COURSE DESCRIPTIONS

ATRN • Athletic Training

ATRN 601 • Lower Extremity Assessment 3 Credits
Creation of patient centered treatment plans addressing the lower extremity. Synthesis of information to solve problems. Evaluation of patient status and care plans with consideration of patient goals. Carrying out athletic training services that prioritize patient care. Integration of restrictive, assistive, and prophylactic devices into the care plan.

ATRN 602 • Upper Extremity Assessment 3 Credits
Creation of patient centered treatment plans addressing the upper extremity. Synthesis of information to solve problems. Evaluation of patient status and care plans with consideration of patient goals. Carrying out athletic training services that prioritize patient care. Integration of restrictive, assistive, and prophylactic devices into the care plan.

ATRN 611 • Therapeutic Interventions I 3 Credits
Utilization of ethical, respectful therapeutic modalities, that adhere to standards and best practices. Evaluation of a patient’s status, including the use of appropriate outcome measures continually. Creation of care plans that meet the needs of the patient and empower the patient to participate in their health care while maximizing efficiency. 
Prerequisites: ATRN 611.

ATRN 612 • Therapeutic Interventions II 3 Credits
Utilization of ethical, respectful therapeutic rehabilitation, that adhere to standards and best practices. Evaluation of a patient’s status, including the use of appropriate outcome measures continually. Creation of care plans that meet the needs of the patient and empower the patient to participate in their health care while maximizing efficiency. 
Prerequisites: ATRN 611, ATRN 612.

ATRN 613 • Therapeutic Interventions III 3 Credits
Prerequisites: ATRN 611, ATRN 612.

ATRN 630 • Introduction to Emergency Care 3 Credits
Integration of plans of care for patients with acute conditions including triaging those that are life threatening. Examination of policies that pertain to emergency preparedness. Creation of care plans designed to meet and advocate for the needs of patients. Integration of restrictive, assistive, and prophylactic devices into care plan.

ATRN 631 • Organization and Administration of Athletic Training 3 Credits
Application of business principles to the management and delivery of healthcare services. Evaluation of contemporary leadership models. Examination of the athletic trainer as a healthcare provider in the healthcare system. Reaction to situations that aligns with professional ethics, values and regulations. Development of risk management strategies in healthcare.

ATRN 632 • Advanced Emergency Care 3 Credits
Integration of plans of care for patients with acute conditions including triaging those that are life threatening. Examination of policies that pertain to emergency preparedness. Creation of care plans designed to meet and advocate for the needs of patients. Integration of restrictive, assistive, and prophylactic devices into care plan. 
Prerequisites: ATRN 630.
ATRN 633 • Current Topics in Athletic Training 3 Credits

ATRN 634 • Integrative Assessment and Application 3 Credits
Demonstration of ethical healthcare that advocates for the patient. Education of clients/patients on a variety of health related issues focusing on nutrition. Construction of exercise programs that promote a healthy lifestyle and maximize sport performance. Integration of biometrics/physiological monitoring systems. Translation of data into preventative measures, clinical interventions, and performance enhancement.

ATRN 641 • Pathology and Medical Conditions 3 Credits
Explanation of basic pathologies and standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases. Identification of diagnostic tests and pharmaceutical agents to make clinical judgments. Application of principles of disease prevention and behavioral change. Implementation of prevention strategies for at-risk individuals/groups.
Prerequisites: ATRN 602.

ATRN 642 • General Medical Assessment 3 Credits
The delivery of patient care, assessment and appropriate intervention or referral strategies for general medical conditions and disabilities. Completion of comprehensive examinations, development of clinical differential diagnoses and formulation of treatment plans.

ATRN 650 • Evidence-Based Practice in Athletic Training 3 Credits
Application of research models to athletic training topics. Differentiation between quantitative and qualitative research. Make clinical decisions using evidence-based practice methods. Critically responding to research dilemmas in a way that aligns professional ethics and values. Application of basic statistical measures to clinical problems.

ATRN 671 • Clinical Experience in Athletic Training I 2-3 Credits
Supervised athletic training experience focused on psychomotor and cognitive competencies. Integration of professional standards, codes, regulations, and technologies with effective patient assessment, treatment, and education. Ethical, collaborative practices and ongoing professional development planning. 250 hours over 18 weeks.

ATRN 672 • Clinical Experience in Athletic Training II 2-3 Credits
Supervised athletic training experience focused on psychomotor and cognitive competencies. Integration of professional standards, codes, regulations, and technologies with effective patient assessment, treatment, and education. Ethical, collaborative practices and ongoing professional development planning. 250 hours over 18 weeks.
Prerequisites: ATRN 671.

ATRN 673 • Clinical Experience in Athletic Training III 2-3 Credits
Supervised athletic training experience focused on psychomotor and cognitive competencies. Integration of professional standards, codes, regulations, and technologies with effective patient assessment, treatment, and education. Ethical, collaborative practices and ongoing professional development planning. 250 hours over 18 weeks.
Prerequisites: ATRN 672.

ATRN 674 • Clinical Experience in Athletic Training IV 2-3 Credits
Supervised athletic training experience focused on psychomotor and cognitive competencies. Integration of professional standards, codes, regulations, and technologies with effective patient assessment, treatment, and education. Ethical, collaborative practices and ongoing professional development planning. 250 hours over 18 weeks.
Prerequisites: ATRN 673.
ATRN 750 • Athletic Training Master’s Project I 3 Credits
Identification of an athletic training problem/issue and examination through theories and research. Analysis of literature and recommendation of evidence-based practices. Use of appropriate academic writing style.
Prerequisites: ATRN 650.

ATRN 790 • Athletic Training Master’s Project II 3 Credits
Identification of an athletic training problem/issue and examination through theories and research. Analysis of literature and recommendation of evidence-based practices. Use of appropriate academic writing style. Continuation and completion of work from Athletic Training Master’s Project I.
Prerequisites: ATRN 750.

BIOL • Biology

BIOL 600 • 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: BIOL 600L.

BIOL 600L • Human Gross Anatomy and Histology Lab 2 Credits
Laboratory experience accompanying BIOL 600.
Corequisites: BIOL 600.

BIOL 610 • 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.

BIOL 620 • 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.
Prerequisites: BIOL 600, BIOL 600L, BIOL 610, PHAS 601, PHAS 601L, PHAS 611.

BIOL 621 • 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.
Prerequisites: BIOL 600, BIOL 600L, BIOL 610, PHAS 601, PHAS 601L, PHAS 611.

BIOL 630 • 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.
Prerequisites: BIOL 620. Corequisites: BIOL 631, PHAS 603, PHAS 603L, PHAS 613; PHAS 623L

BIOL 631 • 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.
Prerequisites: BIOL 621.
BIOL 640 • 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.
Prerequisites: BIOL 630.

BIOL 641 • 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.
Prerequisites: BIOL 631.

BUSN • Business

BUSN 605 • Foundations in Business Analytics 3 Credits
Exploration of 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: LEAD 607 or LEAD 611.

BUSN 615 • Managerial Accounting 3 Credits
Examination of key 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.

BUSN 625 • 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: LEAD 607 or LEAD 611, BUSN 615.

BUSN 627 • Advanced Managerial Finance 3 Credits
Synthesis and evaluation of financial decisions built upon various business issues such as operations, marketing, accounting, human resources, and labor for short-and long-term company improvements. Identification of how faith-based beliefs and company culture impact team decisions.
Prerequisites: LEAD 607 or LEAD 611, BUSN 625.

BUSN 628 • Global Finance 3 Credits
Exploration of complexities resulting from the interconnected nature of the global economy. Examination of challenges faced by organizations as they consider conducting business globally during the next decade. Integration of personal faith and ethical thinking with global financial strategies.
Prerequisites: LEAD 607 or LEAD 611.

BUSN 641 • Advanced Competitive Advantage 3 Credits
Evaluates examples of competitive advantage in use around the world. Explores the general drivers that create and sustain competitive advantage. Evaluates competitive strategy from a perspective that encompasses both internal and external realities. Explores how to maintain competitive advantage in light of moves by competitors.
Prerequisites: LEAD 607 or LEAD 611.
BUSN 642 • Innovation & Entrepreneurship 3 Credits
Exploration of the interplay between innovation, entrepreneurship, and strategy. Evaluation of new products and services for start-ups and within existing organizations. Examination of how organizational culture can both foster and hinder innovation and entrepreneurship. Analysis of the relationship between personal faith, ethics, and entrepreneurship.
Prerequisites: LEAD 607 or LEAD 611.

BUSN 643 • Strategy Execution 3 Credits
Examination of the research on the causes of failed strategy versus successful execution. Identification of both leadership and organizational best practices leading to successful strategic initiatives. Exploration of the intersection of ethics, faith, and implementation of strategy.
Prerequisites: LEAD 607 or LEAD 611.

BUSN 645 • Marketing Management 3 Credits

BUSN 652 • Global Operations Management 3 Credits
Focus is on a foundation of the globalization of a firm's operations including the production of goods and services, supply chain management, and global distribution. A review of political and societal issues associated with strategic global operations will be undertaken with particular focus on several global cultures.
Prerequisites: BUSN 600, LEAD 607. Special Notes: Students cannot earn credit for both BUSN 652 and BUSN 660.

BUSN 660 • Operations Management 3 Credits
Exploration of operational management, legal, and regulatory issues throughout lifecycles of organizations considering faith, ethics, and Christian worldview. Evaluation of organizational efficiency using quality models such as Six Sigma and Lean. Designing of plans for organizational success (project management steps, outcomes, technology, production, and outsourcing). Distinction between operational management process and function.
Prerequisites: LEAD 607 or LEAD 611. Special Notes: Students cannot earn credit for both BUSN 652 and BUSN 660.

BUSN 680 • 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 planning in organizations.
Prerequisites: LEAD 607 or LEAD 611.

BUSN 789 • MBA Portfolio Deliverable 0 Credit
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: LEAD 611, LEAD 641, LEAD 651, LEAD 661, LEAD 671. Grade exceptions: Graded on an S/U basis.
COUN • Counseling

COUN 600 • Foundations of Clinical Mental Health Counseling 3 Credits
Exploration of the history and current practice of mental health counseling. Examination of professional identity, practice issues, professional organizations and standards, and working with systems. Evaluation of the issues of serving diverse communities and access to service.

COUN 605 • Family Systems 3 Credits
Exploration of family systems and the major family therapy theories including their application to case conceptualization, clinical treatment planning and clinical intervention methods. Examination of the relationship between theory and practice and critiquing models in light of current research perspectives, including gender and diversity concerns.

COUN 610 • Counseling Microskills 3 Credits
Development of core counseling skills and attitudes that promote effective counseling. Identification of counselor characteristics and behaviors that impact the counseling process. Application of basic counseling skills including ethical and culturally sensitive strategies for creating and maintaining therapeutic relationships.

COUN 615 • Worldview and Integration of Faith and Spirituality in Counseling 3 Credits
Examination of different worldviews and their impact on the counseling process. Evaluation of the impact of religious beliefs and spirituality upon clients, counselors and the therapeutic process. Examination of one's own worldview. Integration of religious beliefs and spirituality within the counseling process.

COUN 620 • Multicultural Counseling and Social Justice 3 Credits
Demonstration of knowledge of theories and models of multicultural counseling. Examination of heritage, attitudes and beliefs upon view of others. Application of social justice ethical principles. Evaluation of power and privilege. Examination of personal cultural identity. Integration of ethical and culturally sensitive counseling strategies.

COUN 625 • Theories and Techniques of Group Counseling 3 Credits
A study of the theories, techniques, history, and principles related to group practice in counseling. Emphasis is on development of group facilitation skills. Ethical concerns, multicultural adaptations, and spiritual integration in group dynamics are addressed.

Prerequisites: COUN 610.

COUN 630 • Addictions Counseling 3 Credits
Demonstration of knowledge of addiction counseling and its various forms. Demonstration of understanding of the etiology of addiction, symptoms, assessments, and diagnoses including co-occurring disorders. Examination of neurological factors and the role of psychopharmacology in addiction counseling. Evaluation of evidence-based treatment approaches. Examination of legal and ethical issues and gender and culturally responsible counseling strategies specific to addictions counseling.

COUN 635 • Lifespan Development 3 Credits
Demonstration of knowledge of human development and aging issues. Examination of developmental theory assumptions. Examination of biological, cultural, social and spiritual factors. Evaluation of crisis and trauma. Integration of cultural and developmental factors in clinical practice.

COUN 640 • Psychopathology and Diagnosis 3 Credits
Demonstration of knowledge of diagnostic categories of the DSM-5 and ICD. Examination of the history and etiology of psychopathologies. Demonstration of ability to extract important diagnostic information in the diagnostic process. Evaluation of client's context to formulate diagnosis. Analysis of diagnosis to understand clinical issues. Examination of ethical issues of diagnoses and treatment.
COUN 645 • Individual and Family Assessment 3 Credits
Examination of assessment throughout the counseling process. Current and historical context of assessment and testing in counseling. Emphasis on administration, scoring, and interpretation of instruments for assessment and diagnosis of personality and psychopathology; psychometric properties; ethical use of instruments; factors affecting reliability and validity; and synthesizing data. Ethical and cultural relevant strategies for assessment are addressed.
Corequisites: COUN 650. Course fee: $35.

COUN 650 • Theories and Techniques of Counseling 3 Credits
Demonstration of knowledge of the major theories and models of counseling and consultation. Demonstration of theoretical applications including case conceptualization, clinical treatment planning, and clinical intervention methods. Evaluation of counseling models from theological and contemporary counseling research including gender and diversity concerns. Examination of counseling problems from different theoretical perspectives. Examination of evidence based treatment approaches.
Prerequisites: COUN 625.

COUN 655 • Professional Orientation and Ethics 3 Credits
Demonstration of knowledge of the legal and professional structures of the counseling profession. Demonstration of knowledge of ethical standards, codes of ethics, and MN state licensure. Application of ethical decision making steps. Examination of current professional issues. Examination of cultural and spiritual considerations of ethical issues in the clinical context.

COUN 660 • Research Methods and Evaluation 3 Credits
Evaluation of research designs applicable to professional counseling. Evaluation of effectiveness research in clinical practice. Development of research skills with emphasis on critiquing published research and using effectiveness research in clinical decision making. Application of ethical and culturally relevant strategies for research.

COUN 665 • Clinical Assessment and Intervention 3 Credits
Demonstration of knowledge of crisis intervention models. Application of crisis intervention skills to clinical scenarios. Application of intake and mental health assessments to clinical scenarios. Specific focus on treatment planning and crisis intervention models including suicidal clients, child abuse and neglect, and IPV.
Prerequisites: COUN 650.

COUN 670 • Theories and Techniques of Career Counseling 3 Credits
Examination of major career development theories and their application to practice. Specific topics include career assessments, gender and cultural implications and career decision-making. Emphasis on practical skills to support client career decisions and development.
Career assessments fee: $55.

COUN 675 • Child and Adolescent Counseling 3 Credits
Overview of the major theories and techniques for working with children and adolescents in counseling. Topics include: behavioral interventions, expressive therapy interventions, communication with school and outside services, legal and ethical issues specific to children and adolescents, and multicultural practice implications. Specific focus on the family system and its engagement in the counseling process.

COUN 680 • Neuroscience, Counseling, and Trauma 3 Credits

COUN 700 • Introduction to Play Therapy and Techniques 3 Credits
Exploration of the essential elements and principles of play therapy including history and ethics. Examination of play therapy theories and approaches. Application of techniques and skills to various challenges faced by children and adolescents.
COUN 705 • Child and Family Play Therapy Assessment 2 Credits
Exploration of normative child development cycle and the development of play. Application of various assessment techniques to clinical work with children, adolescents, and families. Analysis of play based assessment themes and metaphors. Exploration of ethical, spiritual, and cultural considerations when using play based assessments. Demonstration of the intake process from beginning to end including Diagnostic Interviewing, Developmental Assessment, Individual and Family Assessment, and Treatment Planning.
Special Notes: Introduction to Play Therapy is recommended prior to taking this course.

COUN 710 • Foundational Play Therapy and Techniques 2 Credits
Demonstration of knowledge of foundational play therapy theories and techniques. Articulation of rationale for using foundational theories. Analysis of themes present from the application of foundational theories and techniques. Explorations of ethical, spiritual, and cultural considerations when implementing foundational theories and techniques with a child and family. Application of foundational play therapy theories and techniques. Identification of personal cultural and spiritual bias considerations when working with diverse and underserved populations.
Special Notes: Introduction to Play Therapy is recommended prior to taking this course.

COUN 715 • Non-Directive Play Therapy and Techniques 2 Credits
Exploration of non-directive play therapy philosophy and principles. Examination of theories and technique of non-directive play therapy. Application of non-directive play theories and techniques to clinical issues with children, adolescents and families including therapeutic use of metaphor.
Special Notes: Introduction to Play Therapy is recommended prior to taking this course.

COUN 720 • Filial Therapy 1 Credit
Exploration of the philosophy and principles of Filial Therapy. Examination of Filial Therapy Techniques. Application of techniques and strategies of Filial Therapy into therapeutic work.
Special Notes: Introduction to Play Therapy is recommended prior to taking this course.

COUN 725 • Trauma and Play Therapy 1 Credit
Exploration of trauma and its impact on the body and emotions. Examination of assessment of trauma in the play therapy room. Application of techniques and strategies to support clients who have experience trauma.
Special Notes: Introduction to Play Therapy is recommended prior to taking this course.

COUN 730 • Introduction to Sandtray 1 Credit
Exploration of the philosophy and principles of Sandtray. Examination of Sandtray strategies and approaches in therapeutic work. Application of Sandtray into therapeutic work with children, adolescents, and families.
Special Notes: Introduction to Play Therapy is recommended prior to taking this course.

COUN 780 • Practicum 2 Credits
Demonstration of professional counseling competencies in initial supervised counseling experience at a community placement site. Demonstration of professional and ethical behavior including administration skills and self-evaluation. Application of theoretical constructs to clinical cases. Implementation of individual and group supervision feedback. Completion of 100 hours of experience at a practicum site including 40 hours of direct client contact hours.
Prerequisites: COUN 600, COUN 605, COUN 610, COUN 615, COUN 620, COUN 625, COUN 630, COUN 635, COUN 640, COUN 645, COUN 650, COUN 655, COUN 660, COUN 665.

COUN 781 • Internship I 3.5 Credits
Demonstration of professional counseling competencies in supervised counseling internship experience at a community placement site. Demonstration of professional and ethical behavior including administration skills and self-evaluation. Application of theoretical constructs to clinical cases. Implementation of individual and group supervision feedback. Completion of 300 hours of experience at a practicum site including 120 hours of direct client contact hours.
Prerequisites: COUN 780.
COUN 790 • Internship II 3.5 Credits
Advanced supervised counseling internship provides students the continued opportunity to gain professional and clinical experience providing mental health services to the community. 300 hours of experience at an internship site including a minimum of 120 direct client contact hours. Individual and group weekly supervision is required. Completion of course signified the completion of program clinical training requirements.

ECON • Economics
ECON 635 • Managerial Economics 3 Credits
Application of economic analysis in formulating managerial decisions, drawing upon concepts of demand, production, costs, pricing strategies, profit and competition. Analysis of the broad macroeconomic forces that influence the business environment. Analysis of opportunities and risks in a global economic environment.
Prerequisites: LEAD 607 or LEAD 611.

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

EDUC 595 • School-wide Systems Field Experience 1 Credit

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

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

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

EDUC 614 • Locating Resources for Educational Research 1 Credit
Introduction of skills needed to search for and cite resources used in a teacher preparation program and master’s thesis. Identification of differences between research-based sources, non-research-based sources, and other scholarly sources on educational topics using discipline-specific resources.
Grade exceptions: Graded on an S/U basis. Special Notes: Required of all master’s degree-seeking students and strongly recommended for students seeking a license. Should be taken with a cohort of the student’s same major except with program director’s permission.
EDUC 616 • Improving Instruction 3 Credits
Emphasis is on teaching strategies that will build on the experience of practicing teachers. Examination of a rich variety of approaches to instruction, along with supporting research. Provision of tools to analyze and incorporate the best of the newly emerging teaching methodologies. Particular attention is paid to the characteristics of an effective learning environment, as well as the understanding that how teaching is conducted has an enormous impact on students’ ability to educate themselves. Models of teaching are really models of learning. The intent is to impart a renewed sense of the intellectual zest inherent in the craft of teaching and to make each model a potential part of a teacher’s repertoire.

EDUC 621 • Foundations in Education 3 Credits
Introduction to the teaching profession and focus on influences shaping education. History, philosophy, psychology, sociology, legal matters, reform, and other current education issues. Student mental health and impact of chemicals in student lives, families, and schools. Personal growth planning and the connection between professional responsibilities and personal faith and values.

EDUC 624 • Introduction to Theories and Practices of Teaching and Learning 3 Credits
Identification of different approaches to K-12 students’ development, learning, performance, and critical elements needed to structure an effective learning environment. Synthesis of early assessment theory and current issues. Analysis of theories that influence learning and behavior related to the learning environment. Integration of Christian or personal faith perspective of learning.

EDUC 627 • Foundations in Education 3 Credits
Introduction to the teaching profession and focus on influences shaping education. History, philosophy, psychology, sociology, legal matters, reform, and other current education issues. Student mental health and impact of chemicals in student lives, families, and schools. Personal growth planning and the connection between professional responsibilities and personal faith and values.

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

EDUC 634 • Psychology of Student Learning 3 Credits
Application of educational principles relevant to the physical, social, emotional, moral, and cognitive development of preadolescents and adolescents. Identification of different approaches to K-12 students’ development, learning, performance, and critical elements needed to structure an effective learning environment. Synthesis of early assessment theory and current issues. Analysis of theories and principles that influence and motivate learning, development, and behavior related to the learning environment.

EDUC 641 • General Methods of Curriculum, Instruction, and Assessment 4 Credits
Creation of standards-based, short and long-range plans that are linked to student needs and performance, connected to other disciplines, and include technology resources to support learning. Integration of evidence-based instructional strategies that meet learner needs. Development of assessments and evaluations using appropriate data practices. Examination of Christian perspectives and personal values within the professional practice of teaching.

EDUC 643 • Field Experiences in School-based Settings 3 Credits
Application of information gained through observations of general education, special education, EL and/or other teachers and students with specific learning needs in educational environments. Implementation of principles of effective instruction in the content area and grade level of licensure. Development of planning skills, instructional strategies, assessment skills, self-assessment skills, and professional dispositions using feedback from educational professionals. Observation of teachers’ use of culturally-responsive instructional practices to incorporate students’ experiences, cultures and communication into instruction.

Grade exceptions: Graded on an S/U basis.
EDUC 650 • Portfolio and Licensing 1 Credit
Required of all learners currently enrolled in a Bethel University Graduate School degree program who have a teaching license and are seeking to add a license or to add to a license by taking a program-director-determined list of courses within a license program in a specified content area. Learners will demonstrate proficiency in designated Minnesota state standards via a portfolio.
Prerequisites: EDUC 627, EDUC 634, EDUC 630, EDUC 669, EDUC 665 and one from: EDUC 680 or EDUC 681 or EDUC 682 or EDUC 683 or EDUC 684 or EDUC 685 or EDUC 686 or EDUC 687. Corequisites: EDUC 778, EDUC 779. 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.

EDUC 651 • Portfolio and Licensing 1 Credit
Required of all students not currently enrolled in a Bethel University Graduate School degree program who have a teaching license, and are seeking to add a license, or to add to a license by taking a program-director-determined list of courses within a license program in a specified content area other than those specified in EDUC 653. Students will demonstrate proficiency in designated Minnesota state standards via a portfolio.
Licensure portfolio fee: $500. Grade exceptions: Graded on an S/U basis. Special Notes: Program director permission required for enrollment.

EDUC 653 • Portfolio and Licensing 1 Credit
Requirement for all students not currently enrolled in a Bethel University Graduate School degree program who have a teaching license and are seeking to add a license or to add to a license by taking a program-director-determined list of courses within a license program in Teachers of Computer, Keyboarding, and Related Technology Applications, or Teacher Coordinator of Work-based Learning. Demonstration of proficiency in designated Minnesota state standards via a portfolio.
Endorsement portfolio fee: $300. Grade exceptions: Graded on an S/U basis. Special Notes: Program director permission required.

EDUC 659 • Social Studies 5-12 Teaching Methods 4 Credits
Methods and strategies for designing and implementing standards-based learning plans for secondary social studies students using a variety of materials and educational technology. Creation and implementation of formal and informal assessments for evaluating student progress and performance. Identification of classroom management practices in a technology-integrated environment. Identification of ways to involve business, community, co-curricular activities and extracurricular activities in creating educational opportunities. A Christian or personal worldview perspective on the role of teaching social studies.
Prerequisites: EDUC 634, EDUC 641.

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

EDUC 663 • Understanding Diversity and Student Needs 2 Credits
Identification of various groups in American communities and how to foster communication. Analysis of Minnesota-based American Indian tribes. Description of biases, discrimination, prejudices, racism, and sexism in the classroom and the influence personal identity has on student learning. Evaluation of the effects that various diversity factors have in the classroom.
EDUC 665 • Teaching Content Area Literacy 3 Credits
Analysis of knowledge of research-based skills and assessment strategies, reading processes, and instructional practices in the content area. Integration of various instructional strategies to support readers of various proficiency levels, linguistic backgrounds, and specific learning needs in K-12 settings. Implementation of reading research by determining strategies for developing and implementing academic language, vocabulary, fluency, orthographic knowledge, morphological relationships within words, and comprehension. Application of strategies for enhancing K-12 students’ visual, critical, vocabulary, and writing literacy.

EDUC 668 • Classroom Technology 1 Credit

EDUC 669 • Equity in Diverse School Contexts 3 Credits
Identification of various groups in American communities and how to foster communication. Analysis of Minnesota-based American Indian tribes. Evaluation of the effects that racial, cultural, and economic factors have in the classroom. Exploration of practical classroom strategies for addressing diversity and inclusion challenges such as bias, discrimination, prejudices, racism, religion, gender, and sexism. Designing and differentiating a culturally-responsive curriculum for a variety of students. Differentiation of curriculum and teaching for gifted and talented students.

EDUC 671 • Mathematics 5-12 Teaching Methods 4 Credits
Methods and strategies for designing and implementing standards-based learning plans for secondary mathematics students using a variety of materials, educational technology, and multiple representations. Creation of assessments for evaluating student performance. Identification of effective classroom management practices that promote a positive learning environment. Ways to involve stakeholders, co-curricular activities and extracurricular activities to create educational opportunities. Exploration of connections between biblical principles and culturally-relevant mathematics instruction.
Prerequisites: EDUC 634, EDUC 641.

EDUC 672 • Science 5-12 Teaching Methods 4 Credits
Methods and strategies for designing and implementing standards-based learning plans for secondary science students. Creation of assessments for evaluating student progress and performance. Identification of effective classroom management practices in a technology-integrated environment. Safety guidelines for caring for scientific specimens, data, chemicals and equipment. Ways to involve business, industry, community organizations, co-curricular activities and extracurricular activities to create educational opportunities. Current topics in science education using a Christian and ethical perspective.
Prerequisites: EDUC 634, EDUC 641.

EDUC 674 • Visual Arts K-12 Teaching Methods 4 Credits
Methods and strategies for designing standards-based learning plans for K-12 visual arts students. Creation of assessments for evaluating student performance. Identification of effective classroom management practices in a technology-integrated environment. Ways to involve business, industry, community organizations, co-curricular activities and extracurricular activities to create educational opportunities. History, philosophy, and purposes of visual arts education. Approaches to teaching art history, religion, criticism, and aesthetics, and creation of art prototypes used in visual art learning environments.
Prerequisites: EDUC 634, EDUC 641.
EDUC 676 • World Languages and Cultures K-12 Teaching Methods 4 Credits
Methods and strategies for designing standards-based learning plans for grades K-12 World Languages and Cultures. Creation of assessments for evaluating student performance. Identification of effective classroom management practices in a technology-integrated environment. How second language acquisition theory informs language teaching. Demonstration of speaking proficiency in the target language and in English. Ways to involve stakeholders, co-curricular activities and extracurricular activities to create educational opportunities. Integration of personal faith or worldview on teaching languages and culture.
Prerequisites: EDUC 634, EDUC 641.

EDUC 678 • ESL K-12 Teaching Methods 4 Credits
Methods and strategies for designing standards-based learning plans for grades K-12 English as a second language. Creation of assessments for evaluating student performance. Identification of effective classroom management practices in a technology-integrated environment. Understanding of second language acquisition theory and research. Demonstration of speaking proficiency in English. Ways to involve stakeholders, co-curricular activities and extracurricular activities to create educational opportunities. Personal faith or worldview perspective on teaching languages and culture.
Prerequisites: EDUC 634, EDUC 641.

EDUC 679 • Communication Arts and Literature 5-12 Teaching Methods 4 Credits
Methods and strategies for designing and implementing standards-based learning plans for secondary communication and language arts students using a variety of materials and educational technology. Creation of formal and informal assessments useful for evaluating student progress and performance. Identification of effective classroom management practices that promote a positive learning environment in a technology-integrated environment. Application of philosophy, theory, and research for forming a healthy, professional, community-supported learning environment that includes Christian perspectives and personal values.
Prerequisites: EDUC 634, EDUC 641.

EDUC 680 • Methods of Teaching Mathematics, 5-12 3 Credits
Tools for becoming lifelong students of teaching. Instructional methods, class management, assessment strategies, math content in the 5–12 curriculum, the NCTM Principles and Standards, Minnesota K–12 Mathematics Framework, Minnesota Academic Standards, learning theory appropriate to mathematics teaching strategies, tools and technologies for support and enhancement of classroom instruction.
Prerequisites: EDUC 634, EDUC 630.

EDUC 681 • Methods of Teaching Science, 5-12 4 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.
Prerequisites: EDUC 634, EDUC 630.

EDUC 682 • Methods of Teaching Visual Arts, K-12 3 Credits
Materials, methods, and curriculum employed in teaching art at both the elementary and secondary levels. Historical survey of philosophy of art education and present trends. Studio time for exploration and application of media suitable for both elementary and secondary levels.
Prerequisites: EDUC 634, EDUC 630.

EDUC 683 • Methods of Teaching World Languages and Cultures, K-12 3 Credits
Theories of language acquisition, language learning, and classroom methodologies at the elementary and secondary levels. Exploration of instructional resources, uses of technology, evaluative procedures, and classroom management. Development of a philosophy of communicative language teaching and practice in unit planning and teaching. Completion of oral proficiency assessment is required.
Prerequisites: EDUC 634, EDUC 630.
EDUC 684 • Methods of Teaching ESL, K-12 3 Credits
Theories of language learning, language acquisition, and classroom methodologies at the elementary and secondary levels. Exploration of instructional resources, uses of technology, evaluative procedures, and classroom management. Development of a philosophy of English as a second language, education, and practice in unit planning and teaching.
Prerequisites: EDUC 634, EDUC 630.

EDUC 685 • Methods of Teaching Communication Arts and Literature, 5-12 3 Credits
Concepts, strategies, and skills necessary for the successful instruction and assessment of students in grades 5-12 in reading, writing, speaking, media, listening, and literature.
Prerequisites: EDUC 634, EDUC 630.

EDUC 686 • Methods of Teaching Business, 5-12 3 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.
Prerequisites: EDUC 634, EDUC 630.

EDUC 687 • Methods of Teaching Social Studies, 5-12 3 Credits
Creation of short and long-range learning plans for social studies learners in grades 5-12. Analysis of how content is taught and classroom management is utilized in standards-based middle and high school classes. Design of effective instructional strategies which meet the needs of diverse learners. Implementation of formal and informal assessments.
Prerequisites: EDUC 634, EDUC 630.

EDUC 689 • Business 5-12 Teaching Methods 4 Credits
Methods and strategies for designing standards-based learning plans for secondary business students. Creation of assessments for evaluating student performance. Identification of effective classroom management practices in a technology-integrated environment. Ways to involve business, industry, community organizations, co-curricular activities and extracurricular activities to create educational opportunities. Strategies for recruiting business education students and organizing instruction about careers, entrepreneurship, work-based learning, and career and technical education based on key legislation.
Prerequisites: EDUC 634, EDUC 641.

EDUC 696 • Capstone Continuing Enrollment 0 Credit
Extension course for the first two terms following registration in a thesis/capstone course, when the thesis/capstone course is incomplete. The extension allows students continued access to university resources. Student must be registered in an extension course at the time the thesis or project is granted final approval and receives a grade.

EDUC 697 • Capstone Extension 0 Credit
Extension course for continued enrollment; required when the thesis/project course is incomplete. The extension allows students continued access to university resources. Student must be registered in an extension course at the time the thesis/project is granted final approval and receives a grade. Fee applies.
Prerequisites: EDUC 790.

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

EDUC 707 • Designing School-Based Instruction for Work-Based Learning 3 Credits
Students design instruction for work-based programs that connect students’ school experiences to the world of work. Current employment trends. Employment laws. Evaluation of resources for career development. One of three courses needed for the Teacher Coordinator of Work-based Learning License.
EDUC 709 • Implementing and Monitoring Work-Based Learning 3 Credits
Tools teacher coordinators will use to implement work-based learning. Monitoring programs. Collaborating with the community, employers, school officials, and parents. Reporting to state and other agencies. One of three courses needed for the Teacher Coordinator of Work-based Learning License.

EDUC 711 • Technology Applications for K-12 Schools 3 Credits
Technology tools (primarily software) for instructional and student use at the K-12 level. Legal, ethical, and safety issues of technology applications in schools. Software applications, including Microsoft Office suite of programs. Emerging technologies and the changing nature of technology. Writing curriculum designed to integrate technology into content areas.

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

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

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

Grade exceptions: Graded on an S/U basis.

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

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

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

EDUC 732 • Culturally Responsive Instruction 3 Credits
Through stories, students will examine multicultural research, theory and practice. Students will explore their role as teacher in a culturally changing learning environment as they develop instructional strategies based on research-based best practice to become culturally responsive practitioners.
EDUC 745 • Foundations of Classroom Management 3 Credits
Develop proactive skills for effective classroom leadership based on The Catalyst Approach. Strengthen relationships with students while creating a safe, inclusive, predictable, joyful, and productive learning environment that honors students' identities and cultural backgrounds. Establish habits for self-reflection and growth that accelerate implementation and promote continuous growth.

EDUC 746 • Management Strategies for Inclusive Classrooms 3 Credits
Critical analysis of the way in which difference impacts relationships between teachers and students in the classroom. Apply specific strategies for maintaining an environment in which a variety of differences are honored so the teacher can authentically connect with each student as a unique and valued individual.
Prerequisites: EDUC 745.

EDUC 747 • Facilitating Unified Classrooms 4 Credits
A deep examination of the dynamics that emerge among the people in a classroom community, with a specific emphasis on facilitating opportunities for all individuals to be included by others. Synthesize learning from previous courses to maximize the implementation of impactful and practical strategies that address some of the most sophisticated intricacies of managing a classroom.
Prerequisites: EDUC 745, EDUC 746.

EDUC 750 • Student Teaching Seminar 3 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. Embed differentiated instruction for ELS and special education students in the general education classroom. Refinement of assessment strategies and classroom management techniques that maximize student learning.
Prerequisites: EDUC 627, EDUC 634, EDUC 630, EDUC 669, EDUC 665 and one from: EDUC 680 or EDUC 681 or EDUC 682 or EDUC 683 or EDUC 684 or EDUC 685 or EDUC 686 or EDUC 687. Corequisites: EDUC 778, EDUC 779. ENVoY classroom management training fee: $60.

EDUC 751 • Special Education Student Teaching Seminar 3 Credits
Development of strategies using personal and professional efficacy skills along with an engagement of school and community resources to provide instruction. Consideration of the learner's needs while aligning an instructional plan to help ensure student success. Identification of the impact that second language has on learning. Application of appropriate academic language related to lesson planning, instruction, and assessment in the K-12 environment.
Corequisites: SPED 780 or SPED 781 or SPED 782 or SPED 783 or SPED 784. EdTPA fee $300. Grade exceptions: Graded on an S/U basis.

EDUC 753 • Teacher Candidate Seminar 3 Credits
Prerequisites: EDUC 627, EDUC 634, EDUC 641, EDUC 669, EDUC 665 and one from: EDUC 659 or EDUC 671 or EDUC 672 or EDUC 674 or EDUC 676 or EDUC 678 or EDUC 679 or EDUC 689. Corequisites: EDUC 778, EDUC 781. ENVoY classroom management training fee: $60.

EDUC 755 • Preparing the Thesis/Action Research Project 1 Credit
Introduction to the educational research process including planning for the process of writing and defending a thesis. Recognition of the characteristics of quantitative, qualitative, mixed-methods, meta-analysis, and action research designs. Reflection on research ethics from a Christian worldview. Demonstration of academic research and writing skills including APA formatting proficiency. Summarization of current, relevant literature on a feasible topic. Creation of a prospectus that contains key components of a proposed study.
Prerequisites: EDUC 614. Grade exceptions: Graded on an S/U basis.
EDUC 756 • Preparing the Thesis/Action Research Project 1 Credit
Assists students in preparing their master’s thesis or conducting an action research project. Focus is on the design process and includes the following topics: information on the nature and scope of the master’s thesis/action research project; selection and refinement of topic; APA style; and the oral examination process.
Prerequisites: EDUC 611 or EDUC 614. Grade exceptions: Graded on an S/U basis.

EDUC 763 • Topics in Education 1-4 Credits

EDUC 771 • Curriculum Processes 3 Credits
Exploration of the International Baccalaureate’s (IB) origin, mission, and philosophy. Analysis of the teaching and learning approaches in curriculum design that are used as a construct for the four programmes of the IB. Application of the pedagogical frameworks established in IB.

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

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

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

EDUC 778 • Student Teaching Placement I 5 Credits
Planning and implementing standards-based instruction based on knowledge of subject matter, educational research and/or theory, appropriate educational technology, and diverse needs of students. Use of formal and informal assessment strategies to monitor growth and progress, give feedback, and guide next steps for instruction. Execution of effective classroom management techniques. Establishment of productive relationships, through effective verbal and written communication, with parents/guardians, counselors, teachers, and other school-based stakeholders.
Prerequisites: EDUC 627, EDUC 630, EDUC 634, EDUC 665, EDUC 669 and one from: EDUC 680 or EDUC 681 or EDUC 682 or EDUC 683 or EDUC 684 or EDUC 685 or EDUC 686 or EDUC 687. Corequisites: EDUC 777, EDUC 750. EdTPA fee: $300; Student teaching fee: $150; Out of state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: Taken concurrently with EDUC 750. Departmental approval required for enrollment.

EDUC 779 • Student Teaching Placement II 1 Credit
Continued practice of prior teaching experience under the supervision of a cooperating teacher and a college supervising teacher while students teach.
Prerequisites: EDUC 627, EDUC 634, EDUC 630, EDUC 669, EDUC 665 and one from: EDUC 680 or EDUC 681 or EDUC 682 or EDUC 683 or EDUC 684 or EDUC 685 or EDUC 686 or EDUC 687. Corequisites: EDUC 778, EDUC 750. Student Teaching Fee: $100, Out of state: varies. Grade exceptions: Graded on an S/U basis. Special Notes: Departmental approval required for enrollment. Taken concurrently with EDUC 750.
EDUC 781 • Student Teaching II 1 Credit
Continuation of student teaching for a K-12 teaching license. Planning and implementing standards-based instruction based on knowledge of subject matter, educational research and/or theory, appropriate educational technology, and diverse needs of students. Use of formal and informal assessment strategies to monitor growth and progress, give feedback, and guide instruction. Execution of effective classroom management techniques. Establishment of relationships, through effective verbal and written communication, with parents/guardians, counselors, teachers, and other stakeholders.
Prerequisites: EDUC 627, EDUC 634, EDUC 641, EDUC 669, EDUC 665 and one from: EDUC 659 or EDUC 671 or EDUC 672 or EDUC 674 or EDUC 676 or EDUC 678 or EDUC 679 or EDUC 689. Corequisites: EDUC 778, EDUC 753. Student Teaching Fee: $100, Out of state: varies. Grade exceptions: Graded on an S/U basis. Special Notes: Departmental approval required for enrollment.

EDUC 790 • Writing the Thesis/Action Research Project 3 Credits
Exploration of a significant educational issue relevant to the student’s professional involvement through an independent, individually supervised thesis or project. Oral defense of student’s thesis or project following collaboration with thesis advisor to ensure guidelines have been followed and requirements have been met as noted in the Bethel University Graduate Education Thesis Handbook.
Prerequisites: EDUC 755. Grade exceptions: Graded on an S/U basis.

EDUC 800 • Historical, Cultural, and Philosophical Issues Impacting School Administration 3 Credits
Examination of the roles school leaders play as they pertain to ethics and influencing the school community. Analysis of how the field of education changes and the factors that influence change. Analysis of the historical, philosophical and cultural aspects of educational reform. Exploration of the balance between personal faith and/or values and professional leadership in an environment characterized by separation of church and state.
Ed.D. assessment fee: $300.

EDUC 801 • Historical, Cultural, and Philosophical Issues Impacting Educational Leadership 3 Credits
Exploration of the historical, cultural, and philosophical trends contributing to the higher education landscape. Current and emerging roles of educational leaders within this landscape are analyzed and practices of self-differentiation and reflection essential to the process of personal formation and ability to inspire and lead are applied.
Ed.D. assessment fee: $300.

EDUC 802 • Leadership Evolution 3 Credits
Exploration and application of innovative leadership practices that build capacity to lead complex educational change. Development of critical self-awareness as foundational to relationships, shared leadership, and diverse perspectives in the K-12 education field. Establishing professional networks to support risk-taking and reflection.

EDUC 805 • Principles of Organizational Leadership 3 Credits
Application of theory and practice of leadership to educational settings. Implementation of organizational leadership theories and change theory while incorporating a values-informed worldview. Synthesis of philosophical and values anchors, shared priorities and commitments, and vision through policy and program development.

EDUC 807 • Organizational Leadership in Higher Education 3 Credits
Analysis of theories related to higher education leadership, organization, and culture, and associated application to decision making, organizational change and conflict management. Connection of organizational theories and cultural concepts with effective approaches to leadership that includes integration of faith and values into developing personal leadership capabilities.
EDUC 810 • Curriculum and Instructional Management and Student Development 3 Credits
Application of issues and trends in curriculum and instruction. Development of an effective curricular and instructional plan for your organization. Analysis of district-wide literacy initiatives and the leading of school-wide literacy efforts. Understanding of the importance of professional development in the areas of curriculum and instruction. Identification of research and best practices on integrating curriculum, technology, and relevant resources. Development of knowledge and skills needed to be an effective curriculum and instructional leader.

EDUC 812 • Curriculum Design and Instructional Management in Higher Education 3 Credits
Fundamentals of curriculum design, effective curriculum planning and implementation are analyzed along with trends, issues, forces, and ideas affecting curriculum in higher education. Cognitive and behavioral issues and theories of learning are synthesized as they impact student development theory and personal and professional formation. Various models for working with academic departments are analyzed. Effective techniques for working with culturally and academically diverse student populations are examined and practiced.

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

EDUC 819 • Meeting the Needs of All Stakeholders 3 Credits
Exploration of the role of educational leaders in developing and growing relationships with students, families, and community members to meet the needs of all stakeholders. Examination of the changing needs of school communities as sociocultural environments. Embedding of relevant resources that support social and emotional learning, culturally and linguistically diverse learners (English learners), mental health, and trauma. Addressing individual and institutional biases and fostering educational equity through the lens of culturally responsive leadership.

EDUC 820 • Doctoral Research I 3 Credits
Introduction to the philosophical foundations of empirical research with an emphasis on qualitative research design and methodology. Assessment of the overall role of research in educational administration. Critique and analysis of qualitative research in the literature. Application of sound research principles in the design of a basic qualitative study.
Special Notes: Grade type chosen must remain consistent for EDUC 820, EDUC 845, EDUC 850, and EDUC 870.

EDUC 825 • Leading in a Complex and Pluralistic Society 3 Credits
Exploration of the dynamics of engaging differences, including cultural, ethnic, religious, gender, ability, age differences, and others. Focus on providing effective leadership in pluralistic systems, including creating a hospitable organizational environment and maintaining relationships with diverse partners and stakeholders. Analysis of one's assumptions, beliefs, behaviors, and capacities with regard to differences.

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

EDUC 830 • Administration of Essential Educational Programs 3 Credits
Analysis of school policies and procedures to ensure that essential programs are in place. Awareness of how personal belief systems affect decision-making. Examination of school relationships, communication, culture and environment, teachers and student engagement, school supervision, safety, instructional supervision, and personalization.
EDUC 832 • Leadership of Academic & Support Systems in Higher Education 3 Credits
Exploration of functions within academic and support departments in colleges and universities. Including academics, accreditation, human resources, enrollment, student development, student support, security, marketing, alumni services, and development. Integration of personal values and belief system with identified best practices in educational leadership.

EDUC 835 • Measurement and Assessment 3 Credits
Engagement in contextual learning experiences that apply principles and practices involved in educational institution's assessment processes including their uses, misuses, and limitations. Exploration of concepts and skills involved in employing descriptive statistics. Investigation and discussion of ethical issues in assessment, factors that influence test performance, and issues found in current scholarly research.

EDUC 837 • Institutional Assessment in Higher Education 3 Credits
Understanding of the basic elements of assessment in Higher Education. Development of an effective assessment plan for a Higher Education academic or student life program. Creation of assessment reports that include actionable items for improvement based on data. Evaluation of program assessment reports. Synthesis of data from nationally normed assessment instruments. Engaging in ethical issues related to assessment in higher education.

EDUC 840 • Operations and Personnel Administration 3 Credits
Application of personal and organizational management skills. Synthesis of school/district mission and vision in systemic planning. Development of communication to foster public relations and address organizational politics. Synthesis of the relationship between leadership and conflict management. Analysis of the factors of school cultures. Integration of faith/worldview and core values with leadership strategies.

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

EDUC 845 • Doctoral Research II 3 Credits
Development of empirical research with an emphasis on quantitative research. Examination of basic principles and philosophy of post-positivist worldview. Exploration of research design, analysis, ethics and interpretation of quantitative method. Critique and analysis of quantitative research in the literature is a primary learning activity.
Prerequisites: EDUC 820.

EDUC 846 • Academic Writing for Graduate Students 3 Credits
Application of the process approach and stylistic devices appropriate to research writing. Synthesis of others' work through summarizing, paraphrasing, and quoting. Demonstration of knowledge and skill in using APA citation style. Practicing of curiosity, open-mindedness, humility, and intellectual courage. Scaffolded approach to creation of a research paper or literature review.

EDUC 850 • Doctoral Research III 3 Credits
Exploration and examination of both qualitative and quantitative research, including sampling, measurement, data collection, and analysis. Training in the use of both qualitative and quantitative data analysis software. Integration of faith and/or ethical values in research. Application of research design and theories to the dissertation prospectus.
Prerequisites: EDUC 845. Grade exceptions: The course will be graded on an A/F basis.

EDUC 855 • Administrators as Agents of Change 3 Credits
Application of critical leadership and change concepts within an educational setting. Integration of literature and information on educational and organizational change. Development of personal qualities that are found in effective leaders. Application of research based practices to a change situation. Integration of a personal moral or faith-based perspective from a leadership perspective. Incorporation of ideas and concepts from other experts into ongoing strategies as a leader.
EDUC 857 • 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.

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

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

EDUC 860 • Legal Issues in School Administration • 3 Credits
Examination of educational laws and policies, the process by which they are created, and their impact on schools. Analysis of leadership and communication around legal issues and policies, with emphasis on accuracy, clarity, and correct implementation. Evaluation of laws and policy, along with their application and outcomes, to recommend change.

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

EDUC 863 • Topics in Education • 1-4 Credits

EDUC 865 • Resource Management in K-12 Education • 3 Credits

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

EDUC 870 • Doctoral Research IV • 3 Credits
Application of research design principles including selection of participants, instruments/protocols, data collection approaches, data analyses, field tests. Analysis of limitations/delimitations and ethical issues in research. Evaluation and development of data collection tools and protocols. Analysis of data using appropriate methods and tools.
Prerequisites: EDUC 850.
EDUC 875 • Special Education Policy, Law, and Finance 2 Credits
Application of state and federal laws, rules, and procedures governing special education to funding structures. Application of state and federal regulations governing the provision of special education services. Understanding of special education program development including needs assessment, design, implementation and evaluation. Understanding of the resources available, along with agencies and organizations that serve students with a disability and their families.

EDUC 876 • Special Education Organization Management 2 Credits
Application of state and federal laws, rules, and procedures relative to School Districts affecting board meetings, policies, communications, procedures, and practices that affect special education governance. Understanding of special education administrative structures used in Minnesota. Understanding of special education program development including needs assessment, design, implementation and evaluation.

EDUC 880 • Comprehensive Examination 0 Credit
Comprehensive examination and the portfolio review after completion of the student's final didactic course.
Grade exceptions: Graded on an S/U basis.

EDUC 881 • Comprehensive Examination and Portfolio Review 1 Credit
Comprehensive examination and the portfolio review after completion of the student's final didactic course.
Grade exceptions: Graded on an S/U basis.

EDUC 882 • Directed Study 1-6 Credits
Individual educational objectives in a specific area of study. Independent reading and/or research, or travel with related study. Designed in cooperation with program director and cohort advisor. Can also be taken by Ed.D. students completing not seeking a license.

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

EDUC 884 • Applied Leadership 1-3 Credits
Application of theory and content to expand leadership capacity. Integration of leadership concepts and insights from courses, research, and personal experiences.
Grade exceptions: Graded on an S/U basis.

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

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

EDUC 887 • Superintendent Internship 3 Credits
School-based experience of at least 320 hours in one year, up to 280 hours in the primary setting, at least 40 hours in a second setting. Joint supervision of Bethel faculty member and onsite licensed and practicing principal. May be paid or unpaid. Direct experience in administrative duties and synthesis of learning between academic program and administrative needs of host district.
Grade exceptions: Graded on an S/U basis.
EDUC 888 • Teaching Internship 1-4 Credits
Teaching internship for students seeking an administrative license without the required teaching experience.
Grade exceptions: Graded on an S/U basis. Special Notes: Program director permission required for enrollment.

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

EDUC 890 • Dissertation Phase One 6 Credits
Development of the major research for one’s academic doctoral degree. The four previous research courses provide the foundation for students to develop their dissertation proposals. Guidance is provided by the students’ dissertation advisors.
Prerequisites: EDUC 870. Grade exceptions: Graded on an S/U basis.

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

EDUC 897 • Capstone Extension 0 Credit
Extension course for continued enrollment; required when the thesis/project course is incomplete. The extension allows students continued access to university resources. Student must be registered in an extension course at the time the thesis/project is granted final approval and receives a grade. Fee applies.
Prerequisites: EDUC 891.

HCAM • Healthcare Administration

HCAM 600 • Healthcare Policy and Economics 3 Credits
Examination of healthcare policies from an economic perspective. Exploration of foundational economic theories and their relationships to the structure and function of the US healthcare system. Analysis of the determinants to health, the social distribution of health and disease, health disparities, quality, cost and accessibility of healthcare services.
Prerequisites: LEAD 607 or LEAD 611.

HCAM 605 • Health Informatics and Application 3 Credits
Analysis of the role of information systems and technology within a healthcare organization. Appraisal of business and technical issues associated with the selection, deployment, and use of health informatics. Evaluation of analytic methods to design, implement, and evaluate best-practice models for patient care and care delivery.
Prerequisites: LEAD 607 or LEAD 611.

HCAM 610 • Legal Aspects in Healthcare 3 Credits
Analysis of the more significant legal issues encountered by healthcare administrators and the ramifications of those issues. Exploration of the legal, policy and ethical issues encountered by healthcare professionals in the continuously evolving healthcare system. Assessment of ethical concepts in the resolution of health care ethical dilemmas.
Prerequisites: LEAD 607 or LEAD 611.
HCAM 615 • Finance for Healthcare Administrators 3 Credits
Assessment of planning and financial decision making of healthcare organizations. Financial evaluation both as a proactive exercise and a tool for organizational control. Exploration of issues of budgeting, cost determination, pricing and rate setting in a healthcare environment. Integration of academic and practical approaches and perspectives regarding healthcare financial problems.
Prerequisites: LEAD 607 or LEAD 611.

LEAD • Leadership Foundations
LEAD 607 • Engaging Your Potential 0 Credit
Orientation to Bethel University Graduate School, the MBA and MA Strategic Leadership programs, and the career coaching process.

LEAD 611 • 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 identification of specific areas of growth in capacity and resilience. Analysis of the relationship between personal faith and leadership service.

LEAD 621 • Worldview, Ethics and Leadership 3 Credits
Prerequisites: LEAD 607 or LEAD 611.

LEAD 641 • Organizational Diagnostics and Health 3 Credits
Examination of organizational health and the key systems necessary to build and sustain it. Assessment of one’s leadership characteristics and personal approach to organizational health and change. Use of research, theory, and faith and their roles in organizational effectiveness.
Prerequisites: LEAD 607 or LEAD 611.

LEAD 651 • Leadership Formation and Strategic Talent Management 3 Credits
Creation of a personal leadership philosophy grounded in understanding of the importance of developing others. Recognition of one’s ability to both coach and to be coached. Understanding of foundational leadership processes, practices and strategies in effective talent management. Demonstration and recognition of the importance of culture, nondiscriminatory inclusion, and personal faith while providing recommendations to increase effectiveness.
Prerequisites: LEAD 607 or LEAD 611.

LEAD 661 • Data Analytics for Leaders: Making Ethical Decisions 3 Credits
Exploration of data analytics relevant to the business setting. Analyze methods to visualize and explain quantitative data. Synthesis of appropriate strategies to make ethical and effective data-driven managerial decisions.
Prerequisites: LEAD 607.

LEAD 671 • Strategic Communication for Leaders 3 Credits
Application of the theories of persuasion in communication contexts including public speaking, business writing, and interpersonal responses. Analysis of both ethical and persuasive communication skills during interpersonal interactions. Evaluation of the interactions between technology and communication. Demonstration of public speaking with the use of professional presentation software.
Prerequisites: LEAD 607 or LEAD 611.

LEAD 789 • MBA/MASL Dual-degree Portfolio Addendum 0 Credit
Synthesis of key learnings from the two master’s degree programs after having completed LEAD 795 for the first master’s degree.
Prerequisites: LEAD 611, LEAD 621, LEAD 641, LEAD 651, LEAD 671. Grade exceptions: Graded on an S/U basis.
LEAD 795 • Integrative Team Capstone 3 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 real-life business/leadership project. Exploration of interconnections within business and connections with other aspects of life.
Prerequisites: LEAD 611, LEAD 631, LEAD 641, LEAD 651, LEAD 661. Grade exceptions: Graded on an S/U basis.

NURS • Nursing
NURS 600 • 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.

NURS 602 • Midwifery Perspectives 3 Credits
Analysis of both historical perspectives and current societal influences with consideration of how each have impacted the development of nurse-midwifery and the midwifery profession.
Exam proctoring fee: $18.

NURS 606 • Advanced Health Assessment 4 Credits
Use of comprehensive and systematic health history to identify patient health status and health promotion needs. Demonstration of the ability to conduct a systematic physical examination with a caring presence and in a proficient manner. Use of evidence based standards to develop relevant diagnoses and plans of care across the lifespan.
Clinical immunization documentation tracking and verification fee: $70, live model patient fee: $100, Typhon clinical tracking system fee: $90.

NURS 611 • Advanced Pharmacology 3 Credits
Application of the principles of pharmacotherapy to promote health and manage illness from a client-centered perspective for diverse populations across the lifespan. Consideration of both ethical and legal implications in relation to the process of drug use from development through distribution and administration. Inclusion of complementary and alternative therapies that are evidence-based.
Prerequisites: NURS 620, NURS 673. Exam proctoring fee: $18.

NURS 614 • Sexual and Reproductive Health for Advance Practice Nurses 4 Credits
Integration of theory and evidence related to sexual and reproductive healthcare for holistic management and support of health throughout the lifespan.
Prerequisites: NURS 620, NURS 673. Exam proctoring fee: $18.

NURS 615 • 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.

NURS 616 • Nurse-Midwifery II: Antepartal Care 3 Credits
Management of antepartal care using evidence-based practice guidelines as well as laboratory and diagnostic studies. Determination of health promotion needs and plan of care including deviations from normal during pregnancy. Consideration of the impact of personal and professional ethics and beliefs while providing advanced practice nursing care.
Prerequisites: NURS 606, NURS 620, NURS 626, NURS 673. Exam proctoring fee: $18.

NURS 617 • Nurse-Midwifery III: Intrapartum and Postpartum Care 4 Credits
Integrates theory and evidence related to intrapartal and postpartum care.
Typhon clinical tracking system fee: $90, exam proctoring fee: $18, lab materials fee: $100, verified credentials fee: $40.
NURS 618 • Nurse-Midwifery IV: Newborn Care 2 Credits
Integrates theory and evidence related to care of the healthy newborn.
Prerequisites: NURS 602, NURS 620, NURS 673. Exam proctoring fee: $18.

NURS 619 • Fetal Evaluation 1 Credit
Integrates theory and evidence related to evaluation of antepartal and intrapartal fetal status.
Prerequisites: NURS 602, NURS 620, NURS 673.

NURS 620 • 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 management for nurse midwives.
Exam proctoring fee: $18.

NURS 621 • Leadership in Nursing Education 4 Credits
Examination of trends, issues, and forces impacting nursing education and higher education.
Consideration of the teaching, scholarship, and service components of the academic nurse educator role. Discussion of theoretical frameworks and evidence that inform leadership roles needed to shape and implement change in nursing education and the academic community.
Prerequisites: NURS 600, NURS 655, NURS 660.

NURS 622 • Primary Care for Advanced Practice Nurses 3 Credits
Presentation of the concepts of person-centered primary care from adolescence through the lifespan.
Use of evidence-based resources to detect and prevent common health problems, and to compare management options from a holistic perspective within the context of family and community.
Incorporation of inclusiveness and respect of diverse backgrounds, identities, and patient’s personal belief systems.

NURS 626 • Evidence Translation for Practice 3 Credits
Analysis of the research process, including critical appraisal of literature, to address questions related to advanced practice nursing. Application of an evidence-based model to problems in advanced practice nursing. Consideration of the role of ethical principles and Christian faith perspectives as they relate to theoretical perspectives, research methods, and evidence dissemination strategies.

NURS 630 • Nursing Leadership Practicum 5 Credits
Overview of the nursing research process and methodologies, with an emphasis on critical appraisal of evidence for improving nursing practice. Reflect on personal leadership capacities and the design of a specific plan for capacity increase. Apply leadership skills needed to coordinate care and plan for practice change to improve healthcare outcomes. 250 Practicum hours.

NURS 650 • Health Policy 4 Credits
The examination of the healthcare 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.

NURS 655 • 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: $30, malpractice insurance fee: $80, verified credentials fee: $25 paid directly to the company when account is opened.

NURS 656 • Entrepreneurial Nursing 3 Credits
Development of an entrepreneurial nursing venture that enhances healthcare delivery and includes exploration of funding opportunities.

NURS 660 • 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.
NURS 671 • 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.
Placement fee: $40.

NURS 673 • Advanced Pathophysiology 3 Credits
Analysis of the physiologic basis for manifestations of altered structure and function from an advanced practice nursing perspective. Consideration of differences in physiologic responses to health and illness in diverse populations across the lifespan. Use of primary, secondary, and tertiary prevention to evaluate management of homeostasis disruptions.

NURS 677 • Practical Experience Extension 0 Credit
Extension course for continued enrollment following the term in which a masters level NURS internship, practicum, clinical or other experiential course was taken, required when there are outstanding hours to be completed.

NURS 680 • 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.

NURS 685 • 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: NURS 655, NURS 660. Malpractice insurance fee: $80, placement fee: $40. Special Notes: Course includes 50 hours of field experience.

NURS 697 • Capstone Extension 0 Credit
Extension course for continued enrollment; required when the thesis/project course is incomplete. The extension allows students continued access to university resources. Student must be registered in an extension course at the time the thesis/project is granted final approval and receives a grade. Fee applies.
Prerequisites: NURS 793.

NURS 714 • Nurse-Midwifery I: Practicum 2 Credits
Application of the Advanced Practice Nursing process, theory, and evidence to provide holistic gynecological, and primary care for individuals throughout the lifespan.

NURS 716 • 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.

NURS 717 • 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: NURS 606, NURS 611, NURS 614, NURS 616, NURS 619, NURS 620, NURS 626, NURS 673, NURS 714, NURS 716. Corequisites: NURS 718

NURS 718 • Nurse-Midwifery IV: Practicum 1 Credit
Applies the midwifery management process, theory, and evidence to provide holistic care to the healthy newborn.
Prerequisites: NURS 606, NURS 611, NURS 620, NURS 626, NURS 673, NURS 714, NURS 716. Corequisites: NURS 717
NURS 719 • Nurse-Midwifery III: Intrapartum Practicum 4 Credits
Applies the midwifery management process, theory, and evidence to provide holistic care during labor, birth, and the postpartum period. Applies the midwifery management process, theory, and evidence to provide holistic care to the healthy newborn.
Prerequisites: NURS 606, NURS 611, NURS 620, NURS 673, NURS 714, NURS 716.

NURS 753 • 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: NURS 626. Simulation fee: $100.

NURS 754 • 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: NURS 719. Malpractice insurance fee: $167.

NURS 756 • Master's Capstone I 1 Credit
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: NURS 626. Grade exceptions: Graded on an S/U basis.

NURS 760 • Directed Study 1-4 Credits
Directed study experience under the guidance of a faculty member.
Repeatable course: This course may be repeated with different learning objectives for credit.

NURS 774 • 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 110 hour internship.
Prerequisites: NURS 600, NURS 655, NURS 660, NURS 685.

NURS 778 • Comprehensive Examination 0 Credit
Nurse educator comprehensive examination.
Grade exceptions: Graded on an S/U basis.

NURS 793 • Capstone: Methodological Reviews 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: NURS 673, NURS 620.

NURS 798 • Master's Capstone II 1 Credit
A capstone experience resulting in a master's thesis or project.
Prerequisites: NURS 756. Grade exceptions: Graded on an S/U basis.

NURS 800 • The Art and Science of Advanced Nursing Practice 3 Credits
Articulation of the DNP role in developing and evaluating approaches to practice and improving healthcare. Interrelationships between nursing knowledge, theory, and science and other disciplines to promote change. Analysis of evidence-based development, implementation, and evaluation of healthcare practices. Integration of ethical principles and Christian perspectives in analyzing knowledge and theories.

NURS 805 • Evidence Appraisal and Translation Science 3 Credits
Skills for critically appraising existing evidence as a basis for improved healthcare practice in light of effectiveness, ethical principles, and Christian perspectives. Examination of methods to measure outcomes and to translate and implement evidence. Overview of designing guidelines that improve healthcare practice and outcomes. Introduction to the process of dissemination.
Prerequisites: NURS 850. Corequisites: NURS 887.
NURS 810 • Healthcare Policy and Advocacy 3 Credits
Examination of healthcare policy process at the institutional, local, state, regional, federal, and international levels. Preparation to design, influence, implement, and advocate for health care policies to strengthen the nursing profession and to improve the health status of populations.
Prerequisites: NURS 890.

NURS 815 • Healthcare Economics and Finance 3 Credits
Utilization of healthcare economics and finance to examine complex strategic and operational decisions related to improving health outcomes within systems of care. Analyze basic economics and financial concepts to formulate healthcare strategies as applicable to the healthcare industry.

NURS 820 • Population Health and Epidemiology 3 Credits
Utilization of epidemiology to promote leadership in clinical prevention and population health. Analysis of the impact policies, socioeconomic status, and the environment have on diverse populations within the framework of healthcare access, quality of care, and cultural sensitivity.
Clinical Verification Fee: $100. Special Notes: 25 practicum hours.

NURS 825 • Leadership and Interprofessional Collaboration 4 Credits
Examination of critical topics related to leadership principles and organizational systems; including improving clinical practice management, patient safety, interprofessional collaboration, and health outcomes. Designed to facilitate the development of the skills needed to coordinate care and lead practice change and reduce healthcare disparities.
Intensive/Lab Fee: $100 Special Notes: 50 practicum hours.

NURS 835 • Healthcare Innovations and Informatics 3 Credits
Examination of information management and technology systems to promote safe, quality, and cost-effective healthcare. Development of knowledge and technical skills related to the fields of informatics and healthcare innovations. Explore standards, clinical decision support systems, data management systems, big data, and patient care technologies.
Special Notes: 25 practicum hours.

NURS 840 • DNP Practicum I 2 Credits
Enhancement of knowledge and clinical expertise through interaction with experts in the DNP project area of study. Synthesis of DNP leadership roles with assessment, intervention, evaluation and collaboration to improve healthcare outcomes.
Prerequisites: NURS 800, NURS 820. Corequisites: NURS 887. Malpractice Insurance: $200. Immunization Tracking and Background Check: $100. Special Notes: 100 practicum hours.

NURS 841 • DNP Practicum II 1 Credit
Enhancement of knowledge and clinical expertise through interaction with experts in the DNP project area of study. Synthesis of DNP leadership roles with assessment, intervention, evaluation and collaboration to improve healthcare outcomes.
Prerequisites: NURS 800, NURS 820. Special Notes: 50 practicum hours.

NURS 842 • DNP Practicum III 2 Credits
Enhancement of knowledge and clinical expertise through interaction with experts in the DNP project area of study. Synthesis of DNP leadership roles with assessment, intervention, evaluation and collaboration to improve healthcare outcomes.
Prerequisites: NURS 800, NURS 820, NURS 887. Malpractice Insurance: $200. Special Notes: 100 practicum hours.

NURS 843 • Elective Practicum 2-3 Credits
Enhancement of knowledge and clinical expertise through interaction with experts in the DNP project area of study. Demonstrate synthesis of DNP leadership roles with assessment, intervention, evaluation and collaboration to improve healthcare outcomes.
Prerequisites: NURS 800, NURS 820, NURS 840, NURS 887. Special Notes: Each credit equals 50 practicum hours.
NURS 850 • Application of Biostatistics for Healthcare 2 Credits
Biostatistical skills for critical appraisal of literature, including factors that contribute to validity, reliability, and generalizability of research. Interpretation of statistical output from scientific data sets using biostatistical skills. Appraisal of the rigor and appropriateness of biostatistical methods used in relation to the findings in selected research studies.

NURS 887 • DNP Project I: Idea Generation and Literature Appraisal 3 Credits
Development of a relevant question to improve practice guidelines, practice, or the practice environment. Critical evaluation of literature to determine the best evidence. Consideration of diverse cultures, vulnerable and underserved communities. Leadership skills for collaboration with interprofessional teams. Synthesis of evidence to create the critical appraisal for the DNP project.
Prerequisites: NURS 800, NURS 820, NURS 850. Corequisites: NURS 805, NURS 840. Special Notes: 150 practicum hours can be earned through project work.

NURS 888 • DNP Project II: Implementation Plan 2 Credits
Integration of theories from nursing and other disciplines to develop an implementation plan. Development of evidence-based intervention for nursing practice using implementation science and technology. Consideration of diverse, vulnerable and underserved communities. Leadership skills to collaborate with interprofessional teams. Application of ethical principles and Christian perspectives to the implementation plan.
Prerequisites: NURS 800, NURS 805, NURS 820, NURS 840, NURS 850, NURS 887. Special Notes: 150 practicum hours can be earned through project work.

NURS 889 • DNP Project III: Implementation 1 Credit
Application of the critical appraisal of the literature to improve practice and clinical outcomes. Collaboration with an interprofessional team to implement the DNP project. Application of ethical principles, Christian perspectives and leadership skills throughout the project implementation process.
Prerequisites: NURS 800, NURS 805, NURS 820, NURS 840, NURS 850, NURS 887, NURS 888. Special Notes: 150 practicum hours can be earned through project work.

NURS 890 • DNP Project IV: Analysis 1 Credit
Synthesize and lay the foundation for future research by using evidence to improve either practice or clinical outcomes. Analyze and evaluate the effectiveness of the implementation plan and the DNP project and disseminate the findings.
Prerequisites: NURS 800, NURS 805, NURS 820, NURS 840, NURS 850, NURS 887, NURS 888 and NURS 889. Corequisites: NURS 810. Special Notes: 150 practicum hours can be earned through project work.

PHAS • Physician Assistant

PHAS 601 • 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.

PHAS 601L • Introduction to History and Physical Examination Lab 1 Credit
Laboratory experience accompanying PHAS 601.

PHAS 602 • Patient Assessment and Diagnostics 12 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 PHAS 612.
Prerequisites: BIOL 600, BIOL 600L, BIOL 610, PHAS 601, PHAS 601L, PHAS 611 Corequisites: PHAS 602L. Malpractice insurance fee: $90.
PHAS 602L • Patient Assessment and Diagnostics Lab I 1 Credit
Laboratory experience accompanying PHAS 602.

PHAS 603 • 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 PHAS 613.
Prerequisites: PHAS 602 Corequisites: PHAS 603L. Malpractice insurance fee: $90.

PHAS 603L • Patient Assessment and Diagnostics Lab II 1 Credit
Laboratory experience accompanying PHAS 603.
Corequisites: PHAS 603. Lab fee: $50.

PHAS 604 • Patient Assessment & Diagnostics III 1 Credit
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 PHAS 614.
Prerequisites: PHAS 603 Corequisites: PHAS 604L. Malpractice insurance fee: $90.

PHAS 604L • Patient Assessment and Diagnostics Lab III 1 Credit
Laboratory experience accompanying PHAS 604.
Corequisites: PHAS 604.

PHAS 611 • 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.

PHAS 612 • 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. PQs: BIOL 600, BIOL 600L, BIOL 610, PHAS 601, PHAS
601L, PHAS 611.

PHAS 613 • 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.
Prerequisites: PHAS 612.

PHAS 614 • 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.
Prerequisites: PHAS 613 ACLS/BCLS fee: $340, PACKRAT fee: $40.

PHAS 621 • 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.
PHAS 622L • Medical Problem Solving I 1 Credit
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.

PHAS 623L • Medical Problem Solving II 1 Credit
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.

PHAS 624L • Medical Problem Solving III 1 Credit
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.

PHAS 632 • PA Professional Practice Issues I 2 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.

PHAS 633 • 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.

PHAS 634 • 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.

PHAS 641 • 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.

PHAS 710 • Clinical Field Placements I 12 Credits
Transition from didactic to clinical training. Assignment 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. Participation is required in the seven core/required rotations and two elective rotations by the end of the clinical field placement series.
Malpractice insurance fee: $90, site supervision fee: $50.

PHAS 720 • Clinical Field Placements II 15 Credits
Ongoing clinical training. Assignment 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. Participation is required in the seven required rotations and two elective rotations by the end of the clinical field placement series.
Malpractice insurance fee: $90, site supervision fee: $50.
PHAS 730 • Clinical Field Placements III 9 Credits
Ongoing clinical training. Assignment 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. Participation is required in the seven core/required rotations and two elective rotations by the end of the clinical field placement series. Includes program's overall summative evaluation of student.

Malpractice insurance fee: $90, PACKRAT fee: $40, site supervision fee: $50.

PHAS 735 • 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.

PHAS 760 • 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.

PHAS 790 • 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.

PSYC • Psychology

PSYC 609 • 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.

PSYC 613 • 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.

PSYC 621 • 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.

PSYC 623 • 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.

PSYC 625 • 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.
PSYC 635 • Measurement and Assessment in Education 3 Credits

PSYC 645 • 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.

PSYC 648 • 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.

PSYC 657 • 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.

PSYC 660 • 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.

PSYC 670 • 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.

PSYC 785 • Practicum III 1-3 Credits
A supervised counseling/clinical training experience designed for students who are needing to begin their PSYC 781/783 Practicum course series in the summer or have already completed an M.A.-level practicum and need additional hours in order to meet state licensure requirements for practicum. Prerequisites: PSYC 625 or PSYC 651, PSYC 638, PSYC 642, PSYC 643, PSYC 645, PSYC 648 or PSYC 658, PSYC 654, PSYC 656, PSYC 660, PSYC 661 or Master's degree and completion of 500-600 hour supervised practicum experience. Consent of the Program Director or Clinical Director required. Grade exceptions: Graded on an S/U basis. Special Notes: Students who complete a summer practicum prior to PSYC 781 will register for 2 credits and will attend 6 processing class sessions during their summer practicum. Individuals who are registering to complete hours for licensure requirements will negotiate the number of credits and duration with the Clinical Director.

PSYC 790 • Comprehensive Examination 3 Credits
Master of Arts in Counseling Psychology comprehensive examination. Prerequisites: PSYC 781. Corequisites: PSYC 783. Grade exceptions: Graded on an S/U basis. Special Notes: Consent of the Department of Psychology faculty required for enrollment.
PSYC 791 • 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: PSYC 654. Grade exceptions: Graded on an S/U basis. Special Notes: Students must register for both PSYC 791 and PSYC 792 in order to complete the thesis. Students may enroll in PSYC 791 and PSYC 792 in the same academic term or in two consecutive academic terms.

PSYC 792 • Thesis II 3 Credits
A continuation of PSYC 791.
Prerequisites: PSYC 791. Grade exceptions: Graded on an S/U basis.

SLDR • Strategic Leadership

SLDR 605 • 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: LEAD 607 or LEAD 611.

SLDR 615 • Managing Projects & Quality Initiatives 3 Credits
Introduction to project management theory, issues, challenges, and skills associated with project management. Analysis of connections among human behavior, knowledge, and processes that influence the success of projects in organizations. Assessment of projects, management, and tools for management based on best practice including the integration of cultural and diversity intelligence for competitive advantage in the marketplace.
Prerequisites: LEAD 607 or LEAD 611, LEAD 641.

SLDR 630 • Systems Perspectives on Leading Change 3 Credits
Introduction to systems thinking, and systems-based approaches to leading change. Analysis of the relationships between the elements and dynamics in an organizational system. Evaluation of organizational change situations and change initiatives, given a variety of variables and perspectives. Development of leadership approaches to organizational change.
Prerequisites: LEAD 607 or LEAD 611, LEAD 641, LEAD 671.

SLDR 640 • Beyond Diversity 3 Credits
This course examines diversity in the 21st century to include numerous and complex dimensions that relate to the workplace. Use of cultural intelligence resources, tools and assessments to increase personal awareness and an understanding of others. Synthesis of diversity theory, cultural intelligence theory, cooperation and competition theory, along with tools to build an inclusive and effective workplace. Construct an inclusive workplace model to increase innovation and creativity for competitive advantage in business.
Prerequisites: LEAD 607 or LEAD 611, LEAD 651.

SLDR 645 • Leading in Times of Crisis 3 Credits
Assessment of crisis situations and the variables contributing to particular episodes. Analysis of resources and opportunities available during crisis and their impact on a crisis situation. Synthesis of self-awareness, faith foundations, interpersonal and intrapersonal skills for the organization and direction of individuals and groups during times of intense difficulty.
Prerequisites: 2 courses from LEAD 611, LEAD 641, LEAD 651, LEAD 661, LEAD 671.

SLDR 650 • Learning and Leading Through Conflict 3 Credits
Introduction to a systems view of conflict management. Integration of cognitive developmental theory and Christian spirituality with practical approaches to conflict management. Analysis of the relationships between mission, power, and respect in personal and organizational conflict contexts. Functional rehearsal of Alternative Dispute Resolution methods. Development of holistic approaches to leading others in the midst of conflict.
Prerequisites: LEAD 607 or LEAD 611, LEAD 651.
SLDR 660 • Followership: The Other Side of Leadership 3 Credits
Examination of followership. Overview of traditional views and attitudes toward followers. Analysis of Kelley’s model of followership types and the characteristics of an exemplary follower. Analysis of the relationship between leaders and followers and investigation into the relationship between followers and toxic leaders. Application of Values-Based Leadership including identification of traits and values of followers. Evaluation of personal followership style and development of a plan for improving abilities as a follower.
Prerequisites: LEAD 607 or LEAD 611, LEAD 651.

SLDR 670 • 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.
Prerequisites: LEAD 607 or LEAD 611.

SLDR 789 • Portfolio Deliverable 0 Credit
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: LEAD 611, LEAD 641, LEAD 651, LEAD 661, LEAD 671. Grade exceptions: Graded on an S/U basis. $110 Coach Portfolio Evaluation Fee.

SOWK • Social Work

SOWK 600 • Human Behavior in the Social Environment 3 Credits
Overview of social work mission, core values, history, and fields of practice. Understanding dimensions of diversity, cultures, and structures that may oppress and marginalize people groups. Theoretical approaches to understanding human behavior in the social environment include application of systems theory and ecological systems theory related to individuals, families, groups, individuals and communities.
SWEAP FCAI-professional assessment (pre) fee: $15, IDI (pre) fee: $50.

SOWK 605 • Advanced Social Work Practice I: Individuals and Families 3 Credits
Introduction to the generalist social work practice with individuals and families. Understanding of the theoretical framework of the phases of social work practice including engagement, assessment, intervention, evaluation, and termination. Emphasis placed on anti-racist, evidence-based intervention skills in the areas of rapport building, interviewing, critical thinking, and ethical decision-making. Practicing of social work skills related to the use of the professional self in relationships with clients.
Corequisites: SOWK 615.

SOWK 610 • Social Welfare History and Policy Practice 3 Credits
Exploration of how social welfare history informs the development of social workers’ skills in contemporary society. Exploration of the ways the developing American societal culture, structure and values contributed to oppression and marginalization. Identification of the strengths and weaknesses of the American welfare state. Analysis of the major social policies and programs that exist. Development of the skills of policy analysis, formulation and advocacy. Identification of social policy positions of diverse religious traditions.
Day at the Hill fee: $30, Day at the Capital fee: $30.

SOWK 615 • Field Seminar I 2 Credits
Introduction to the field experience in community-based practice setting. Integration of beginning knowledge, values, skills, cognitive and affective processes for ethical social work practice with an emphasis on the development of professional identity under supervision of a qualified field instructor.
Corequisites: SOWK 605. EXXAT Fee $195, SWEAP FPPAI professional assessment fee: $25, Professional expert training fee: $50.
SOWK 620 • Field Seminar II 2 Credits
Field experience in which students apply and integrate beginning knowledge, values, skills, and ethics for social work practice with an emphasis on diversity, human rights and justice, and professional generalist practice. Weekly on-campus field seminar supports integration while students work a minimum of 200 hours in field setting under agency supervision.
SWEAP FPPAI professional assessment fee: $25, Professional Trainings by outside licensed experts for CEHs fee: $50.

SOWK 630 • Advanced Social Work Practice II: Groups, Communities, and Organizations 3 Credits
SWEAP FCAI- professional assessment fee (post) fee: $15.

SOWK 640 • Diversity, Human Rights, Social Economic and Environmental Justice 3 Credits
Examines historical and current societal conditions and their impact on individuals and communities. Culture, power, oppression, exclusion, and the impact of diverse realities in the U.S. are explored. Engages students in a comparative examination through the synthesis of contemporary writings, social theory, and diverse voices. Equips students with knowledge and skills for understanding and critically evaluating how market economies operate, their broad socioeconomic consequences, and their impact on the lives of socially disadvantaged people.

SOWK 650 • Social Work Research Methods & Design I 2 Credits
Social research methods, including an emphasis on becoming proficient and critical consumers of research-based data, for the purposes of knowledge advancement, informed practice, and program and practice effectiveness evaluation. Students will learn the fundamentals of a literature review and complete preliminary exercises in preparation for writing a literature review in Methods II and preparing for agency based research.

SOWK 700 • Advanced Social Work Practice III 3 Credits
Advanced generalist social work theory applied to integrated practice within client systems. Emphasis is on families and groups and on the planned change process. Student development of a group work project and case study review promote application of critical thinking, research-informed practice and cultural competence.
Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650.
EXXAT fee (for Advanced Standing Students only): $195, SWEAP FCAI-professional assessment (pre) fee: $15. Special Notes: Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course.

SOWK 705 • Mental Health, Diagnosis, and Advanced Social Work Practice 3 Credits
Develop the knowledge and skills necessary for working with individuals with a SPMI diagnosis (serious mental illness) using recovery-oriented, evidence-based practices. Students will become familiar with evidence-based practices, within a recovery-oriented paradigm, as a general approach to practice as well as specific evidence-based interventions to use for individuals with a diagnosis of serious mental illness. Students will learn to examine research literature to determine the various levels of support for specific interventions and essential principles for translating research into practice. In addition, they will identify the appropriate treatment outcomes that reflect effective, quality mental health practice with diverse groups.
Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650, SOWK 700. Special Notes: Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course, with the exception of SOWK 700.
SOWK 710 • Trauma and Crisis in Social Work Practice 3 Credits
Theories associated with conceptualizing trauma and crisis • Nature and types of trauma/crisis – A review of typologies • Survey of intervention models • Psychosocial factors associated with trauma response (e.g., age, ability, gender, cultural and racial identities, class, and spirituality/religious faith) • Overview of the cognitive, affective, behavioral, neurological sequelae associated with trauma • Introduction and application of skills and techniques utilized in crisis intervention, including assessment and triage, safety and security concerns, facilitation of validation, and preparation and rehearsal for maintenance • Review of current practice trends in post trauma therapy • Special topics in intervention including assessment of lethality, mass disaster, death notification, suicide of the young, and the role of spirituality • Caring for the caregiver: Attenuating compassion fatigue 2 V. Learning competencies will be eval.
Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650, SOWK 700. Special Notes: Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course, with the exception of SOWK 700.

SOWK 715 • Theology, Justice and Human Rights 3 Credits
Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650. Special Notes: Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course.

SOWK 720 • Advanced Social Work Methods and Design II 2 Credits
Students will engage in the IRB process, complete CITI training, acquire skills to administer a qualtrics survey in an agency based setting, and prepare a literature review on a subject specific to their research proposal. Students will develop a research proposal related to their field of practice. Students will prepare questions for their agency based research. Students will write a formal methodology for their research proposal.
Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650. Special Notes: Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course.

SOWK 725 • Advanced Social Work Field Seminar III 2 Credits
Field practicum in a practice setting in which students perform the role of a professional social worker under supervision of a qualified field instructor. Weekly on-campus field seminar, facilitated by social work faculty, supports integration of theory with social work practice. Students work a minimum of 175 hours in field. A structured learning contract provides application of social work knowledge, values, and skills.
Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650. Special Notes: Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course. SWEAP FPPAI professional assessment fee: $25, Professional Trainings by outside licensed experts for CEHs fee: $50.

SOWK 730 • Advancing Social Policy, Justice Issues and Human Rights in our Communities 3 Credits
Explore advanced models of policy analysis applied to social welfare issues and challenges from a socio-cultural/political viewpoint. Explore impacts/ unintended consequences of current service delivery and resource allocation and whether it meets the needs of marginalized communities. Explore intersections of policy and social work practice including models of policy analysis and analytical skills required for policy practice.
Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650. Special Notes: Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course.
SOWK 735 • Advanced Social Work Field Seminar IV 2 Credits
Field practicum in a practice setting in which students perform the role of a professional social worker under supervision of a qualified field instructor. Weekly on-campus field seminar, facilitated by social work faculty, supports integration of theory with social work practice. Students work a minimum of 175 hours in field. A structured learning contract provides application of social work knowledge, values, and skills.
Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650, SOWK 700, SOWK 725. Special Notes: Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course, with the exception of SOWK 700 and SOWK 725. SWEAP FPPAI professional assessment fee: $25, Professional Trainings by outside licensed experts for CEHs fee: $50.

SOWK 740 • Advanced Theory and Practice in Community and Global Contexts 2 Credits
Understand the complexity of global community practice and social development and the roles that social work plays in advancing social, economic, and environmental justice. Understand and critically analyze globalization and its impact on local contexts, to develop skills in working with communities and marginalized groups. Develop an advanced understanding of the civil society and current trends in international social development. Using a human rights framework, develop an awareness and analyze ethical issues facing global communities. Apply a rights-based discourse analysis to develop community and capacity building strategies in global and local contexts. Develop awareness of the global community from a social work perspective.
Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650, SOWK 700. Special Notes: Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course, with the exception of SOWK 700.

SOWK 745 • Advanced Social Work Methods and Design III 2 Credits
Students will engage in research at their agencies. Students will complete their research, disseminate the findings and present their findings in a formal paper (including literature review) and presentation to colleagues.
Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650, SOWK 720. Special Notes: Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course, with the exception of SOWK 720.

SOWK 750 • Advanced Social Work Field Seminar V 2 Credits
Field practicum in a practice setting in which students perform the role of a professional social worker under supervision of a qualified field instructor. Weekly on-campus field seminar, facilitated by social work faculty, supports integration of theory with social work practice. Students work a minimum of 150 hours in field. A structured learning contract provides application of social work knowledge, values, and skills. Final formal field evaluation occurs in this course.
Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650, SOWK 700, SOWK 725, SOWK 735. Special Notes: Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course, with the exception of SOWK 700, SOWK 725, and SOWK 735.

SOWK 755 • Program Development, Fundraising and Grant Writing 2 Credits
This experiential course will introduce social work students to the grant-development process. The course will familiarize students with how to: Plan and conceptualize a grant geared for specific funders, write selected elements of the grant narrative, develop a budget/justification. Students will gain knowledge about various types of funders including government, private and philanthropical organizations. Students will gain an understanding of how to administer and report on a grant. Issues related to sustainability will be explored from the perspective of acquiring grant funding to serve marginalized communities. Students will create a grant project.
Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650. Special Notes: Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course.
SOWK 770 • Environmental Justice, Health Disparities and Community Health 2 Credits
Explore and understand the concept of a critical, decolonizing, anti-oppressive and ecological framework for engaging in social work practice. Develop ability to engage in professional practice which incorporates critical theory to investigate the impact of colonialism from a systems perspective. Learn key issues about health, social determinants for health and disparities in health across marginalized communities.
Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650. Special Notes: Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course. Diversity plan fee: $125, Professional Trainings by outside licensed experts for CEHs fee: $50.

SOWK 780 • Diversity, Oppression and Decolonization in Social Work 2 Credits
Assumptions underlying theory and research methodologies from which basic constructs of human behavior are drawn will be examined to understand how power and other dynamics manage and sustain oppression at the individual and institutional levels. Also of interest is how oppression affects service delivery at micro and macro levels, particularly social policies and strategic planning which drive the shape of services. Culture, power, oppression, exclusion, and the impact of diverse realities in the U.S. are explored. Engages students in a comparative examination through the synthesis of contemporary writings, social theory, and diverse voices with an eye to the continued decolonization of social work practice.
Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650. Special Notes: Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course. Diversity plan fee: $125, Professional Trainings by outside licensed experts for CEHs fee: $50.

SOWK 790 • Capstone Integrative Seminar 2 Credits
Integrative seminar to demonstrate readiness to practice social work at an advanced level in the student's area of specialization.
Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650, SOWK 700, SOWK 705, SOWK 710, SOWK 715, SOWK 720, SOWK 725, SOWK 730, SOWK 735, SOWK 740, SOWK 745, SOWK 750, SOWK 755, SOWK 770, SOWK 780. Special Notes: Students in the Advanced Standing MSW program have already met the prerequisite requirements of SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650. Capstone Professional Presentation Materials fee: $45, ASWB Practice Exam fee: $30, SWEAP FCAI-professional assessment (post) fee: $15, IDI (post) fee: $50.

SPED • Special Education

SPED 600 • Characteristics of Mild-Moderate Disabilities 3 Credits
Exploration of the five disability categories represented under Academic Behavioral Strategist (ABS). Identification of strategies that support stakeholders of children with mild-moderate needs. Explanation of topics that form the basis for special education practice for students with mild-moderate disabilities. Identification of the impact culture and linguistics has on special education.

SPED 601 • Characteristics of ASD 3 Credits
Identification of theories, research, legal requirements and medical perspectives related to serving ASD students. Synthesis of information associated with ASD. Examination of early indicators of ASD. Identification of associated factors and their relationship to ASD behavior. Presentation of the impact of factors on ASD students. Evaluation of professional ASD-related resources.

SPED 604 • Child & Adolescent Psychopathology 3 Credits
SPED 605 • Introduction to Special Education 1 Credit
Identification of the impact historical and philosophical foundations, legal bases, and contemporary issues have on special education. Identification of common disability category characteristics. Description of the impact culture, faith, and linguistics have on special education. Description of how the Individuals with Disabilities Education Act (IDEA) impacts special education.

SPED 607 • Foundations of Developmental and Cognitive Disabilities/Intellectual Disabilities 3 Credits
Examination of the historical, legal and philosophical foundations of educating students with developmental cognitive disabilities. Survey of etiology and characteristics of students, definitions and identification, assessment, and current issues related to disabilities. Integration of personal faith, reflection, vision, and professional development practices to improve service to students and families.

SPED 608 • Introduction to Academic Instruction and Behavior Management for the Exceptional Learner 3 Credits
Introduction to how special education and general education academic systems work together. Identification of functional behavioral assessments processes and principles of individual and school-wide systems of supports. Demonstration of how evidence-based instruction can be adapted. Identification of how required curricular components direct instruction. Analysis of positive instructional environments.

SPED 610 • Norm-Referenced Assessment 3 Credits

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

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

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

SPED 615 • Instruction and Intervention for Students with Intellectual Disabilities 3 Credits
Assessment selection for data-based, educational decision making for students with developmental cognitive disabilities/intellectual disabilities. Application of effective education planning and strategies to support improved student outcomes in the areas of social skills, academics, motor skills, communication, self care, and home and community skills.

SPED 618 • Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities 3 Credits
**SPED 619 • Supporting Students with Intellectual Disabilities Across Systems** 3 Credits
Exploration of how the case manager of students with intellectual disabilities and the special education process can leverage comprehensive systems, agencies, and people within and outside of schools to contribute to positive outcomes for students with complex needs.

**SPED 620 • Reading Foundations** 3 Credits

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

*Prerequisites: SPED 620.*

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

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

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

**SPED 655 • Classroom-Based Assessment** 3 Credits
Description of legal, professional, and ethical standards in assessment related to informal assessment measures and environmental factors influencing student achievement and behavior. Description of student's learning style, strengths, and analysis of behavior based on observations and assessment data. Identification of the influence diversity, age, and gender have on assessment. Corequisites: SPED 610, SPED 670.

**SPED 670 • Special Education Assessment Field Experience** 1 Credit

*Corequisites: SPED 610, SPED 655 Special Notes: A test kit replacement fee of $700 will be charged to your account two weeks after the final grade is posted if the test kit has not been returned.*
Course Descriptions

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

*Special Notes: 35 hour field experience.*

**SPED 672 • Emotional/Behavioral Disabilities: Field Experience** 1 Credit
A 35-hour field experience in which students complete observational experiences in mild, moderate, and severe K-12 EBD settings. Participate in behavioral techniques and programming, accommodations and modifications both in the resource and general education classrooms, and observe mental health providers for K-12 EBD students with mild, moderate and severe needs.

**SPED 673 • ABS Field Experience** 1 Credit
A 35-hour field experience in which students 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.

**SPED 674 • Development Disabilities: Field Experience** 1 Credit
Observation of K-12 educational programming processes for students with mild, moderate, or severe disabilities in the areas of developmental cognitive disabilities/intellectual disabilities (DCD). Experience with referral process, evaluation, eligibility, IEP development, programming, and professional collaboration. Integration of personal faith perspective with vision for serving students with DCD.

*Special Notes: 35 hour supervised observation experience.*

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

**SPED 677 • Practical Experience Extension** 0 Credit
Extension course for continued enrollment following the term in which a masters level SPED internship, practicum, clinical or other experiential course was taken, required when there are outstanding hours to be completed.

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

*Special Notes: Enrollment requires program director permission.*

**SPED 760 • Directed Study** 1-4 Credits

**SPED 779 • Developmental Disabilities: Practicum** 3 Credits
Implementation of procedures necessary to incorporate interventions and IEPs for students with developmental cognitive disabilities using engaging resources. Management of timelines, responsibilities, and consultation with parents, school and community professionals. Analysis of personal and professional growth as a special educator. (6 consecutive weeks).

*DD practicum fee: $100, out-of-region fee: $100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: This course is for add-on SPED license candidates.*
SPED 780 • Student Teaching - Academic Behavior Strategist 4 Credits
Implementation of procedures necessary to incorporate referral, assessment, evaluation, IEPs, and interventions for students with mild-moderate disabilities. Management of timelines and responsibilities including consultation with parents, school and community professionals. Development of strategies for efficacy and engaging resources. Analysis of personal and professional growth as a special educator. 12 consecutive weeks required.
Prerequisites: SPED 600, SPED 605, SPED 608, SPED 610, SPED 618, SPED 620, SPED 621, SPED 625, SPED 631, SPED 641, SPED 655, SPED 670, SPED 673, EDUC 594, EDUC 595, EDUC 621, EDUC 624, EDUC 663, EDUC 668. Grade exceptions: Graded on an S/U basis. ABS student teaching fee: $150.

SPED 781 • ASD: Student Teaching 4 Credits
Implementation of procedures necessary to incorporate referral, assessment, evaluation, IEPs, and interventions for students with autism spectrum disorders. Management of timelines and responsibilities including consultation with parents, school and community professionals. Development of strategies for efficacy and engaging resources. Analysis of personal and professional growth as a special educator. 12 consecutive weeks required.

SPED 782 • SPED Practicum for Teachers of Other Licenses 3 Credits
Implementation of procedures necessary to incorporate referral, assessment, evaluation, IEPs, and interventions for students with disabilities in a specific license area. Management of timelines and responsibilities including consultation with parents, school and community professionals. Development of strategies for efficacy and engaging resources. Analysis of personal and professional growth as a special educator. (8 weeks required).
Prerequisites: SPED 604, SPED 605, SPED 608, SPED 610, SPED 613, SPED 618, SPED 620, SPED 621, SPED 625, SPED 641, SPED 655, SPED 670, SPED 672, Grade exceptions: Graded on an S/U basis. Special Notes: Course is restricted to students who have a qualifying teacher's license. Practicum fee: $150, out-of-region fee: $100, out-of-state fee: varies.

SPED 783 • Emotional/Behavioral Disabilities: Student Teaching 4 Credits
Implementation of procedures necessary to incorporate referral, assessment, evaluation, IEPs, and interventions for students with emotional/behavioral disorders. Management of timelines and responsibilities including consultation with parents, school and community professionals. Development of strategies for efficacy and engaging resources. Analysis of personal and professional growth as a special educator. 12 consecutive weeks required.

SPED 784 • Developmental Disabilities: Student Teaching 4 Credits
Evaluative procedures used in identifying and understanding students with mild-moderate-severe Developmental Cognitive Disabilities. Collaborative analysis of assessment results and creation of IEPs in a K-12 setting. Design and implementation of appropriate interventions. Analysis of personal and spiritual growth related to the role of a special education professional. 12 weeks supervised teaching experience.
SPED 786 • ABS: Practicum 3 Credits
Implementation of procedures necessary to incorporate interventions and IEPs for students with mild-moderate disabilities using engaging resources. Management of timelines, responsibilities, and consultation with parents, school and community professionals. Analysis of personal and professional growth as a special educator. (6 consecutive weeks) .
Practicum fee: $100, out-of-region fee: $100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: This course is for add-on SPED license candidates.

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

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

TEAC • Teaching

TEAC 601 • Structured Literacy and the Science of Reading 3 Credits
Exploration of the cognitive science of foundation reading acquisition and components of research-based structured literacy practices in the elementary classroom. Application of Strategies for meeting the needs of all readers, including those with dyslexia.

TEAC 606 • Teacher as Leader 3 Credits
Analysis of the critical impact of the teacher in the educational process. Examination of a variety of information 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. Development of reflective practice and goals for leadership and professional growth are addressed.

TEAC 610 • Content Research in Practice 2 Credits
Use of evidence based research to inform instructional practice is a critical skill for practicing teachers. The ability to locate, curate, analyze and apply educational research will be mastered. Creation of unique applications of research from specific k-12 content is the primary focus of this course.

TEAC 616 • Improving Instruction 3 Credits
Examination of a variety of theories, approaches and instructional strategies that build on the experience of practicing teachers. 21st century skills and the study of model schools known for their innovative practices based on strong rationales and underlying theories. Intention of the course is to renew teachers’ current knowledge base, craft of teaching, and new models of “doing school.”.

TEAC 635 • Applied Classroom Assessment 3 Credits
Examination of the core principles of how assessment can accelerate student learning when applied systematically. Development of thinking habits that lead to consistent and purposeful implementation of practices that motivate, inspire, and empower students to take ownership of their learning.

TEAC 697 • Capstone Extension 0 Credit
Extension course for continued enrollment; required when the thesis/project course is incomplete. The extension allows students continued access to university resources. Student must be registered in an extension course at the time the thesis/project is granted final approval and receives a grade. Fee applies.
Prerequisites: TEAC 790.
TEAC 730 • Introduction to Differentiation and Responsive Teaching 3 Credits
Overview of the theory and research of differentiated instruction as a model for acquiring content, processing ideas and 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-learner's classroom. Attention to the needs of students with disabilities will be emphasized.

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

TEAC 732 • Culturally Responsive Instruction 3 Credits
Examination of multicultural research, theory and practice as a foundation to cultural understanding in the classroom. Exploration of their role as teacher in a culturally changing learning environment as they develop instructional strategies based on research-based best practice to continually improve as culturally responsive practitioners.

TEAC 756 • Preparing the Thesis Project 1 Credit
Assists students in preparing their master’s thesis or conducting an action research project. Focus is on the design process and includes the following topics: information on the nature and scope of the master’s thesis/action research project; selection and refinement of topic; APA style; and the oral examination process.

Grade exceptions: Graded on an S/U basis.

TEAC 790 • Thesis Writing Studio 3 Credits
Exploration of a significant educational issue relevant to the student’s professional involvement through an independent, individually supervised thesis or project. Oral defense of student’s thesis or project following collaboration with thesis advisor to ensure guidelines have been followed and requirements have been met as noted in the Bethel University Graduate Education Thesis Handbook.

Prerequisites: TEAC 756

Grade exceptions: Graded on an S/U basis.