions: Graded on an S/U basis.

EDUC 606 • Teacher as Leader. 3 Credits.
Focus is on the centrality of the teacher in the educational process. Examination of a variety of informal and formal ways in which teachers are leaders. Provision of a framework for thoughtful interaction with the changing image of teachers and the challenges of teacher leadership. The format for examining teaching in this light incorporates encounters with autobiography, critical reflection, and large and small group conversation.

EDUC 609 • Lab Safety Workshop. 0 Credit.
Standards of safety and chemical hygiene required to make science laboratories safe learning environments. Standards and federal/state guidelines for safety and hygiene in classroom laboratories. Preparation for ACSC certification. Includes a workshop and follow-up online assignments. (Course may be waived for science majors with extensive lab experience and documented lab safety training.)
Lab fee: $100. Special Notes: Acceptance into Master of Arts in Teaching program required for enrollment.

EDUC 611 • Educational Research. 1 Credit.
Development of skills needed to search for, find, review, and summarize scholarly research articles and peer reviewed journals. Introduction to the Bethel University Library's tools which support educational research. Understanding of APA style. Consideration of the connection between a Christian worldview and either a literature review or action research project. Grade exceptions: Graded on an S/U basis.

EDUC 614 • Educational Research. 1 Credit.
Development of skills needed to search for, find, review, and summarize scholarly research articles and peer reviewed journals. Introduction to the Bethel University Library's tools which support educational research. Understanding of APA style. Consideration of the connection between a Christian worldview and either a literature review or action research project. Grade exceptions: Graded on an S/U basis. Special Notes: Required of all master's degree-seeking students and strongly recommended for students seeking a license. Should be taken with a cohort of the student's same major except with program director's permission.
EDUC 616 • Improving Instruction. 3 Credits.
Emphasis is on teaching strategies that will build on the experience of practicing teachers. Examination of a rich variety of approaches to instruction, along with supporting research. Provision of tools to analyze and incorporate the best of the newly emerging teaching methodologies. Particular attention is paid to the characteristics of an effective learning environment, as well as the understanding that how teaching is conducted has an enormous impact on students’ ability to educate themselves. Models of teaching are really models of learning. The intent is to impart a renewed sense of the intellectual zest inherent in the craft of teaching and to make each model a potential part of a teacher’s repertoire.

EDUC 621 • Foundations in Education. 3 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 and the connection between professional responsibilities and personal faith and values.

EDUC 624 • Introduction to Theories and Practices of Teaching and Learning. 3 Credits.

EDUC 630 • General Teaching Methods for 5-12 Classrooms. 3 Credits.
Active-learning, activity-centered experience. Application of various pedagogical theories and methods in teaching middle and high school students through the practice of planning, implementation, and assessment procedures.

EDUC 650 • Portfolio and Licensing. 1 Credit.
Required of all learners currently enrolled in a Bethel University Graduate School degree program who have a teaching license and are seeking to add a license or to add to a license by taking a program-director-determined list of courses within a license program in a specified content area. Learners will demonstrate proficiency in designated Minnesota state standards via a portfolio.

EDUC 651 • Portfolio and Licensing. 1 Credit.
Required of all students not currently enrolled in a Bethel University Graduate School degree program who have a teaching license, and are seeking to add a license, or to add to a license by taking a program-director-determined list of courses within a license program in a specified content area other than those specified in EDUC 653. Students will demonstrate proficiency in designated Minnesota state standards via a portfolio.

Licensure portfolio fee: $500. Grade exceptions: Graded on an S/U basis. Special Notes: Program director permission required for enrollment.

EDUC 653 • Portfolio and Licensing. 1 Credit.
Requirement for all students not currently enrolled in a Bethel University Graduate School degree program who have a teaching license and are seeking to add a license or to add to a license by taking a program-director-determined list of courses within a license program in Teachers of Computer, Keyboarding, and Related Technology Applications, or Teacher Coordinator of Work-based Learning. Demonstration of proficiency in designated Minnesota state standards via a portfolio.

Endorsement portfolio fee: $300. Grade exceptions: Graded on an S/U basis. Special Notes: Program director permission required.

EDUC 661 • Field Experience. 2 Credits.
Participate in field experiences in K-12 schools and other school-based settings in order to apply coursework to authentic teaching experiences, observe educational contexts and receive mentoring from classroom teachers. Practice reflective skills by debriefing field experiences, writing a formative edTPA, and integrating a spiritual worldview.

Grade exceptions: Graded on an S/U basis.

EDUC 663 • Understanding Diversity and Student Needs. 2 Credits.
Identification of various groups in American communities and how to foster communication. Analysis of Minnesota-based American Indian tribes. Description of biases, discrimination, prejudices, racism, and sexism in the classroom and the influence personal identity has on student learning. Evaluation of the effects that various diversity factors have in the classroom.

EDUC 665 • Teaching Content Area Literacy. 3 Credits.
Emphasis is on the synthesis of multiple forms of literacy within the content area: reading, writing, media, and critical literacy. Students will weave multiple facets of literacy into their content area, with the greatest emphasis on content area reading.
EDUC 668 • Classroom Technology. 1 Credit.

EDUC 680 • Methods of Teaching Mathematics, 5-12. 3 Credits.
Tools for becoming lifelong students of teaching. Instructional methods, class management, assessment strategies, math content in the 5–12 curriculum, the NCTM Principles and Standards, Minnesota K–12 Mathematics Framework, Minnesota Academic Standards, learning theory appropriate to mathematics teaching strategies, tools and technologies for support and enhancement of classroom instruction.

EDUC 681 • Methods of Teaching Science, 5-12. 3 Credits.
Current methods and approaches used in the teaching of science in grades 5-12. Examination of ways to develop and present curriculum with emphasis on content, scientific investigation, inquiry, assessment, and safe laboratory practices.

EDUC 682 • Methods of Teaching Visual Arts, K-12. 3 Credits.
Materials, methods, and curriculum employed in teaching art at both the elementary and secondary levels. Historical survey of philosophy of art education and present trends. Studio time for exploration and application of media suitable for both elementary and secondary levels.

EDUC 683 • Methods of Teaching World Languages and Cultures, K-12. 3 Credits.
Theories of language acquisition, language learning, and classroom methodologies at the elementary and secondary levels. Exploration of instructional resources, uses of technology, evaluative procedures, and classroom management. Development of a philosophy of communicative language teaching and practice in unit planning and teaching. Completion of oral proficiency assessment is required.

EDUC 684 • Methods of Teaching TESOL, K-12. 3 Credits.
Theories of language learning, language acquisition, and classroom methodologies at the elementary and secondary levels. Exploration of instructional resources, uses of technology, evaluative procedures, and classroom management. Development of a philosophy of English as a second language, education, and practice in unit planning and teaching.

EDUC 685 • Methods of Teaching Communication Arts and Literature, 5-12. 3 Credits.
Concepts, strategies, and skills necessary for the successful instruction and assessment of students in grades 5-12 in reading, writing, speaking, media, listening, and literature.

EDUC 686 • Methods of Teaching Business, 5-12. 4 Credits.
Learn practical methods for teaching business education to middle and high school students. Students will connect their knowledge of business, both real world and course work, with an understanding of how students learn and how to best ensure student success in the classroom.

EDUC 687 • Methods of Teaching Social Studies, 5-12. 3 Credits.
Creation of short and long-range learning plans for social studies learners in grades 5-12. Analysis of how content is taught and classroom management is utilized in standards-based middle and high school classes. Design of effective instructional strategies which meet the needs of diverse learners. Implementation of formal and informal assessments.

EDUC 705 • History and Advancement of Work-Based Learning. 3 Credits.
Study of the history and progress of work-based learning. Examination of the federal and state legislation that applies to the field. Gives work coordinators knowledge and tools to turn students’ work experiences into meaningful learning experiences. Role of human resources in an organization. Career and technical student organizations. One of three courses needed for the Teacher Coordinator of Work-based Learning License.

EDUC 707 • Designing School-Based Instruction for Work-Based Learning. 3 Credits.
Students design instruction for work-based programs that connect students’ school experiences to the world of work. Current employment trends. Employment laws. Evaluation of resources for career development. One of three courses needed for the Teacher Coordinator of Work-based Learning License.

EDUC 709 • Implementing and Monitoring Work-Based Learning. 3 Credits.
Tools teacher coordinators will use to implement work-based learning. Monitoring programs. Collaborating with the community, employers, school officials, and parents. Reporting to state and other agencies. One of three courses needed for the Teacher Coordinator of Work-based Learning License.
Prerequisites: EDUC 705, EDUC 707.
EDUC 711 • Technology Applications for K-12 Schools. 3 Credits.
Technology tools (primarily software) for instructional and student use at the K-12 level. Legal, ethical, and safety issues of technology applications in schools. Software applications, including Microsoft Office suite of programs. Emerging technologies and the changing nature of technology. Writing curriculum designed to integrate technology into content areas.

EDUC 712 • Technology Curriculum Integration for K-12 Schools. 3 Credits.
Strategies for planning and implementing technology integration (teaching and curriculum focus) at the K-12 level. Role of leadership in developing a shared vision for integrating technology into learning. Role of technology coordinator in schools. Keyboarding and other computer input devices. Policies and procedures necessary for the use of technology.
Prerequisites: EDUC 711.

EDUC 713 • Providing Leadership in Educational Technology for K-12 Schools. 2 Credits.
Development of skills for taking a leadership role in district technology planning, implementation, and assessment. Role of leadership in developing a shared vision for integrating technology into learning. Writing plans for the use of technology. Designing professional development activities.
Prerequisites: EDUC 711.

EDUC 715 • Practicum for Teachers of Computers, Keyboarding, and Related Technology for K-12 Schools. 1 Credit.
Complete approximately 30-40 hours of practicum tasks at a school site, gaining hands-on experience in the use of technology to enhance learning. Write and teach keyboarding and other technology curriculum. Participate in technology planning and integration. Job shadow and interview technology leaders.
Prerequisites: EDUC 711, EDUC 712, EDUC 713. Grade exceptions: Graded on an S/U basis.

EDUC 718 • Methods of Online Teaching for K-12. 3 Credits.
Study of distance learning theories and best pedagogical practices of online course design and delivery. Use a learning management system to design online course content. Facilitate a strong sense of community and collaboration. Create effective supporting structures, foster effective online classroom management, evaluate student learning, and provide appropriate feedback and assessment.

EDUC 730 • Introduction to Differentiation and Responsive Teaching. 3 Credits.
Overview of the theory and research of differentiated instruction as a model for acquiring content, in processing ideas and in developing products to effectively address varying student needs in the K-12 classroom. Focus is on instructional strategies and the practical application of differentiation in the teacher-student's classroom. Meeting the needs of students with disabilities will be emphasized.

EDUC 731 • Responsive Pedagogy for English Language Learners. 3 Credits.
An overview of second language acquisition theories as the foundation for understanding learning processes of a second language learner. Focus is on differentiation for language proficiency levels and levels of former schooling while keeping the rigor of the grade-level content. Strategies for intentional academic language teaching within each content area will drive the lesson planning approach in this course. Crucial factors that influence the acquisition of the second language such as linguistic and cultural identity negotiation will also be addressed.

EDUC 732 • Culturally Responsive Instruction. 3 Credits.
Through stories, students will examine multicultural research, theory and practice. Students will explore their role as teacher in a culturally changing learning environment as they develop instructional strategies based on research-based best practice to become culturally responsive practitioners.

EDUC 745 • ENVoY: The 7 Gems. 3 Credits.
A deep examination of the underlying patterns of nonverbal communication that make teachers effective classroom managers. Systematic use of specific nonverbal skills which enable teachers to to reinforce consistent and fair parameters while preserving relationships with students, and honoring unique learning styles and cultural backgrounds.

EDUC 746 • Classroom Charisma. 3 Credits.
Students apply classroom strategies that operate from influence instead of power to form relationships according to the unique personalities of individual students: specifically, accommodating versus independent students.
Prerequisites: EDUC 745.

EDUC 747 • Group Dynamics in a Healthy Classroom. 4 Credits.
A culmination of concepts, skills, and behaviors associated with effective classroom management. The most difficult management situations faced by teachers are when attempting to manage the individual and the class at the same time. A sophisticated look at the intricacies of group dynamics in the classroom through practical axioms and skills that can be applied immediately.
Prerequisites: EDUC 745, EDUC 746.
EDUC 750 • Student Teaching Seminar. 5 Credits.
Development of reflective skills, professional qualities, and instructional and evaluative skills.
Clarification of personal teaching/learning beliefs, modification of instruction for diverse student needs, and development of effective learning environments. Embeded differentiated instruction for ELS and special education students in the general education classroom. Refinement of assessment strategies and classroom management techniques that maximize student learning.
ENVoY classroom management training fee: $60. Grade exceptions: Graded on an S/U basis.

EDUC 751 • Special Education Student Teaching Seminar. 3 Credits.
Development of strategies using personal and professional efficacy skills along with an engagement of school and community resources to provide instruction. Consideration of the learner's needs while aligning an instructional plan to help ensure student success. Identification of the impact that second language has on learning. Application of appropriate academic language related to lesson planning, instruction, and assessment in the K-12 environment.
Prerequisites: All other courses in program. EdTPA fee charged by Pearson Education, Inc. Grade exceptions: Graded on an S/U basis. Corequisites: SPED 780 or SPED 781 or SPED 782 or SPED 784.

EDUC 755 • Preparing the Thesis/Action Research Project. 1 Credit.
Assists students in preparing their master's thesis or conducting an action research project. Focus is on the design process and includes the following topics: information on the nature and scope of the master's thesis/action research project; selection and refinement of topic; APA style; and the oral examination process.
Prerequisites: EDUC 614. Grade exceptions: Graded on an S/U basis.

EDUC 756 • Preparing the Thesis/Action Research Project. 1 Credit.
Assists students in preparing their master's thesis or conducting an action research project. Focus is on the design process and includes the following topics: information on the nature and scope of the master's thesis/action research project; selection and refinement of topic; APA style; and the oral examination process.
Prerequisites: EDUC 614. Grade exceptions: Graded on an S/U basis.

EDUC 771 • Curriculum Processes. 3 Credits.
First of four courses required to register for an International Baccalaureate (IB) Teacher Award. The IB Curriculum Processes focus on international mindedness and how IB's mission and philosophy promote it; learning principles underpinning IB curriculum; curriculum and instructional designs that make the Primary Years, Middle Years, and Diploma programs unique; and implications the IB mission and philosophy have for worldviews.

EDUC 772 • Assessment and Learning. 3 Credits.
Second of four courses required to attain the International Baccalaureate (IB) Certificate in Teaching and Learning. The role of assessment in IB. The assessment strategies and tools that are emphasized in all three IB programs. The assessment strategies and tools that make the three IB programs unique. How assessment is connected to international-mindedness.
Prerequisites: EDUC 771.

EDUC 773 • Teaching and Learning. 3 Credits.
Third of four courses required to attain the International Baccalaureate (IB) Certificate in Teaching and Learning. Learning strategies to effectively implement the three IB programs. Teaching strategies, learning activities, and resources that support student outcomes of the three IB programs. How the three IB programs support learning needs of all students. Integration of faith and international-mindedness into teaching and learning.
Prerequisites: EDUC 771, EDUC 772.

EDUC 774 • Capstone. 1 Credit.
Final of four courses required to attain the International Baccalaureate (IB) Certificate in Teaching and Learning. The nature and importance of reflective and collaborative work in effective education. How reflective practice and collaborative work support IB standards and practice. Experiences contributing to others' learning for the purpose of becoming better members of the global community.
Prerequisites: EDUC 771, EDUC 772, EDUC 773.

EDUC 778 • Student Teaching Placement I. 5 Credits.
Prior course knowledge and skills will be practiced under the supervision of a cooperating teacher and a college supervising teacher while students teach. In the field experience and through two student teaching placements, students will have teaching experience at the elementary, middle, and high school levels. EdTPA fee: $300, lab fee: $50, out-of-region fee: $100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: Taken concurrently with EDUC 750. Departmental approval required for enrollment.
EDUC 779 • Student Teaching Placement II. 3 Credits.
Continued practice of prior teaching experience under the supervision of a cooperating teacher and a college supervising teacher while students teach.
Out-of-region fee: $100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: Departmental approval required for enrollment. Taken concurrently with EDUC 750.

EDUC 790 • Writing the Thesis/Action Research Project. 3 Credits.
Exploration of a significant educational issue relevant to the student's professional involvement through an independent, individually supervised thesis or project.
Prerequisites: EDUC 614, either EDUC 755 or EDUC 756.
Grade exceptions: Graded on an S/U basis.

EDUC 800 • Historical, Cultural, and Philosophical Issues Impacting School Administration. 3 Credits.
Historical, cultural, and philosophical roots and trends that have contributed to educational practices today. Current and emerging roles of educational leaders in the establishment of policy and practice, both in the school and the community at large. Current prevailing cultural and philosophical "drivers" in students' educational settings.
Ed.D. assessment fee: $300.

EDUC 801 • Historical, Cultural, and Philosophical Issues Impacting Educational Leadership. 3 Credits.
Historical, cultural, and philosophical roots and trends contributing to higher education educational practices. Current and emerging roles of educational leaders in light of these roots and trends. Practices of self-differentiation and reflection essential to processes of personal formation and ability to inspire and lead positive change in our diverse world. Current prevailing cultural and philosophical "drivers" in students' educational settings.
Ed.D. assessment fee: $300.

EDUC 805 • Principles of Organizational Leadership. 3 Credits.
Theory and practice of leadership applied to educational settings. Organizational leadership theories and change theory with emphasis on their implementation in practical educational settings while incorporating a faith-informed worldview. Philosophical and values anchors, shared priorities and commitments, and vision through policy and program development.

EDUC 807 • Organizational Leadership in Higher Education. 3 Credits.
Analysis of theories related to higher education leadership, organization, and culture, and associated application to decision making, organizational change and conflict management. Connection of organizational theories and cultural concepts with effective approaches to leadership that includes integration of faith and values into developing personal leadership capabilities.

EDUC 810 • Curriculum and Instructional Management and Student Development. 3 Credits.
Fundamentals of curriculum design, planning and implementation; trends, issues, forces, and ideas affecting curriculum. Synthesis of knowledge gained from curriculum and from professional experience. Cognitive and behavioral issues and theories of learning affecting student performance. Techniques for working with culturally and academically diverse student populations and for managing varied types of student behavior. Implications for staff development.

EDUC 812 • Curriculum Design and Instructional Management in Higher Education. 3 Credits.
Students analyze the fundamentals of effective curriculum design and implementation, as well as trends, issues, forces, and ideas affecting higher education. Theories of learning as they affect the performance of both undergraduate and graduate-level students are synthesized, and appropriate models for providing professional development for academic departments are investigated.

EDUC 815 • Technology in K-12 Education. 3 Credits.
Importance of technology in administrative and academic affairs. Computing competence for administrative functions and educational leadership. Administrative and academic computing applications and systems, district-wide networking, budgeting, and legal/moral issues to guide district policy. Hands-on experience, visiting prototype programs, and viewing students' work environments. Designing and conducting system-wide technology audits.

EDUC 818 • Comparative Analysis of Issues in Higher Education. 3 Credits.
Examination of the forces that affect higher education globally. Analysis of the global issues relevant to various aspects of higher education. Description of the historical roots of higher education globally. Application of a critical lens to debates in higher education. Evaluation of higher education across cultural and national contexts.

EDUC 820 • Doctoral Research I. 3 Credits.
Introduction to the philosophical foundations of empirical research with an emphasis on qualitative research design and methodology. Basic principles and philosophy of naturalistic (field) inquiry methods are introduced. Research design, analysis, and interpretation of qualitative methods are explored. Critique and analysis of qualitative research in the literature is a primary learning activity. Grade type chosen must remain consistent for EDUC 820, EDUC 845, EDUC 850, and EDUC 870.
Grade exceptions: Graded on an A-F or S/U basis.
EDUC 825 • Leading in a Complex and Pluralistic Society. 3 Credits.
Identification and analysis of cultural identities and the role of culture in the formation of worldview. Cultural distinctions of subgroups and adapting educational programming to diverse stakeholders. Assessment and planning for a positive environment for students and staff members.

EDUC 827 • Leading in a Complex and Pluralistic Society. 3 Credits.
Exploration of the dynamics of engaging differences, including cultural, ethnic, religious, gender, ability, and age differences. Focus on providing effective leadership in pluralistic systems, including creating a hospitable organizational environment and maintaining relationships with diverse partners and stakeholders. Analysis of one’s assumptions, beliefs, behaviors, and capacities with regard to differences.

EDUC 830 • Administration of Essential Educational Programs. 3 Credits.
Audit of school’s essential programs. Examination of valuable educational practices that successfully address the needs of students and staff. Development of specific plans for school environment that consists of student engagement, attention to safety, relationships, and creating a learning atmosphere where students and staff thrive. Application of a personal belief system and exploration of best practices.

EDUC 832 • Leadership of Academic & Support Systems in Higher Education. 3 Credits.
Students analyze leadership within academic and support departments in colleges and universities. Topics include college student development, human resource departments, communication and marketing, security and safety, scheduling, alumni services, accreditation, and admissions. Students integrate their personal values and belief system with identified best practices in affirming their personal style of serving as inspirational leaders.

EDUC 835 • Measurement and Assessment. 3 Credits.
Concepts and skills involved in employing descriptive statistics. Exploration of principles and practices involved in educational institutions’ assessment processes including their uses, misuses, and limitations. Investigation and discussion of ethical issues in assessment, factors that influence test performance, and issues found in current scholarly research.

EDUC 837 • Institutional Assessment in Higher Education. 3 Credits.
Examination of institutional assessment practices in higher education settings. The course focuses on having students engage in activities that are similar to what Assessment Directors in Higher Education do in their work. Topics include creating effective outcomes, developing ways to authentically measure outcomes, and writing clear assessment reports.

EDUC 840 • Administrative Operations and Personnel Administration. 3 Credits.
Major categories and practical actions required to lead the operations of a modern school or district by building on the philosophical and contextual ideas from earlier courses or learners’ experiences. Development of skills of organizational supervision and management, delegation of authority and accountability, internal and external administrative communications, politics in education, and public and media relations.

EDUC 842 • Strategic Leadership in Higher Education. 3 Credits.
Comprehension of strategic and adaptive leadership practices and application to organizational challenges. Analysis of personal strategic leadership strengths and limitations. Identification of how leadership can improve diversity, inclusion, and equity in institutional settings. Analysis of behaviors and traits for strategic innovation. Identification of how faith/values impact leadership philosophy.

EDUC 845 • Doctoral Research II. 3 Credits.
Development of empirical research with an emphasis on quantitative research. Basic principles and philosophy of post-positivist worldview are examined. Research design, analysis, and interpretation of quantitative methods are explored. Critique and analysis of quantitative research in the literature is a primary learning activity. CITI ethics training modules are completed.
Prerequisites: EDUC 820. Grade exceptions: Graded on an A-F or S/U basis. (See EDUC 820.)

EDUC 846 • Academic Writing for Graduate Students. 3 Credits.
Application of the process approach and stylistic devices appropriate to research writing. Synthesis of others’ work through summarizing, paraphrasing, and quoting. Demonstration of knowledge and skill in using APA citation style. Practicing of curiosity, open-mindedness, humility, and intellectual courage. Scaffolded approach to creation of a research paper or literature review.
EDUC 850 • Doctoral Research III. 3 Credits.
Exploration and examination of qualitative and quantitative research; particularly sampling, measurement, data collection and data analysis. Training in the use of both qualitative and quantitative data analysis software. Development of the dissertation prospectus is the key learning activity.
Prerequisites: EDUC 845. Grade exceptions: Graded on an A-F or S/U basis. (See EDUC 820.)

EDUC 855 • Administrators as Agents of Change. 3 Credits.
Development of visionary leadership capacity and skill for designing and sustaining meaningful educational change. Analysis of current trends in our world while considering their impact on education. Identification of a complex change initiative in context/setting and development of strategies for implementing significant change.

EDUC 858 • Re-imagining Higher Education. 3 Credits.
Consider the future of higher education and the leadership needed. Issues and trends in the current and emerging field higher education, including equity and access, finances and affordability, and competing models and non-traditional offerings, are revisited and intersected with personal growth and leadership formation.
Prerequisites: EDUC 818.

EDUC 859 • Student Engagement in Higher Education. 3 Credits.
Theory and practice of student development, student success, and academic engagement in higher education. The practical application of student development, academic success, and student retention theories through policies, strategies, interventions, and trust-worthy practices for diverse student groups, including traditional, non-traditional, and online.

EDUC 860 • Legal Issues in School Administration. 3 Credits.
Legal foundations of educational policy, statutory themes, and case law as they affect the needs of school administrators in daily responsibilities and practices. Legal basis for relationships among school districts and federal, state, and local government. Processes of dealing with legal issues and risks faced by academic institutions and administrators, including current issues in students' work environments.

EDUC 862 • Legal Issues in Higher Education. 3 Credits.
Students focus on the legal foundation, framework, and issues relevant to higher education institutions. Students critique and interpret the legal and regulatory basis for relationships among educational institutions and external stakeholders. Students analyze the processes of dealing with the legal issues and risks faced by academic institutions and leaders.

EDUC 865 • Resource Management in K-12 Education. 3 Credits.
Sources and expenditure of fiscal and other resources in education. Development of competencies include school board/administration resource planning and prioritizing, budgeting, and resource allocation and management. Analysis and critique of the structure and implementation of a district's budget.

EDUC 867 • Budgeting and Fiscal Management in Higher Education. 3 Credits.
Students learn about the economic engines of higher education, budgeting concepts, factors that drive revenue and expenses in higher education, and practices that ensure accountability, accuracy, and transparency. Students also gain skills in budgeting processes and advocacy, and calculating costs of academic programs.

EDUC 870 • Doctoral Research IV. 3 Credits.
Development of data collection, data analysis and presenting results in research. Design a data collection tool or protocol, collect data with the tool (field test) and analyze collected data. Complete the dissertation prospectus.
Prerequisites: EDUC 850. Grade exceptions: Graded on an A-F or S/U basis. (See EDUC 820.)

EDUC 875 • Special Education Policy, Law, and Finance. 2 Credits.
Students will engage in discussion, activities, and reflection that prepare them as educational leaders to implement effective special education programs in local school districts. Primary objectives include assisting students in understanding special education policy, special education law, and special education finance and applying this learning in an educational leadership role.

EDUC 876 • Special Education Organization Management. 2 Credits.
Students will engage in discussion, activities, and reflection that prepare them as educational leaders to oversee and influence special education organization management. Primary objectives include assisting students in understanding roles that policy and procedures play in school district governance and administration, demonstrating knowledge of statutory regulations affecting special education governance, and understanding various special education administrative models utilized in Minnesota.

EDUC 881 • Comprehensive Examination and Portfolio Review. 1 Credit.
Comprehensive examination and the portfolio review after completion of the student's final didactic course. Grade exceptions: Graded on an S/U basis.
EDUC 882 • Directed Study. 1-6 Credits.
Individual educational objectives in a specific area of study. Independent reading and/or research, or travel with related study. Designed in cooperation with program director and cohort advisor. Can also be taken by Ed.D. students completing not seeking a license.

EDUC 883 • Scholarly Advancement in K-12 Leadership. 3 Credits.
Advance scholarship through professional development engagement. Synthesize faith, personal beliefs, coursework, and personal experience with new learnings. Articulate leadership formation relevant to course experience.
Grade exceptions: Graded on an S/U basis.

EDUC 885 • Individualized Project in Higher Education. 3-4 Credits.
Students design and complete a practical application project that integrates concepts and insights from courses, research, and personal experiences.
Grade exceptions: Graded on an S/U basis. Repeatable course may be repeated for credit.

EDUC 886 • Principal Internship. 3 Credits.
School-based experience of at least 320 hours in one year. 240 hours at one setting and 40 hours at each of the other two levels. Joint supervision of Bethel faculty member and onsite licensed and practicing principal. May be paid or unpaid. Direct experience in administrative duties and synthesis of learning between academic program and administrative needs of host district.
Grade exceptions: Graded on an S/U basis.

EDUC 887 • Superintendent Internship. 3 Credits.
School-based experience of at least 320 hours in one year, up to 280 hours in the primary setting, at least 40 hours in a second setting. Joint supervision of Bethel faculty member and onsite licensed and practicing principal. May be paid or unpaid. Direct experience in administrative duties and synthesis of learning between academic program and administrative needs of host district.
Grade exceptions: Graded on an S/U basis.

EDUC 888 • Teaching Internship. 1-4 Credits.
Teaching internship for students seeking an administrative license without the required teaching experience.
Grade exceptions: Graded on an S/U basis. Special Notes: Program director permission required for enrollment.

EDUC 889 • Director of Special Education Internship. 3 Credits.
School-based experience of at least 320 hours in 1 year; at least 40 hours at a special education administrative unit other than student’s primary experience. Jointly supervised by Bethel faculty member and onsite licensed and practicing director of special education. Direct experience in administrative duties; synthesis of learning between academic program and administrative needs of host district.
Grade exceptions: Graded on an S/U basis.

EDUC 890 • Dissertation Phase One. 6 Credits.
Major research project developed over the duration of the program. Standard doctoral-level academic measurement, statistical, analytical, interpretive, documenting, and writing techniques are required. The courses in qualitative research, quantitative research, and measurement and assessment provide philosophy, theory, and skills support for this component. Topics developed with dissertation advisor, who will advise during development dissertation and will chair dissertation committee.
Grade exceptions: Graded on an S/U basis.

EDUC 891 • Dissertation Phase Two. 6 Credits.
A continuation of EDUC 890. Students are automatically registered for this course during the term following EDUC 890. Successful defense of the dissertation is required prior to graduation. This course must be completed within seven consecutive years (21 consecutive academic terms) from the beginning of the course.
Prerequisites: EDUC 890. Grade exceptions: Graded on an S/U basis.

PSYC 635 • Measurement and Assessment in Education. 3 Credits.

SPED 600 • Characteristics of Mild-Moderate Disabilities. 3 Credits.
Exploration of the five disability categories represented under Academic Behavioral Strategist (ABS). Identification of strategies that support stakeholders of children with mild-moderate needs. Explanation of topics that form the basis for special education practice for students with mild-moderate disabilities. Identification of the impact culture and linguistics has on special education.
SPED 601 • Characteristics of ASD. 3 Credits.
Identification of theories, research, legal requirements and medical perspectives related to serving ASD students. Synthesis of information associated with ASD. Examination of early indicators of ASD. Identification of associated factors and their relationship to ASD behavior. Presentation of the impact of factors on ASD students. Evaluation of professional ASD-related resources.

SPED 604 • Child & Adolescent Psychopathology. 3 Credits.

SPED 605 • Introduction to Special Education. 1 Credit.
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 607 • Foundations of Developmental and Cognitive Disabilities/Intellectual Disabilities. 3 Credits.
Examination of the historical, legal and philosophical foundations of educating students with developmental cognitive disabilities. Survey of etiology and characteristics of students, definitions and identification, assessment, and current issues related to disabilities. Integration of personal faith, reflection, vision, and professional development practices to improve service to students and families.
Prerequisites: EDUC 594, EDUC 595, EDUC 621, EDUC 624, EDUC 663, and EDUC 668; or current Teaching license.

SPED 608 • Introduction to Academic Instruction and Behavior Management for the Exceptional Learner. 3 Credits.
Introduction to 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 supports. Demonstration of how evidence-based instruction can be adapted. Identification of how required curricular components direct instruction. Analysis of positive instructional environments.

SPED 610 • Norm-Referenced Assessment. 3 Credits.
Assessment materials fee: $10.

SPED 611 • Autism Spectrum Disorders: Assessment, Communication and Instructional Strategies. 3 Credits.
Generation of comprehensive assessment plan for ASD evaluation. Designing of instruction based on evaluation results, in collaboration with outside service providers. Designing of communication and assistive technology systems for individuals with ASD. Development of instructional programs and opportunities that support individuals with ASD and promote social participation and interpersonal interactions.

SPED 612 • Planning, Instruction & Consultation for ASD. 3 Credits.

SPED 613 • Intervention Strategies for Moderate to Severe Behavioral Disabilities. 3 Credits.
Identification of policy and procedures for educational services to pre K-12 students with EBD. Application of essential features of EBD classrooms. Description of how Functional Behavior Assessments are utilized. Analysis of theories of behavior change. Description of interagency collaboration and program accommodations. Integration of faith perspective and students with EBD.

SPED 615 • Instruction and Intervention for Students with Intellectual Disabilities. 3 Credits.
Assessment selection for data-based, educational decision making for students with developmental cognitive disabilities/intellectual disabilities. Application of effective education planning and strategies to support improved student outcomes in the areas of social skills, academics, motor skills, communication, self care, and home and community skills.
Prerequisites: SPED 607.
SPED 618 • Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities. 3 Credits.
Interpretation of student performance data. Description of differentiation strategies. Application of evidence-based instructional practices and theories for students with a range of disabilities and diverse needs.
Designing of positive instructional environments. Reflection on the relationship between faith concepts and educational practice in K-12 special education.

SPED 619 • Supporting Students with Intellectual Disabilities Across Systems. 3 Credits.
Explanation of how the case manager of students with intellectual disabilities and the special education process can leverage comprehensive systems, agencies, and people within and outside of schools to contribute to positive outcomes for students with complex needs.
Prerequisites: SPED 607, SPED 615.

SPED 620 • Reading Foundations. 3 Credits.

SPED 621 • Reading Field Experience. 1 Credit.
Supervised reading instruction in a K-12 setting. Assessment and analysis of reading ability. Creation of lessons and application of reading instruction skills/strategies. Designing of an environment that fosters reading. Identification of how personal faith connects with the professional responsibilities of a teacher. 30 hours over 12 weeks.

SPED 625 • Special Education: Planning and Programming. 3 Credits.
Development and evaluation of an individual education program (IEP) based on student assessment results. Consideration of technology, supplementary aids, services, and transition needs of students. Synthesis of cultural, ethnic, and linguistic diversity. Demonstration of best practice and collaboration techniques between school, family, and outside agencies.

SPED 631 • Responsive Instruction, Intervention, and Assessment. 3 Credits.
Identification of assessment measures for instructional decisions, professional organizations and publications related to interventions, and the historical context and educational movements. Interpretation of assessment data. Designing of instruction and modifications and analysis of progress monitoring data. Description of students’ assessment results and progress understandable to all stakeholders.

SPED 641 • Introduction to Behavioral Methods & Mental Health for Mild to Moderate Special Needs. 3 Credits.
Introduction to behavior methods and mental health for students with mild/moderate SPED needs. Interventions for K-12 students with mental health and behavioral needs. Impact of mental health and behavioral labels/diagnoses within K-12 education. Identification of roles of professionals within and outside the school related to mental health.

SPED 655 • Classroom-Based Assessment. 3 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.
Prerequisites: SPED 610. Special Notes: Taken concurrently with SPED 670 when seeking license.

SPED 670 • Special Education Assessment Field Experience. 1 Credit.
Assessment materials fee: $10. Grade exceptions: Graded on an S/U basis. Special Notes: Taken concurrently with SPED 610 and SPED 655. A test kit replacement fee of $700 will be charged to your account two weeks after the final grade is posted if the test kit has not been returned.

SPED 671 • ASD Field Experience. 1 Credit.
Identification of the impact characteristics and collaboration in coordinating resources have on learners with autism. Description of individualized programming based on evaluation results. Explanation of how lessons target social, communication, academic, behavioral, functional skills. Identification of program modifications. Interpretation of how instructional strategies promote the generalization of skills. 35 hours.
Grade exceptions: Graded on an S/U basis.

SPED 672 • EBD Field Experience. 1 Credit.
A 35-hour field experience in which students complete observational experiences in mild, moderate, and severe K-12 EBD settings. Participate in behavioral techniques and programming, accommodations and modifications both in the resource and general education classrooms, and observe mental health providers for K-12 EBD students with mild, moderate and severe needs.
Grade exceptions: Graded on an S/U basis.
SPED 673 • ABS Field Experience. 1 Credit.
A 35-hour field experience in which students observe K-12 educational programming processes for children with mild to moderate disabilities in the areas of LD, EBD, DCD, ASD, and OHD with an emphasis on defining characteristics in each category. Experience the referral process, evaluation, eligibility, IEP development, programming, and professional collaboration to prepare for work in this field.
Grade exceptions: Graded on an S/U basis.

SPED 674 • DD Field Experience. 1 Credit.
Observation of K-12 educational programming processes for students with mild, moderate, or severe disabilities in the areas of developmental cognitive disabilities/intellectual disabilities (DCD). Experience with referral process, evaluation, eligibility, IEP development, programming, and professional collaboration. Integration of personal faith perspective with vision for serving students with DCD. 35 hour supervised observation experience.
Corequisites: SPED 607. Grade exceptions: Graded on an S/U basis.

SPED 675 • Consultation, Collaboration & Resources. 2 Credits.
Identification of collaborative partners and structures needed to provide effective special education services to students and their families. Inclusion of community, interagency, educational organizations, and other professional services while considering family background, socioeconomic status, cultural and linguistic diversity. Evaluation of current research and its relevance to planning and implementing emerging special education practices.

SPED 679 • DD: Practicum. 3 Credits.
Implementation of procedures necessary to incorporate interventions and IEPs for students with developmental cognitive disabilities using engaging resources. Management of timelines, responsibilities, and consultation with parents, school and community professionals. Analysis of personal and professional growth as a special educator. (6 consecutive weeks).
Special Notes: This course is for add-on SPED license candidates. Program director permission required for enrollment.

SPED 700 • Characteristics of Mild-Moderate Disabilities. 2 Credits.
The mild-moderate range of five disability categories under Academic Behavior Strategist (ABS): Learning Disabilities (LD), Emotional and Behavior Disorders (EBD), Other Health Disabilities (OHD), Developmental Disabilities (DD), and Autism Spectrum Disorders (ASD). Definitions, eligibility criteria, characteristics, curriculum, and contemporary issues of each. Students with two or more of these licenses adding ABS license will cover only the other disability areas.
Special Notes: Enrollment requires program director permission.

SPED 779 • DD: Practicum. 3 Credits.
Implementation of procedures necessary to incorporate interventions and IEPs for students with developmental cognitive disabilities using engaging resources. Management of timelines, responsibilities, and consultation with parents, school and community professionals. Analysis of personal and professional growth as a special educator. (6 consecutive weeks).
Special Notes: This course is for add-on SPED license candidates. Program director permission required for enrollment.

SPED 780 • ABS: Student Teaching. 4 Credits.
Implementation of procedures necessary to incorporate referral, assessment, evaluation, IEPs, and interventions for students with mild-moderate disabilities. Management of timelines and responsibilities including consultation with parents, school and community professionals. Development of strategies for efficacy and engaging resources. Analysis of personal and professional growth as a special educator. 12 consecutive weeks required.
Prerequisites: All courses in the SPED sequence except for co-requisites. Corequisites: EDUC 751, SPED 675.

SPED 781 • ASD: Student Teaching. 4 Credits.
Implementation of procedures necessary to incorporate referral, assessment, evaluation, IEPs, and interventions for students with autism spectrum disorders. Management of timelines and responsibilities including consultation with parents, school and community professionals. Development of strategies for efficacy and engaging resources. Analysis of personal and professional growth as a special educator. (12 consecutive weeks required).
Prerequisites: All courses in the SPED sequence except for co-requisites. Corequisites: EDUC 751, SPED 675.
SPED 783 • EBD: Student Teaching. 4 Credits.
Implementation of procedures necessary to incorporate referral, assessment, evaluation, IEPs, and interventions for students with emotional/behavioral disorders. Management of timelines and responsibilities including consultation with parents, school and community professionals. Development of strategies for efficacy and engaging resources. Analysis of personal and professional growth as a special educator. 12 consecutive weeks required. Prerequisites: All courses in the SPED sequence except for co-requisites. Corequisites: EDUC 751, SPED 675. Grade exceptions: Graded on an S/U basis. Special Notes: Program director permission required for enrollment. EBD student teaching fee: $75, out-of-region fee: $100, out-of-state fee: varies.

SPED 784 • DD: Student Teaching. 4 Credits.

SPED 786 • ABS: Practicum. 3 Credits.
Implementation of procedures necessary to incorporate interventions and IEPs for students with mild-moderate disabilities using engaging resources. Management of timelines, responsibilities, and consultation with parents, school and community professionals. Analysis of personal and professional growth as a special educator. (6 consecutive weeks). Practicum fee: $50, out-of-region fee: $100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: This course is for add-on SPED license candidates. Program director permission required for enrollment.

SPED 787 • ASD: Practicum. 3 Credits.
Implementation of procedures necessary to incorporate interventions and IEPs for students with autism spectrum disorders using engaging resources. Management of timelines, responsibilities, and consultation with parents, school and community professionals. Analysis of personal and professional growth as a special educator. This course is for add-on SPED license candidates. (6 consecutive weeks). Practicum fee: $50, out-of-region fee: $100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: This course is for add-on SPED license candidates. Program director permission required for enrollment.

SPED 788 • EBD: Practicum. 3 Credits.
Implementation of procedures necessary to incorporate interventions and IEPs for students with emotional/behavioral disorders using engaging resources. Management of timelines, responsibilities, and consultation with parents, school and community professionals. Analysis of personal and professional growth as a special educator. (6 consecutive weeks). Practicum fee: $50, out-of-region fee: $100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: This course is for add-on SPED license candidates. Program director permission required for enrollment.