EDUCATION

Programs (Ed.D., M.A., Certificate, License)
The doctoral- and master’s-level education programs are offered through the Bethel University Department of Education and administered through the Graduate School. Bethel University is a member of the Teacher Education Accreditation Council and approved by the Minnesota Board of Teaching and Minnesota Board of School Administrators. License standards are subject to change at any time by the Minnesota Board of Teaching. Candidates for license must meet the license standards in place at the time of program completion.

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

**Major in Leadership in Higher Education**
**Major in 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. The degree program requires three years of coursework, participation in residencies, a completed dissertation, and the completion of 61 semester credits.

**Program Outcomes**
- Leader who integrates personal faith and values in providing leadership in K–12 and higher educational institutions.
- Public intellectual who humbly and transparently engages the extended community and world with clarity and hope.
- Public intellectual who applies critical and complex thinking to issues and problems.
- Leader who uses ethics and personal/cultural values in the decision making process.
- Leader who displays attributes of sensitivity, tact, and conflict management skills.
- Leader who demonstrates leadership in areas of inclusion, multiculturalism, antiracism, and antisexism.

**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: Master’s Level**
- Courses are offered sequentially throughout the calendar year, including the summer months.
- Courses are generally taken one at a time.
- 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 meet one evening each week throughout the year. Summer courses may meet on a different schedule. The hybrid delivery option features at least one face-to-face meeting per course in combination with online sessions.
- M.A. in Teaching courses meet on various days of the week. Consult a calendar of class sessions for the schedule.
- A supportive learning community is achieved through the cohort model—a small group of students progressing through a degree program together.
- Cohort starts occur throughout the year, depending on the major (see: Admission Calendar).

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:
• Autism Spectrum Disorders—online
• Educational Leadership Concentration—hybrid (one face-to-face course and two online courses)
• Classroom Management: ENVoY—online
• International Baccalaureate Certificate in Teaching and Learning—online
• Special Education Concentration—hybrid
• STEM in K–12 Education—hybrid
• Teacher Coordinator of Work-based Learning License—online
• Technology for Educators—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 M.A. in Special Education, and Special Education License programs emphasize the practical application of the theoretical and research bases of the discipline as well as ethical/spiritual issues related to the profession.

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 primary and/or secondary levels. The programs are a student-centered, standards-driven collaboration among learners, 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)

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 are currently being 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 accredited by the Teacher Education Accreditation Council/Council for the Accreditation of Educator Preparation (TEAC/CAEP).

Degree Programs in Education
Doctor of Education (Ed.D.)
• Ed.D. in Leadership in Higher Education (http://catalog.bethel.edu/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/leadership-in-higher-education-edd)
• Ed.D. in Leadership in K-12 Administration (http://catalog.bethel.edu/academics/catalog/2015-2016/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/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/education-k-12-ma)
• M.A. in Special Education (http://catalog.bethel.edu/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/special-education-ma)
• M.A. in Teaching (http://catalog.bethel.edu/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/teaching-ma)

Certificates in Education
• Classroom Management: ENVoY (http://catalog.bethel.edu/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/classroom-management-envoy-certificate)
• International Baccalaureate Certificate in Teaching and Learning (http://catalog.bethel.edu/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/international-baccalaureate-certificate-teaching-learning)
• STEM in K-12 Education (http://catalog.bethel.edu/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/stem-k-12-education-certificate)

Graduate-Level License Requirements
To be recommended for license, students must demonstrate:

• Academic success, defined as completion of each course in the sequence with a passing grade. Any student failing to maintain this standard of performance will not be allowed to begin the next course in the sequence until previous coursework is completed to standard. Students receiving a grade of I need permission of the program director to continue in the next course.
• 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 Minnesota Board of Teaching.

Doctoral Level Licenses
• Director of Special Education (http://catalog.bethel.edu/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/director-special-education-license)
• K-12 Principal (http://catalog.bethel.edu/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/k-12-principal-license)
• Superintendent (http://catalog.bethel.edu/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/superintendent-license)

Master's Level Licenses
Education K-12
• Teacher Coordinator of Work-Based Learning (http://catalog.bethel.edu/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/teacher-coordinator-work-based-learning-license)
• Teachers of Computer, Keyboarding, and Related Technology Applications (http://catalog.bethel.edu/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/teachers-computer-keyboarding-related-technology-applications-license)

Special Education
• Academic Behavioral Strategist K-12 (ABS) (http://catalog.bethel.edu/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/academic-behavioral-strategist-k-12-abs-license)
• Autism Spectrum Disorders B-12 (ASD) (http://catalog.bethel.edu/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/autism-spectrum-disorders-b-12-asd-license)
• Emotional/Behavioral Disorders K-12 (EBD) (http://catalog.bethel.edu/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/emotional-behavioral-disorders-k-12-ebd-license)

Teaching
• Business (5-12) (http://catalog.bethel.edu/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/teaching-license)
• Communication Arts and Literature (5-12) (http://catalog.bethel.edu/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/teaching-license)
• General Science (5-8) with an emphasis in: (http://catalog.bethel.edu/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/teaching-license)
• Chemistry (9-12) (http://catalog.bethel.edu/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/teaching-license)
• Life Science (9-12) (http://catalog.bethel.edu/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/teaching-license)
• Physics (9-12) (http://catalog.bethel.edu/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/teaching-license)
• Mathematics (5-12) (http://catalog.bethel.edu/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/teaching-license)
• Social Studies (5-12) (http://catalog.bethel.edu/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/teaching-license)
• Teaching English to Speakers of Other Languages – TESOL (K-12) (http://catalog.bethel.edu/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/teaching-license)
• Visual Arts (K-12) (http://catalog.bethel.edu/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/teaching-license)
• World Languages and Cultures (K-12) (http://catalog.bethel.edu/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/teaching-license)
• Add-On Teaching License (http://catalog.bethel.edu/academics/catalog/2015-2016/graduate/academic-programs-disciplines/education/add-on-teaching-license) (for licensed Special Education teachers)

EDUC594 • General Methods of Effective Instruction. 3 Credits.
Considers both the art and science of teaching through the application of various pedagogical theories and methods in teaching. Addressing state standards while differentiating for student needs, especially students with disabilities, will be integrated into all course topics. Focuses on instructional design and best practices of planning, implementation, and assessment.

EDUC595 • School-wide Systems Field Experience. 1 Credits.
Structured observational experiences at K–12 levels in inclusive education settings. Students will observe school-wide systems as they relate to discipline, diversity, and inclusiveness; professional learning communities; and child study meetings. Students will also interview professionals in the areas of English language specialists, gifted talented specialists, medtech specialists, and cultural liaisons about their roles in the school as a whole. Grade exceptions: Graded on an S/U basis.

EDUC606 • 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.

EDUC609 • Lab Safety Workshop. 0 Credits.
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.

EDUC614 • Educational Research. 1 Credits.
Focus is on understanding and reporting educational and psychological research. Students will conduct online computer searches, appraise the quality of professional literature, cite research using APA style, and understand the options of writing a master's thesis or conducting an 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.

EDUC616 • 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.

EDUC621 • Foundations in Education. 3 Credits.
Introductory examination of the profession of teaching with a focus on the forces and ideas that have influenced and now shape education. Areas of study are history, philosophy, psychology, sociology, legal matters, reform, and other current issues related to education. Course also includes study of student health as well as the role of chemicals in the lives of students, families and schools.
EDUC624 • Introduction to Theories and Practices of Teaching and Learning. 3 Credits.
Focus is on theories and current research on how people learn and how to design instruction. Emphasis is on what we know about how the brain works and what we know about effective teaching and learning strategies. Theories of human development; theories of learning; overview of effective teaching strategies.

EDUC630 • 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.

EDUC650 • Portfolio and Licensing. 1 Credits.
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.
Grade exceptions: Graded on an S/U basis. Special Notes: Program Director permission required for enrollment.

EDUC651 • Portfolio and Licensing. 1 Credits.
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 EDUC653. 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.

EDUC653 • Portfolio and Licensing. 1 Credits.
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.

EDUC661 • 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.

EDUC663 • Understanding Diversity and Student Needs. 2 Credits.
Discover various learning styles and intelligences that reflect racial, cultural and economic diversity of middle and secondary students. Explore issues that contribute to biases, discrimination, racism, and sexism in middle and secondary classrooms. Study Minnesota-based American Indian tribal government, history, language, and culture.

EDUC665 • 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.

EDUC668 • Classroom Technology. 1 Credits.
This course will explore various forms of technology that expand classroom learning as well as technology that facilitates communication between teachers and their colleagues, their students, and their students’ guardians.

EDUC680 • Methods of Teaching 5-12 Mathematics. 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.

EDUC681 • Methods of Teaching 5-12 Science. 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.

EDUC682 • 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.

EDUC683 • 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.

EDUC684 • Methods of Teaching TESOL. 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.
EDUC685 • Methods of Teaching 5-12 Communication Arts and Literature. 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.

EDUC686 • Methods of Teaching Business Education, Grades 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.

EDUC687 • Methods of Teaching 5-12 Social Studies. 3 Credits.
Development of ability to take concepts from several component disciplines of social studies and communicate them effectively to, or direct their acquisition by, secondary school students. Includes curriculum trends, materials, classroom methodologies, and teacher competencies.

EDUC705 • 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. One of three courses needed for the Teacher Coordinator of Work-based Learning License.

EDUC707 • 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. 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.

EDUC709 • 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. Employment laws. One of three courses needed for the Teacher Coordinator of Work-based Learning License.

Prerequisites: EDUC705, EDUC707.

EDUC711 • 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. Keyboarding and other computer input devices in word processing and other software applications, including Microsoft Office suite of programs. Emerging technologies and the changing nature of technology.

EDUC712 • 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. Writing curriculum designed to integrate technology into content areas. Policies and procedures necessary for the use of technology.

Prerequisites: EDUC711.

EDUC713 • 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: EDUC711.

EDUC715 • Practicum for Teachers of Computers, Keyboarding, and Related Technology for K-12 Schools. 1 Credits.
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: EDUC711, EDUC712, EDUC713. Grade exceptions: Graded on an S/U basis.

EDUC718 • 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.

EDUC730 • 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.

EDUC731 • 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.

EDUC732 • 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.
EDUC740 • Exploring STEM Practices. 4 Credits.
Introduction to the practices of STEM: asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information.

EDUC741 • Applied STEM in the Classroom. 3 Credits.
This course will utilize an integrative approach, focusing on the nature of science and engineering, scientific argumentation, and mathematical reasoning to solve authentic problems through chemical, mechanical, and electrical applications. Technological applications will be utilized, and classroom lesson segments developed for STEM in the classroom.
Prerequisites: EDUC740.

EDUC742 • STEM Curriculum and Instruction. 3 Credits.
STEM Curriculum and Assessment draws the prior two STEM Certificate courses to design, test, and implement a STEM learning segment. Learning progressions in STEM will be examined, as well as appropriate formative and summative assessment aligning Backward Design and GRASP assessments to grade level expectations.
Prerequisites: EDUC740, EDUC741.

EDUC745 • 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 reinforce consistent and fair parameters while preserving relationships with students, and honoring unique learning styles and cultural backgrounds.

EDUC746 • 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: EDUC745.

EDUC747 • 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: EDUC745, EDUC746.

EDUC750 • 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.

EDUC751 • Special Education Student Teaching Seminar. 3 Credits.
Seminar for teacher candidates in student teaching placements. Development of strategies for personal and professional efficacy, resilience, and occupational health. Analysis of impact that teachers’ occupational health has on student learning environments. Demonstration of learning environment analysis and appropriate instructional planning/adjustment in the edTPA project.
Corequisites: SPED780 or SPED781 or SPED782. EdTPA fee charged by Pearson Education, Inc. Grade exceptions: Graded on an S/U basis.

EDUC755 • Preparing the Thesis/Action Research Project. 1 Credits.
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: EDUC614. Grade exceptions: Graded on an S/U basis.

EDUC771 • 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.

EDUC772 • 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: EDUC771.

EDUC773 • 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: EDUC771, EDUC772.
EDUC774 • Capstone. 1 Credits.
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: EDUC771, EDUC772, EDUC773.

EDUC778 • 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.
Lab fee: $100, out-of-region fee: $100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: Taken concurrently with EDUC750. Departmental approval required for enrollment.

EDUC779 • 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 EDUC750.

EDUC790 • 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: EDUC614, EDUC755. Grade exceptions: Graded on an S/U basis.

EDUC800 • 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 light of these roots and trends 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.

EDUC801 • 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.

EDUC805 • Principles of Organizational Leadership. 3 Credits.
Theory and practice of leadership applied to educational settings. Leading educational and managerial organizational leadership theories and change theory with emphasis on their implementation in practical educational settings. Faith-informed worldview is incorporated with these theories and practices. Philosophical and values anchors, vision casting, shared priorities and commitments, and vision through policy and program development.

EDUC807 • Organizational Leadership in Higher Education. 3 Credits.
Theory and practice of leadership in higher education settings. Leading organizational leadership theories, educational cultures, leadership communication, emphasis on implementation in practical educational settings. Incorporation of a faith-informed worldview with these theories and practices. Philosophical and values anchors, vision casting, shared priorities and commitments, and implementation of vision through policy and program development.

EDUC810 • Curriculum and Instructional Management and Student Development. 3 Credits.
Fundamentals of curriculum design, planning and implementation; trends, issues, forces, and ideas affecting curriculum. Synthesizing 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.

EDUC812 • 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.

EDUC815 • 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.

EDUC818 • Comparative Analysis of Issues in Higher Education. 3 Credits.
Explores issues, trends, and policies in higher education through comparative, cross-cultural, and international perspectives. Attention is given to effects of globalization, colonialism, economic development, and disparities that emerge out of differences in ethnicity, gender, language, and socioeconomic level. Relationship of higher education to governmental and political processes is examined.
EDUC820 • Doctoral Research I. 3 Credits.
This course begins the four course series in research methods. Students are introduced to the philosophical foundations of qualitative research design and methodology. Students complete an overview of the design, analysis and interpretation of qualitative methods. Basic principles and philosophy of naturalistic (field) inquiry methods are introduced. Students critique and analyze qualitative research in the literature culminating in the development of the research problem. Grade type chosen must remain consistent for EDUC820, EDUC845, EDUC850, and EDUC870.

EDUC825 • Leading in a Complex and Pluralistic Society. 3 Credits.
Focus is on the conceptual background on the needs of diverse constituencies, and on the skills to lead a school toward a healthy, productive environment for all students. A major project will include the application of the principles of the course as well as assessment and planning for positive change in the student’s home district.

EDUC827 • 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.

EDUC830 • Administration of Essential Educational Programs. 3 Credits.
Students, as school leaders, will examine their schools in depth to ensure that essential programs are in place. 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. Students will apply a personal belief system and explore best practices.

EDUC832 • 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.

EDUC835 • Measurement and Assessment. 3 Credits.
Concepts and skills for employing descriptive statistics. Principles and practices of assessment processes in schools and their uses, misuses, and limitations. Ethical issues in assessment, test performance influencing factors. Applying understanding of assessment principles and practices in the student’s home district in light of the current scholarly research review and class discussions.

EDUC837 • 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.

EDUC840 • 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 many of 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.

EDUC842 • Leadership and Strategic Planning in Higher Education. 3 Credits.
Integration of mission, vision, planning, and budgeting in order to strategically frame leadership challenges in higher education contexts. Exploration of healthy institutional development through effective leadership in areas of personnel, communications, and relationships with relevant constituencies. Reflection on personal vision in areas such as accountability, motivation, and team building.

EDUC845 • Doctoral Research II. 3 Credits.
This is the second in the series of four research methods courses in the Ed.D. Program. The focus is on quantitative research. The other major focus is on ethics in research culminating in the requirement of students to complete the CITI training modules. Students continue to build their dissertation prospectus.

EDUC850 • Doctoral Research III. 3 Credits.
This is the third in the series of four research methods courses in the Ed.D. Program. The focus is on both qualitative and quantitative research focusing on sampling, measurement, data collection and analysis. Students continue to build their dissertation prospectus.

EDUC855 • Administrators as Agents of Change. 3 Credits.
Students will participate in an educational change process designed to help them develop visionary capacity and leadership skills for sustaining meaningful change. It will be accomplished by reading change literature, discussion, and experiencing educational reform by visiting schools and meeting with visionary leaders.

EDUC857 • Leaders as Agents of Change in Higher Education. 3 Credits.
Immersion into educational change and problem-solving process in higher education. Need for change, visionary leadership capacity and skills for designing, leading, and sustaining meaningful ongoing educational change. Current changes and trends, their impact on education, leaders in change. Change literature. Complex change initiatives in students’ own context/setting. Philosophies and strategies for implementing significant change.
EDUC860 • 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.

EDUC862 • 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.

EDUC865 • Resource Management in K-12 Education.  3 Credits.
Students acquire an understanding of the sources and expenditure of fiscal and other resources in education. Development of specific competencies includes school board/administration resource planning and prioritizing, budgeting, and resource allocation and management. A major course project analyzes and critiques the structure and implementation of the student’s home district’s budget.

EDUC867 • Resource Management and Development in Higher Education.  3 Credits.
Students learn about higher education resources in the context of the North American economic climate. They examine revenue, expenses and budgeting practices that are common at postsecondary institutions. They explore factors that have historically driven costs and learn methods to grow and shrink budgets effectively at postsecondary institutions.

EDUC870 • Doctoral Research IV.  3 Credits.
This is the final course in the series of four research methods courses in the Ed.D. Program. The focus is on data collection, data analysis and presenting results in research. Students design a data collection tool or protocol, collect data with the tool (field test) and analyze collected data. Students complete their dissertation prospectus.
Prerequisites: EDUC850. Grade exceptions: Graded on an A-F or S/U basis. (See EDUC820.).

EDUC875 • 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.

EDUC876 • 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.

EDUC880 • Comprehensive Examination.  0 Credits.
Comprehensive examination and the portfolio review after completion of the student’s final didactic course.
Grade exceptions: Graded on an S/U basis.

EDUC882 • 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.

EDUC885 • Individualized Project in Higher Education.  4 Credits.
Integration of coursework with practical application of knowledge and theory. Project developed by the student in collaboration with a faculty supervisor.

EDUC886 • Principal Internship.  4 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.

EDUC887 • Superintendent Internship.  4 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.

EDUC889 • Director of Special Education Internship.  4 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.
EDUC890 • 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. Special Notes: Registration is automatic in the term following student’s final didactic course unless student arranges with cohort advisor for registration at a different time.

EDUC891 • Dissertation Phase Two. 6 Credits.
A continuation of EDUC890. Students are automatically registered for this course during the term following EDUC890. 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: EDUC890. Grade exceptions: Graded on an S/U basis.

PSYC635 • Measurement and Assessment in Education. 3 Credits.

SPED600 • Characteristics of Mild-Moderate Disabilities. 3 Credits.
Overview and introduction to the mild-moderate range of five disability categories represented under Academic Behavioral Strategist (ABS) including: Learning Disabilities (LD), Emotional and Behavioral Disorders (EBD), Other Health Disabilities (OHD), Developmental Disabilities (DD), and Autism Spectrum Disorders (ASD). Definitions, eligibility criteria, characteristics, curriculum, and contemporary issues of each will be studied.

SPED601 • Characteristics of ASD. 3 Credits.
Examination of the spectrum of autism. Information will be accessed regarding theories, research, medical, and legal requirements of autism. Personal viewpoints and ethics from a biblical perspective will be examined regarding educational approaches to autism. Introduction to educational criteria, identification and assessment, teaching strategies, and family issues. Introduction to behavior management: behavior management philosophy, practical strategies, and skills related to children identified with autism spectrum disorders (ASD).

SPED604 • EBD: Child & Adolescent Psychopathology. 3 Credits.
Major clinical perspectives, psychological disorders, terminology, and issues in child and adolescent psychopathology with emphasis on areas of special relevance to educational settings. Background to be informed communicators with mental health professionals collaborating in serving students having emotional/behavioral disorders. Distinguishing between problems falling in normal and clinical ranges.
Prerequisites: SPED605 or qualifying special education license.

SPED605 • Introduction to Special Education. 1 Credits.
Special education historical and legal issues. Basic characteristics of mild-moderate disabilities. State and federal laws, due process, data privacy requirements, exclusionary rules. Special education historical and philosophical background. Attitudes toward the exceptional child. The Individuals with Disabilities Education Act. Significant litigation related to special education. Preview into the child with LD, EBD, OHD, DCD, or ASD.

SPED608 • Introduction to Academic Instruction and Behavior Management for the Exceptional Learner. 2 Credits.
This course will prepare special education teachers for their unique role as academic instructors and skillful classroom managers. Students will become familiar with a wide range of evidence-based teaching and behavior management methods that include approaches for one to one, small group and class-wide delivery. An emphasis on universal design as it relates to the needs of both typically developing and exceptional learners will accompany a foundational introduction to Behavioral management through antecedent-based intervention and environmental arrangement.

SPED610 • Norm-Referenced Assessment. 3 Credits.
Introduction to special education teacher role in assessment processes. Norm-referenced, standardized assessment as part of identification and instructional planning process for students with emotional/behavioral disorders, learning disabilities, other health disabilities, autism spectrum disorder, or developmental cognitive disabilities. Issues of test quality (reliability, validity, standardization), scoring, and interpretation. Survey of instruments commonly used in assessment.
Assessment materials fee: $10.

SPED611 • Evaluation, Communication and Intervention Strategies in ASD. 3 Credits.
Examination of ASD assessment procedures to identify needs and develop intervention plans; review current tools and strategies used to understand communication, language and social skills including in-depth descriptions of research-based interventions and video examples; discuss ethical and moral issues from a biblical perspective.
Prerequisites: SPED601.

SPED612 • Planning, Instruction & Consultation for ASD. 3 Credits.
This course will examine educational planning, collaboration and how that impacts instruction for students with mild, moderate, and severe Autism Spectrum Disorders from birth to grade 12. Focus will revolve around planning appropriate educational plans based on evidence of disability. Create and modify lessons and units to meet and address the needs of students with mild, moderate, and severe Autism Spectrum Disorders. Examine collaboration methods that prove successful in the educational programming and success of students with Autism Spectrum Disorders.
Prerequisites: SPED601, SPED611.
SPED613 • Interventions for Emotional and Behavioral Disabilities. 3 Credits.
Role of special education teachers as social/emotional and behavioral intervention implementers meeting individual needs of students with moderate to severe behavioral disabilities. Skills to function on multidisciplinary teams implementing school-based behavior management programs. Individual and group intervention strategies emphasizing social skills training and academic adaptations for general education curriculum mastery. Importance of observation, assessment, and intervention sequence and crisis management.
Prerequisites: SPED604.

SPED618 • Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities. 3 Credits.
Course provides teacher-students a framework for designing, implementing, and evaluating instructional methods to teach exceptional student learning needs. Focus is primarily on non-standardized assessment techniques including curriculum-based assessment/measurement; observations; functional behavioral assessment; learning styles/multiple intelligences; and ecological, authentic, and portfolio assessments. Review of behavior rating scales and various assessment data in evaluation reports. Students practice techniques in actual classrooms.
Prerequisites: SPED610. Special Notes: Taken concurrently with SPED670 when seeking license.

SPED621 • Reading Field Experience. 1 Credits.
A 30 hour reading clinical. Students will practice reading assessment and instructional techniques with students who have mild-moderate disabilities. Reading Field Experience will take place in a K-12 school setting.

SPED625 • Special Education: Planning and Programming. 3 Credits.
Special education delivery systems. Using assessment data to write academic and behavioral goals and objectives for incorporation into an individual education plan (IEP). Evaluation of available service delivery options to choose the most appropriate setting to meet student's need. Effective multidisciplinary team processes with consideration of influence of diversity and language on eligibility, placement decisions, and programming.

SPED631 • Responsive Instruction, Intervention, and Assessment. 3 Credits.
Preparation of special education teachers for their role in the screening, monitoring, and early intervention processes related to good instructional practice. Students will understand data collection and analysis practices that integrate multiple sources of information in a collaborative model. Emphasis will be on evidence-based instructional strategies for all students, as well as research-based interventions for students with a variety of needs. The focused content area will be reading.
Prerequisites: SPED600 or qualifying special education license.

SPED641 • Introduction to Behavioral Methods & Mental Health for Mild to Moderate Special Needs. 3 Credits.
Introduction to behavioral methods and foundations of mental health for students with mild to moderate special education needs. Students analyze behavior methods/interventions for the classroom with emphasis on brain-based research. Understanding behaviors and mental health are explored within behavioral, social, emotional, educational, cognitive, physical, communication, and functional contexts as well as foundations of cognitive/ emotional development and informal tools for screening.

SPED655 • Classroom-Based Assessment. 3 Credits.
Focus is primarily on non-standardized assessment techniques including curriculum-based assessment/measurement; observations; functional behavioral assessment; learning styles/multiple intelligences; and ecological, authentic, and portfolio assessments. Review of behavior rating scales and various assessment data in evaluation reports. Students practice techniques in actual classrooms.
Prerequisites: SPED610. Special Notes: Taken concurrently with SPED670 when seeking license.

SPED670 • Assessment Clinical Field Experience. 1 Credits.
Eighteen-week, 30 hour clinical field experience designed for students to demonstrate understanding and competent application of assessment. Students identify specific educational needs and judge eligibility for special education or response to intervention (RTI) process while using both formal, norm-referenced assessment as well as informal, classroom-based assessment.
Assessment materials fee: $10. Special Notes: Taken concurrently with SPED610 and SPED655.

SPED671 • Autism Field Experience. 1 Credits.
Learners will complete required ASD competencies within settings targeting students ages Birth-21, including a variety of educational settings, covering mild-severe ranges of Autism. Evidence illustrating completion of competencies will be contained in a comprehensive portfolio that includes evaluations, IEP goals and objectives, behavior plans, communication strategies, classroom strategies and consultation reports.
Prerequisites: SPED601, SPED611, SPED612. Grade exceptions: Graded on an S/U basis.

SPED672 • EBD Field Experience. 1 Credits.
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.

SPED673 • ABS Field Experience. 1 Credits.
Observe K-12 educational programming process 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.
SPED675 • Consultation, Collaboration & Resources. 2 Credits.
Focus is on the communication skills necessary to consult and collaborate effectively with parents, administrators, teachers, paraprofessionals, and agency personnel about the special needs of students. Students will become acquainted with outside agencies, as well as transition needs and services. Clarifying personal beliefs and adjusting to diverse student needs within their student teaching environments are critical elements of this course.

SPED700 • 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.

SPED780 • Student Teaching - Academic Behavior Strategist. 4 Credits.
Knowledge and skills practiced while student teaching for 12 weeks, under supervision of cooperating teacher and university supervisor, with students under mild-moderate disability categories of LD, EBD, OHD, DD, and ASD, from referral and assessment through placement and instruction. Collaboration with educators and parents. Portfolio including artifacts from required Minnesota special education standards.

SPED781 • ASD: Student Teaching. 4 Credits.
Complete required competencies within an educational setting for students with ASD for 12 weeks. IEP goals and objectives, assessments, behavior plans, communication strategies, and classroom strategies will be completed and included in a portfolio.

SPED783 • EBD: Student Teaching. 4 Credits.
A 12 week student-teaching experience working with K–12 students who have moderate to severe emotional/behavioral disorders (M/SED). The course plan aligns with Minnesota State Standards for Special Educators and includes all aspects of school-based program planning and service provision for students with M/SED.
Prerequisites: SPED604, SPED605, SPED610, SPED613, SPED618, SPED620, SPED621, SPED625, SPED641, SPED655. EBD student teaching fee: $150, out-of-region fee: $100, out-ofstate fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: Qualifying special education license and Program Director permission required for enrollment.

SPED786 • ABS: Practicum. 3 Credits.
A minimum seven-week experience with mild-moderate special education students in the areas of LD, EBD, DCD, OHD and ASD. Special education programming including referral review, assessment, IEP development, placement, and instruction in academic and social skills. Demonstration of all standards required of ABS teachers. Consulting/collaborating with regular and special education teachers, administrators, school psychologists, paraprofessionals, and other educational personnel.
Practicum fee: $100, out-of-region fee: $100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: Enrollment requires qualifying special education license and program director permission.

SPED787 • ASD: Practicum. 3 Credits.
Complete required competencies within an educational setting for students with ASD. IEP goals and objectives, assessments, behavior plans, communication strategies, and classroom strategies will be completed and included in a portfolio.
Practicum fee: $100, out-of-region fee: $100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: Qualifying special education license and program director permission required for enrollment.

SPED788 • EBD: Practicum. 3 Credits.
A seven-week practicum experience with K–12 students who have moderate to severe emotional/behavioral disorders (M/SED). The course plan aligns with Minnesota State Standards for Special Educators and includes all aspects of school-based program planning and service provision for students with M/SED.