COURSE DESCRIPTIONS

BIOL • Biology
BIOL600 • Human Gross Anatomy & Histology. 4 Credits.
Human anatomy for physician assistant students takes a regional approach to the study of human anatomy. This course will involve dissection of human cadavers by the students. Incorporated into the course content concerning anatomical structures will be a brief examination of histological structure, nervous system structure, and basic function. Corequisites: BIOL600L.

BIOL600L • Human Gross Anatomy and Histology Lab. 2 Credits.
Laboratory experience accompanying BIOL600.
Corequisites: BIOL600.

BIOL610 • Human Medical Physiology. 3 Credits.
This course is designed for graduate students to learn and gain knowledge in the physiological principles. These concepts are essential for further progress in understanding mechanisms of disease and body systems. This understanding is essential for clinical medicine. Weekly problem solving discussions will emphasize clinical application of physiologic concepts.

BIOL620 • Pharmacology & Therapeutics I. 3 Credits.
This is the first course in a series of three clinical pharmacology courses taught in a systems-based approach with the Clinical Medicine series. The course explores clinical implications of pharmacology for these topics (but not limited to): hematologic, cardiovascular, pulmonary, genitourinary, and renal.

BIOL621 • Medical Pathophysiology I. 2 Credits.
This is the first of three pathophysiology courses offered concurrently with the Clinical Medicine series. Pathophysiology at the molecular, cellular, organ, and total body levels will be applied in each organ system. Systems covered include, but are not limited to: hematologic, cardiovascular, pulmonary, genitourinary, and renal.

BIOL630 • Pharmacology & Therapeutics II. 4 Credits.
This is the second course in a series of three clinical pharmacology courses taught in a systems-based approach with the Clinical Medicine series. The course explores clinical implications of pharmacology for these topics (but not limited to); dermatologic, endocrine, neurologic, psychiatric, musculoskeletal/rheumatologic, gastrointestinal, and geriatric.

BIOL631 • Medical Pathophysiology II. 2 Credits.
This is the second of three pathophysiology courses offered concurrently with the Clinical Medicine series. Pathophysiology at the molecular, cellular, organ, and total body levels will be discussed in each body system. Systems covered include (but are not limited to); dermatologic, endocrine, neurologic, psychiatric, musculoskeletal/rheumatologic, gastrointestinal, and geriatric.

BIOL640 • Pharmacology and Therapeutics III. 2 Credits.
This is the third course in a series of three clinical pharmacology courses taught in a systems-based approach with the Clinical Medicine series. The course explores clinical implications of pharmacology focusing on, but not limited to, these areas: women’s health, pediatrics, surgery, ENT/ophthalmology/allergy, and emergency medicine.

BIOL641 • Medical Pathophysiology III. 2 Credits.
This is the third of three pathophysiology courses offered concurrently with the Clinical Medicine series. Pathophysiology at the molecular, cellular, organ, and total body levels will be applied in each body system. Topics covered include, but are not limited to, women’s health, pediatrics, ENT/ophthalmology/allergy, and multisystem disorders.

BUSN • Business
BUSN575 • Experiencing Global Business. 3 Credits.
Experiencing a country’s cultural, business, political, economic, and religious climate by traveling internationally on a Bethel-sponsored trip. Exploring international business through company visits, guest lectures, assignments, and reflections. Examining the strategies firms use to compete effectively in the global business environment. Includes some pre- and post-trip coursework.
Prerequisites: CAPS General Education Category E course. Fulfills: CAPS Goal Area 5. Special Notes: Graduate School course. Enrollment is restricted to CAPS Business Management major and Organizational Leadership major students with senior class standing.

BUSN605 • Data Analysis and Decision Making. 3 Credits.
Explores research principles relevant in the business setting. Evaluation of research reports and data with a focus on quantitative data used for decision making. Application of appropriate strategies and tools to make and explain ethical and effective business decisions.
Prerequisites: LEAD611 or ORGL600.

BUSN615 • Managerial Accounting. 3 Credits.
Examination of core managerial accounting concepts and their applications in modern organizations. Exploration of best practices and emerging trends in accounting with a focus on managerial decisions. Research of topics and cases may include ethics, environmental accounting, long-term versus short-term profitability, constraint management, technology, cost structures, and controls.
Prerequisites: LEAD611 and ACCT400: Financial Accounting for Managers (in College of Adult Professional Studies catalog). Special Notes: ACCT400 prerequisite may be met by BUSN520 Departmental Exam Passing Score when offered.
BUSN625 • Managerial Finance. 3 Credits.
Focus is on the financial management of business and includes international and ethical implications. Topics include financial analysis and decision making; financial markets; risk; valuation; long- and short-term financing and investing; and working capital management. Extensive use of cases and spreadsheets is required.
Prerequisites: LEAD611 or ORGL600.

BUSN627 • Advanced Managerial Finance. 2 Credits.
A computer-based business simulation (CapSim) provides virtual environment business operation. Each business situation requires professional business decisions. Students receive feedback on each set of operations, marketing, accounting, finance, human resources, and labor relations decisions. Immediate feedback demonstrates abilities to properly synthesize, evaluate, diagnose, and make decisions for short- and long-range company improvements.
Prerequisites: BUSN625, LEAD611.

BUSN628 • Global Finance. 3 Credits.
This course explores the complexities resulting from the inter-connected nature of the global economy. It also examines the challenges and problems faced by firms planning on doing business in Western Europe, Eastern Europe, the Far East, Mexico, Canada, South America, Africa, India, and other regions during the next decade.
Prerequisites: LEAD611 or ORGL600.

BUSN645 • Marketing Management. 3 Credits.
A demographic and psychographic review of current consumer trends. Review of broadly adopted marketing models. Analysis of marketing challenges in an environment of increasing information, Internet channels, and multiple buyer options. Discussion of various global and ethical issues facing marketers and marketing managers.
Prerequisites: LEAD611 or ORGL600.

BUSN656 • Legal, Regulatory, and Compliance. 3 Credits.
Legal issues and principles that arise in the business environment. The purpose is to identify legal difficulties before they arise and to effectively strategize to prevent legal problems from occurring. Employment law issues, contract disputes, regulatory compliance, environmental investigations, negligence claims, purported violations of fiduciary duties, and securities fraud.
Prerequisites: LEAD611.

BUSN660 • Operations Management. 3 Credits.
Changes in operational management, legal, and regulatory issues throughout lifecycles of organizations considering faith, ethics, and Christian worldview. Evaluate organizational efficiency using quality models such as Six Sigma and Lean. Design plans for organizational success (project management steps, outcomes, technology, production, and outsourcing). Distinguish between operational management process and function.
Prerequisites: LEAD611 or ORGL600.

BUSN675 • Leading in a Global Environment. 3 Credits.
Explore international cultures, faith, ethics, and business structure by traveling internationally on a Bethel-sponsored trip. Gain perspectives on how American companies do business globally and compare American and international cultural, business/economic, educational and spiritual practices.
Prerequisites: LEAD611 or ORGL600.

BUSN680 • Introduction to Business Strategy. 3 Credits.
Analysis of the fundamental elements of organizational strategy. Evaluation of the influences on an organization's strategy and the ability of an organization to achieve its strategy given its characteristics. Integration of ethical thinking and personal faith principles with strategy. Analysis of issues impacting strategic technology planning in organizations.
Prerequisites: LEAD611 or ORGL600.

BUSN789 • MBA Portfolio Deliverable. 0 Credits.
Synthesis of key learnings from the MBA program, including a reconsideration of earlier work, leadership theories and growth concepts, and the development of a professional portfolio.
Prerequisites: LEAD611, LEAD621, LEAD631, LEAD641, LEAD651, LEAD755. Coaching and assessment fee: $100. Grade exceptions: Graded on an S/U basis.

ECON • Economics
ECON635 • Managerial Economics. 3 Credits.
Study of economics, macroeconomics, and microeconomics. Analysis of the economic forces that influence the business environment. Application of economic tools to illustrate how globalization influences performance, strategy, and policy within firms. Analysis of opportunities and risks in a global economic environment.
Prerequisites: LEAD611 or ORGL600.

EDUC • Education
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 childstudy 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.

EDUC605 • 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 and current enrollment in a Bethel University Graduate School degree program 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 EDUC650. 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.
Prerequisites: EDUC705, EDUC707.

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 Licensure.

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. Embedded differentiated instruction for ELS and special education students in the general education classroom. Refined 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.
Grade exceptions: Graded on an A-F or S/U basis.

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 third in the series of four research methods courses in the Ed.D. Program. The focus is on both qualitative and 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.
Prerequisites: EDUC820. Grade exceptions: Graded on an A-F or S/U basis. (See EDUC820.)

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.
Prerequisites: EDUC845. Grade exceptions: Graded on an A-F or S/U basis. (See EDUC820.)

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.

EDUC888 • 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.

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.
GERG • Gerontology

**GRTG605 • Health and Aging.** 3 Credits.
Examination of health as shalom, well-being, or wholeness. Normal physical, psychological, and spiritual changes of aging will be addressed. Identification of ways to promote healthy aging and common health concerns of the elderly.

**GRTG610 • Adult Development and Aging.** 3 Credits.
In-depth understanding of the developmental processes related to aging from a psychosocial perspective. Learners explore age-change theories and human adaptations in terms of mental health, personality stability, sensory aging related to cognitive processes, learning, and social cognition. Discussion of relationship issues, gender roles, death and bereavement, occupational patterns, retirement, and leisure.

**GRTG615 • Aging and Diversity: Class, Gender, and Ethnicity.** 3 Credits.
Exploration of the meaning of diversity, broadly defined to include differences in types of community, housing, ethnicity, physical status, and age, and examination of this range of diversity as it applies to the field and practice of gerontology.

**GRTG620 • Spirituality and Aging.** 3 Credits.
Issues such as meaning (and loss of meaning), grief, ambiguous loss, virtue ethics, and wisdom as they relate to aging persons. Examination of ethnic and gender influences on the experience of spirituality in the aging process from a cross-cultural perspective. Models of assessment of spiritual needs will be presented.

**GRTG640 • Policy Issues in Aging.** 3 Credits.
Major public policies and programs benefitting older persons. Social Security, Medicare, Medicaid, the Americans with Disabilities Act, the Older Americans Act. Evolving federal, state, local, and individual roles. How laws play out in community. Differential impact of policy proposals on elderly populations, with reference to sex, race, class, and urban/rural differences. Strategies and tactics to influence development of public policy.

**GRTG645 • Leadership and Program Management.** 3 Credits.
Review of leadership and management styles. Styles identified will be applied to various current and potential positions in the field of gerontology.

**GRTG650 • Project Design and Management.** 3 Credits.
Preparation of a detailed project proposal for work to be done during a practicum. Write literature review specifying framework using a theoretical perspective from the field of gerontology. State clear learning goals with realistic expectations of practical results. Obtain approvals from program director and site supervisor.

**GRTG750 • Master’s Project and Integrative Seminar.** 3 Credits.
Meet regularly with cohort and instructor(s) to share progress on projects and work on final papers, explore professional growth and career development, and investigate issues related to integration of faith with professional and academic aspects of gerontological practice. 
Prerequisites: GRTG650. Grade exceptions: Graded on an S/U basis.

**GRTG790 • Thesis Practicum.** 6 Credits.
Intensive experience in the field of gerontology. Students design and carry out applied research projects with clearly delineated learning goals that demonstrate mastery over the chosen subject matter and its relationship to the discipline of gerontology. Final thesis paper exhibits scholarly standards of excellence. 
Grade exceptions: Graded on an S/U basis.

HUSE • Human Services

**HUSE650 • Introduction to Addictions Counseling.** 3 Credits.
An examination of the etiology, progression, assessment, and treatment of addictions from a variety of historical and inter-disciplinary theoretical perspectives. Students are introduced to the twelve core functions of addictions counseling, the continuum of care, and the process of change.

**HUSE655 • Pharmacology of Addictions.** 3 Credits.
An examination of the physiological aspects addiction, integrated with the psychological, familial, and larger sociological aspects of addiction. Evidence-based approaches to the treatment of addictions, including the use of medication-assisted therapies, are considered.

**HUSE660 • Assess & Treat Co-Occur Disord.** 3 Credits.
An examination of current theory and research on an integrated approach to screening, assessment, treatment planning, and the intervention of co-occurring addictions and mental illness, with attention to services and systems integration.

LEAD • Leadership Foundations

**LEAD611 • Leadership Theory & Personal Agency.** 3 Credits.
Analysis of leadership theory and research as it applies to individuals and organizations. Evaluation of personal leadership capacities and the design of a specific plan for capacity increase. Analysis of the relationship between personal faith and leadership service. 
Coaching and assessment fee: $350. Special Notes: Students may not receive credit for both LEAD611 and ORGL600.

**LEAD621 • Worldview, Ethics and Leadership.** 3 Credits.
Explore Biblical, historical, and contemporary ethical frameworks. Explore how one’s personal spirituality and vision of the world impacts one’s leadership. Understand the biblical and theological foundations of leadership. Analyze the nature of ethical issues relating to personal integrity and leadership. Articulate personal foundations for ethical leadership. 
Prerequisites: LEAD611. Special Notes: Students may not receive credit for both LEAD621 and PHIL625.
LEAD631 • Leading Change in a Changing World. 3 Credits.
Forecasting and designing alternative futures for organizations. Understanding organizational change as it relates to mission, strategies, tactics, and structure. Strategic planning and opportunity generation in light of theory, historical trends, environmental factors, and organizational capabilities.
Prerequisites: LEAD611 or ORGL600.

LEAD641 • Organizational Diagnostics and Health. 3 Credits.
Examination of theory and research surrounding organizational structures and behavior. Assessment of organizational health at multiple levels in light of relevant research, theory, and organizational relationships and patterns. Sustainment or improvement of organizational health through leadership techniques that enhance organizational effectiveness and empower individuals.
Prerequisites: LEAD611 or ORGL600. Coaching and assessment fee: $200.

LEAD651 • Leadership Formation and Strategic Talent Management. 3 Credits.
Global thought leadership, current theory, and best practice implementation on building leadership cultures and coaching emerging leaders. Understanding structures and systems that foster talent development, employee engagement, retention, and effective succession planning. Introduction to research, best practices, and formal processes to address leadership competency gaps through individual development planning.
Prerequisites: LEAD611. Coaching and assessment fee: $100. Special Notes: Students may not receive credit for both LEAD651 and ORGL645.

LEAD755 • Portfolio Integration and Capstone Development. 2 Credits.
Culmination of leadership courses as students continue in graduate work. Foundation for a collaborative project that synthesizes scholarship and practice around the development of a business plan. Exploration of interconnections within business and connections with other aspects of life. Introduction to reflective learning through portfolio practices.
Prerequisites: LEAD611.

LEAD789 • MBA/MASL Dual-degree Portfolio Addendum. 0 Credits.
Synthesis of key learnings from the two master’s degree programs after having completed LEAD790 for the first master’s degree.
Prerequisites: LEAD611, LEAD621, LEAD631, LEAD641, LEAD651, LEAD755, LEAD790. Grade exceptions: Graded on an S/U basis.

LEAD790 • MBA/MASL Capstone Delivery. 1 Credits.
Culmination of Bethel Leadership courses as students complete their graduate work. Teams (assigned in LEAD755) present their collaborative project that integrates scholarship, synthesis, and practice around the development of a business plan.
Prerequisites: LEAD611. Corequisites: LEAD755. Grade exceptions: Graded on an S/U basis.

NASC • Natural Science

NASC680 • Science Research. 2 Credits.
Designed to give students the opportunity to engage in a scientific, research-based investigation under the direct supervision of a Bethel science faculty member.
Prerequisites: Consent of the M.A. in Teaching program director.

NURS • Nursing

NURS600 • Theory Foundations. 3 Credits.
An examination of the theoretical foundations of the discipline of nursing, including nursing theory and selected borrowed theories within the contexts of nursing leadership and Christian perspectives. Analysis of nursing theory will include historical perspectives, theory development, application to practice and leadership, and evaluation of grand, middle range, and practice theories in nursing.
Certifiedbackground.com fee: $35.

NURS602 • Midwifery Perspectives. 3 Credits.
Understand the historical, cultural, and societal influences for the development of nurse-midwifery care and the midwifery profession.
Prerequisites: NURS606, NURS611, NURS619, NURS620, NURS626, NURS673. Exam proctoring fee: $18.

NURS606 • Advanced Health Assessment for Advanced Practice Nurses. 4 Credits.
Enhance knowledge and skills of history taking, physical assessment, and clinical reasoning from a holistic perspective in order to prepare for practice as a nurse-midwife.
Clinical immunization documentation tracking and verification fee: $70, live model patient fee: $100, Typhon clinical tracking system fee: $90.

NURS611 • Advanced Pharmacology for Advanced Practice Nurses. 3 Credits.
Nurse-Midwifery application of the principles of pharmacotherapy to promote health and manage illness from a client-centered perspective for diverse populations across the lifespan.
Prerequisites: NURS620, NURS673. Exam proctoring fee: $18.

NURS614 • Nurse-Midwifery I: Healthcare for Women and Primary Care. 4 Credits.
Integrates theory and evidence, related to gynecological and primary care, for holistic management and support of women’s health throughout the lifespan.
Prerequisites: NURS620, NURS673.

NURS615 • Global Perspectives of Health. 3 Credits.
Development of a global perspective on social determinants of health. Integration of concepts of interprofessional collaboration including the disciplines of epidemiology, ecology, economics, politics, and religion in determining culturally responsive strategies to improve health.
NURS616 • Nurse-Midwifery II: Antepartal Care. 3 Credits.
Integrates theory and evidence related to normal and high-risk antepartal care.
Prerequisites: NURS606, NURS620, NURS626, NURS673. Exam proctoring fee: $18.

NURS617 • Nurse-Midwifery III: Intrapartum and Postpartum Care. 4 Credits.
Integrates theory and evidence related to intrapartal and postpartum care.
Prerequisites: NURS606, NURS611, NURS614, NURS616, NURS619, NURS620, NURS626, NURS673, NURS714, NURS716. Typhon clinical tracking system fee: $90, exam proctoring fee: $18, lab materials fee: $100, verified credentials fee: $40.

NURS618 • Nurse-Midwifery IV: Newborn Care. 2 Credits.
Integrates theory and evidence related to care of the healthy newborn.

NURS619 • Fetal Evaluation. 1 Credit.
Integrates theory and evidence related to evaluation of antepartal and intrapartal fetal status.
Prerequisites: NURS620, NURS673. Exam proctoring fee: $18.

NURS620 • Reproductive Physiology for Advanced Practice Nurses. 3 Credits.
Analysis of the normal physiologic basis for reproduction in humans that serves as the foundation for clinical assessment, decision making, and man¬agement for nurse midwives.
Exam proctoring fee: $18.

NURS621 • Leadership in Higher Education. 4 Credits.
Examination of trends, issues, and forces impacting nursing education and higher education. Consideration of the teaching, scholarship, and service com¬ponents of the academic nurse educator role as influenced by institutions of higher education and accrediting bodies. Discuss theoretical frameworks and evidence that inform leadership roles needed to shape and implement change in nursing education and the academic community.
Prerequisites: NURS600, NURS655, NURS660.

NURS626 • Evidence Translation for Practice. 3 Credits.
Overview of nursing research process and methodologies, with an emphasis on critical appraisal of evidence for improving nursing practice.

NURS650 • Health Policy. 4 Credits.
The examination of the health care policy process at the organizational and governmental levels. Students will analyze sociocultural, ethical, economic, political, and historical factors that influence healthcare policy and propose policy strategies to improve the health status of populations.

NURS655 • Facilitating Learning. 4 Credits.
Acquire the ability to create effective learning environments within nursing education. Application of current educational theories and pedagogies, best practices, and a knowledge of learning styles associated with diverse learner populations to support and enhance learning. Investigate instructional techniques, information technologies, and competencies used across nursing education environments. This course includes 8 hours of field experience.
Background check fee: $20, malpractice insurance fee: $80, verified credentials fee: $25.

NURS660 • Curriculum Design and Evaluation. 4 Credits.
An integration of philosophical perspectives, best practices, and professional standards used as the foundation for curricular design, learner assessment, and evaluation. Analysis of assessment and evaluation data to enhance teaching/learning across nursing education environments.
Corequisites: NURS655.

NURS671 • Health Assessment for Nurse Educators. 3 Credits.
Enhance knowledge and skills of history taking, physical assessment, clinical reasoning, and related teaching/learning strategies in order to prepare for the role of nurse educator. This is a hybrid course; on campus lab experiences and 32 hours of field experience are required.
Advanced health assessment fee: $50, lab/tech fee: $50, placement fee: $35.

NURS673 • Advanced Pathophysiology. 3 Credits.
Analysis of the physiologic basis for manifestations of altered structure and function. Differences in physiologic responses to health and illness in diverse populations across the lifespan are addressed from a nursing perspective.

NURS680 • Pathopharmacology for Nurse Educators. 4 Credits.
Integration of pathophysiology and pharmacotherapeutic concepts and principles needed to form the basis of a comprehensive and holistic approach to the delivery of nursing care. Application of evidence-based pathopharmacology concepts within the nurse educator role.

NURS685 • Innovations and Information Technologies for Nurse Educators. 4 Credits.
Focus on innovative curricular design that promotes achievement of established learning outcomes in varied educational environments and fosters the development of clinical reasoning and critical thinking. Incorporate the use of current and emerging information technologies into nursing practice to enhance care outcomes.
Prerequisites: NURS655, NURS660. Background check fee: $20, lab/tech fee: $100, malpractice insurance fee: $80, placement fee: $50. Special Notes: Course includes 50 hours of field experience.
NURS714 • Nurse-Midwifery I: Practicum. 2 Credits.
Applies the midwifery management process, theory, and evidence to provide holistic gynecological and primary care for women throughout the lifespan.
Prerequisites: NURS620, NURS606, NURS612, NURS626. Background check fee: $20, malpractice insurance fee: $167, simulation fee: $50.

NURS716 • Nurse-Midwifery II: Practicum. 2 Credits.
Applies the midwifery management process, theory, and evidence to provide holistic care for normal and high-risk childbearing families.
Prerequisites: NURS606, NURS620, NURS626, NURS673. Simulation fee: $50.

NURS717 • Nurse-Midwifery III: Practicum. 3 Credits.
Applies the midwifery management process, theory, and evidence to provide holistic care during labor, birth, and the postpartum period.
Prerequisites: NURS606, NURS611, NURS614, NURS616, NURS619, NURS620, NURS626, NURS673, NURS714, NURS716.

NURS718 • Nurse-Midwifery IV: Practicum. 1 Credits.
Applies the midwifery management process, theory, and evidence to provide holistic care to the healthy newborn.
Prerequisites: NURS606, NURS611, NURS614, NURS616, NURS619, NURS620, NURS626, NURS673, NURS714, NURS716.

NURS753 • Professional Issues for Nurse-Midwives. 4 Credits.
Understand the political and economic bases of nurse-midwifery practice. Enhance knowledge of professional issues that impact the practicing APN.
Prerequisites: NURS602, NURS606, NURS611, NURS614, NURS615, NURS616, NURS617, NURS618, NURS619, NURS620, NURS626, NURS673, NURS714, NURS716, NURS717, NURS718. Simulation fee: $50.

NURS754 • Clinical Integration for Nurse-Midwives. 7 Credits.
Integrates, applies, and reflects upon the midwifery management process, theory, and evidence to provide holistic care to women across the lifespan and the healthy newborn in a variety of settings.
Prerequisites: NURS602, NURS606, NURS611, NURS614, NURS615, NURS616, NURS617, NURS618, NURS619, NURS620, NURS626, NURS673, NURS714, NURS716, NURS717, NURS718. Malpractice insurance fee: $167.

NURS756 • Master's Capstone I. 1 Credits.
Application of theoretical perspectives and the research or project management process to the examination of a nursing problem or issue. Requires initial draft of chapters one and two of the master's project, a project plan, and beginning matrix of literature.
Prerequisites: NURS626. Grade exceptions: Graded on an S/U basis.

NURS774 • Nurse Educator Internship. 3 Credits.
Integration and synthesis of current nursing knowledge and teaching/learning theory to function effectively within an educational context. Evaluation of personal effectiveness in the educator role. Demonstrate an integration of knowledge of theories, research, ethical and Christian perspectives, global realities, policy-making issues, higher education, and information technologies into the nurse educator role. Includes 100 hour internship.
Prerequisites: NURS621, NURS685. Clinical immunization documentation tracking and verification fee: $70.

NURS788 • Comprehensive Examination. 0 Credits.
Nurse educator comprehensive examination.
Grade exceptions: Graded on an S/U basis.

NURS793 • Nurse-Midwifery Master's Project. 2 Credits.
Application of key components of the research process with a focus on critical review of the literature exploring nurse-midwifery problems defined in collaboration with clinical partners. Format: Seminar.
Prerequisites: NURS602, NURS606, NURS611, NURS614, NURS615, NURS616, NURS617, NURS618, NURS619, NURS620, NURS626, NURS673, NURS714, NURS716, NURS717, NURS718. Grade exceptions: Graded on an S/U basis.

NURS798 • Master's Capstone II. 1 Credits.
A capstone experience resulting in a master's thesis or project.
Prerequisites: NURS756. Grade exceptions: Graded on an S/U basis.

ORGL • Organizational Leadership
ORGL600 • The Leadership Enterprise. 3 Credits.
Examination of organization and leadership theory; the universe of leadership opportunities and anticipated challenges to leaders over the next 40 years; and diverse leadership styles in history and contemporary society. Examination of organization and leadership theory; the universe of leadership opportunities and anticipated challenges to leaders over the next 40 years; and diverse leadership styles in history and contemporary society.
Special Notes: Enrollment is restricted to students enrolled in Converge School of Church Leadership. Students may not receive credit for both LEAD611 and ORGL600.

ORGL620 • Followership: The Other Side of Leadership. 3 Credits.
Overview of the traditional views and attitude toward followers, analysis of different models and styles of followership, and the characteristics of "good" followers. Analysis of relationship between leaders and followers and leadership and follower styles. Exploration of bad leadership, courageous followership, transformational leadership; planning for improving followership abilities.
Special Notes: Enrollment is restricted to students enrolled in Converge School of Church Leadership. Students may not receive credit for both ORGL620 and SLDR660.
ORGL645 • Leadership Development and Formation. 3 Credits.
Global thought leadership, current theory, and best practice implementation on building leadership cultures and coaching emerging leaders. Understanding structures and systems that foster talent development, employee engagement, retention, and effective succession planning.
Special Notes: Enrollment is restricted to students enrolled in Converge School of Church Leadership. Students may not receive credit for both LEAD651 and ORGL645.

ORGL655 • Managing Conflict Through Dialogue. 3 Credits.
Leadership includes diversity and teamwork. On a practical level, conflict can block the efforts of people to fulfill the vision of both leaders and followers. Synthesis of previous studies in diversity to provide a basis for developing dialogue in multiple settings and contexts.
Special Notes: Enrollment is restricted to students enrolled in Converge School of Church Leadership. Students may not receive credit for both ORGL655 and SLDR650.

ORGL691 • Integration and Portfolio Development. 2 Credits.
Synthesis of key learnings from the Master of Arts in Organizational Leadership program including a reconsideration of earlier self-assessment work, as well as a review and modification of personal learning and growth plans.

ORGL790 • Literature Review Portfolio Completion. 1 Credits.
For students who choose not to complete a thesis or project, the portfolio will include an extended scholarly literature review on a topic of the student’s choice. The student will work with his or her capstone advisor to prepare and complete the 25-30 page literature review, not including the reference pages, appendices, or portfolio pages.
Grade exceptions: Graded on an S/U basis. Special Notes: Enrollment is restricted to students enrolled in Converge School of Church Leadership.

PHAS • Physician Assistant

PHAS601 • Introduction to History and Physical Examination. 2 Credits.
This is the first of four sequential courses designed to facilitate the development of medical history taking, physical examination skills, patient communication, clinical problem solving, clinical procedures, and ethical/legal considerations for the physician assistant. This first course focuses on history taking and physical examination in the healthy adult.
Corequisites: PHAS600L. Malpractice Fee: $90.

PHAS601L • Introduction to History and Physical Examination Lab. 1 Credits.
Laboratory experience accompanying PHAS601.
Corequisites: PHAS601. Lab fee: $50.

PHAS602 • Patient Assessment and Diagnostics I. 2 Credits.
This is the second of four sequential courses designed to facilitate the development of medical history taking, physical examination skills, patient communication, clinical problem solving, clinical procedures, and ethical/legal considerations for the physician assistant. Focus is on physical examination skills and procedures that coincide with topics in PHAS612.
Corequisites: PHAS602L. Malpractice insurance fee: $90.

PHAS602L • Patient Assessment and Diagnostics Lab I. 1 Credits.
Laboratory experience accompanying PHAS602.
Corequisites: PHAS602. Typhon logging fee: $80 (paid to Typhon Group).

PHAS603 • Patient Assessment and Diagnostics II. 3 Credits.
This is the third of four sequential courses designed to facilitate the development of medical history taking, physical examination skills, patient communication, clinical problem solving, clinical procedures, and ethical/legal considerations for the physician assistant. Focus is on physical examination skills and procedures that coincide with topics in PHAS613.
Corequisites: PHAS603L. Malpractice insurance fee: $90.

PHAS603L • Patient Assessment and Diagnostics Lab II. 1 Credits.
Laboratory experience accompanying PHAS603.
Corequisites: PHAS603. Lab fee: $50.

PHAS604 • Patient Assessment & Diagnostics III. 1 Credits.
This is the fourth of four sequential courses designed to facilitate the development of medical history taking, physical examination skills, patient communication, clinical problem solving, clinical procedures, and ethical/legal considerations for the physician assistant. Focus is on physical examination skills and procedures that coincide with topics in PHAS614.
Corequisites: PHAS604L. Malpractice insurance fee: $90.

PHAS604L • Patient Assessment and Diagnostics Lab III. 1 Credits.
Laboratory experience accompanying PHAS604.
Corequisites: PHAS604.

PHAS611 • Foundation to Clinical Medicine. 4 Credits.
Designed as an introduction to clinical medicine topics, this course will lay the foundation for future clinical medicine courses by helping the student understand and apply fundamental concepts to patient care. Topics presented include radiological imaging, infectious disease, oncology, genetics, and fundamentals of pharmacology, immunology, preventative medicine, and laboratory studies.
PHAS612 • Clinical Medicine I. 6 Credits.
This course is the first of a three-course sequence, which provides students with a systematic approach to the etiology, epidemiology, manifestations, laboratory and diagnostic studies, prognosis, and treatment of disease. This course will focus on, but is not limited to, hematological, cardiovascular, pulmonary, genitourinary, and renal systems.

PHAS613 • Clinical Medicine II. 7 Credits.
This course is the second of a three-course sequence, which provides students with a systematic approach to the etiology, epidemiology, manifestations, laboratory and diagnostic studies, and prognosis and treatment of specific diseases. This course will focus on, but is not limited to, dermatologic, endocrine, neurologic, psychiatric, musculoskeletal, rheumatologic, gastrointestinal systems, and geriatrics.

PHAS614 • Clinical Medicine III. 5 Credits.
This course is the third of a three-course sequence, which provides students with a systematic approach to the etiology, epidemiology, manifestations, laboratory and diagnostic studies, and prognosis and treatment of specific diseases. This course will focus on, but is not limited to: women’s health, pediatrics, ENT/ophthalmology/allergy, surgery, and emergency medicine.

ACLS/BCLS fee: $340, PACKRAT fee: $40.

PHAS621 • Evidence-Based Medicine and Research I. 2 Credits.
Course provides in-depth discussion and relevance of research literature. An emphasis will be placed on critical analysis of research articles. Independent thought and critical thinking skills will be addressed. Assigned readings will offer students the opportunity to examine prevailing research in the health professions.

PHAS622L • Medical Problem Solving I. 1 Credits.
Designed for first-year physician assistant (PA) students, this laboratory course is the first of three labs for development of PA students’ clinical problem-solving and decision-making skills. Using problem-based learning methods, this course corresponds with modules of PA clinical medicine and exposes students to an array of clinical healthcare issues.

PHAS623L • Medical Problem Solving II. 1 Credits.
Developed for first-year physician assistant (PA) students, this laboratory course is the second of three courses for development of PA students’ clinical problem-solving and decision-making skills. Using problem-based learning methods, this course supplements the modules of PA clinical medicine and exposes students to an array of clinical healthcare issues.

PHAS624L • Medical Problem Solving III. 1 Credits.
Specifically for physician assistant (PA) students, this laboratory course will facilitate the development of PA students’ clinical problem-solving and decision-making skills. Utilizing problem-based learning methods, this course encompasses all of the modules of the PA clinical medicine series through active learning for an array of clinical healthcare issues.

PHAS632 • PA Professional Practice Issues I. 1 Credits.
Designed for first-year graduate physician assistant (PA) students, this introductory course is the first of two professional issues courses to develop PA students’ awareness and professional attributes. Professional history, certification, PA professional organizations, and other health delivery topics will be discussed.

PHAS633 • Cultural & Prevention Competency. 2 Credits.
This course introduces students to the history, underlying theory, and basic concepts associated with clinical prevention in the United States, espoused by the United States Preventive Services Task Force (USPSTF). Recommended guidelines and strategies for early disease screening, risk identification, and risk stratification are addressed using a population-specific frame of reference designed to complement parallel learning experiences. Designed to introduce students to issues surrounding cultural awareness and issues of diversity.

PHAS634 • Christian Health Care and Applied Medical Ethics. 3 Credits.
Studies the ethical dynamics of healthcare including principles of autonomy, beneficence, nonmaleficence, justice, fairness, and dignity. Ethical principles are then applied to actual clinical and professional situations including inalienable rights, reproductive technologies, allocation of healthcare, death and dying issues, confidentiality, and professional conflict from a Christian ministry standpoint of the healing professions.

PHAS641 • Evidence-Based Medicine and Research II. 2 Credits.
The second course in the PA research sequence to build upon students’ understanding of research. Each student will work with a faculty instructor and advisor to secure a research topic and establish a clear methodology for completing the project. Issues of applied statistics will be examined in this course with the opportunity to perform analysis of the project. Independent thought and critical thinking skills will be addressed.

PHAS710 • Clinical Field Placements I. 12 Credits.
First course to transition students from didactic to clinical training. Students will be assigned to a combination of clinical rotations selected from emergency medicine, family practice, internal medicine, women’s health, pediatrics, psychiatry/behavioral medicine, general surgery, and two elective rotations. Each student must participate in each of the seven core/required rotations and two elective rotations by the end of the clinical field placement series (PHAS710, PHAS720, and PHAS730).

Malpractice insurance fee: $90, site supervision fee: $50.
PHAS720 • Clinical Field Placements II. 15 Credits.
Second course to transition students from didactic to clinical training. Students will be assigned to a combination of clinical rotations selected from emergency medicine, family practice, internal medicine, women’s health, pediatrics, psychiatry/behavioral medicine, general surgery, and two elective rotations. Each student must participate in each of the seven core/required rotations and two elective rotations by the end of the clinical field placement series (PHAS710, PHAS720, and PHAS730).
Malpractice insurance fee: $90, site supervision fee: $50.

PHAS730 • Clinical Field Placements III. 9 Credits.
Third course to transition students from didactic to clinical training. Students will be assigned to a combination of clinical rotations selected from emergency medicine, family practice, internal medicine, women’s health, pediatrics, psychiatry/behavioral medicine, general surgery, and two elective rotations. Each student must participate in each of the seven core/required rotations and two elective rotations by the end of the clinical field placement series (PHAS710, PHAS720, and PHAS730).
Malpractice insurance fee: $90, PACKRAT fee: $40, site supervision fee: $50.

PHAS735 • Physician Assistant Professional Practice Capstone. 2 Credits.
Designed for second-year physician assistant (PA) students, this course is the second of two professional issues courses to develop PA students’ skills in office and professional procedures prior to clerkships. Socioeconomic issues, billing and coding, risk management, and other legal issues in the PA profession will be explored, as well as an overall summative evaluation of the student.

PHAS760 • Directed Study. 1-6 Credits.
Directed study experience under the guidance of a faculty member for any independent or remedial work as needed. Repeatable course This course may be repeated with different learning objectives for credit.

PHAS790 • Evidence-Based Medicine Project/Thesis. 2 Credits.
This course investigates the theories, paradigms, and steps necessary to select and approach a research problem. A continued emphasis on critical analysis of research articles, designing and writing research proposals, and further refinement of the research process with a final defense of project at the end of the course.

PHIL • Philosophy
PHIL615 • Ethics. 3 Credits.
Introduction to the basic concepts of ethics and examination of practical applications in the fields of gerontology and gerontological practice in a wide range of settings.

PHIL625 • Ethics, Worldview, and Leadership. 3 Credits.
Ethics from the organizing framework of worldview. Philosophical concepts behind the worldview construct. Worldview, value formation, and ethical actions. Elements of personal worldview and application of these to ethical perspective, values-based leadership, and faith/work integration. Developing acuity in discerning others’ possible worldview frameworks to find consensus-building bridges toward ethical agency. Special Notes: Enrollment is restricted to students enrolled in Converge School of Church Leadership. Students may not receive credit for both LEAD621 and PHIL625.

PSYC • Psychology
PSYC609 • Therapeutic Play. 3 Credits.
Techniques in expressive therapies, emphasis on play therapy. The continuum from client-centered to directive therapy and application possibilities based on client needs and setting. Common themes in children’s play, and dynamics of interpretation are considered and applied. Applying skills and techniques in working with children.

PSYC613 • Expressive Therapies with Children and Adolescents: Art, Play, Drama, Music. 3 Credits.
In-depth description of expressive therapy theories, research, and practice. Learners will gain an understanding of the neurobiological basis of art therapy and other expressive therapies. Exploration of the benefits of using drawings and other art forms with children and adolescents. Focus is on various interactive learning experiences and art techniques with discussion of applications to various settings and populations.

PSYC621 • Therapeutic Art and Play. 3 Credits.
A focus on techniques in expressive therapies, with an emphasis on art therapy and play therapy. The continuum from client-centered to directive therapy is examined, and the application possibilities based on client needs and the setting are explored. Common themes in children’s art and play are identified, and the dynamics of interpretation are considered and applied in light of current outcome research.

PSYC622 • Individual and Group Microskills with Children and Adolescents. 3 Credits.
Issues (abuse, divorce, domestic violence, chemical abuse, etc.) from the child/adolescent point of view, impact of these issues on their functioning. Core helping skills for this population, including facilitating support groups, individual counseling skills, and applications of cognitive behavioral therapy. Ethical issues regarding working with children/adolescents and influence of gender, class, and cultural diversity factors on counseling processes.

PSYC625 • Child and Adolescent Psychopathology and Assessment. 3 Credits.
Students are equipped to be informed communicators with mental health professionals with whom they collaborate. Emphasis on distinguishing among common psychological disorders falling in normal and clinical significant ranges, as well as on beginning experience in administering and interpreting behavioral, cognitive, and personality assessment instruments.
Assessment fee: $50.
PSYC635 • Measurement and Assessment in Education. 3 Credits.

PSYC638 • Counseling Theory. 3 Credits.
The fields of counseling and clinical psychology introduced through in-depth study of major counseling models and their application to case formulation, clinical treatment planning, and clinical intervention methods. Relationship between theory and practice. Critiquing models in light of current research and perspectives, including gender and diversity concerns. Developing personally coherent counseling approaches. Dynamic, phenomenological, behavioral, and cognitive approaches focus.

PSYC642 • Integration of Psychology and Worldview. 3 Credits.
Overview and critique of the models that articulate the interface between psychology and Christianity. Focus is on topics central to the practice of counseling within the context of a Christian worldview. Discussion of such areas as the nature of personhood, the nature of evil and psychopathology, and the process of healing. The course has at its core the importance of personally integrating one’s Christian faith and the discipline of psychology.

PSYC643 • Counseling Microskills. 3 Credits.
Demonstration and supervised practice of interview skills. Emphasis is on development of core helping skills and attitudes foundational to an effective counseling process. Introductory issues in counseling relationship ethics and how gender, class, and cultural diversity factors may influence the counseling process.

PSYC645 • Intro to Family Systems. 3 Credits.
Exploration of basic family dynamics (such as intimacy, communication, power, shame), with special emphasis given to examining those dynamics from the family systems and family development theoretical perspectives. Differences in family structures and patterns with opportunities for learners to apply theoretical principles to real-life family situations.

PSYC647 • Group Therapy. 3 Credits.
Introduction to the history, processes, principles, and techniques related to the practice and functioning of group therapy in counseling and psychotherapy. Both didactic and experiential components will be used to understand and develop group leadership skills.

PSYC648 • Individuals and Families in Cultural Context. 3 Credits.
Study of cultural variations in individual and family identity development and functioning. Exploration of how underlying culture-specific values and assumptions may impact gender roles, marital and parental adjustment, and interaction patterns. Emphasis is on societal changes, critical issues, and stressors in family adaptation related to diverse worldviews, immigration, and acculturation challenges.

PSYC651 • Psychological Assessment. 3 Credits.
Introduction to and beginning competence in administration, scoring, and interpretation of instruments for assessment of personality and psychopathology and their application to career and life transition counseling. Psychometric properties, ethical use of instruments, factors affecting reliability and validity. Synthesizing data, clinical interviewing, and report writing skills.
Assessment fee: $130.

PSYC654 • Research Methods and Treatment of Data. 3 Credits.
Methods of empirical research particularly applicable to clinical and counseling situations, with primary emphasis on evaluation and application of published research. Secondary emphasis is development of skills necessary for completion of thesis project.
Prerequisites: PSYC335M (in College of Adult Professional Studies catalog).

PSYC656 • Psychopathology. 3 Credits.
Critical review of theoretical perspectives and current research on the development and maintenance of major forms of maladaptive behavior. Examination of the diagnostic process will also include discussion of ethics, biases, and the reliability/validity of categorization. Discussion of formulations, symptoms, and progression of various disorders will interface with a consideration of appropriate therapeutic interventions.

PSYC657 • Human Sexuality and Therapy. 3 Credits.
Human sexuality in individuals and couples; sexual understanding, formation, and function. Helping skills for sexual dysfunction and understanding one’s sexuality and sexual spirituality. Human sexuality, attitudes, values, beliefs, and self-awareness, as they relate to counselor, client, and clinical issues. Cognitive behavioral therapy and emotionally focused therapy in human sexuality. Ethical and diversity issues and how they influence counseling processes.

PSYC658 • Multicultural Counseling. 3 Credits.
The influence of culture and related factors on client/counselor interactions. Developing greater multicultural counseling competence. Increasing: 1) self-awareness of attitudes and beliefs shaped by one’s own experiences as a cultural being; 2) knowledge of and sensitivity to worldviews and perspectives of ethnically and racially different individuals; and 3) understanding of the use of culturally appropriate skills in counseling.

PSYC660 • Neuropsychology. 3 Credits.
Nervous system structure and function, with emphasis on clinical/counseling applications. Includes biological causes of normal behavior, organic causes for behavioral disorders, and drug influences on behavior.
PSYC661 • Ethics and Professional Issues. 3 Credits.
Legal, ethical, and professional issues facing mental health providers, including confidentiality, informed consent, client dangerousness, conflicts of interest, boundary issues (including sexual involvement), values conflicts, religious issues and ethics, and scope of competence. Emerging ethical standards, particularly with regard to new technologies. Codes of ethics and professional conduct of mental health professional associations and licensure boards.

PSYC670 • Private Practice Entrepreneurship. 3 Credits.
Exploration of clinical, ethical, financial, legal, and business aspects of owning a private practice, including development of business plan that fits with students’ values and vision.
*Grade exceptions: Graded on an S/U basis.*

PSYC671 • Lifespan Development. 3 Credits.
Development from conception through late adulthood. Familial, cultural, and societal contexts as framework for understanding individual development. Physical and physiological, intellectual, personality, normative and non-normative transitions, social relations, family development, vocational development, retirement, and death. Individual differences (gender, culture, and class), issues of continuity-discontinuity, nature and assumptions of developmental theory, and importance of developmental factors in counseling.

PSYC781 • Practicum I. 4 Credits.
A nine-month, supervised counseling/clinical experience (Practicum I and II total 700 hours minimum over the nine-months), primary with individual, family, and group therapy contact. Opportunity to integrate classroom learning, personal skills, and prior experience into a new therapeutic setting with onsite supervision. The State of Minnesota Board of Behavioral Health and Therapy guidelines for clinical placements and supervision are applied. **Prerequisites:** Counseling Psychology program: PSYC625 or PSYC651, PSYC638, PSYC642, PSYC643, PSYC645, PSYC648 or PSYC658, PSYC654, PSYC656, PSYC660, PSYC661, and Counseling Psychology Program Director permission. Licensed Alcohol and Drug Counselor program: Certificate in Addiction Studies and Addiction Studies Program Director permission. **Grade exceptions:** Graded on an S/U basis.

PSYC783 • Practicum II. 4 Credits.
Nine-month, 700-hour, supervised counseling/clinical experience (with PSYC781). Individual, family, and group therapy contact. Minimum of 250 supervised hours. Opportunity to integrate classroom learning, personal skills, and prior experience into therapeutic settings with onsite supervision. State Board of Psychology and Board of Behavioral Health and Therapy guidelines for clinical placements and supervision will be applied. **Prerequisites:** PSYC781, and consent of the Department of Psychology faculty. **Grade exceptions:** Graded on an S/U basis.

PSYC785 • Post-Degree Practicum. 1-3 Credits.
Supervised counseling/clinical training experience for students who have completed an M.A.-level practicum and need additional practicum hours to qualify as a licensed professional counselor in Minnesota. Duration and specific components of the practicum will be negotiated among student, training site, and clinical director of Bethel University’s M.A. in Counseling Psychology program. Guidelines for state license will be followed. **Grade exceptions:** Graded on an S/U basis. **Special Notes:** Master’s degree and prior completion of 500–600 hour supervised practicum experience required for enrollment.

PSYC790 • Comprehensive Examination. 3 Credits.
Master of Arts in Counseling Psychology comprehensive examination. **Prerequisites:** PSYC781. **Corequisites:** PSYC783. **Grade exceptions:** Graded on an S/U basis. **Special Notes:** Consent of the Department of Psychology faculty required for enrollment.

PSYC791 • Thesis I. 3 Credits.
Research project designed and completed by student, under direction of faculty advisor and graduate committee. Designed to prepare students to contribute to research in the field and to gain important research experience necessary for entrance into a doctoral program. Students interested in pursuing a Ph.D. should seriously consider completing a master’s thesis. **Prerequisites:** PSYC654. **Grade exceptions:** Graded on an S/U basis. **Special Notes:** Students must register for both PSYC791 and PSYC792 in order to complete the thesis. Students may enroll in PSYC791 and PSYC792 in the same academic term or in two consecutive academic terms.

PSYC792 • Thesis II. 3 Credits.
A continuation of PSYC791. **Prerequisites:** PSYC791. **Grade exceptions:** Graded on an S/U basis.

SLDR • Strategic Leadership

SLDR605 • Topics in Leadership Studies. 3 Credits.
Course is offered as an elective, and covers a variety of emerging, transitional, and/or exploratory leadership topics. **Prerequisites:** LEAD611 or ORGL600.

SLDR615 • Managing Projects & Quality Initiatives. 3 Credits.
Introduction to project management theory, issues, and skills associated with project management. Analyze connections between behavior, knowledge, and processes that influence the success of projects in organizations. Assess projects, management, and tools for management based on best practice. **Prerequisites:** LEAD611 or ORGL600.
SLDR640 • Beyond Diversity. 3 Credits.
Dimensions that relate to the workplace. Use of cultural intelligence tools and inventories to increase personal awareness and understanding of others. Synthesis of diversity theory and tools to build effective, inclusive leadership in the workplace and community.
Prerequisites: LEAD611. Special Notes: Students may not receive credit for both SLDR640 and SOCS640.

SLDR654 • Leading in Times of Crisis. 3 Credits.
Organizing and directing individuals and groups during times of intense difficulty, trouble, or danger when difficult and important decisions must be made.
Prerequisites: LEAD611 or ORGL600, LEAD621 or PHIL625, LEAD631, LEAD641 or ORGL645, LEAD651.

SLDR650 • Managing Conflict Through Dialogue. 3 Credits.
Transitioning from "dealing with incidents" to leading teams that learn from conflict. Developing personal and professional boundaries when dealing with complex organizational environments. Thinking productively about conflict from organizational, developmental, and spiritual standpoints.
Prerequisites: LEAD611. Special Notes: Students may not receive credit for both SLDR650 and ORGL655.

SLDR660 • Followership: The Other Side of Leadership. 3 Credits.
Overview of the traditional views and attitude toward followers, analysis of different models and styles of followership, and the characteristics of "good" followers. Analysis of relationship between leaders and followers and leadership and follower styles. Exploration of bad leadership, courageous followership, transformational leadership; planning for improving followership abilities.
Prerequisites: LEAD611. Special Notes: Students may not receive credit for both SLDR660 and ORGL620.

SLDR670 • Collaborative Leadership and Associative Platforms. 3 Credits.
Explores how leadership takes place between and within organizations, and how leaders can develop networks for shared planning and action. Technology and connectivity as another platform for collaboration and developing and pursuing shared goals. Planning and managing organizational learning and global information flow, in terms of alliances, networks, and partnerships. ^ Prerequisite: LEAD611 or ORGL600.

SLDR789 • Portfolio Deliverable. 0 Credits.
Synthesis of key learning from the Master of Arts program, including a reconsideration of earlier work, leadership theories and growth concepts, and the development of a professional portfolio.
Prerequisites: LEAD611, LEAD621, LEAD631, LEAD641, LEAD651, LEAD755. Coaching and portfolio evaluation fee: $100. Grade exceptions: Graded on an S/U basis.

SOCS • Sociocultural Studies

SOCS600 • Social Gerontology. 3 Credits.
Study of the aging process. Focus is on how larger social and cultural contexts shape aging processes and how, in turn, these shape the societies and cultures in which they occur. Particular focus is on developing a holistic understanding of aging.

SOCS640 • Leadership in Diverse Cultures. 3 Credits.
Gender, ethnic, and age differences in leadership relationships. Historical and comparative perspectives on leadership and community dynamics. Issues in implementing principles of cultural diversity, examination of social changes taking place in American society, and impacts on human resource management strategies and policies. Understanding and cooperation within a diverse organization and surrounding communities.
Special Notes: Enrollment is restricted to students enrolled in Converge School of Church Leadership. Students may not receive credit for both SLDR640 and SOCS640.

SPED • Special Education

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.
Course Descriptions

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.

SPED614 • Planning, Instruction & Consultation for Emotional and Behavioral Disabilities. 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.

SPED620 • Reading Foundations. 3 Credits.
Course provides teacher-students a framework for designing, implementing, and evaluating instructional methods to teach exceptional studentw writing, mathematics, social skills, organizational skills and transition skills. Examine and apply evidence-based instruction while making instructional modifications and accommodations to address the needs of students with a range of disabilities and needs.

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.

SPED660 • 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.
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.
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.