

# COURSE DESCRIPTIONS

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## BIOL • Biology

### **BIOL 579PT • Portfolio in Biology** 0.5-6 Credits

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

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

### **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 612.*

### **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.*

### **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/opthalmology/allergy, and emergency medicine.

*Prerequisites: BIOL 630.*

## Course Descriptions 2

### **BIOL 694 • Topics in Biology** 1-4 Credits

An in-depth study of a particular Biology theme.

*Special Notes: Topics courses should serve as elective courses.*

## **BUSN • Business**

### **BUSN 579PT • Portfolio in Business** 0.5-6 Credits

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

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

### **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.

*Prerequisites: LEAD 607 or LEAD 611.*

### **BUSN 625 • Managerial Finance** 3 Credits

Exploration of the managerial finance discipline in business and including international and ethical implications.

Topics covered include but are not limited to financial statement analysis, valuation and capital budgeting, risk and return analysis, capital structure and dividend policy, short-term and long-term financing alternatives, and international finance. Extensive utilization of spreadsheets and decision-making in solving problems and cases will be required.

*Prerequisites: LEAD 607 or LEAD 611, BUSN 615.*

### **BUSN 626 • Contemporary Topics in Finance** 3 Credits

Examination of key advanced topics that enhance financial management concepts and their applications in modern organizations.

Application of strategies related to current events and emerging trends with a focus on the potential of impacting current and future financial and corporate management decisions.

### **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

Evaluation of market research and effectiveness of various marketing strategies. Analysis of emerging trends that influence marketing strategy decisions. Integration of the impact of globalization on international marketing practices. Distinguish between ethical and unethical marketing practices. Application of marketing concepts in light of a personal faith and the Christian worldview.

*Prerequisites: LEAD 607 or LEAD 611.*

**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: LEAD 607 or LEAD 611. 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 665 • Managing Projects and 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. Special Notes: Crosslisted with SLDR 615.*

**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. Coaching fee \$100*

**BUSN 694 • Topics in Business** 1-4 Credits

An in-depth study of a particular Business theme.

*Special Notes: Topics courses should serve as elective courses.*

**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 579PT • Portfolio in Counseling** 0.5-6 Credits

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

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

### **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 cultural 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

Exploration of the theories, techniques, history, and principles related to group practice in counseling. Application of group facilitation skills. Examination of ethical concerns, multicultural adaptations, and spiritual integration in group dynamics.

*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. Examination of ethical and culturally responsible strategies with clients in crisis. 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 677 • Practical Experience Extension 0 Credit**

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

**COUN 680 • Neuroscience, Counseling, and Trauma 3 Credits**

Identification of biological and neurological mechanisms of mental health. Demonstration of knowledge of crisis and trauma impact on brain and individual functioning. Identification of evidence based trauma treatment strategies. Examination of ethical, cultural, and religious/spiritually responsive strategies for trauma treatment. Application of trauma interventions.

## Course Descriptions 6

### **COUN 694 • Topics in Counseling 1-4 Credits**

An in-depth study of a particular Counseling theme.

*Special Notes: Topics courses should serve as elective courses.*

### **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 Theories and Techniques 2 Credits**

Demonstration of knowledge of Non-directive play therapy theories and techniques. Articulation of rationale for using non-directive play therapy theories. Analysis of themes present in the application of non-directive play therapy theories and techniques. Exploration of ethical, spiritual, and cultural considerations when implementing non-directive play therapy theories and techniques with a child and family. Application of non-directive 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 725 • Trauma and Play Therapy 1 Credit**

Exploration of the Neurobiology of trauma and the impact of trauma on children and their play.

Examination of the philosophy of therapeutic play with traumatized children. Play Therapy strategies and approaches in therapeutic work with children. Application of play therapy strategies and techniques into therapeutic work with children and families.

*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 735 • Theraplay 1 Credit**

Exploration of the philosophy and principles of Theraplay. Examination of Theraplay Techniques. Application of techniques and strategies of Theraplay into therapeutic work.

*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.

## EDUC • Education

**EDUC 520 • Education Standards Portfolio: Chemical Health 0.5 Credits**

Exploration of the influences and misuses of tobacco, alcohol, drugs, and other chemicals impacting the learning environment inside and outside of school. Special Note: This course is for students who only need to meet certain PELSB standards and who do not need the full course.

*Special Notes:* This course is intended for students who only need to meet certain PELSB license standards.

**EDUC 540 • Educational Standards Portfolio: Field Experiences in School-based Settings 2 Credits**

Development of planning, assessment, self-assessment skills, co-teaching, instructional strategies, and professional dispositions in a 35-hour field experience. Observation of teachers' use of culturally-responsive instructional practices. Application of current and emerging technologies to improve personal productivity and professional practice.

*Special Notes:* This course is intended for students who only need to meet certain PELSB license standards.

**EDUC 560 • Education Standards Portfolio: Minnesota-based American Indian 0.5 Credits**

Analysis of the cultural content, worldview, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture. Special Note: This course is for students who only need to meet certain PELSB standards and who do not need the full course.

*Special Notes:* This course is intended for students who only need to meet certain PELSB license standards.

**EDUC 579PT • Portfolio in Education 0.5-6 Credits**

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

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

**EDUC 596 • School-wide Systems Field Experience 2 Credits**

Supervised observation in K-12 inclusive education setting. Analysis of student needs, classroom environments, and related cultural factors. Development of a personal standard for effective teaching. Identification of the impact that second language has on learning. Implementation of effective lesson plans. Identification of MN edTPA language. Impact of personal faith on the special education teacher role. 30 hours over 10 weeks.

**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: \$250. Grade exceptions: Graded on an S/U Basis. Special Notes: Acceptance into Master of Arts in Teaching program required for enrollment.*

**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 619 • Diversity, Equity and Inclusion in Education 3 Credits**

Reflect to increase racial consciousness. Discuss perspectives on how race and culture impact school practices and pedagogy. Analyze how ways of knowing and teaching are shaped by race and ethnicity. Examine differences between prejudice, bias, discrimination and racism. Evaluate the intersection of race/ethnicity with other forms of difference. Identify multiple perspectives on how race and culture impact school practices and pedagogy. Analyze the cultural content, worldview, and concepts that comprise Minnesota-based American Indian communities.

**EDUC 627 • Historical and Contemporary Issues in K-12 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 646 • Field Experiences in School-Based Settings 4 Credits**

Development of planning, assessment, self-assessment skills, instructional strategies, and professional dispositions. Application of information gained through observing general education, special education, EL, and other teachers and students with specific learning needs. Implementation of principles of effective instruction in the content area and grade level of licensure. Observation of teachers' use of culturally-responsive instructional practices to incorporate students' personal, cultural, and community assets. Application of current and emerging technologies to improve personal productivity and professional practice. *Grade exceptions: Graded on an S/U basis.*

**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: TEAC 524, and TEAC 526.*

**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: EDUC634, EDUC641.*

**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: TEAC 524 and TEAC 526.*

**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: TEAC 524 and TEAC 526.*

**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: TEAC 524, and TEAC 526.*

**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: TEAC 524, and TEAC 526.*

**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: TEAC 524 and TEAC 526.*

## Course Descriptions 10

### **EDUC 694 • Topics in Education 1-4 Credits**

An in-depth study of a particular Education theme.

*Special Notes: Topics courses should serve as elective courses.*

### **EDUC 697 • Thesis 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 707 • Curriculum Design and Instructional Methods for Work-Based Learning 3 Credits**

Explore the use of resources to connect academic coursework with life, work, and future education opportunities. Design curricula to integrate classroom skills with real-world applications. Evaluate career resources available to learners. Analyze connections between faith and work. Identify strategies to support students with unique needs in transitioning to the workforce. Reflect on the use of online portfolios for synthesizing accomplishments.

### **EDUC 722 • Literacy in Discipline-Specific Contexts 4 Credits**

Analysis of knowledge of research-based skills and assessment strategies, reading processes, and instructional practices in the content area. Integration of instructional strategies to support readers with specific learning needs in K-12 settings. Implementation of reading research to develop vocabulary, academic language, fluency, orthographic knowledge, morphology, writing, and comprehension. Identification, review, and summarization of resources used for scholarly research using APA documentation.

### **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 748 • Special Education Student Teaching Seminar 2 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. 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 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.*

### **EDUC 753 • Teacher Candidate Seminar 3 Credits**

Analysis of data from assessments to monitor student progress and guide next steps for instruction. Strategies for managing student behaviors to maximize learning. Use of classroom teaching, information about students, collaboration with professionals, problem-solving strategies and self-assessment in the teaching and learning environment. Creation of professional job search tools. Social, ethical, legal, and human issues surrounding the use of information and technology. Christian or personal perspectives on the Code of Ethics for Minnesota teachers.

*Prerequisites: EDUC 627, EDUC634, EDUC641, EDUC669, EDUC665 and one from: EDUC 659 or EDUC 671 or EDUC 672 or EDUC 674 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/Collaborative 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 and meta-analysis. 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 757 • Teacher Candidate Seminar 2 Credits**

Strategies for managing student behaviors to maximize learning. Use of classroom teaching strategies, information about students, and collaboration with professionals in the teaching and learning environment. Demonstration of the ability to complete a teacher performance assessment to improve planning, instruction, and assessment of student learning. Development of job search tools useful for career growth. Practice professional dispositions and a code of ethics that allows proficient performance in a variety of educational contexts.

*Prerequisites: EDUC 646, and choose one from EDUC 659 or EDUC 671 or EDUC 672 or EDUC 674 or EDUC 678 or EDUC 679 or EDUC 689. Corequisites: EDUC 775.*

**EDUC 763 • Topics in Education 1-4 Credits****EDUC 765 • Topics in Education 1-9 Credits**

Selected topics in education.

**EDUC 775 • Student Teaching Placement I 4 Credits**

Planning and implementing discipline-specific, standards-based instruction that is culturally relevant and based on educational research and/or theory, educational technology, and diverse needs of students. Use of formal and informal assessments to monitor growth and progress, give feedback, and guide next steps for instruction. Execution of effective classroom management techniques.

*Prerequisites: EDUC 646 and choose one from EDUC 659 or EDUC 671 or EDUC 672 or EDUC 674 or EDUC 678 or EDUC 679 or EDUC 689. Corequisites: EDUC 757. Student teaching fee: \$150; Out of state fee: varies. Grade exceptions: Graded on an S/U basis.*

**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, EDUC634, EDUC641, EDUC669, EDUC665 and one from: EDUC 659 or EDUC 671 or EDUC 672 or EDUC 674 or EDUC 678 or EDUC 679 or EDUC 689. Corequisites: EDUC 781, EDUC 753. Student teaching fee: \$150; Out of state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: Departmental approval required for enrollment.*

**EDUC 781 • Student Teaching II 1 Credit**

Continuation of student teaching for K-12 teaching licenses and add-on teaching licenses. Planning and implementing discipline-specific, standards-based instruction that is culturally relevant and based on educational research and/or theory, educational technology, and diverse needs of students. Use of formal and informal assessments to monitor growth and progress, give feedback, and guide next steps for instruction. Execution of effective classroom management techniques.

*Prerequisites: EDUC 775 for initial licensure students. None required for add-on licensure students. Student Teaching Fee: \$100, Out of state: varies. Grade exceptions: Graded on an S/U basis.*

## Course Descriptions 12

### **EDUC 790 • Writing the Thesis/Collaborative Research Project 3 Credits**

Exploration of a significant educational issue relevant to the student's professional involvement through an independent thesis or collaborative, research 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 795 • Writing the Thesis 4 Credits**

Exploration of a significant educational issue relevant to the student's profession through writing an independent thesis or collaborative research project. Recognition of the characteristics of quantitative, qualitative, mixed-methods, meta-analysis, and action research designs. Reflection on research ethics from a Christian worldview. Oral defense of student's thesis or project following collaboration with the thesis advisor.

*Grade exceptions: Graded on an S/U basis.*

### **EDUC 800 • Leadership & Theory Foundations 4 Credits**

Examination of the roles school leaders play as they pertain to ethics and influencing the school community. Analysis of the historical, philosophical and cultural aspects of educational reform. Analysis of leadership simulations using a combination of models for decision making, human communications, conflict management, organizational change, vision building, and school communication. Exploration of the balance between personal faith and/or values and professional leadership in an environment characterized by separation of church and state.

### **EDUC 801 • Historical, Cultural, and Philosophical Issues Impacting Higher Education 4 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 leadership strategies and practices that build capacity to lead complex educational change. Development of self-awareness as foundational to inclusive, relational leadership. Establishing a professional network to become a catalyst for a more prosperous future in preK-12 education.

*No tuition fee; \$200 transcription fee. Special Notes: Program Director approval required for registration.*

### **EDUC 807 • Organizational Leadership in Higher Education 4 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, Instruction, & Assessment 4 Credits**

Engagement in contextual learning experiences that apply principles and practices involved in educational institution's curriculum, instruction, and assessment processes. Development of an effective curricular, instructional, and assessment plan for an organization. Analysis of district-wide literacy initiatives and the leading of school-wide literacy efforts. Understanding of the importance of professional development in curriculum, instruction, and assessment. Identification of research and best practices on integrating curriculum, instruction, and technology.

### **EDUC 812 • Curriculum Design and Instructional Management in Higher Education 4 Credits**

Analysis of the fundamentals of curriculum design, effective curriculum planning and implementation along with trends, issues, forces, and ideas affecting curriculum in higher education. Exploration of the connection of student development, personal formation, and professional development with cognitive and behavioral issues and learning theories. Application of various models for working with academic departments. Examination of effective techniques for working with culturally and academically diverse student populations.

**EDUC 820 • Doctoral Research I 4 Credits**

Assessment of the overall role of research in educational administration. Development of the philosophical foundations of empirical research with an emphasis on qualitative research design and methodology. Critique and analysis of qualitative research in the literature. Application of sound research principles in the design of a basic qualitative study.

**EDUC 822 • Systems Change to Meet the Needs of All Stakeholders 4 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. Application of research based practices to organizational change that supports 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 825 • Leadership for Inclusive Learning Environments 4 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 4 Credits**

Analysis of effective strategies for engaging diversity in the context of higher education. Exploration of the impact of cultural intelligence on leadership in complex and pluralistic systems. Development of personal formation strategies for effectively working and leading in diverse settings. Planning for increased inclusion of diverse members within an organization and increased institutional capacity thrive amidst the changing demographics of higher education.

**EDUC 830 • Administration of Essential Educational Programs 4 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 student learning.

**EDUC 832 • Leadership of Academic & Support Systems 4 Credits**

Exploration of functions within academic and support departments in colleges and universities. Analysis of institutional practice from multiple frames of reference including: academics, human resources, enrollment, student support, marketing, and development. Evaluation of the leadership skills needed to address challenges unique to higher education. Integration of personal values and belief systems with identified best practices in educational leadership.

**EDUC 837 • Institutional Assessment in Higher Education 2 Credits**

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 and surveys in assessment practices. Synthesis of data from nationally normed assessment instruments. Identify the intersection between faith, spirituality, or values with ethical issues in higher education assessment. Demonstrate how to use rubrics to assess outcomes.

**EDUC 840 • Operations and Personnel Administration 4 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** 2 Credits

Comprehension of strategic and adaptive leadership practices and application to organizational challenges. Analysis of personal strategic leadership strengths and limitations. Identification of how diversity contributes to strategic thinking. Analysis of behaviors and traits for strategic innovation. Identification of how faith/values impact leadership philosophy.

**EDUC 845 • Doctoral Research II** 4 Credits

Development of the philosophical foundations of empirical research with an emphasis on quantitative research design and methodology. Critique and analysis of quantitative research in the literature. Application of sound research principles in the design of a basic quantitative study. Acquisition of human subjects research ethics.

*Prerequisites: EDUC 820.*

**EDUC 846 • Academic Writing for Graduate Students** 4 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.

*Repeatable course: Course may be repeated for credit.*

**EDUC 850 • Doctoral Research III** 4 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.*

**EDUC 858 • Re-Imagining Higher Education** 2 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.

**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** 4 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 policies, their application and outcomes, and recommended changes.

**EDUC 862 • Legal Issues in Higher Education** 4 Credits

Understanding of how the legal system influences post-secondary institutions, focusing on a leaders' role in managing complex legal challenges. Analysis of the relationships between higher education institutions and external bodies, such as regulatory agencies and special interest groups. Exploration of the ways that faith and ethics impact legal issues in higher education.

*Grade exceptions: Course can be graded A-F or S/U.*

**EDUC 863 • Topics in Education** 1-4 Credits**EDUC 865 • Resource Management** 4 Credits

Examination of constitutional authority for using public funds to support public schools and the tax structure used to generate revenue for schools. Evaluation of the budget process and publications implemented against recognized best practices. Application of emerging practices and essential facets of human resource management. Analysis of the resource allocation pattern of a school aimed toward improved student learning. Exploration of the relationship between personal values/ethical guidelines and resource management practices in schools.

**EDUC 867 • Budgeting and Fiscal Management in Higher Education** 4 Credits

Explanation of core concepts of nonprofit financial management. Analysis of the role of financial budgeting in educational institutions. Application accounting principles to educational financial transactions. Explanation of financial management practices in nonprofit higher educational institutions. Development of effective budgeting strategies. Evaluation of the impact of financial decisions on educational institutions. Integration of faith and ethical considerations into financial management.

**EDUC 868 • Director of Special Education** 4 Credits

Application of state and federal laws, rules, and procedures governing Special Education funding, administrative structures, and relative to school districts including board meetings, policies, communications, and practices. Understanding of the resources available, along with agencies and organizations that serve Minnesota students with a disability and their families. Understanding of Special Education program development including needs assessment, design, implementation, and evaluation.

*Special Notes: It is not required but is beneficial for students to register for EDUC 868 alongside registration for EDUC 889.*

**EDUC 870 • Doctoral Research IV** 4 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 877 • Practical Experience Extension** 0 Credit

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

**EDUC 879PT • Portfolio in Education** 0.5-6 Credits

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

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

**EDUC 880 • Comprehensive Exam** 0 Credit

Comprehensive examination and the portfolio review after completion of the student's final leadership course.

*Grade exceptions: Graded on an S/U basis.*

**EDUC 881 • Comprehensive Exam** 1 Credit

Comprehensive examination and the portfolio review after completion of the student's final leadership 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.

*Repeatable course: course may be repeated for credit.*

**EDUC 883 • Scholarly Advancement in K-12 Leadership** 2,4 Credits

Advance scholarship through professional development engagement focused on a relevant K-12 education topic. Synthesis of faith/values and personal experience with course content and new learnings. Demonstration of self-awareness of leadership formation. Application of acquired knowledge in the K-12 setting.

*Grade exceptions: Graded on an S/U basis. Repeatable course: Students can register for this course a maximum of two times for a total of six credits.*

**EDUC 884 • Applied Leadership** 1-4 Credits

Application of theory and frameworks to expand leadership capacity. Implementation of a leadership project incorporating communication and collaboration skills. Integration of leadership concepts and insights from courses, research, and personal experiences.

*Grade exceptions: Graded on an S/U basis. Repeatable course: Students can register for this course a maximum of two times for a total of eight credits.*

**EDUC 885 • Individualized Project in Higher Education** 2-4 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** 2 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** 2 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 superintendent. 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** 2 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** 5 Credits

A continuation of EDUC 890. Following the Dissertation Procedures Guide, students work with their dissertation advisor and committee toward dissertation completion.

*Prerequisites: EDUC 890. Grade exceptions: Graded on an S/U basis.*

**EDUC 892 • Dissertation Phase Three** 1 Credit

A continuation of EDUC 891. Upon a successful final dissertation defense and submission of the dissertation to the library, a course grade is posted. Students not meeting requirements will be shifted to extension status.

*Prerequisites:* EDUC 891. *Grade exceptions:* Graded on an S/U basis.

**EDUC 893 • Dissertation Phase I** 4 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. *Can be taken concurrently.* *Grade exceptions:* Graded on an S/U basis.

**EDUC 894 • Dissertation Phase II** 3 Credits

A continuation of EDUC 893. Following the Dissertation Procedures Guide, students work with their dissertation advisor and committee toward dissertation completion.

*Prerequisites:* EDUC 893. *Grade exceptions:* Graded on an S/U basis.

**EDUC 895 • Dissertation Phase III** 1 Credit

A continuation of EDUC 894. Upon a successful final dissertation defense, a course grade is posted. Students not meeting requirements will be shifted to extension status.

*Prerequisites:* EDUC 894. *Can be taken concurrently.* *Grade exceptions:* Graded on an S/U basis.

**EDUC 897 • Dissertation 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 579PT • Portfolio in Healthcare Administration** 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of Health Administration.

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

**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.*

**HCAM 694 • Topics in Healthcare Administration 1-4 Credits**

An in-depth study of a particular Healthcare Administration theme.

*Special Notes: Topics courses should serve as elective courses.*

## **LEAD • Leadership Foundations**

**LEAD 579PT • Portfolio in Leadership Foundations 0.5-6 Credits**

Portfolio course of preselected topics within an existing course in the field of Leadership Foundations.

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

**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.

*Peregrine Assessment Fee: \$49 per course, or MBA students may choose to pay all Peregrine Assessment fees up front at a cost of \$375.*

**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 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. Analysis of methods to visualize and explain quantitative data. Synthesis of appropriate strategies to make ethical and effective data driven managerial decisions.

*Prerequisites: LEAD 607 and one of the following: LEAD 611, LEAD 641, or LEAD 651.*

**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 694 • Topics in Leadership Foundations 1-4 Credits**

An in-depth study of a particular Leadership Foundations theme.

*Special Notes: Topics courses should serve as elective courses.*

**LEAD 697 • Thesis Extension** 0 Credit

Extension course for continued enrollment following the term in which LEAD 795 was taken, required when the thesis course is incomplete.

*Prerequisites:* LEAD 795. \$375

**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 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 641, LEAD 651, LEAD 661. *Grade exceptions:* Graded on an S/U basis.

## MDSC • Medical Sciences

**MDSC 579PT • Portfolio in Medical Sciences** 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of Medical Sciences.

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

**MDSC 610 • Anatomy, Embryology and Imaging** 9 Credits

The Anatomy, Embryology Imaging course consists of a detailed study of the normal structure, development, and organization of the human body. This course undertakes a regional approach rather than a systemic approach to Human Gross Anatomy, Embryology Imaging is distributed into three block contents. Gross structures are studied in the laboratory by software modeling. The radiology component of Gross Anatomy serves as the introduction to radiology and prepares the student for further development. Lectures stress the contribution of developmental events to gross anatomical organization and the correlation of this organization with clinically relevant conditions.

*Complete Anatomy/iClicker Fee:* \$70.

**MDSC 620 • Medical Biochemistry I** 5 Credits

Medical Biochemistry is a five credit hour course designed to lay the foundation for other basic and clinical medical sciences. The goal of this course is to learn the core concepts of biochemistry that apply to human health and disease and to cite specific examples of their application. You will be able to analyze and evaluate the most common biochemistry cited in medical literature. Furthermore, these basics will facilitate further learning in biochemistry and the health sciences.

**MDSC 630 • Physiology I** 4 Credits

Physiology is the comprehensive study of the function of the human body on an organ system basis. Emphasis is on the integration of functions from the cellular level to that of the total organism and the application of physiology concepts to problem solving. The following units will be covered in the Physiology I course: Membrane and Action Potentials, Cellular and Systemic Physiology of the Cardiovascular and Respiratory Systems.

**MDSC 640 • Histology and Cell Biology** 4 Credits

Study of the many different aspects of the internal structure of cells, tissues and organs in the human body, presenting a comprehensive survey of many of their complex interrelationships.

**MDSC 650 • Health Disparities** 1 Credit

This course is designed to provide a general overview of gaps in health outcomes associated with health disparities. A special emphasis will be given to the social determinants of health such as race/ethnicity, social class, socioeconomic status, sex, sexuality, nationality, and migration status. The course will focus on the impact of health disparities' impact at multiple system's levels (e.g. Individual, patient-clinician, health care system, etc.).

*Grade exceptions:* Graded on an S/U basis.

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### **MDSC 660 • Medical Biochemistry II 5 Credits**

The major goal of the Biochemistry Course is to provide students with a complete understanding, at the molecular level, of all the chemical processes associated with living cells. Courses in the Basic Sciences Department aim to guide the student towards an understanding of basic biochemical concepts that deal with life processes.

*Prerequisites: MDSC 620.*

### **MDSC 670 • Physiology II 4 Credits**

Physiology is the comprehensive study of the function of the human body on an organ system basis. Emphasis is on the integration of functions from the cellular level to that of the total organism and the application of physiology concepts to problem solving. The following units will be covered in the Physiology II course: Gastrointestinal, Renal and Endocrine Physiology Systems.

*Prerequisites: MDSC 630.*

### **MDSC 680 • Medical Microbiology 4 Credits**

This course teaches students about all the most common pathogens involved in infectious illness and their characteristics. Students are also prepared their licensing examinations by providing the clinical knowledge and problem solving skills they need to approve them. Because it is very important for any physician to recognize, early in the course of any infectious disease, its etiologic agents, imparting this knowledge is the main goal and objective of the courses.

### **MDSC 685 • Medical Neuroscience 5 Credits**

The Neuroscience Course will teach you brain function in health and disease. The course covers neuroanatomy/histology (33 lecture hours) and neurophysiology (21 lecture hours). There is also a brain dissection laboratory (7.5 hours), small group discussion sections (6 hours). For this course, efficient use of independent study time is essential.

### **MDSC 690 • Medical Ethics 1 Credit**

This course will attempt to provide didactic experiences for medical students in specific areas within the field of medical ethics. The need for these experiences stems from the recognition that ethical dilemmas are inherent in medical care. Although dramatic issues such as cloning, abortion and organ donation have strong ethical implications, it is important to realize that the practicing doctor will face ethical decisions every day while solving more commonplace problems. Most everyday ethical questions have well-accepted answers; only the most difficult ethical questions seem to defy resolution. Even so, it is important for physicians to develop an understanding of the principles of medical ethics and a system of ethical reasoning that will result in consistent decisions.

*Grade exceptions: Graded on an S/U basis.*

### **MDSC 694 • Topics in Medical Sciences 1-4 Credits**

An in-depth study of a particular Medical Sciences theme.

*Special Notes: Topics courses should serve as elective courses.*

### **MDSC 700 • Comprehensive Final Exam 0 Credit**

Comprehensive examination after completion of the student's final didactic course.

*Prerequisites: MDSC 610, MDSC 620, MDSC 630, MDSC 640, MDSC 650, MDSC 660, MDSC 670, MDSC 680, MDSC 685, MDSC 690. Grade exceptions: Graded on an S/U basis.*

## **NURS • Nursing**

### **NURS 579PT • Portfolio in Nursing 0.5-6 Credits**

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

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

### **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.

**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.

*Live model patient fee: \$100, Exxat Clinical Tracking System Fee: \$210.*

**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: \$28.*

**NURS 614 • Sexual and Reproductive Health for Advanced 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: \$28.*

**NURS 616 • 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: \$28.*

**NURS 617 • Intrapartum and Postpartum Care 4 Credits**

Integration of theory and evidence related to intrapartum and postpartum care.

*Exam proctoring fee: \$28, lab materials fee: \$100.*

**NURS 618 • Newborn Care 2 Credits**

Integration of theory and evidence related to the provision of care by nurse-midwives for healthy newborns.

*Prerequisites: NURS 602, NURS 620, NURS 673. Exam proctoring fee: \$28.*

**NURS 619 • Fetal Evaluation 1 Credit**

Integrates theory and evidence related to evaluation of antepartal and intrapartal fetal status.

*Prerequisites: NURS 602, NURS 673.*

**NURS 620 • Reproductive Physiology for Advanced Practice Nurses 3 Credits**

Analysis of reproductive physiology in humans that serves as the foundation for clinical assessment, decision making, and holistic management for advanced practice nurses.

*Exam proctoring fee: \$28.*

**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.

*Exam Proctoring Fee \$28.*

**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 694 • Topics in Nursing 1-4 Credits**

An in-depth study of a particular Nursing theme.

*Special Notes: Topics courses should serve as elective courses.*

**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 715 • Nurse-Midwifery I: Clinic Practicum 4 Credits**

Application of the nurse-midwifery management process, theory, and evidence to provide holistic prenatal, gynecological, and primary care for individuals throughout the lifespan. Prerequisites: NURS 606, NURS 620, NURS 622, NURS 673.

*Total fees: \$300 (Malpractice insurance fee: \$200, preceptor recognition fee: \$100).*

**NURS 719 • Nurse-Midwifery II: 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 715. Total fees: \$225: Preceptor recognition fee (\$100) and EXXAT usage fee (\$125).*

**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.*

**NURS 754 • Nurse-Midwifery III: Clinical Integration for Nurse-Midwives 7 Credits**

Integration, application, and reflection 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. Total fees: \$314 (Malpractice insurance fee: \$200, Preceptor recognition fee: \$100, Exam Proctoring Fee \$14)*

**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 788 • 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 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 850, NURS 887, NURS 888 and NURS 889. Corequisites: NURS 810. Special Notes: 150 practicum hours can be earned through project work.*

**NURS 897 • Thesis Extension** 0 Credit

Extension course for continued enrollment; required when the 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 project is granted final approval and receives a grade. Fee applies.

*Prerequisites: NURS 890 or NURS 793.*

## PHAS • Physician Assistant

**PHAS 579PT • Portfolio in Physician Assistant** 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of Physician Assistance. *Special Notes: Portfolio courses are created upon request with permission by an overseeing Program Director.*

**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: PHAS 601L. Malpractice Fee: \$100.*

**PHAS 601L • Introduction to History and Physical Examination Lab** 1 Credit

Laboratory experience accompanying PHAS 601.

*Corequisites: PHAS 601. ExamN fee: \$50.*

**PHAS 602 • Patient Assessment and Diagnostics I** 2 Credits

This is the second of four sequential courses designed to facilitate the development of medical history taking, physical examination skills, patient communication, clinical problem solving, clinical procedures, and ethical/legal considerations for the physician assistant. Focus is on physical examination skills and procedures that coincide with topics in PHAS 612.

*Prerequisites: BIOL 600, BIOL 600L, BIOL 610, PHAS 601, PHAS 601L, PHAS 611 Corequisites: PHAS 602L. Malpractice insurance fee: \$100.*

**PHAS 602L • Patient Assessment and Diagnostics Lab I** 1 Credit

Laboratory experience accompanying PHAS 602.

*Corequisites: PHAS 602. AllofE fee: \$80.*

**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: \$100.*

**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: \$100.*

**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.

*Prerequisites: BIOL 600, BIOL 600L, BIOL 610, PHAS 601, PHAS 601L, PHAS 611. \$125 MAPA and AAPA Membership fee.*

**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 620 • Evidence-Based Medicine and Research I 3 Credits**

Development of skills for effective identification, appraisal, and application of medical literature to healthcare practices. Application of appropriate methodology and mechanics to original, publishable writing. Discussion of current ethical, regulatory, legal considerations in medical practice.

**PHAS 625 • Clinical Reasoning I 2 Credits**

Designed for first-year physician assistant (PA) students, this course is the first of two Clinical Reasoning courses designed to develop PA students' problem-solving, patient assessment, and interpersonal communication. Using problem-based learning methods, this course corresponds with modules of PA clinical medicine and exposes students to an array of medical, social, and ethical issues.

**PHAS 627 • Clinical Reasoning II 2 Credits**

Designed for first-year physician assistant (PA) students, this course is the second of two Clinical Reasoning courses designed to develop PA students' problem-solving, patient assessment, and interpersonal communication. Using problem-based learning methods, this course corresponds with modules of PA clinical medicine and exposes students to an array of medical, social, and ethical issues.

**PHAS 630 • Patient-Centered Care and Applied Medical Ethics 3 Credits**

Students interact with the concepts of cultural humility, diversity, social determinants of health, and patient advocacy. Students study the ethical dynamics of healthcare including principles of autonomy, beneficence, non-maleficence, justice, fairness and dignity. Learning is applied to realistic clinical and professional situations including inalienable rights, reproductive technologies, allocation of healthcare, death and dying, confidentiality, and professional conduct. Students will examine preventative medicine guidelines related to disease screening, risk identification, and risk stratification for diverse patient populations.

**PHAS 632 • PA Professional Practice Issues 2 Credits**

Development of professional attributes required by practicing physician assistants including the licensure and credentialing process. Discussion of current trends and the impact of history on the physician assistant role. Analysis of potential physician assistant leadership issues through one's individual worldview.

**PHAS 635 • Clinical Rotation Skills and Orientation 3 Credits**

Students will be presented with expectations for clinical rotations and future clinical practice, with a focus on professional behaviors, attitudes, and processes. Students will be required to demonstrate understanding of policies and requirements for successful completion of their clinical rotations, and will have the opportunity to interact with clinical faculty to prepare for the clinical year. Patient simulations will be used to develop and assess students' clinical and professional skills.

**PHAS 640 • Evidence-Based Medicine and Research II 3 Credits**

Application of medical literature to health care, developing skills for statistical analysis, evidence-based medicine (EBM), and publishable writing. Emphasis on application of EBM to risk management, patient safety, and quality improvement.

**PHAS 677 • Practical Experience Extension 0 Credit**

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

**PHAS 694 • Topics in Physician Assistant 1-4 Credits**

An in-depth study of a particular Physician Assistant theme.

*Special Notes: Topics courses should serve as elective courses.*

**PHAS 697 • Thesis Extension 0 Credit**

Extension course for continued enrollment following the term in which PHAS790 was taken, required when the thesis course is incomplete.

*Prerequisites: PHAS790. \$375*

**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.

*Total fees: \$150 (Malpractice insurance fee: \$100, 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.

*Total Fees: \$150 (Malpractice insurance fee: \$100, 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.

*Total Fees: \$190 (Malpractice insurance fee: \$100, PACKRAT fee: \$40, site supervision fee: \$50).*

**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 791 • PA Capstone and Summative Exams** 2 Credits

Summative assessment of student knowledge, skills and ability to integrate a personalized plan for applying their worldview to the practice of medicine. Preparation for certification and licensure upon graduation including job applications. Evaluation of medical knowledge and skills through summative assessment steps 1 - 4.

*Fee: \$250 End of Curriculum Exam.*

**SOWK • Social Work****SOWK 579PT • Portfolio in Social Work** 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of Social Work.

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

**SOWK 600 • Human Behavior in the Social Environment** 4 Credits

Analysis of individuals, families and groups utilizing systems theory, learning theories and psychosocial frameworks as part of the human behavior in the social environment perspective. Appraisal of important lifespan milestones and the influence of social environment on human development. Application of information and theories consistent with social work values and the promotion of social and economic justice.

*\$15 SWEAP FCAI (pre) fee.*

**SOWK 605 • Professional Practice with Individuals and Families** 4 Credits

Introduction to 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.

*\$50 professional training fee.*

**SOWK 610 • Policy Practice and Social Change** 4 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.

*\$15 SWEAP post-FCAI fee.*

**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.

*SWEAP FPPAI fee: \$25. Special Notes: Students must also purchase Tevera software for all field tracking.*

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### **SOWK 620 • Field Seminar II 2 Credits**

Continuation of the field experience in a community-based practice setting. Application and integration of developing knowledge, values, skills, cognitive and affective processes for ethical generalist social work practice with an emphasis on diversity, human rights and justice under supervision of a qualified field instructor.

*Prerequisites:* SOWK 615. \$25 SWEAP FPPAI professional assessment fee. *Special Notes:* Students practice a minimum of 200 hours in the field.

### **SOWK 630 • Professional Practice with Groups, Communities, & Organizations 4 Credits**

Explanation of how diversity shapes the human experience in the context of organizations, groups and communities. Analysis of the extent to which sociocultural structures create privilege and power. Application of theoretical models incorporating social justice practices in macro practice. Application of practices reducing oppressive structural barriers. Application of multidisciplinary theoretical frameworks. Investigation of the issues, problems, needs, resources in macro practice. Interpretation of organizational and community data to inform effective evidence informed intervention strategies. \$50 Professional training fee.

### **SOWK 694 • Topics in Social Work 1-4 Credits**

An in-depth study of a particular Social Work theme.

*Special Notes:* Topics courses should serve as elective courses.

### **SOWK 703 • Introduction to Advanced Justice-Informed Social Work Practice 2 Credits**

An exploration of key critical and philosophical theories of justice and application to advanced social work practice. Special attention is given to concepts of human rights and autonomy, anti-oppressive and distributive justice frameworks, and social justice as an ethic of social work practice.

*Prerequisites:* SOWK 600, SOWK 605, SOWK 630, SOWK 610, SOWK 615, SOWK 620. *Special Notes:* Advanced Standing MSW program have already met the prerequisite requirements for this course. Total fees: \$115 (\$100 Diversity training fee, \$15 SWEAP FCAI fee).

### **SOWK 707 • Justice-Informed Clinical Intervention and Mental Health Diagnosis 4 Credits**

Development of justice-informed assessment and diagnostic skills and clinical applications based on the DSM IV-TR. Formulate working engagement, assessment and intervention skills necessary for diagnosing clusters of mental health symptoms using recovery-oriented, evidence-based practices. Examination of clinical work through case consultation, review, and presentation.

*Prerequisites:* SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630. *Special Notes:* Advanced Standing MSW program have already met the prerequisite requirements for this course. Total fees: \$150 (\$100 diversity training fee, \$50 Professional training fee).

### **SOWK 709 • Justice-Informed Clinical Practice in Response to Crisis, Trauma, and Marginalization 4 Credits**

Investigate the nature of trauma/crisis, differential diagnosis, current practice trends and related theories and interventions associated with conceptualizing trauma-informed practice.

*Prerequisites:* SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630. *Special Notes:* Advanced Standing MSW program have already met the prerequisite requirements for this course. \$150 professional and diversity training fee.

### **SOWK 713 • Researching Evidence-Based Models for Practice Intervention 4 Credits**

Examination of diverse scholarship and literature related to evidenced-based models for practice interventions with a justice-informed perspective. Development of systematic review of literature to advance justice-informed social work practice and prepare for professional presentation.

*Prerequisites:* SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630. *Special Notes:* Advanced Standing MSW program have already met the prerequisite requirements for this course.

**SOWK 717 • Theodicy, Theologies of Liberation, and Social Work Praxis 4 Credits**

An exploration of theodicy and diverse theologies of liberation at the intersections of trauma, suffering, and professional clinical practice. Delve into questions of human suffering, Divine justice, and personal responsibility. Uncover connections between socio-economic factors and emerging liberation theologies. Recognize unique theological approaches of marginalized groups. Develop active listening skills for intergroup dialogue. Gain key insights for competent practice across diverse contexts.

*Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630. Special Notes: Advanced Standing MSW program have already met the prerequisite requirements for this course.*

**SOWK 725 • Advanced Field Seminar III 2 Credits**

Continuation of the field experience in a community-based practice setting. Application and integration of advanced justice-informed knowledge, values, skills, cognitive and affective processes for ethical generalist social work practice with an emphasis diversity, human rights, and justice under supervision of a qualified field instructor.

*Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630. Special Notes: Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course. SWEAP FPPAI professional assessment fee: \$25; advanced standing students must also purchase Tevera software for all field tracking.*

**SOWK 733 • Advanced Social Policy, Community Health, and Environmental Justice 4 Credits**

Evaluation of a critical, decolonizing, anti-oppressive and ecological framework in social work practice. Analysis of complex ethical issues facing local and global communities from an environmental and community health perspective. Identification of key issues about health, social determinants for health, and disparities in health across marginalized communities. Analysis of connections among social disparities, faith perspectives, power, health and ethics related to assumptions and actions in social work practice.

*Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630. Special Notes: Advanced Standing MSW program have already met the prerequisite requirements for this course.*

**SOWK 735 • Advanced Field Seminar IV 2 Credits**

Continuation of the field experience in a community-based practice setting. Application and integration of advanced, justice-informed knowledge, values, skills, cognitive and affective processes for ethical generalist social work practice with an emphasis on diversity, human rights, and justice, under the supervision of a qualified field instructor. Students practice a minimum of 250 hours in field.

*Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, 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 725. Total fees: \$75 (\$25 SWEAP FPPAI professional assessment fee, \$50 professional training fee).*

**SOWK 737 • Advanced Clinical Practice and Evidence-Based Interventions 4 Credits**

Assessment of diverse factors when making ethical, justice-informed practice decisions to attend to complex personal and systemic injustice factors which impact well-being. Application of evidenced-based, justice-informed social work theories and modalities including Psychodynamic therapies, CBT, MI, SFT. Consideration of psychopharmacological implications in clinical practice. Development of advanced engagement, assessment, intervention, and evaluation skills with individuals, families, groups, communities and organizations with application of justice promoting practices.

*Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630. Special Notes: Advanced Standing MSW program have already met the prerequisite requirements for this course.*

**SOWK 743 • Antiracism, Diversity, Equity, and Inclusion in Social Work Supervision 2 Credits**

Exploration of diverse models and methods of social work supervision. Applying antiracism and inclusiveness through critical reflection and consciousness.

*Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630. Special Notes: Advanced Standing MSW program have already met the prerequisite requirements for this course.*

**SOWK 760 • Directed Study 1-6 Credits**

Directed study experience under the guidance of a faculty member.

*Repeatable course: This course may be repeated with different learning objectives for credit.*

**SOWK 791 • Capstone Integrative Seminar 4 Credits**

Integration of research and professional presentation skills to demonstrate readiness to practice professional, justice-informed social work practice at an advanced level. Preparation for professional licensure exam. Reflective integration of faith, social work practice and justice.

*Prerequisites:* SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 703, SOWK 707, SOWK 709, SOWK 713, SOWK 717, SOWK 725, SOWK 733, SOWK 735, SOWK 737, SOWK 743. *Can be taken concurrently. Total fees: \$120 (Capstone Research fee: \$60, ASWB practice exam fee: \$30, SWEAP post-FCAI fee: \$15, SWEAP exit fee: \$15).*

## **SPED • Special Education**

**SPED 510 • Education Standards Portfolio: Norm-Reference Assessment 0.5 Credits**

Review of due process, data privacy, procedural safeguards, and ethical requirements of the referral, evaluation, planning, and programming processes of special education in order to be able to complete the corresponding assessment field experience.

*Special Notes: This course is intended for students who only need to meet certain PELSB license standards.*

**SPED 520 • Education Standards Portfolio: Dyslexia 0.5 Credits**

Recognition of characteristics and instructional strategies for the specific learning disability dyslexia.

*Special Notes: This course is intended for students who only need to meet certain PELSB license standards.*

**SPED 579PT • Portfolio in Special Education 0.5-6 Credits**

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

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

**SPED 602 • Introduction to Special Education: History, Law, Academics, and Behavior 4 Credits**

Identification of the impact of historical, philosophical foundations, legal bases, and contemporary issues on special education. Exploration of disability category characteristics, cultural influences, and linguistic considerations. Description of the effects of the Individuals with Disabilities Education Act (IDEA) and the collaboration between special and general education. Introduction to functional behavioral assessments, individual and school-wide support systems, and the adaptation of evidence-based instruction. Identification of how curricular components guide instruction and analysis of positive instructional environments.

**SPED 604 • Child & Adolescent Psychopathology 3 Credits**

Explanation of etiology, characteristics, and classifications of behavioral disorders. Description of foundation and conceptual models related to emotional/behavioral disorders. Identification of current educational definitions, identification criteria, and labeling issues. Analysis of behavioral manifestations and the relationship between emotional/behavioral disorders. Determination of consultation with other professionals.

**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 617 • Norm-Reference Assessment and Field Experience 4 Credits**

Description of standards and critical elements in the special education assessment process. Identification of test development principles and evaluation of standardized assessment instruments for special education decision-making. Description of responsibilities of assessment team members. Synthesis of assessment data. Application of scriptural principles to assessment in special education. Identification of students' strengths and needs through assessment, Development of an evaluation report, Explanation of results with family, student and staff.

*Special Notes: This course includes a 20-hour field experience in a K-12 setting.*

**SPED 618 • Instructional Strategies for Students with Mild-Moderate Disabilities** 4 Credits

Interpretation of student performance data, employing differentiation strategies for diverse needs, and applying evidence-based instructional practices for students with mild-moderate disabilities. Creation of positive learning environments and exploration of the connection between faith concepts and K-12 special education. Development of skills for resource search and citation, distinguishing between research-based, non-research-based, and scholarly sources. Development of skills to find, review, and summarize scholarly articles and adhere to APA style while linking academic research to evidence-based practices.

**SPED 623 • Consultation, Collaboration, and 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 627 • Programming and Planning for Special Education** 2 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.

**SPED 629 • Reading Foundations and Field Experience** 4 Credits

Identification of relationships, stages, and patterns among reading, writing, and oral language development, fluency and comprehension processes, instructional strategies, markers/strategies to address dyslexia, and connections between personal faith and professional role. Description of English language structure, word identification strategies, and the role of vocabulary knowledge. Determination of appropriate assessment strategies and analysis of texts for K-12 classrooms. Students will apply evidence-based lesson design, instructional methods, and assessment strategies in a 35-hour supervised K-12 field experience.

**SPED 633 • Characteristics of Mild-Moderate Disabilities (ABS)** 4 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.

**SPED 635 • Responsive Instruction, Intervention, and Assessment (ABS)** 2 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. Identification of the impact culture and linguistics has on special education.

**SPED 639 • Intro to Behavioral Methods & Mental Health for Mild-Mod Special Needs (ABS, EBD) & Field Experience** 4 Credits

Introduction to behavior methods and mental health for students with mild/moderate 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.

*Special Notes: This course includes a 35-hour field experience in a K-12 setting.*

**SPED 643 • Characteristics of ASD (ASD)** 2 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 645 • ASD: Evaluation, Communication, and Intervention Strategies and Field Experience** 4 Credits

Exploration of the intricacies of autism spectrum disorders (ASD), covering core characteristics, comorbid conditions, collaboration, and the formulation of comprehensive assessment plans. Students develop instructional strategies targeting social, communication, academic, behavioral, and functional skills. The curriculum explores program modifications, strategies, generalization of skills, and designing communication systems and assistive technology for individuals with ASD. Course includes a 35-hour field experience focused on individualized programming, collaboration, and understanding the impact of ASD on individuals and families.

*Special Notes: This course includes a 35-hour field experience in a K-12 setting.*

**SPED 649 • Planning, Instruction, and Consultation for ASD (ASD)** 4 Credits

Development of individualized programs and interventions for students with Autism Spectrum Disorders. Collaboration models and techniques for best collaborating with stakeholders. Evaluation of environments, classrooms, and academic lessons for students with Autism Spectrum Disorders. Creation of instructional strategies and resources for students with Autism Spectrum Disorders.

**SPED 655 • Classroom-based Assessment and Field Experience** 4 Credits

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

*Prerequisites: SPED 617, can be taken concurrently. Special Notes: This course includes 15 hours of field experience in a K-12 setting.*

**SPED 661 • Foundations of Developmental and Cognitive Disabilities/Intellectual Disabilities** 2 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 667 • Instruction and Intervention for Students with Intellectual Disabilities** 4 Credits

Assessment procedures for developmental cognitive disabilities. 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. Collection of professional resources.

**SPED 669 • Supporting Students with Intellectual Disabilities Across Systems and Field Experience** 4 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.

*Special Notes: This course includes a 35-hour field experience in a K-12 setting.*

**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 694 • Topics in Special Education** 1-4 Credits

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

*Special Notes: Topics courses should serve as elective courses.*

**SPED 700 • Characteristics of Selected 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**

Directed study experience under the guidance of a faculty member.

*Repeatable course: This course may be repeated with different learning objectives for credit.*

**SPED 779 • DD: Practicum 3 Credits**

Implementation of procedures necessary to incorporate interventions and IEPs for students with developmental cognitive disabilities using engaging resources. Management of timelines, responsibilities, and consultation with parents, school and community professionals. Analysis of personal and professional growth as a special educator (80 required hours in a special education school setting).

*Prerequisites: SPED 661, SPED 667, SPED 669. Grade exceptions: Graded on an S/U basis. Special Notes: This course is for add-on SPED license candidates. DD practicum fee: \$100, out-of-region fee: \$100, out-of-state fee: varies.*

**SPED 780 • ABS: Student Teaching 4 Credits**

Implementation of procedures necessary to incorporate referral, assessment, evaluation, IEPs, and interventions for students with mild-moderate disabilities. Management of timelines and responsibilities including consultation with parents, school and community professionals. Development of strategies for efficacy and engaging resources. Analysis of personal and professional growth as a special educator. (12 consecutive weeks required in a K-12 special education setting) .

*Prerequisites: TEAC 521, TEAC 524, TEAC 526, TEAC 528, TEAC 595, SPED 602, SPED 617, SPED 618, SPED 623, SPED 627, SPED 629, SPED 633, SPED 635, SPED 639, SPED 655. Grade exceptions: Graded on an S/U basis. ABS student teaching fee: \$150. Special Notes: Graduates of the BA in Special Education Studies degree in CAPS have fulfilled all the prerequisite requirements for this course.*

**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 in a K-12 special education setting) .

*Prerequisites: TEAC 521, TEAC 524, TEAC 526, TEAC 528, TEAC 595, SPED 602, SPED 617, SPED 623, SPED 618, SPED 627, SPED 655, SPED 629, SPED 643, SPED 645, SPED 649. Grade exceptions: Graded on an S/U basis. ASD student teaching fee: \$150, out-of-region fee: \$100, out-of-state fee: varies.*

**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 (80 required hours in a special education school setting).

*Prerequisites: SPED 602, SPED 617, SPED 623, SPED 618, SPED 627, SPED 653, SPED 655, SPED 629; AND SPED 633, SPED 635, SPED 639 OR SPED 643, SPED 645, SPED 649 OR SPED 661, SPED 667, SPED 669; OR SPED 604, SPED 639, SPED 613. 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 • EBD: Student Teaching 4 Credits**

Implementation of procedures necessary to incorporate referral, assessment, evaluation, IEPs, and interventions for students with emotional/behavioral disorders. Management of timelines and responsibilities including consultation with parents, school and community professionals. Development of strategies for efficacy and engaging resources. Analysis of personal and professional growth as a special educator. (12 consecutive weeks required in a K-12 special education setting) .

*Prerequisites:* TEAC 521, TEAC 524, TEAC 526, TEAC 528, TEAC 595, SPED 602, SPED 617, SPED 623, SPED 618, SPED 627, SPED 655, SPED 629, SPED653, SPED 639, SPED659.. *Grade exceptions:* Graded on an S/U basis. *EBD student teaching fee: \$150, out-of-region fee: \$100, out-of-state fee: varies.*

**SPED 784 • DD: 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 consecutive weeks required in a K-12 special education setting) .

*Prerequisites:* TEAC 521, TEAC 524, TEAC 526, TEAC 528, TEAC 595, SPED 602, SPED 617, SPED 623, SPED 618, SPED 627, SPED 655, SPED 629, SPED 661, SPED 667, SPED 669. *Grade exceptions:* Graded on an S/U basis. *DD student teaching fee: \$150, out-of-region fee: \$100, out-of-state fee: varies.*

**SPED 786 • Academic Behavioral Strategist: Practicum 3 Credits**

Implementation of procedures necessary to incorporate referral, assessment, evaluation, IEPs, and interventions for students with mild-moderate disabilities using engaging resources within the school and community. Management of timelines, responsibilities, and consultation with parents, school and community professionals. Development and analysis of personal and professional growth and efficacy as a special educator through the awareness of natural strengths, characteristics, and instructional preferences. This course is for add-on SPED license candidates. (6 consecutive weeks) .

*Prerequisites:* SPED 633, SPED 635, SPED 639. *Grade exceptions:* Graded on an S/U basis. *Special Notes:* This course is for add-on SPED license candidates. 80 required hours in a special education school setting. *Practicum fee: \$100, out of region fee: \$100, out-of-state fee: varies.*

**SPED 787 • Autism Spectrum Disorders: 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 (80 required hours in a special education school setting).

*Prerequisites:* SPED 643, SPED 645, SPED 649. *Grade exceptions:* Graded on an S/U basis. *Special Notes:* This course is for add-on SPED license candidates. *Practicum fee: \$100, out-of-region fee: \$100, out-of-state fee: varies.*

**SPED 788 • EBD: Practicum 3 Credits**

Implementation of procedures necessary to incorporate interventions and IEPs for students with emotional/behavioral disorders using engaging resources. Management of timelines, responsibilities, and consultation with parents, school and community professionals. Analysis of personal and professional growth as a special educator (80 required hours in a special education school setting).

*Prerequisites:* SPED653, SPED 639, SPED659. *Grade exceptions:* Graded on an S/U basis. *Special Notes:* This course is for add-on SPED license candidates. *Practicum fee: \$100, out-of-region fee: \$100, out-of-state fee: varies.*

## TEAC• Teaching

**TEAC 294 • Topics in Theology 1-4 Credits**

An in-depth study of a particular Teaching theme.

*Special Notes:* Topics courses should serve as elective courses.

**TEAC 395 • School-Wide Field Experience 2 Credits**

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

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

**TEAC 451 • Student Teaching Seminar 1 Credit**

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

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

**TEAC 521 • Foundations of Education 2 Credits**

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

**TEAC 524 • Educational Psychology 4 Credits**

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

**TEAC 526 • General Methods of Instruction 4 Credits**

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

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

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

**TEAC 579PT • Portfolio in Teaching 0.5-6 Credits**

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

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

**TEAC 595 • School-Wide Systems Field Experience 1 Credit**

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

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

**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 638 • Teaching Reading & Literature: Methods 2 Credits**

Exploration of pedagogy and instructional methods that align to research-based best practices in English Language Arts. Application of assessment, diagnosis, and interventions. Integration of creative and critical response modes to incorporate literature across the curriculum and strengthen vocabulary. Development of practices, lessons, and units that support students' learning in writing, grammar, spelling, listening and speaking, and viewing skills for students in grades 3-6.

*Prerequisites: SPED 629.*

**TEAC 640 • Teaching Math and Technology: Methods and Field Experience 4 Credits**

Methods and strategies for designing and implementing standards-based lesson plans for teaching mathematics in an elementary setting 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. Implementing differentiated instruction to meet all students' needs.

*Special Notes: This course includes a 35-hour field experience in a K-6 setting.*

**TEAC 642 • Teaching Science: Methods 2 Credits**

Methods and strategies for designing and implementing standards-based lesson plans for teaching science in the elementary classroom. Creation of assessments for evaluating student progress and performance. Identification of effective classroom management practices in a technology-integrated environment. Implementing differentiated instruction to meet all students' needs. Safety guidelines for caring for scientific specimens, data, chemicals and equipment. Current topics in science education using a Christian and ethical perspective.

**TEAC 644 • Teaching Social Studies: Methods 2 Credits**

Methods and strategies for designing and delivering engaging, inclusive, and standards-aligned social studies instruction for grades K–6. Includes inquiry-based strategies, key social studies content areas including civics, history, geography, economics, and Minnesota-based Indigenous perspectives. Emphasis on integrating culturally responsive pedagogy, supporting student voice, and developing critical thinking. Analysis of national and state standards, practice planning and teaching lessons, and reflect on how social studies shapes student identity, democratic participation, and community understanding.

**TEAC 646 • Teaching: Healthy and PE: Content and Methods 2 Credits**

Exploration of principles, curriculum, and methods of teaching health and physical education in grades K-6. Analysis of the role of the teacher and school in responding to the special health and physical education needs of elementary-age students.

**TEAC 648 • Teaching Visual and Performing Arts: Content and Methods 2 Credits**

Exploration of methods and strategies for designing standards-based lesson plans for visual and performing arts in the elementary classroom. Creation of assessments for evaluating student performance. Identification of effective classroom management practices in a technology-integrated environment. Differentiated instruction to meet all students' needs. History, philosophy, and purposes of visual and performing arts education. A Christian or personal worldview perspective on the role of teaching visual and performing arts.

**TEAC 668 • Education Residency Seminar I 2 Credits**

Exploration of the strategies educators use to manage student behavior and create positive, inclusive learning environments. Emphasis is placed on collaboration with colleagues and the development of strong mentorship relationships with experienced educators. Students will practice ethical and professional dispositions, build awareness of self-care practices, and engage in practical applications to support their effectiveness and well-being as educators.

**TEAC 669 • Education Residency Seminar II 2 Credits**

Exploration of collaborative strategies that student teachers can use to support learners with diverse needs in inclusive classroom settings. Development of skills to build effective partnerships with families and work collaboratively with special education paraprofessionals. Understand and apply the legal and ethical responsibilities involved in special education decision-making.

*Grade exceptions: Graded on a S/U basis.*

**TEAC 670 • Education Residency Seminar III 1 Credit**

Exploration of reflective teaching practices that support diverse learners and professional growth. Evaluation of lesson plans, application of trauma-informed and evidence-based strategies, and analysis of assessment tools to enhance instructional decision-making. Collaboration with colleagues, support staff, and key stakeholders, building awareness of self-care strategies, and the development of career tools to sustain effectiveness and well-being as educators.

*Grade exceptions: Graded on a S/U basis.*

**TEAC 694 • Topics in Teaching 1-4 Credits**

An in-depth study of a particular Teaching theme.

*Special Notes: Topics courses should serve as elective courses.*

**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 705 • Foundations and Implementation of Work-Based Learning 4 Credits**

Develop an understanding of work-based learning, including its historical roots and prevalence in schools. Differentiate between program types, considering federal and state laws. Analyze employment trends and stakeholder roles. Explore skills in crafting online portfolios to support students in networking using online tools. Learn strategies for marketing programs to various audiences. Delve into connections between faith and work. Equip students with essential knowledge and practical skills for navigating work-based learning effectively.

**TEAC 707 • Curriculum Design and Instructional Methods for Work-Based Learning 4 Credits**

Exploration of the use of resources to connect academic coursework with life, work, and future education opportunities. Development of curricula to integrate classroom skills with real-world applications. Evaluation of career resources available to learners. Examination of the connections between faith and work. Identification of strategies to support students with unique needs in transitioning to the workforce. Reflection on the use of online portfolios for synthesizing accomplishments.

**TEAC 710 • Practicum in Work-based Learning for Minnesota License 1 Credit**

An 80-hour practicum focused on working with students in the classroom to coordinate a Work-Based Learning Program.

*Prerequisites: TEAC 705, TEAC 707; can be taken concurrently. Special Notes: Fulfills practicum requirements for students seeking MN WBL licensure.*

**TEAC 715 • Practicum for Work-Based Learning 1 Credit**

Complete practicum tasks at a school site, gaining hands-on experience in work-based learning.

Observe a work-based learning program. Write and teach online and face-to-face work-based learning curriculum. Participate in work-site visits, leadership development.

*Prerequisites: TEAC 705, TEAC 707, can be taken concurrently.*

**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 751 • Student Teaching Seminar 1 Credit**

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

*Corequisites: SPED 780 or SPED 781 or SPED 783 or SPED 784. Grade exceptions: Graded on an S/U basis. Special Notes: Cross-listed with TEAC 451.*

**TEAC 756 • Preparing to Write the Thesis/Collaborative Research Project 1 Credit**

Preparation for the process of designing and writing a master's level thesis or collaborative research project. Exploration of the selection and refinement of a research topic; the nature and scope of master's thesis; APA style; and preparation for the oral examination process.

*Grade exceptions: Graded on an S/U basis.*

**TEAC 765 • Topics in Teaching 1-9 Credits**

Selected topics in teaching.

**TEAC 771 • International Baccalaureate Foundations and Frameworks 4 Credits**

Consideration of the International Baccalaureate philosophy, given students' world view. In depth personal reflection and practice regarding an inquiry mindset. Consideration of principles of learning, curriculum structures, and assessment practices that support International Baccalaureate programming.

**TEAC 772 • International Baccalaureate Pedagogy and Programme Development 4 Credits**

Development of expertise in Primary Years Programme (PYP), Middle Years Programme (MYP), or Diploma Programme (DP). Integration of student's worldview and International Baccalaureate Programming. Detailed focus on feedback and assessment as it supports teaching and learning processes.

*Prerequisites: TEAC 771.*

**TEAC 780 • Student Teaching: Elementary Education 6 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: TEAC 638, TEAC 640, TEAC 642, TEAC 644, TEAC 646, TEAC 648, TEAC 670. Special Notes: Required 12 consecutive weeks of student teaching in a K-6 setting.*

**TEAC 790 • Thesis Writing Studio 3 Credits**

Exploration of a significant educational issue relevant to the student's professional involvement through an independent or collaborative, step by step, individually supervised process to develop a thesis or project. 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.*