COURSE DESCRIPTIONS

ATRN • Athletic Training

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

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

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

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

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

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

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

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

ATRN 633 • Current Topics in Athletic Training 3 Credits.
ATRN 634 • Integrative Assessment and Application 3 Credits.
Demonstration of ethical healthcare that advocates for the patient. Education of clients/patients on a variety of health related issues focusing on nutrition. Construction of exercise programs that promote a healthy lifestyle and maximize sport performance. Integration of biometrics/physiological monitoring systems. Translation of data into preventative measures, clinical interventions, and performance enhancement.

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

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

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

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

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

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

ATRN 674 • Clinical Experience in Athletic Training IV 2-3 Credits.
Supervised athletic training experience focused on psychomotor and cognitive competencies. Integration of professional standards, codes, regulations, and technologies with effective patient assessment, treatment, and education. Ethical, collaborative practices and ongoing professional development planning. 250 hours over 18 weeks.
Prerequisites: ATRN 673.

ATRN 750 • Athletic Training Master's Project I 3 Credits.
Identification of an athletic training problem/issue and examination through theories and research. Analysis of literature and recommendation of evidence-based practices. Use of appropriate academic writing style.

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

**BIOL 600 • Human Gross Anatomy & Histology 4 Credits.**
Human anatomy for physician assistant students takes a regional approach to the study of human anatomy. This course will involve dissection of human cadavers by the students. Incorporated into the course content concerning anatomical structures will be a brief examination of histological structure, nervous system structure, and basic function. Corequisites: BIOL 600L.

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

**BIOL 610 • Human Medical Physiology 3 Credits.**
This course is designed for graduate students to learn and gain knowledge in the physiological principles. These concepts are essential for further progress in understanding mechanisms of disease and body systems. This understanding is essential for clinical medicine. Weekly problem solving discussions will emphasize clinical application of physiologic concepts.

**BIOL 620 • Pharmacology & Therapeutics I 3 Credits.**
This is the first course in a series of three clinical pharmacology courses taught in a systems-based approach with the Clinical Medicine series. The course explores clinical implications of pharmacology for these topics (but not limited to): hematologic, cardiovascular, pulmonary, genitourinary, and renal.

**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.

**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.

**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.

**BIOL 640 • Pharmacology and Therapeutics III 2 Credits.**
This is the third course in a series of three clinical pharmacology courses taught in a systems-based approach with the Clinical Medicine series. The course explores clinical implications of pharmacology focusing on, but not limited to, these areas: women's health, pediatrics, surgery, ENT/ophthalmology/allergy, and emergency medicine.

**BIOL 641 • Medical Pathophysiology III 2 Credits.**
This is the third of three pathophysiology courses offered concurrently with the Clinical Medicine series. Pathophysiology at the molecular, cellular, organ, and total body levels will be applied in each body system. Topics covered include, but are not limited to, women's health, pediatrics, ENT/ophthalmology/allergy, and multisystem disorders.

**BUSN • Business**

**BUSN 605 • Foundations in Business Analytics 3 Credits.**
Explores research principles relevant in the business setting. Evaluation of research reports and data with a focus on quantitative data used for decision making. Application of appropriate strategies and tools to make and explain ethical and effective business decisions. Prerequisites: LEAD 607.

**BUSN 615 • Managerial Accounting 3 Credits.**
Examination of core managerial accounting concepts and their applications in modern organizations. Exploration of best practices and emerging trends in accounting with a focus on managerial decisions. Research of topics and cases may include ethics, environmental accounting, long-term versus short-term profitability, constraint management, technology, cost structures, and controls. Prerequisites: LEAD 607.
BUSN 625 • Managerial Finance 3 Credits.
Focus is on the financial management of business and includes international and ethical implications. Topics include financial analysis and decision making; financial markets; risk; valuation; long- and short-term financing and investing; and working capital management. Extensive use of cases and spreadsheets is required.
*Prerequisites: LEAD 607, BUSN 615.*

BUSN 627 • Advanced Managerial Finance 3 Credits.
Experience gained in operating a business through a computer-based business simulation. Feedback received on business decisions in operations, marketing, accounting, human resources, and labor is used to synthesize and evaluate financial decisions for short- and long-term company improvements.
*Prerequisites: LEAD 607, 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.

BUSN 645 • Marketing Management 3 Credits.
A demographic and psychographic review of current consumer trends. Review of broadly adopted marketing models. Analysis of marketing challenges in an environment of increasing information, Internet channels, and multiple buyer options. Discussion of various global and ethical issues facing marketers and marketing managers.
*Prerequisites: LEAD 607.*

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. Special Notes: Students cannot earn credit for both BUSN 652 and BUSN 660.*

BUSN 656 • Legal, Regulatory, and Compliance 3 Credits.
Legal issues and principles that arise in the business environment. The purpose is to identify legal difficulties before they arise and to effectively strategize to prevent legal problems from occurring. Employment law issues, contract disputes, regulatory compliance, environmental investigations, negligence claims, purported violations of fiduciary duties, and securities fraud.
*Prerequisites: LEAD 607.*

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

BUSN 680 • Business Strategy 3 Credits.
Analysis of the fundamental elements of organizational strategy. Evaluation of the influences on an organization's strategy and the ability of an organization to achieve its strategy given its characteristics. Integration of ethical thinking and personal faith principles with strategy. Analysis of issues impacting strategic technology planning in organizations.
*Prerequisites: LEAD 607.*

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 621, LEAD631, LEAD 641, LEAD 651. Grade exceptions: Graded on an S/U basis.*
COUN • Counseling

COUN 600 • Foundations of Clinical Mental Health Counseling 3 Credits.
Overview of the history and current practice of Clinical Mental Health Counseling. Emphasis is on professional identity, practice issues, working with systems, consultation and advocacy, and preventative counseling. Issues of serving diverse communities and access to service will be addressed.

COUN 605 • Family Systems 3 Credits.
The study of family systems and the major family therapy theories including their application to case conceptualization, clinical treatment planning, and clinical intervention methods. Emphasis on 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.
Overview and practice of core counseling skills. Emphasis is on the development of core helping skills and attitudes foundational to an effective counseling process. Specific focus on interviewing skills with attention towards counseling relationship ethics and cultural diversity factors may influence the counseling process.

COUN 615 • Worldview and Integration of Faith and Spirituality in Counseling 3 Credits.
Overview and critique of different worldviews and their impact on the counseling process. Topics include those central to counseling and engaging respectfully with issues of faith and spirituality. Specific focus is on working to understand one's own faith and spirituality and how to engage with clients who differ.

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

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

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.
Course fee: $55.

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 theoretical and contemporary counseling research including gender and diversity concerns. Examination of counseling problems from different theoretical perspectives. Examination of evidence based treatment approaches.

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.

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: $50.

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

COUN 680 • Neuroscience, Counseling, and Trauma 3 Credits.
Introduction to the structure and function of the brain including biological basis of normal behavior and behavioral disorders, the influence of trauma on the brain, and drug influences on behavior. Trauma treatment strategies in counseling and psychopharmacological approaches will be addressed.
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 640, COUN 645, COUN 650, COUN 655, 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.

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.

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

EDUC 595 • School-wide Systems Field Experience 1 Credit.

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

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

ECON • Economics
ECON 635 • Managerial Economics 3 Credits.
Study of economics, macroeconomics, and microeconomics. Analysis of the economic forces that influence the business environment. Application of economic tools to illustrate how globalization influences performance, strategy, and policy within firms. Analysis of opportunities and risks in a global economic environment. Prerequisites: LEAD 607.
EDUC 611 • Educational Research 1 Credit.
Development of skills needed to search for, find, review, and summarize scholarly research articles and peer reviewed journals. Introduction to the Bethel University Library’s tools which support educational research. Understanding of APA style. Consideration of the connection between a Christian worldview and either a literature review or action research project.
Grade exceptions: Graded on an S/U basis.

EDUC 614 • Educational Research 1 Credit.
Development of skills needed to search for, find, review, and summarize scholarly research articles and peer reviewed journals. Introduction to the Bethel University Library’s tools which support educational research. Understanding of APA style. Consideration of the connection between a Christian worldview and either a literature review or action research project.
Grade exceptions: Graded on an S/U basis. Special Notes: Required of all master’s degree-seeking students and strongly recommended for students seeking a license. Should be taken with a cohort of the student’s same major except with program director’s permission.

EDUC 616 • Improving Instruction 3 Credits.
Emphasis is on teaching strategies that will build on the experience of practicing teachers. Examination of a rich variety of approaches to instruction, along with supporting research. Provision of tools to analyze and incorporate the best of the newly emerging teaching methodologies. Particular attention is paid to the characteristics of an effective learning environment, as well as the understanding that how teaching is conducted has an enormous impact on students’ ability to educate themselves. Models of teaching are really models of learning. The intent is to impart a renewed sense of the intellectual zest inherent in the craft of teaching and to make each model a potential part of a teacher’s repertoire.

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

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

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

EDUC 650 • Portfolio and Licensing 1 Credit.
Required of all learners currently enrolled in a Bethel University Graduate School degree program who have a teaching license and are seeking to add a license or to add to a license by taking a program-director-determined list of courses within a license program in a specified content area. Learners will demonstrate proficiency in designated Minnesota state standards via a portfolio.
Grade exceptions: Graded on an S/U basis. Special Notes: Program Director permission and current enrollment in a Bethel University Graduate School degree program required for enrollment.

EDUC 651 • Portfolio and Licensing 1 Credit.
Required of all students not currently enrolled in a Bethel University Graduate School degree program who have a teaching license, and are seeking to add a license, or to add to a license by taking a program-director-determined list of courses within a license program in a specified content area other than those specified in EDUC 653. Students will demonstrate proficiency in designated Minnesota state standards via a portfolio.
Licensure portfolio fee: $500. Grade exceptions: Graded on an S/U basis. Special Notes: Program director permission required for enrollment.
EDUC 653 • Portfolio and Licensing 1 Credit. 
Requirement for all students not currently enrolled in a Bethel University Graduate School degree program who have a teaching license and are seeking to add a license or to add to a license by taking a program-director-determined list of courses within a license program in Teachers of Computer, Keyboarding, and Related Technology Applications, or Teacher Coordinator of Work-based Learning. Demonstration of proficiency in designated Minnesota state standards via a portfolio. 
Endorsement portfolio fee: $300. Grade exceptions: Graded on an S/U basis. Special Notes: Program director permission required.

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

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

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

EDUC 668 • Classroom Technology 1 Credit. 

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

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

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

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

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

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

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

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

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

EDUC 709 • Implementing and Monitoring Work-Based Learning 3 Credits.
Tools teacher coordinators will use to implement work-based learning. Monitoring programs. Collaborating with the community, employers, school officials, and parents. Reporting to state and other agencies. One of three courses needed for the Teacher Coordinator of Work-based Learning License. Prerequisites: EDUC 705, EDUC 707.

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

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

EDUC 713 • Providing Leadership in Educational Technology for K-12 Schools 2 Credits.
Development of skills for taking a leadership role in district technology planning, implementation, and assessment. Role of leadership in developing a shared vision for integrating technology into learning. Writing plans for the use of technology. Designing professional development activities. Prerequisites: EDUC 711.
EDUC 715 • Practicum for Teachers of Computers, Keyboarding, and Related Technology for K-12 Schools 1 Credit.
Complete approximately 30-40 hours of practicum tasks at a school site, gaining hands-on experience in the use of technology to enhance learning. Write and teach keyboarding and other technology curriculum. Participate in technology planning and integration. Job shadow and interview technology leaders.
Prerequisites: EDUC 711, EDUC 712, EDUC 713.
Grade exceptions: Graded on an S/U basis.

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

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

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

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

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

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

EDUC 747 • Group Dynamics in a Healthy Classroom 4 Credits.
A culmination of concepts, skills, and behaviors associated with effective classroom management. The most difficult management situations faced by teachers are when attempting to manage the individual and the class at the same time. A sophisticated look at the intricacies of group dynamics in the classroom through practical axioms and skills that can be applied immediately.
Prerequisites: EDUC 745, EDUC 746.

EDUC 750 • Student Teaching Seminar 5 Credits.
Development of reflective skills, professional qualities, and instructional and evaluative skills. Clarification of personal teaching/learning beliefs, modification of instruction for diverse student needs, and development of effective learning environments. Embed differentiated instruction for ELS and special education students in the general education classroom. Refinement of assessment strategies and classroom management techniques that maximize student learning.
ENVoY classroom management training fee: $60.
Grade exceptions: Graded on an S/U basis.
EDUC 751 • Special Education Student Teaching Seminar 3 Credits.
Development of strategies using personal and professional efficacy skills along with an engagement of school and community resources to provide instruction. Consideration of the learner’s needs while aligning an instructional plan to help ensure student success. Identification of the impact that second language has on learning. Application of appropriate academic language related to lesson planning, instruction, and assessment in the K-12 environment.
Prerequisites: All other courses in program. EdTPA fee $300. Grade exceptions: Graded on an S/U basis. Corequisites: SPED 780 or SPED 781 or SPED 782 or SPED 784.

EDUC 755 • Preparing the Thesis/Action Research Project 1 Credit.
Description of the master’s thesis and action research project options including requirements and the oral examination process for the master’s degree. Understanding of both quantitative and qualitative research designs. Identification of a literature review, literature review with application emphasis, or action research project topic and creation of a prospectus. Demonstration of academic research, writing skills, and APA formatting proficiency.
Prerequisites: EDUC 614. Grade exceptions: Graded on an S/U basis.

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

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

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

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

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

EDUC 778 • Student Teaching Placement I 5 Credits.
Prior course knowledge and skills will be practiced under the supervision of a cooperating teacher and a college supervising teacher while students teach. In the field experience and through two student teaching placements, students will have teaching experience at the elementary, middle, and high school levels. EdTPA fee: $300; Student teaching fee: $150; Out of state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: Taken concurrently with EDUC 750. Departmental approval required for enrollment.
EDUC 779 • Student Teaching Placement II 3 Credits.
Continued practice of prior teaching experience under the supervision of a cooperating teacher and a college supervising teacher while students teach.
Student Teaching Fee: $100, Out of state: varies.
Grade exceptions: Graded on an S/U basis.
Special Notes: Departmental approval required for enrollment. Taken concurrently with EDUC 750.

EDUC 790 • Writing the Thesis/Action Research Project 3 Credits.
Exploration of a significant educational issue relevant to the student's professional involvement through an independent, individually supervised thesis or project. Oral defense of student's thesis or project following collaboration with thesis advisor to ensure guidelines have been followed and requirements have been met as noted in the Bethel University Graduate Education Thesis Handbook.
Prerequisites: EDUC 611 or EDUC 614 EDUC 755 or EDUC 756. Grade exceptions: Graded on an S/U basis.

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

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

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

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

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

EDUC 810 • Curriculum and Instructional Management and Student Development 3 Credits.
Application of issues and trends in curriculum and instruction. Development of an effective curricular and instructional plan for your organization. Analysis of district-wide literacy initiatives and the leading of school-wide literacy efforts. Understanding of the importance of professional development in the areas of curriculum and instruction. Identification of research and best practices on integrating curriculum, technology, and relevant resources. Development of knowledge and skills needed to be an effective curriculum and instructional leader.
EDUC 812 • Curriculum Design and Instructional Management in Higher Education 3 Credits.
Fundamentals of curriculum design, effective curriculum planning and implementation are analyzed along with trends, issues, forces, and ideas affecting curriculum in higher education. Cognitive and behavioral issues and theories of learning are synthesized as they impact student development theory and personal and professional formation. Various models for working with academic departments are analyzed. Effective techniques for working with culturally and academically diverse student populations are examined and practiced.

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

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

EDUC 820 • Doctoral Research I 3 Credits.
Introduction to the philosophical foundations of empirical research with an emphasis on qualitative research design and methodology. Basic principles and philosophy of naturalistic (field) inquiry methods are introduced. Research design, analysis, and interpretation of qualitative methods are explored. Critique and analysis of qualitative research in the literature is a primary learning activity. Grade type chosen must remain consistent for EDUC 820, EDUC 845, EDUC 850, and EDUC 870.

Grade exceptions: Graded on an A-F or S/U basis.

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

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

EDUC 830 • Administration of Essential Educational Programs 3 Credits.
Analysis of school policies and procedures to ensure that essential programs are in place. Awareness of how personal belief systems affect decision-making. Examination of school relationships, communication, culture and environment, teachers and student engagement, school supervision, safety, instructional supervision, and personalization.

EDUC 832 • Leadership of Academic & Support Systems in Higher Education 3 Credits.
Exploration of functions within academic and support departments in colleges and universities. Including academics, accreditation, human resources, enrollment, student development, student support, security, marketing, alumni services, and development. Integration of personal values and belief system with identified best practices in educational leadership.
EDUC 835 • Measurement and Assessment 3 Credits.
Engagement in contextual learning experiences that apply principles and practices involved in educational institution’s assessment processes including their uses, misuses, and limitations. Exploration of concepts and skills involved in employing descriptive statistics. Investigation and discussion of ethical issues in assessment, factors that influence test performance, and issues found in current scholarly research.

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

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

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

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

EDUC 846 • Academic Writing for Graduate Students 3 Credits.
Application of the process approach and stylistic devices appropriate to research writing. Synthesis of others’ work through summarizing, paraphrasing, and quoting. Demonstration of knowledge and skill in using APA citation style. Practicing of curiosity, open-mindedness, humility, and intellectual courage. Scaffolded approach to creation of a research paper or literature review. Grade exceptions: Graded on an A-F or S/U basis.

EDUC 850 • Doctoral Research III 3 Credits.
Exploration and examination of qualitative and quantitative research; particularly sampling, measurement, data collection and data analysis. Training in the use of both qualitative and quantitative data analysis software. Development of the dissertation prospectus is the key learning activity.
Prerequisites: EDUC 845. Grade exceptions: Graded on an A-F or S/U basis. (See EDUC 820.)

EDUC 855 • Administrators as Agents of Change 3 Credits.
Application of critical leadership and change concepts within an educational setting. Integration of literature and information on educational and organizational change. Development of personal qualities that are found in effective leaders. Application of research based practices to a change situation. Integration of a personal moral or faith-based perspective from a leadership perspective. Incorporation of ideas and concepts from other experts into ongoing strategies as a leader.
EDUC 857 • Leaders as Agents of Change in Higher Education 3 Credits.
Immersion into educational change and problem-solving process in higher education. Need for change, visionary leadership capacity and skills for designing, leading, and sustaining meaningful ongoing educational change. Current changes and trends, their impact on education, leaders in change. Change literature. Complex change initiatives in students’ own context/setting. Philosophies and strategies for implementing significant change.

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

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

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

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

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

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

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

EDUC 875 • Special Education Policy, Law, and Finance 2 Credits.
Application of state and federal laws, rules, and procedures governing special education to funding structures. Application of state and federal regulations governing the provision of special education services. Understanding of special education program development including needs assessment, design, implementation and evaluation. Understanding of the resources available, along with agencies and organizations that serve students with a disability and their families.
EDUC 876 • Special Education Organization Management 2 Credits.
Application of state and federal laws, rules, and procedures relative to School Districts affecting board meetings, policies, communications, procedures, and practices that affect special education governance. Understanding of special education administrative structures used in Minnesota. Understanding of special education program development including needs assessment, design, implementation and evaluation.

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

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

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

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

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

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

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

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

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

EDUC 890 • Dissertation Phase One 6 Credits.
Major research project developed over the duration of the program. Standard doctoral-level academic measurement, statistical, analytical, interpretive, documenting, and writing techniques are required. The courses in qualitative research, quantitative research, and measurement and assessment provide philosophy, theory, and skills support for this component. Topics developed with dissertation advisor, who will advise during development dissertation and will chair dissertation committee.
Grade exceptions: Graded on an S/U basis.
EDUC 891 • Dissertation Phase Two 6 Credits.
A continuation of EDUC 890. Students are automatically registered for this course during the term following EDUC 890. Successful defense of the dissertation is required prior to graduation. This course must be completed within seven consecutive years (21 consecutive academic terms) from the beginning of the course.
Prerequisites: EDUC 890. Grade exceptions: Graded on an S/U basis.

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

LEAD 611 • Leadership Theory & Personal Agency 3 Credits.
Analysis of leadership theory and research as it applies to individuals and organizations. Evaluation of personal leadership capacities and identification of specific areas of growth in capacity and resilience. Analysis of the relationship between personal faith and leadership service.
Prerequisites: LEAD 607.

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

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.

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.

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.

LEAD 789 • MBA/MASL Dual-degree Portfolio Addendum 0 Credit.
Synthesis of key learnings from the two master’s degree programs after having completed LEAD 795 for the first master’s degree.
Prerequisites: LEAD 611, LEAD 621, LEAD 631, LEAD 641, LEAD 651, LEAD 795. 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 621, LEAD 631, LEAD 641, LEAD 651. Grade exceptions: Graded on an S/U basis.

NURS • Nursing
NURS 602 • Midwifery Perspectives 3 Credits.
Understand the historical, cultural, and societal influences for the development of nurse-midwifery care and the midwifery profession.
Exam proctoring fee: $18.
NURS 606 • Advanced Health Assessment for Advanced Practice Nurses
4 Credits.
Enhance knowledge and skills of history taking, physical assessment, and clinical reasoning from a holistic perspective in order to prepare for practice as a nurse-midwife.
Clinical immunization documentation tracking and verification fee: $70, live model patient fee: $100, Typhon clinical tracking system fee: $90.

NURS 611 • Advanced Pharmacology for Advanced Practice Nurses
3 Credits.
Nurse-Midwifery application of the principles of pharmacotherapy to promote health and manage illness from a client-centered perspective for diverse populations across the lifespan.
Prerequisites: NURS 620, NURS 673. Exam proctoring fee: $18.

NURS 614 • Nurse-Midwifery I: Healthcare for Women and Primary Care
4 Credits.
Integrates theory and evidence, related to gynecological and primary care, for holistic management and support of women's health throughout the lifespan.
Prerequisites: NURS 620, NURS 673. Exam proctoring fee: $18.

NURS 615 • Global Perspectives of Health
3 Credits.
Development of a global perspective on social determinants of health. Integration of concepts of interprofessional collaboration including the disciplines of epidemiology, ecology, economics, politics, and religion in determining culturally responsive strategies to improve health.

NURS 616 • Nurse-Midwifery II: Antepartal Care
3 Credits.
Integrates theory and evidence related to normal and high-risk antepartal care.
Prerequisites: NURS 606, NURS 620, NURS 626, NURS 673. Exam proctoring fee: $18.

NURS 617 • Nurse-Midwifery III: Intrapartum and Postpartum Care
4 Credits.
Integrates theory and evidence related to intrapartal and postpartum care.
Prerequisites: NURS 606, NURS 611, NURS 614, NURS 616, NURS 619, NURS 620, NURS 626, NURS 673, NURS 714, NURS 716. Typhon clinical tracking system fee: $90, exam proctoring fee: $18, lab materials fee: $100, verified credentials fee: $40.

NURS 618 • Nurse-Midwifery IV: Newborn Care
2 Credits.
Integrates theory and evidence related to care of the healthy newborn.
Prerequisites: NURS 606, NURS 611, NURS 612, NURS 614, NURS 616, NURS 619, NURS 620, NURS 626, NURS 714, NURS 716. Exam proctoring fee: $18.

NURS 619 • Fetal Evaluation
1 Credit.
Integrates theory and evidence related to evaluation of antepartal and intrapartal fetal status.
Prerequisites: NURS 673. Exam proctoring fee: $18.

NURS 620 • Reproductive Physiology for Advanced Practice Nurses
3 Credits.
Analysis of the normal physiologic basis for reproduction in humans that serves as the foundation for clinical assessment, decision making, and man¬agement for nurse midwives.
Exam proctoring fee: $18.

NURS 626 • Evidence Translation for Practice
3 Credits.
Overview of nursing research process and methodologies, with an emphasis on critical appraisal of evidence for improving nursing practice.

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

NURS 673 • Advanced Pathophysiology
3 Credits.
Analysis of the physiologic basis for manifestations of altered structure and function. Differences in physiologic responses to health and illness in diverse populations across the lifespan are addressed from a nursing perspective.

NURS 714 • Nurse-Midwifery I: Practicum
2 Credits.
Applies the midwifery management process, theory, and evidence to provide holistic gynecological and primary care for women throughout the lifespan.
Prerequisites: NURS 606, NURS 612, NURS 620, NURS 626. Background check fee: $20, malpractice insurance fee: $167, simulation fee: $50.
NURS 716 • Nurse-Midwifery II: Practicum 2 Credits.
Applies the midwifery management process, theory, and evidence to provide holistic care for normal and high-risk childbearing families.
Prerequisites: NURS 606, NURS 620, NURS 626, NURS 673. Simulation fee: $50.

NURS 717 • Nurse-Midwifery III: Practicum 3 Credits.
Applies the midwifery management process, theory, and evidence to provide holistic care during labor, birth, and the postpartum period.
Prerequisites: NURS 606, NURS 611, NURS 614, NURS 616, NURS 619, NURS 620, NURS 626, NURS 673, NURS 714, NURS 716.

NURS 718 • Nurse-Midwifery IV: Practicum 1 Credit.
Applies the midwifery management process, theory, and evidence to provide holistic care to the healthy newborn.
Prerequisites: NURS 606, NURS 611, NURS 614, NURS 616, NURS 619, NURS 620, NURS 626, NURS 673, NURS 714, NURS 716.

NURS 753 • Professional Issues for Nurse-Midwives 4 Credits.
Understand the political and economic bases of nurse-midwifery practice. Enhance knowledge of professional issues that impact the practicing APN.
Prerequisites: NURS 602, NURS 606, NURS 611, NURS 614, NURS 616, NURS 619, NURS 620, NURS 626, NURS 673, NURS 714, NURS 716.

NURS 754 • Clinical Integration for Nurse-Midwives 7 Credits.
Integrates, applies, and reflects upon the midwifery management process, theory, and evidence to provide holistic care to women across the lifespan and the healthy newborn in a variety of settings.
Prerequisites: NURS 602, NURS 606, NURS 611, NURS 614, NURS 615, NURS 616, NURS 617, NURS 618, NURS 619, NURS 620, NURS 626, NURS 673, NURS 714, NURS 716, NURS 717, NURS 718. Malpractice insurance fee: $167.

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 793 • Nurse-Midwifery Master's Project 2 Credits.
Application of key components of the research process with a focus on critical review of the literature exploring nurse-midwifery problems defined in collaboration with clinical partners.
Format: Seminar.
Prerequisites: NURS 602, NURS 606, NURS 611, NURS 614, NURS 615, NURS 616, NURS 617, NURS 618, NURS 619, NURS 620, NURS 626, NURS 673, NURS 714, NURS 716, NURS 717, NURS 718.

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.

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.

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.

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.

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.

NURS 840 • DNP Practicum I 3 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 850. Malpractice Insurance: $200. Immunization Tracking and Background Check: $100.

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 840.

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 841. Malpractice Insurance: $200.

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. Special Notes: Required for students transferring less than 600 practicum hours from their master's program.

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 850.
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 805, NURS 840, NURS 850, NURS 887.

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 888.

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 887, NURS 888 and NURS 889.

PHAS • Physician Assistant

PHAS 601 • Introduction to History and Physical Examination
2 Credits.
This is the first of four sequential courses designed to facilitate the development of medical history taking, physical examination skills, patient communication, clinical problem solving, clinical procedures, and ethical/legal considerations for the physician assistant. This first course focuses on history taking and physical examination in the healthy adult.
Corequisites: PHAS 600L. Malpractice Fee: $90.

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

PHAS 602 • Patient Assessment and Diagnostics
1 Credit.
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.
Corequisites: PHAS 602L. Malpractice insurance fee: $90.

PHAS 602L • Patient Assessment and Diagnostics Lab
1 Credit.
Laboratory experience accompanying PHAS 602.

PHAS 603 • Patient Assessment and Diagnostics
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.
Corequisites: PHAS 603L. Malpractice insurance fee: $90.

PHAS 603L • Patient Assessment and Diagnostics Lab
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.
Corequisites: PHAS 604L. Malpractice insurance fee: $90.

PHAS 604L • Patient Assessment and Diagnostics Lab
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.

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.

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.

PHAS 621 • Evidence-Based Medicine and Research I 2 Credits.
Course provides in-depth discussion and relevance of research literature. An emphasis will be placed on critical analysis of research articles. Independent thought and critical thinking skills will be addressed. Assigned readings will offer students the opportunity to examine prevailing research in the health professions.

PHAS 622L • Medical Problem Solving I 1 Credit.
Designed for first-year physician assistant (PA) students, this laboratory course is the first of three labs for development of PA students' clinical problem-solving and decision-making skills. Using problem-based learning methods, this course corresponds with modules of PA clinical medicine and exposes students to an array of clinical healthcare issues.

PHAS 623L • Medical Problem Solving II 1 Credit.
Developed for first-year physician assistant (PA) students, this laboratory course is the second of three courses for development of PA students' clinical problem-solving and decision-making skills. Using problem-based learning methods, this course supplements the modules of PA clinical medicine and exposes students to an array of clinical healthcare issues.

PHAS 624L • Medical Problem Solving III 1 Credit.
Specifically for physician assistant (PA) students, this laboratory course will facilitate the development of PA students' clinical problem-solving and decision-making skills. Utilizing problem-based learning methods, this course encompasses all of the modules of the PA clinical medicine series through active learning for an array of clinical healthcare issues.

PHAS 632 • PA Professional Practice Issues I 2 Credits.
Designed for first-year graduate physician assistant (PA) students, this introductory course is the first of two professional issues courses to develop PA students’ awareness and professional attributes. Professional history, certification, PA professional organizations, and other health delivery topics will be discussed.

PHAS 633 • Cultural & Prevention Competency 2 Credits.
This course introduces students to the history, underlying theory, and basic concepts associated with clinical prevention in the United States, espoused by the United States Preventive Services Task Force (USPSTF). Recommended guidelines and strategies for early disease screening, risk identification, and risk stratification are addressed using a population-specific frame of reference designed to complement parallel learning experiences. Designed to introduce students to issues surrounding cultural awareness and issues of diversity.
PHAS 634 • Christian Health Care and Applied Medical Ethics 3 Credits.
Studies the ethical dynamics of healthcare including principles of autonomy, beneficence, nonmaleficence, justice, fairness, and dignity. Ethical principles are then applied to actual clinical and professional situations including inalienable rights, reproductive technologies, allocation of healthcare, death and dying issues, confidentiality, and professional conflict from a Christian ministry standpoint of the healing professions.

PHAS 641 • Evidence-Based Medicine and Research II 2 Credits.
The second course in the PA research sequence to build upon students’ understanding of research. Each student will work with a faculty instructor and advisor to secure a research topic and establish a clear methodology for completing the project. Issues of applied statistics will be examined in this course with the opportunity to perform analysis of the project. Independent thought and critical thinking skills will be addressed.

PHAS 710 • Clinical Field Placements I 12 Credits.
Transition from didactic to clinical training. Assignment to a combination of clinical rotations selected from emergency medicine, family practice, internal medicine, women’s health, pediatrics, psychiatry/behavioral medicine, general surgery, and two elective rotations. Participation is required in the seven core/required rotations and two elective rotations by the end of the clinical field placement series. Malpractice insurance fee: $90, site supervision fee: $50.

PHAS 720 • Clinical Field Placements II 15 Credits.
Ongoing clinical training. Assignment to a combination of clinical rotations selected from emergency medicine, family practice, internal medicine, women’s health, pediatrics, psychiatry/behavioral medicine, general surgery, and two elective rotations. Participation is required in the seven required rotations and two elective rotations by the end of the clinical field placement series. Malpractice insurance fee: $90, site supervision fee: $50.

PHAS 730 • Clinical Field Placements III 9 Credits.
Ongoing clinical training. Assignment to a combination of clinical rotations selected from emergency medicine, family practice, internal medicine, women’s health, pediatrics, psychiatry/behavioral medicine, general surgery, and two elective rotations. Participation is required in the seven core/required rotations and two elective rotations by the end of the clinical field placement series. Includes program’s overall summative evaluation of student. Malpractice insurance fee: $90, PACKRAT fee: $40, site supervision fee: $50.

PHAS 735 • Physician Assistant Professional Practice Capstone 2 Credits.
Designed for second-year physician assistant (PA) students, this course is the second of two professional issues courses to develop PA students’ skills in office and professional procedures prior to clerkships. Socioeconomic issues, billing and coding, risk management, and other legal issues in the PA profession will be explored.

PHAS 760 • Directed Study 1-6 Credits.
Directed study experience under the guidance of a faculty member for any independent or remedial work as needed. Repeateable course This course may be repeated with different learning objectives for credit.

PHAS 790 • Evidence-Based Medicine Project/Thesis 2 Credits.
This course investigates the theories, paradigms, and steps necessary to select and approach a research problem. A continued emphasis on critical analysis of research articles, designing and writing research proposals, and further refinement of the research process with a final defense of project at the end of the course.

PSYC • Psychology

PSYC 609 • Therapeutic Play 3 Credits.
Techniques in expressive therapies, emphasis on play therapy. The continuum from client-centered to directive therapy and application possibilities based on client needs and setting. Common themes in children’s play, and dynamics of interpretation are considered and applied. Applying skills and techniques in working with children.
PSYC 613 • Expressive Therapies with Children and Adolescents: Art, Play, Drama, Music 3 Credits.
In-depth description of expressive therapy theories, research, and practice. Learners will gain an understanding of the neurobiological basis of art therapy and other expressive therapies. Exploration of the benefits of using drawings and other art forms with children and adolescents. Focus is on various interactive learning experiences and art techniques with discussion of applications to various settings and populations.

PSYC 621 • Therapeutic Art and Play 3 Credits.
A focus on techniques in expressive therapies, with an emphasis on art therapy and play therapy. The continuum from client-centered to directive therapy is examined, and the application possibilities based on client needs and the setting are explored. Common themes in children's art and play are identified, and the dynamics of interpretation are considered and applied in light of current outcome research.

PSYC 623 • Individual and Group Microskills with Children and Adolescents 3 Credits.
Issues (abuse, divorce, domestic violence, chemical abuse, etc.) from the child/adolescent point of view, impact of these issues on their functioning. Core helping skills for this population, including facilitating support groups, individual counseling skills, and applications of cognitive behavioral therapy. Ethical issues regarding working with children/adolescents and influence of gender, class, and cultural diversity factors on counseling processes.

PSYC 625 • Child and Adolescent Psychopathology and Assessment 3 Credits.
Students are equipped to be informed communicators with mental health professionals with whom they collaborate. Emphasis on distinguishing among common psychological disorders falling in normal and clinical significant ranges, as well as on beginning experience in administering and interpreting behavioral, cognitive, and personality assessment instruments.

Assessment fee: $50.

PSYC 635 • Measurement and Assessment in Education 3 Credits.

PSYC 645 • Intro to Family Systems 3 Credits.
Exploration of basic family dynamics (such as intimacy, communication, power, shame), with special emphasis given to examining those dynamics from the family systems and family development theoretical perspectives. Differences in family structures and patterns with opportunities for learners to apply theoretical principles to real-life family situations.

PSYC 648 • Individuals and Families in Cultural Context 3 Credits.
Study of cultural variations in individual and family identity development and functioning. Exploration of how underlying culture-specific values and assumptions may impact gender roles, marital and parental adjustment, and interaction patterns. Emphasis is on societal changes, critical issues, and stressors in family adaptation related to diverse worldviews, immigration, and acculturation challenges.

PSYC 657 • Human Sexuality and Therapy 3 Credits.
Human sexuality in individuals and couples; sexual understanding, formation, and function. Helping skills for sexual dysfunction and understanding one's sexuality and sexual spirituality. Human sexuality, attitudes, values, beliefs, and self-awareness, as they relate to counselor, client, and clinical issues. Cognitive behavioral therapy and emotionally focused therapy in human sexuality. Ethical and diversity issues and how they influence counseling processes.

PSYC 660 • Neuropsychology 3 Credits.
Nervous system structure and function, with emphasis on clinical/counseling applications. Includes biological causes of normal behavior, organic causes for behavioral disorders, and drug influences on behavior.
**PSYC 670 • Private Practice Entrepreneurship 3 Credits.**
Exploration of clinical, ethical, financial, legal, and business aspects of owning a private practice, including development of business plan that fits with students’ values and vision.
Grade exceptions: Graded on an S/U basis.

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

**PSYC 790 • Comprehensive Examination 3 Credits.**
Master of Arts in Counseling Psychology comprehensive examination.
Prerequisites: PSYC 781. Corequisites: PSYC 783. Grade exceptions: Graded on an S/U basis. Special Notes: Consent of the Department of Psychology faculty required for enrollment.

**PSYC 791 • Thesis I 3 Credits.**
Research project designed and completed by student, under direction of faculty advisor and graduate committee. Designed to prepare students to contribute to research in the field and to gain important research experience necessary for entrance into a doctoral program. Students interested in pursuing a Ph.D. should seriously consider completing a master’s thesis.
Prerequisites: PSYC 654. Grade exceptions: Graded on an S/U basis. Special Notes: Students must register for both PSYC 791 and PSYC 792 in order to complete the thesis. Students may enroll in PSYC 791 and PSYC 792 in the same academic term or in two consecutive academic terms.

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

**SLDR • Strategic Leadership**

**SLDR 605 • Topics in Leadership Studies 3 Credits.**
Course is offered as an elective, and covers a variety of emerging, transitional, and/or exploratory leadership topics.
Prerequisites: LEAD 607.

**SLDR 615 • Managing Projects & Quality Initiatives 3 Credits.**
Introduction to project management theory, issues, and skills associated with project management. Analyze connections between behavior, knowledge, and processes that influence the success of projects in organizations. Assess projects, management, and tools for management based on best practice.
Prerequisites: LEAD 607.

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

**SLDR 640 • Beyond Diversity 3 Credits.**
Dimensions that relate to the workplace. Use of cultural intelligence tools and inventories to increase personal awareness and understanding of others. Synthesis of diversity theory and tools to build effective, inclusive leadership in the workplace and community.
Prerequisites: LEAD 607.

**SLDR 645 • Leading in Times of Crisis 3 Credits.**
Assessment of crisis situations and the variables contributing to particular episodes. Analysis of resources and opportunities available during crisis and their impact on a crisis situation. Synthesis of self-awareness, faith foundations, interpersonal and intrapersonal skills for the organization and direction of individuals and groups during times of intense difficulty.
Prerequisites: 2 courses from LEAD 611, LEAD 621, LEAD 641, LEAD 651, LEAD 671.
SLDR 650 • Managing Conflict Through Dialogue
3 Credits.
Transitioning from "dealing with incidents" to leading teams that learn from conflict. Developing personal and professional boundaries when dealing with complex organizational environments. Thinking productively about conflict from organizational, developmental, and spiritual standpoints.
Prerequisites: LEAD 607.

SLDR 660 • Followership: The Other Side of Leadership
3 Credits.
Overview of the traditional views and attitude toward followers, analysis of different models and styles of followership, and the characteristics of "good" followers. Analysis of relationship between leaders and followers and leadership and follower styles. Exploration of bad leadership, courageous followership, transformational leadership; planning for improving followership abilities.
Prerequisites: LEAD 607.

SLDR 789 • Portfolio Deliverable
0 Credit.
Synthesis of key learning from the Master of Arts program, including a reconsideration of earlier work, leadership theories and growth concepts, and the development of a professional portfolio.
Prerequisites: LEAD 611, LEAD 621, LEAD 641, LEAD 651. Grade exceptions: Graded on an S/U basis.

SPED • Special Education

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

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

SPED 604 • Child & Adolescent Psychopathology
3 Credits.

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

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

SPED 608 • Introduction to Academic Instruction and Behavior Management for the Exceptional Learner
3 Credits.
Introduction to how special education and general education academic systems work together. Identification of functional behavioral assessments processes and principles of individual and school-wide systems of supports. Demonstration of how evidence-based instruction can be adapted. Identification of how required curricular components direct instruction. Analysis of positive instructional environments.
SPED 610 • Norm-Referenced Assessment 3 Credits.
Assessment materials fee: $10.

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

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

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

SPED 615 • Instruction and Intervention for Students with Intellectual Disabilities 3 Credits.
Assessment selection for data-based, educational decision making for students with developmental cognitive disabilities/intellectual disabilities. Application of effective education planning and strategies to support improved student outcomes in the areas of social skills, academics, motor skills, communication, self care, and home and community skills.
Prerequisites: SPED 607.

SPED 618 • Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities 3 Credits.

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

SPED 620 • Reading Foundations 3 Credits.
Corequisites: SPED 621.

SPED 621 • Reading Field Experience 1 Credit.
Supervised reading instruction in a K-12 setting. Assessment and analysis of reading ability. Creation of lessons and application of reading instruction skills/strategies. Designing of an environment that fosters reading. Identification of how personal faith connects with the professional responsibilities of a teacher. 30 hours over 12 weeks.
SPED 625 • Special Education: Planning and Programming 3 Credits.
Development and evaluation of an individual education program (IEP) based on student assessment results. Consideration of technology, supplementary aids, services, and transition needs of students. Synthesis of cultural, ethnic, and linguistic diversity. Demonstration of best practice and collaboration techniques between school, family, and outside agencies.

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

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

SPED 655 • Classroom-Based Assessment 3 Credits.
Description of legal, professional, and ethical standards in assessment related to informal assessment measures and environmental factors influencing student achievement and behavior. Description of student’s learning style, strengths, and analysis of behavior based on observations and assessment data. Identification of the influence diversity, age, and gender have on assessment.
Prerequisites: SPED 610. Special Notes: Taken concurrently with SPED 670 when seeking license.

SPED 670 • Special Education Assessment Field Experience 1 Credit.
Identification of students’ strengths and needs through assessment. Identification of the purpose of multidisciplinary teams. Development of an evaluation report. Explanation of assessment results with family, student and staff. Creation of interventions. Development of a plan for continued professional development in the area of assessment. 30 hours/12 weeks. Assessment materials fee: $10. Grade exceptions: Graded on an S/U basis. Special Notes: Taken concurrently with SPED 610 and SPED 655. A test kit replacement fee of $700 will be charged to your account two weeks after the final grade is posted if the test kit has not been returned.

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

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

SPED 673 • ABS Field Experience 1 Credit.
A 35-hour field experience in which students observe K-12 educational programming process for children with mild to moderate disabilities in the areas of LD, EBD, DCD, ASD, and OHD with an emphasis on defining characteristics in each category. Experience the referral process, evaluation, eligibility, IEP development, programming, and professional collaboration to prepare for work in this field. Grade exceptions: Graded on an S/U basis.
SPED 674 • DD Field Experience 1 Credit.
Observation of K-12 educational programming processes for students with mild, moderate, or severe disabilities in the areas of developmental cognitive disabilities/intellectual disabilities (DCD). Experience with referral process, evaluation, eligibility, IEP development, programming, and professional collaboration. Integration of personal faith perspective with vision for serving students with DCD. 35 hour supervised observation experience.
Corequisites: SPED 607. Grade exceptions: Graded on an S/U basis.

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

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

SPED 779 • DD: Practicum 3 Credits.
Implementation of procedures necessary to incorporate interventions and IEPs for students with developmental cognitive disabilities using engaging resources. Management of timelines, responsibilities, and consultation with parents, school and community professionals. Analysis of personal and professional growth as a special educator. (6 consecutive weeks).
DD practicum fee: $100, out-of-region fee: $100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: This course is for add-on SPED license candidates. Program director permission required for enrollment.

SPED 780 • Student Teaching - Academic Behavior Strategist 4 Credits.
Implementation of procedures necessary to incorporate referral, assessment, evaluation, IEPs, and interventions for students with mild-moderate disabilities. Management of timelines and responsibilities including consultation with parents, school and community professionals. Development of strategies for efficacy and engaging resources. Analysis of personal and professional growth as a special educator. 12 consecutive weeks required.

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

SPED 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.
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 weeks supervised teaching experience.

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

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

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