

# EDUCATION

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## Accreditation

The Minnesota Board of School Administrators has accredited Bethel University's K-12 Administrator Licenses Program leading to licenses as principals, superintendents, and directors of special education. Once the required coursework, internships, and panel review are concluded, Bethel recommends students for a K-12 administrator's license; the Minnesota Professional Educator Licensing and Standards Board grants the license.

License standards (MN Rule 3512) are subject to change at any time by the Minnesota Board of School Administrators (BOSA). Candidates for license must meet the license standards in place at the time of program completion.

Bethel's graduate teacher education degree programs are accredited by the Minnesota Professional Educator Licensing and Standards Board (PELSB) which has approved Bethel's Graduate education programs leading to initial and add-on licenses in various K-12, 9-12, 5-8, and 5-12 content areas; initial and add-on licenses in various special education disability areas; as well as an add-on license in Teacher Coordinator of Work-based Learning.

License standards are subject to change at any time by the Minnesota Professional Education Licensing Standards Board (PELSB). Candidates for license must meet the license standards in place at the time of program completion.

## Education Course Substitution Process

First, a student's transcript arrives at Enrollment Management Operations and is sent to the Registrar's Office. Second, the Registrar's Office consults the Transfer Evaluation System (TES) to see if pre-existing equivalencies already exist. If the pending transfer course has not been pre-evaluated and/or does not parallel the Bethel course, it is reviewed for a second opinion.

In CAS (traditional undergraduate programs) the Registrar consults with the CAS Education Department Chair and faculty, who analyze/compare the course descriptions and syllabi. In CAPS and GS (non-traditional adult programs) the Content Standards classes and the Liberal Arts evaluation are analyzed by the Registrar, based on TES course descriptions and/or course syllabi. If there are questions, the Registrar consults the designated faculty content experts. Finally, under the Dean of Education's supervision, the Certifying Officer for CAS or for CAPS and GS signs the course substitution form.

### Practices

1. Pre-approving course substitutions for content courses
  - a. The CAS (traditional undergraduate program) Education Department faculty reviews the syllabus to ensure standards are met.
  - b. The CAPS and GS (non-traditional adult programs) Education Department uses course descriptions to determine if a substitution is applicable, unless it is an unusual substitution. In those situations, Bethel reviews a syllabus for the proposed course substitution to see if the necessary standards are covered.
2. All Bethel MAT education students seeking an initial teaching license are required to take content area methods and reading courses at Bethel. Methods and reading courses will not be transferred in from other institutions.
3. All Bethel SPED students seeking an initial licensure may transfer in reading and methods courses, but a syllabus along with a standards map comparing the proposed substituted course for the required Bethel course must also be submitted and approved.

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4. For students with an initial teaching license who are seeking an additional license, Bethel confirms that the reading standards were met (see process). If not, the student is required to take a Bethel reading course (licensure program dictates reading course required).
  - a. If the student has an Elementary Ed license and is adding a secondary license or a K-12 license through the MAT Program, the student will need to take the secondary reading course, as the standards are different. The Elementary Ed reading course cannot be substituted for a Secondary reading course.
  - b. If the student has an Elementary Ed license and is adding a K-12 SPED license, the student may not need to take the secondary reading course, but will need to submit a syllabus along with a standards map comparing the proposed substituted reading course standards with the required Bethel course standards.
  - c. If the student completed an initial licensure program in Minnesota after 2010, reading standards are probably met, but Bethel will request the syllabus and match it to the standards covered in the equivalent Bethel reading course.

## Programs in Education

### Doctorate's:

- Ed.D. in Leadership in Higher Education (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/graduate-programs/education/leadership-in-higher-education-edd/>)
- Ed.D. in Leadership in K-12 Administration (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/graduate-programs/education/leadership-k-12-administration-edd/>)

### Master's:

- M.A. in Education K-12 (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/graduate-programs/education/education-k-12-ma/>)
- M.A. in Elementary Education (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/graduate-programs/education/elementary-education-ma/>)
- M.A. in Special Education (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/graduate-programs/education/special-education-ma/>)
- M.A. in Teaching (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/graduate-programs/education/teaching-ma/>)

### Certificate:

- International Baccalaureate Education Certificate (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/graduate-programs/education/international-baccalaureate-education-certificate/>)

### Licenses:

- Academic Behavioral Strategist K-12 (ABS) License (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/graduate-programs/education/academic-behavioral-strategist-k-12-abs-license/licenses/>)
- Academic Behavior Specialist (ABS) add-on License (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/graduate-programs/education/academic-behavioral-strategist-k-12-abs-license/licenses/>)
- Add-On Teaching License (for licensed Special Education teachers) (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/graduate-programs/education/add-on-teaching-licenses/>)

- Add-on Teaching License (for students with qualifying General Education Teaching License) (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/graduate-programs/education/add-on-teaching-licenses/>)
- Autism Spectrum Disorders B-21 (ASD) License (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/graduate-programs/education/autism-spectrum-disorders-b-12-asd-license/>)
- Autism Spectrum Disorders B-21 (ASD) add-on License (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/graduate-programs/education/autism-spectrum-disorders-b-12-asd-license/>)
- Developmental Disabilities K-12 License (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/graduate-programs/education/development-disabilities-k-12-license/>)
- Developmental Disabilities K-12 (DD) add-on License (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/graduate-programs/education/development-disabilities-k-12-license/>)
- Director of Special Education License (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/graduate-programs/education/director-special-education-license/>)
- Emotional/Behavioral Disorders K-12 (EBD) License (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/graduate-programs/education/emotional-behavioral-disorders-k-12-license/>)
- Emotional/Behavioral Disabilities K-12 (EBD) add-on License (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/graduate-programs/education/emotional-behavioral-disorders-k-12-license/>)
- K-12 Principal License (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/graduate-programs/education/k-12-principal-license/>)
- Superintendent License (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/graduate-programs/education/superintendent-license/>)
- Teacher Coordinator of Work-Based Learning License (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/graduate-programs/education/teacher-coordinator-work-based-learning-license/>)
- Teaching (5-12) License (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/graduate-programs/education/teaching-license/>)
- Teaching (K-12) License (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/graduate-programs/education/teaching-license/>)

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

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

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

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

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

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

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

Analysis of the cultural content, worldview, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture.

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

## Education 4

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

Preselected topics within an existing course in the field of Education.

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

### **EDUC 609 • Lab Safety Workshop 0 Credit**

Exploration of safety standards and chemical hygiene for safe science laboratories. Examination of federal and state guidelines for classroom lab safety. Preparation for ACSC certification through a workshop and online assignments. Course may be waived for students with documented lab safety experience.

*Lab fee: \$250. Special Notes: Acceptance into Master of Arts in Teaching program required for enrollment. This course is graded on a S/U basis.*

### **EDUC 614 • Locating Resources for Educational Research 1 Credit**

Introduction of skills needed to search for and cite resources used in a teacher preparation program and master's thesis. Identification of differences between research-based sources, non-research-based sources, and other scholarly sources on educational topics using discipline-specific resources.

*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. This course is graded on an S/U basis.*

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

Reflection to increase racial consciousness. Analysis of how race, ethnicity, and culture shape pedagogy, school practices, and ways of knowing. Distinction among prejudice, bias, discrimination, and racism. Evaluation of intersectionality across forms of difference. Examination of the cultural content, worldviews, and concepts of Minnesota-based American Indian communities.

### **EDUC 647 • Field Experiences in School-Based Settings 5 Credits**

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

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

### **EDUC 659 • Social Studies 5-12 Teaching Methods 4 Credits**

Methods and strategies for designing and implementing standards-based learning in secondary social studies using varied materials and educational technology. Development of formal and informal assessments to evaluate student progress. Examination of classroom management in technology-integrated settings, community engagement strategies, and the role of Christian or personal worldview in social studies instruction.

*Prerequisites: TEAC 524 and TEAC 526.*

### **EDUC 671 • Methods in Teaching 5-12 Mathematics 4 Credits**

Designs and implements standards-based learning plans for secondary mathematics using diverse materials, technology, and multiple representations. Creates assessments, applies effective classroom management, engages stakeholders, and incorporates co-curricular and extracurricular activities. Connects biblical principles with culturally relevant mathematics instruction.

*Prerequisites: TEAC 524 and TEAC 526.*

### **EDUC 672 • Science 5-12 Teaching Methods 4 Credits**

Designs and implements standards-based learning plans for secondary science. Creates assessments, applies effective classroom management in technology-integrated environments, and follows safety guidelines for specimens, data, chemicals, and equipment. Engages business, industry, and community partners, incorporates co- and extracurricular activities, and explores current science topics from a Christian and ethical perspective.

*Prerequisites: TEAC 524 and TEAC 526.*

**EDUC 674 • Visual Arts K-12 Teaching Methods 4 Credits**

Designs standards-based learning plans for K-12 visual arts. Creates assessments, applies effective classroom management in technology-integrated environments, and engages business, industry, and community partners. Explores history, philosophy, and purposes of visual arts education, teaching approaches in art history, religion, criticism, aesthetics, and develops art prototypes for learning environments.

*Prerequisites: TEAC 524 and TEAC 526.*

**EDUC 678 • ESL K-12 Teaching Methods 4 Credits**

Designs standards-based learning plans for K-12 English learners. Creates assessments, applies effective classroom management in technology-integrated environments, and explores second language acquisition theory and research. Demonstrates English speaking proficiency, engages stakeholders, incorporates co- and extracurricular activities, and integrates personal faith or worldview perspectives on teaching languages and culture.

*Prerequisites: TEAC 524 and TEAC 526.*

**EDUC 679 • Communication Arts and Literature 5-12 Teaching Methods 4 Credits**

Designs standards-based learning plans for secondary communication and language arts using diverse materials and technology. Creates formal and informal assessments, applies effective classroom management, and cultivates a professional, community-supported learning environment. Integrates philosophy, theory, research, Christian perspectives, and personal values.

*Prerequisites: TEAC 524 and TEAC 526.*

**EDUC 689 • Business 5-12 Teaching Methods 4 Credits**

Designs standards-based learning plans for secondary business students. Creates assessments, applies effective classroom management in technology-integrated environments, and engages business, industry, and community partners. Recruits students and organizes instruction on careers, entrepreneurship, work-based learning, and career and technical education aligned with key legislation.

*Prerequisites: TEAC 524 and TEAC 526.*

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

An in-depth study of a particular Education theme.

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

**EDUC 697 • Thesis Extension 0 Credit**

Extension course for continued enrollment; required when the thesis/project course is incomplete. The extension allows students continued access to university resources. Student must be registered in an extension course at the time the thesis/project is granted final approval and receives a grade.

*Prerequisites: EDUC 790. Special Notes: Course fee applies to this course.*

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

Explores resources linking academic coursework with life, work, and future education. Designs curricula integrating classroom skills with real-world applications. Evaluates career resources, analyzes faith-work connections, and identifies strategies supporting students with unique needs. Reflects on using online portfolios to synthesize and showcase accomplishments.

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

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

**EDUC 745 • Foundations of Classroom Management 3 Credits**

Develop proactive skills for effective classroom leadership based on The Catalyst Approach. Strengthen relationships with students while creating a safe, inclusive, predictable, joyful, and productive learning environment that honors students' identities and cultural backgrounds. Establish habits for self-reflection and growth that accelerate implementation and promote continuous growth.

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

Analyzes assessment data to monitor student progress and guide instruction. Applies strategies for behavior management, classroom teaching, collaboration, problem-solving, and self-assessment. Creates professional job search tools and examines social, ethical, legal, and human issues in information and technology. Integrates Christian or personal perspectives on Minnesota's Code of Ethics.

*Prerequisites: EDUC627, EDUC634, EDUC641, EDUC669, EDUC665 and one from: EDUC 659 or EDUC 671 or EDUC 672 or EDUC 674 or EDUC 678 or EDUC 679 or EDUC 689. Corequisites: EDUC778, EDUC 781. ENVoY classroom management training fee: \$60.*

### **EDUC 763 • Topics in Education 1-4 Credits**

Advanced studies in education with the specific topic announced prior to registration.

### **EDUC 765 • Topics in Education 1-9 Credits**

Selected topics in education.

### **EDUC 777 • Student Teaching Placement I 5 Credits**

Plans and implements discipline-specific, standards-based instruction that is culturally relevant and grounded in research and theory. Uses educational technology and addresses diverse student needs. Applies formal and informal assessments to monitor growth, provide feedback, and guide instruction. Executes effective classroom management techniques.

*Prerequisites: EDUC 647 and choose one from the following: EDUC 659, EDUC 671, EDUC 672, EDUC 674, EDUC 678, EDUC 679 or EDUC 689. Student teaching fee: \$150; Out of state fee: varies. Special Notes: This course is graded on an S/U basis.*

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

Continues student teaching for K-12 and add-on licenses. Plans and implements discipline-specific, standards-based instruction that is culturally relevant and grounded in research and theory. Uses educational technology and addresses diverse student needs. Applies formal and informal assessments to monitor growth, provide feedback, and guide instruction. Executes effective classroom management.

*Prerequisites: EDUC 777 for initial licensure students. No prerequisite is required for add-on licensure students. Student Teaching Fee: \$100, Out of state: varies. Special Notes: This course is graded on an S/U basis.*

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

Exploration of a significant educational issue relevant to the student's professional involvement through an independent thesis or collaborative, research project. Oral defense of student's thesis or project following collaboration with thesis advisor to ensure guidelines were followed and requirements met as noted in the Bethel University Graduate Education Thesis Handbook.

*Prerequisites: EDUC755. Special Notes: This course is graded on an S/U basis.*

### **EDUC 795 • Writing the Thesis 4 Credits**

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

*Special Notes: This course is graded on an S/U basis.*

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

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

*Special Notes: A course fee of \$300 applies to this course.*

**EDUC 801 • Historical, Cultural, and Philosophical Issues Impacting Higher Education 4 Credits**

Exploration of the historical, cultural, and philosophical trends contributing to the higher education landscape. Current and emerging roles of educational leaders within this landscape are analyzed and practices of self-differentiation and reflection essential to the process of personal formation and ability to inspire and lead are applied.

*Ed.D. assessment fee: \$300.*

**EDUC 802 • Leadership Evolution 3 Credits**

Exploration and application of leadership strategies and practices that build capacity to lead complex educational change. Development of self-awareness as foundational to inclusive, relational leadership. Establishing a professional network to become a catalyst for a more prosperous future in preK-12 education.

*Prerequisites: Program Director approval. No tuition fee; \$200 transcription fee.*

**EDUC 807 • Organizational Leadership in Higher Education 4 Credits**

Analysis of theories related to higher education leadership, organization, and culture, and associated application to decision making, organizational change and conflict management. Connection of organizational theories and cultural concepts with effective approaches to leadership that includes integration of faith and values into developing personal leadership capabilities.

**EDUC 810 • Curriculum, Instruction, & Assessment 4 Credits**

Engages in contextual learning applying principles of curriculum, instruction, and assessment. Develops effective curricular and instructional plans for organizations. Analyzes district-wide literacy initiatives and leads school-wide literacy efforts. Explores professional development, research, and best practices for integrating curriculum, instruction, and technology.

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

Analyzes fundamentals of curriculum design, planning, and implementation, considering trends, issues, and forces in higher education. Explores connections between student development, personal formation, and professional growth with learning theories. Applies models for collaborating with academic departments and engages diverse culturally and academically student populations.

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

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

**EDUC 822 • Systems Change to Meet the Needs of All Stakeholders 4 Credits**

Explores educational leaders' roles in developing relationships with students, families, and communities to address stakeholder needs. Applies research-based practices for organizational change supporting social-emotional learning, culturally and linguistically diverse learners, mental health, and trauma. Addresses biases and fosters educational equity through culturally responsive leadership.

**EDUC 825 • Leadership for Inclusive Learning Environments 4 Credits**

Exploration of the dynamics of engaging differences, including cultural, ethnic, religious, gender, ability, age differences, and others. Focus on providing effective leadership in pluralistic systems, including creating a hospitable organizational environment and maintaining relationships with diverse partners and stakeholders. Analysis of assumptions, beliefs, behaviors, and capacities with regard to differences.

**EDUC 827 • Leading in a Complex and Pluralistic Society 4 Credits**

Analysis strategies for engaging diversity in higher education. Explores the impact of cultural intelligence on leadership in complex, pluralistic systems. Develops personal formation strategies for effective leadership in diverse settings. Plans for greater inclusion of diverse members and enhances organizational capacity amid changing higher education demographics.

## Education 8

### **EDUC 830 • Administration of Essential Educational Programs 4 Credits**

Analysis of school policies and procedures to ensure that essential programs are in place. Awareness of how personal belief systems affect decision-making. Examination of school relationships, communication, culture and environment, teachers and student engagement, school supervision, safety, instructional supervision, and student learning.

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

Explores functions within academic and support departments in colleges and universities. Analyzes institutional practices across academics, human resources, enrollment, student support, marketing, and development. Evaluates leadership skills to address higher education challenges and integrates personal values and belief systems with best practices in educational leadership.

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

Develops effective assessment plans for higher education academic or student life programs. Creates and evaluates assessment reports, synthesizes data from nationally normed instruments, and applies rubrics to measure outcomes. Examines intersections of faith, spirituality, and values with ethical issues in higher education assessment.

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

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

### **EDUC 843 • Strategic Leadership in a Changing Higher Education Landscape 4 Credits**

Develop strategic and adaptive leadership skills to navigate higher education. Examine critical issues and trends shaping the field. Analyze personal leadership strengths, values, and philosophy to lead transformational change. Integrate leadership theory with practical application to lead in an uncertain and rapidly changing higher education environment.

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

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

*Prerequisites: EDUC 820.*

### **EDUC 846 • Academic Writing for Graduate Students 4 Credits**

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

*Special Notes: Course may be repeated for credit.*

### **EDUC 850 • Doctoral Research III 4 Credits**

Exploration and examination of both qualitative and quantitative research, including sampling, measurement, data collection, and analysis. Training in the use of both qualitative and quantitative data analysis software. Integration of faith and/or ethical values in research. Application of research design and theories to the dissertation prospectus.

*Prerequisites: EDUC 845.*

### **EDUC 859 • Student Engagement in Higher Education 3 Credits**

Theory and practice of student development, student success, and academic engagement in higher education. The practical application of student development, academic success, and student retention theories through policies, strategies, interventions, and trust-worthy practices for diverse students groups, including traditional, non-traditional, and online.

**EDUC 860 • Legal Issues in School Administration** 4 Credits

Examination of educational laws and policies, the process by which they are created, and their impact on schools. Analysis of leadership and communication around legal issues and policies, with emphasis on accuracy, clarity, and correct implementation. Evaluation of laws and policies, their application and outcomes, and recommended changes.

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

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

*Special Notes: This course can be graded A-F or S/U.*

**EDUC 863 • Topics in Education** 1-4 Credits

Advanced studies in education with the specific topic announced prior to registration.

**EDUC 865 • Resource Management** 4 Credits

Examines constitutional authority for public school funding and tax structures. Evaluates budgets and publications against best practices. Applies emerging practices and key aspects of human resource management. Analyzes resource allocation to improve student learning. Explores connections between personal values, ethics, and resource management in schools.

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

Explains core concepts of nonprofit financial management and the role of budgeting in educational institutions. Applies accounting principles and financial management practices, develops effective budgeting strategies, evaluates financial decision impacts, and integrates faith and ethical considerations into higher education financial management.

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

Applies state and federal laws, rules, and procedures governing Special Education funding, administration, and district practices, including board meetings and policies. Evaluates available resources and agencies serving Minnesota students with disabilities and families. Designs, implements, and assesses Special Education programs through needs assessment and program development.

*Special Notes: EDUC 889 is a recommended corequisite.*

**EDUC 870 • Doctoral Research IV** 4 Credits

Application of research design principles including selection of participants, instruments/protocols, data collection approaches, data analyses, field tests. Analysis of limitations/delimitations and ethical issues in research. Evaluation and development of data collection tools and protocols. Analysis of data using appropriate methods and tools.

*Prerequisites: EDUC 850.*

**EDUC 877 • Practical Experience Extension** 0 Credit

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

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

Preselected topics within an existing course in the field of Education.

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

**EDUC 880 • Comprehensive Exam** 0 Credit

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

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

**EDUC 881 • Comprehensive Exam** 1 Credit

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

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

**EDUC 882 • Directed Study** 1-6 Credits

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

*Special Notes: Course may be repeated for credit.*

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

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

*Grade exceptions: Graded on an S/U basis. Special Notes: Course can be repeated twice for a total of six credits.*

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

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

*Grade exceptions: Graded on an S/U basis. Special Notes: Course can be repeated twice for a total of eight credits.*

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

Students design and complete a practical application project that integrates concepts and insights from courses, research, and personal experiences.

*Grade exceptions: Graded on an S/U basis. Special Notes: Course may be repeated for credit.*

**EDUC 886 • Principal Internship** 2 Credits

School-based experience of at least 320 hours. 240 hours at one setting and 40 hours at each of the other two levels. Joint supervision of Bethel faculty and onsite licensed and practicing principal. Direct experience in administrative duties and synthesis of learning between academic program and host district administrative needs.

*Special Notes: This course is graded on an S/U basis. Internships may be paid or unpaid.*

**EDUC 887 • Superintendent Internship** 2 Credits

School-based experience of at least 320 hours, up to 280 hours in the primary setting, and 40 hours in a second setting. Joint supervision of Bethel faculty and onsite licensed and practicing superintendent. Direct experience in administrative duties and synthesis of learning between academic program and host district administrative needs.

*Special Notes: This course is graded on an S/U basis. Internship may be paid or unpaid.*

**EDUC 888 • Teaching Internship** 1-4 Credits

Teaching internship for students seeking an administrative license without the required teaching experience.

*Prerequisites: Program Director permission. Grade exceptions: Graded on an S/U basis.*

**EDUC 889 • Director of Special Education Internship** 2 Credits

School-based experience of at least 320 hours; at least 40 hours at a special education administrative unit other than student's primary experience. Jointly supervised by Bethel faculty and onsite licensed and practicing special education director. Direct experience in administrative duties; synthesis of learning between academic program and host district administrative needs.

*Special Notes: This course is graded on an S/U basis.*

**EDUC 890 • Dissertation Phase One** 6 Credits

Development of the major research for one's academic doctoral degree. The four previous research courses provide the foundation for students to develop their dissertation proposals. Guidance is provided by the students' dissertation advisors.

*Prerequisites: EDUC 870. Grade exceptions: Graded on an S/U basis.*

**EDUC 891 • Dissertation Phase Two** 5 Credits

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

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

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

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

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

**EDUC 893 • Dissertation Phase I** 4 Credits

Development of the major research for one's academic doctoral degree. The four previous research courses provide the foundation for students to develop their dissertation proposals. Guidance is provided by the students' dissertation advisors.

*Prerequisites: EDUC 870 (must be taken concurrently). Grade exceptions: Graded on an S/U basis.*

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

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

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

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

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

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

**EDUC 897 • Dissertation Extension** 0 Credit

Extension course for continued enrollment; required when the thesis/project course is incomplete. The extension allows students continued access to university resources. Student must be registered in an extension course at the time the thesis/project is granted final approval and receives a grade.

*Prerequisites: EDUC 895. Special Notes: This course carries a course fee.*

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

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

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

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

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

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

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

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

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

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

Identifies the impact of historical, philosophical, legal, and contemporary factors on special education. Explores disability characteristics, cultural influences, and linguistic considerations. Describes the effects of IDEA and collaboration between special and general education. Introduces functional behavioral assessments, support systems, and evidence-based instructional adaptations. Analyzes curricular guidance and positive instructional environments.

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

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

**SPED 613 • Intervention Strategies for Moderate to Severe Behavioral Disabilities 3 Credits**

Identifies policies and procedures for providing educational services to preK–12 students with EBD. Applies essential features of EBD classrooms. Describes use of Functional Behavior Assessments, interagency collaboration, and program accommodations. Analyzes behavior change theories and integrates faith perspectives with instruction for students with EBD.

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

Standards and critical elements in special education assessment. Test development principles and standardized assessment instruments for special education decision-making. Responsibilities of assessment team members. Synthesis of assessment data. Applies scriptural principles to assessment in special education. Identifies students' strengths and needs through assessment. Developing and explaining results of evaluation report.

*Corequisites: Concurrent enrollment in SPED 617PT is required. Special Notes: This course includes a 20-hour field experience in a K-12 setting.*

**SPED 617PT • Education Standards Portfolio: Norm Reference Field Experience 1 Credit**

Completion of assessment 20 field experience hours and application.

*Corequisites: Concurrent enrollment in SPED 617 is required. Special Notes: This course is intended for students who need to meet certain PELSB license standards.*

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

Interprets student performance data, differentiates instruction for diverse needs, and applies evidence-based practices for students with mild–moderate disabilities. Creates positive learning environments and explores connections between faith and K-12 special education. Develops skills to locate, evaluate, summarize, and cite scholarly research in APA style to inform practice.

**SPED 623 • Consultation, Collaboration, and Resources 2 Credits**

Identifies collaborative partners and structures to provide effective special education services to students and families. Includes community, interagency, educational, and professional resources while considering family background, socioeconomic status, and cultural and linguistic diversity. Evaluates current research to plan and implement emerging special education practices.

**SPED 627 • Programming and Planning for Special Education 2 Credits**

Development and evaluation of an individual education program (IEP) based on student assessment results. Consideration of technology, supplementary aids, services, and transition needs of students. Synthesis of cultural, ethnic, and linguistic diversity.

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

Relationships, stages, and patterns among reading, writing, and oral language development, fluency and comprehension processes, and instructional strategies. English language structure, word identification strategies, addressing dyslexia, and the role of vocabulary knowledge. Assessment strategies and textual analysis for K-12 classrooms. Students apply learning in a 35-hour supervised K-12 field experience.

*Corequisites: Concurrent enrollment in SPED 629PT is required.*

**SPED 629PT • Education Standards Portfolio: READ Act Application 1 Credit**

Application of READ Act standards with or without field experience hours.

*Corequisites: Concurrent enrollment in SPED 629 is required. Special Notes: This course is intended for students who only need to meet certain PELSB license standards.*

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

Exploration of the five disability categories represented under Academic Behavioral Strategist (ABS). Identification of strategies that support stakeholders of children with mild-moderate needs. Explanation of topics that form the basis for special education practice for students with mild-moderate disabilities.

**SPED 635 • Responsive Instruction, Intervention, and Assessment (ABS) 2 Credits**

Identifies assessment measures for instructional decisions, professional organizations, and historical educational contexts. Interprets assessment data, designs instruction and modifications, and analyzes progress monitoring results. Communicates students' assessment outcomes clearly to stakeholders. Identifies cultural and linguistic impacts on special education.

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

Introduction to behavior methods and mental health for students with mild/moderate needs. Interventions for K-12 students with mental health and behavioral needs. Impact of mental health and behavioral labels/diagnoses within K-12 education. Identification of roles of professionals within and outside the school related to mental health.

*Corequisites: Concurrent enrollment in SPED 639PT is required. Special Notes: This course includes a 35-hour field experience in a K-12 setting.*

**SPED 639PT • Education Standards Portfolio: ABS or EBD Field Experience 1 Credit**

Completion of 35 field experience hours and application in ABS or EBD.

*Corequisites: Concurrent enrollment in SPED 639 is required. Special Notes: This course is intended for students who need to meet certain PELSB license standards.*

**SPED 643 • Characteristics of ASD (ASD) 2 Credits**

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

**SPED 645 • ASD: Evaluation, Communication, and Intervention Strategies and Field Experience 4 Credits**

Autism spectrum disorders (ASD): core characteristics, comorbid conditions, collaboration, and assessment plans. Instructional strategies targeting social, communication, academic, behavioral, and functional skills. Program modifications, strategies, generalization of skills, designing communication systems and assistive technology. Includes a 35-hour field experience focused on individualized programming, collaboration, and understanding the impact of ASD.

*Corequisites: Concurrent enrollment in SPED 645PT is required. Special Notes: This course includes a 35-hour field experience in a K-12 setting.*

**SPED 645PT • Education Standards Portfolio: ASD Field Experience 1 Credit**

Completion of 35 field experience hours and application in ASD.

*Corequisites: Concurrent enrollment in SPED 645 is required. Special Notes: This course is intended for students who need to meet certain PELSB license standards.*

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

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

**SPED 653 • Child and Adolescent Psychopathology 2 Credits**

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

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

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

*Prerequisites:* SPED 617, may be taken concurrently. *Corequisites:* Concurrent enrollment in SPED 655PT is required. *Special Notes:* This course includes 15 hours of field experience in a K-12 setting.

**SPED 655PT • Education Standards Portfolio: Functional Behavioral Assessment 1 Credit**

Description of student's learning style, strengths, and analysis of behavior based on observations and assessment data.

*Corequisites:* Concurrent enrollment in SPED 655 is required. *Special Notes:* This course is intended for students who need to meet certain PELSB license standards.

**SPED 659 • Intervention Strategies for Moderate to Severe Behavioral Disabilities 4 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 661 • Foundations of Developmental and Cognitive Disabilities/Intellectual Disabilities 2 Credits**

Examination of the historical, legal, and philosophical foundations of educating students with developmental cognitive disabilities. Survey of etiology and characteristics of students, definitions and identification, assessment, and current issues related to disabilities. Integration of personal faith, reflection, vision, and professional development practices to improve service to students and families.

**SPED 667 • Instruction and Intervention for Students with Intellectual Disabilities 4 Credits**

Assessment procedures for developmental cognitive disabilities. Assessment selection for data-based, educational decision-making for students with developmental cognitive disabilities/intellectual disabilities. Application of effective education planning and strategies to support improved student outcomes in the areas of social skills, academics, motor skills, communication, self-care, and home and community skills. Collection of professional resources.

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

Exploration of how the case manager of students with intellectual disabilities and the special education process can leverage comprehensive systems, agencies, and people within and outside of schools to contribute to positive outcomes for students with complex needs.

*Corequisites:* Concurrent enrollment in SPED 669PT is required. *Special Notes:* This course includes a 35-hour field experience in a K-12 setting.

**SPED 669PT • Education Standards Portfolio: DD Field Experience 1 Credit**

Completion of 35 field experience hours and application in DCD.

*Corequisites:* Concurrent enrollment in SPED 669 is required. *Special Notes:* This course is intended for students who need to meet certain PELSB license standards.

**SPED 675 • Consultation, Collaboration & Resources 2 Credits**

Identifies collaborative partners and structures to provide effective special education services to students and families. Includes community, interagency, educational, and professional resources while considering family background, socioeconomic status, and cultural and linguistic diversity. Evaluates current research to guide planning and implementation of emerging special education practices.

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

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

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

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

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

**SPED 700 • Characteristics of Selected Mild-Moderate Disabilities 2 Credits**

Examines five mild–moderate disability categories under the Academic Behavior Strategist (ABS) license: Learning Disabilities, Emotional and Behavioral Disorders, Other Health Disabilities, Developmental Disabilities, and Autism Spectrum Disorders. Defines eligibility, characteristics, curriculum, and contemporary issues for each. Students holding multiple licenses complete only remaining disability areas.

*Special Notes: Enrollment requires program director permission.*

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

Directed study experience under the guidance of a faculty member.

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

**SPED 770 • ABS: Student Teaching 5 Credits**

Implements referral, assessment, evaluation, IEPs, and interventions for students with mild–moderate disabilities. Manages timelines and responsibilities, consulting with parents and school and community professionals. Develops strategies for efficacy and resource use. Analyzes personal and professional growth as a special educator. Completes 12 consecutive weeks in a K–12 setting.

*Prerequisites: SPED 602, SPED 617, SPED 618, SPED 623, SPED 627, SPED 629, SPED 633, SPED 635, SPED 639, SPED 655, TEAC 521, TEAC 524, TEAC 526, TEAC 528, TEAC 595. Grade exceptions: Graded on an S/U basis. ABS student teaching fee: \$250. Special Notes: Graduates of the BA in Special Education Studies degree in CAPS have fulfilled all the prerequisite requirements for this course.*

**SPED 771 • ASD: Student Teaching 5 Credits**

Implements referral, assessment, evaluation, IEPs, and interventions for students with autism spectrum disorders. Manages timelines and responsibilities, consulting with parents and school and community professionals. Develops strategies for efficacy and resource use. Analyzes personal and professional growth as a special educator. Completes 12 consecutive weeks in a K–12 setting.

*Prerequisites: SPED 602, SPED 617, SPED 623, SPED 618, SPED 627, SPED 655, SPED 629, SPED 643, SPED 645, SPED 649, TEAC 521, TEAC 524, TEAC 526, TEAC 528, and TEAC 595. Grade exceptions: Graded on an S/U basis. ASD student teaching fee: \$250, out-of-region fee: \$100, out-of-state fee: varies.*

**SPED 773 • EBD: Student Teaching 5 Credits**

Implements referral, assessment, evaluation, IEPs, and interventions for students with emotional/behavioral disorders. Manages timelines and responsibilities, consulting with parents and school and community professionals. Develops strategies for efficacy and resource use. Analyzes personal and professional growth as a special educator. Completes 12 consecutive weeks in a K–12 setting.

*Prerequisites: TEAC 521, TEAC 524, TEAC 526, TEAC 528, TEAC 595, SPED 602, SPED 617, SPED 623, SPED 618, SPED 627, SPED 655, SPED 629, SPED 653, SPED 639, and SPED 659. Grade exceptions: Graded on an S/U basis. EBD student teaching fee: \$250, out-of-region fee: \$100, out-of-state fee: varies.*

**SPED 774 • DD: Student Teaching 5 Credits**

Evaluates students with mild–moderate–severe developmental cognitive disabilities. Collaboratively analyzes assessment results and creates IEPs. Designs and implements appropriate interventions. Analyzes personal and spiritual growth as a special education professional. Completes 12 consecutive weeks in a K–12 setting.

*Prerequisites: SPED 602, SPED 617, SPED 623, SPED 618, SPED 627, SPED 655, SPED 629, SPED 661, SPED 667, SPED 669, TEAC 521, TEAC 524, TEAC 526, TEAC 528, TEAC 595. Grade exceptions: Graded on an S/U basis. DD student teaching fee: \$250, out-of-region fee: \$100, out-of-state fee: varies.*

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

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

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

**SPED 782 • SPED Practicum for Teachers of Other Licenses 3 Credits**

Implementation of procedures necessary to incorporate referral, assessment, evaluation, IEPs, and interventions for students with disabilities in a specific license area. Management of timelines and responsibilities including consultation with parents, school and community professionals. Development of strategies for efficacy and engaging resources. Analysis of personal and professional growth as a special educator.

*Prerequisites: SPED 602, SPED 617, SPED 623, SPED 618, SPED 627, SPED 653, SPED 655, SPED 629, and SPED 633, SPED 635, SPED 639 or SPED 643, SPED 645, SPED 649 OR SPED 661, SPED 667, SPED 669; OR SPED 604, SPED 639, SPED 613. Practicum fee: \$150, out-of-region fee: \$100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: Course is restricted to students who have a qualifying teacher's license. Students are required to complete 80 hours in a special education school setting.*

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

Implements referral, assessment, evaluation, IEPs, and interventions for students with mild–moderate disabilities using engaging resources. Manages timelines, responsibilities, and consultation with parents, school, and community professionals. Develops and analyzes personal and professional growth and efficacy as a special educator. Completes 6 consecutive weeks.

*Prerequisites: SPED 633, SPED 635, SPED 639. 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. 80 required hours in a special education school setting.*

**SPED 787 • Autism Spectrum Disorders: Practicum 3 Credits**

Implements interventions and IEPs for students with autism spectrum disorders using engaging resources. Manages timelines, responsibilities, and consultation with parents, school, and community professionals. Analyzes personal and professional growth as a special educator. Completes 80 hours in a special education school setting.

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

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

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

*Prerequisites: SPED 653, SPED 639, SPED 659. Grade exceptions: Graded on an S/U basis. Practicum fee: \$100, out-of-region fee: \$100, out-of-state fee: varies. Special Notes: This course is for add-on SPED license candidates.*

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

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

**TEAC 524 • Educational Psychology 4 Credits**

Identifies approaches to K–12 student development, learning, and performance and structures effective learning environments. Explores language acquisition, cultural influences, early assessment theory, and current issues. Examines learning and behavior theories that inform instruction and integrates Christian or personal faith perspectives on learning.

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

Develops effective lesson and long-range plans, assessments, and evaluations. Designs lessons that integrate diverse instructional strategies and leverage student assets, including language and culture. Examines appropriate data practices for student assessment and progress. Plans opportunities using culturally responsive practices to engage all students, especially multilingual learners and historically marginalized populations.

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

Identifies various groups in American communities and develops skills for culturally affirming communication and collaboration. Examines Minnesota-based American Tribal Nations and communities. Analyzes how biases, discrimination, prejudice, racism, and sexism affect student learning and personal identity. Recognizes the impact of school environments and practices on equitable education delivery.

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

Preselected topics within an existing course in the field of Teaching.

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

**TEAC 580 • Student Teaching: Elementary Education** 6 Credits

Plans and implements standards-based instruction using subject knowledge, educational research, technology, and strategies for diverse student needs. Uses formal and informal assessments to monitor growth, provide feedback, and guide instruction. Executes effective classroom management and establishes productive relationships with parents, counselors, teachers, and other school stakeholders.

*Prerequisites: TEAC 438, TEAC 440, TEAC 442, TEAC 444, TEAC 446, TEAC 448, TEAC 470.*

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

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

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

**TEAC 601 • Structured Literacy and the Science of Reading** 3 Credits

Exploration of the cognitive science of foundation reading acquisition and components of research-based structured literacy practices in the elementary classroom. Application of Strategies for meeting the needs of all readers, including those with dyslexia.

**TEAC 606 • Teacher as Leader** 3 Credits

Analyzes the critical impact of teachers in education and examines formal and informal ways teachers lead. Provides a framework for engaging with the evolving role and challenges of teacher leadership. Develops reflective practices and sets goals for leadership and professional growth.

**TEAC 610 • Content Research in Practice** 2 Credits

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

**TEAC 616 • Improving Instruction** 3 Credits

Examines theories, approaches, and instructional strategies that build on practicing teachers' experience. Explores 21st-century skills and model schools known for innovative practices grounded in theory. Renews teachers' knowledge base, craft of teaching, and understanding of new models for effective schooling.

**TEAC 635 • Applied Classroom Assessment** 3 Credits

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

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

Explores pedagogy and instructional methods aligned with research-based best practices in English Language Arts. Applies assessment, diagnosis, and interventions. Integrates creative and critical responses to literature and strengthens vocabulary. Develops lessons and units that support students' reading, writing, grammar, spelling, listening, speaking, and viewing skills for grades 3–6.

*Prerequisites: SPED 629.*

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

Applies methods and strategies to design and implement standards-based elementary math lessons using diverse materials, technology, and multiple representations. Creates assessments to evaluate student performance. Identifies effective classroom management practices and implements differentiated instruction to meet all students' needs.

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

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

Applies methods and strategies to design and implement standards-based elementary science lessons. Creates assessments to evaluate student progress and performance. Identifies effective classroom management practices in a technology-integrated environment. Implements differentiated instruction. Follows safety guidelines for specimens, data, chemicals, and equipment. Explores current science education topics from a Christian and ethical perspective.

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

Applies methods and strategies to design and deliver engaging, inclusive, standards-aligned social studies instruction for grades K–6. Integrates civics, history, geography, economics, and Minnesota-based Indigenous perspectives. Emphasizes culturally responsive pedagogy, student voice, and critical thinking. Analyzes standards, plans and teaches lessons, and reflects on social studies' role in identity, democratic participation, and community understanding.

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

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

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

Explores methods and strategies to design standards-based visual and performing arts lessons for elementary students. Creates assessments to evaluate performance. Identifies effective classroom management practices in a technology-integrated environment. Implements differentiated instruction. Examines the history, philosophy, and purposes of arts education and considers a Christian or personal worldview in teaching visual and performing arts.

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

Explores strategies to manage student behavior and create positive, inclusive learning environments. Emphasizes collaboration with colleagues and development of mentorship relationships with experienced educators. Practices ethical and professional dispositions, builds self-care awareness, and engages in practical applications to enhance effectiveness and well-being as an educator.

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

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

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

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

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

Explores reflective teaching practices that support diverse learners and professional growth. Evaluates lesson plans, applies trauma-informed and evidence-based strategies, and analyzes assessment tools to enhance instructional decision-making. Collaborates with colleagues and stakeholders, builds self-care awareness, and develops career tools to sustain effectiveness and well-being as an educator.

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

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

Designed for those attending the International Dyslexia Association Upper Midwest Branch (IDA-UMB) Conference. Participants attend conference sessions (in person or virtually) and complete reflective and application-based assignments that connect session content to evidence-based literacy practices in their professional context.

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

**TEAC 697 • Capstone Extension 0 Credit**

Extension course for continued enrollment; required when the thesis/project course is incomplete. The extension allows students continued access to university resources. Student must be registered in an extension course at the time the thesis/project is granted final approval and receives a grade.

*Prerequisites:* TEAC 790. *Special Notes:* A course fee applies.

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

Develops understanding of work-based learning, including its history and prevalence in schools. Differentiates program types considering federal and state laws. Analyzes employment trends and stakeholder roles. Explores online portfolio skills for student networking, strategies to market programs, and connections between faith and work. Equips students with knowledge and practical skills to navigate work-based learning effectively.

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

Explores resources to connect academic coursework with life, work, and future education. Develops curricula integrating classroom skills with real-world applications. Evaluates career resources for learners. Examines connections between faith and work. Identifies strategies to support students with unique needs in workforce transitions. Reflects on online portfolios to synthesize accomplishments.

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

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

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

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

Complete practicum tasks at a school site, gaining hands-on experience in work-based learning. Observe a work-based learning program. Write and teach online and face-to-face work-based learning curriculum. Participate in work-site visits, leadership development.

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

**TEAC 730 • Introduction to Differentiation and Responsive Teaching 3 Credits**

Overviews the theory and research of differentiated instruction to address varying student needs in K-12 classrooms. Focuses on instructional strategies and the practical application of differentiation. Emphasizes strategies to support students with disabilities while developing content, processing ideas, and creating products that enhance learning for all students.

**TEAC 731 • Responsive Pedagogy for English Language Learners 3 Credits**

Overviews second language acquisition theories to understand how learners acquire a new language. Focuses on differentiating instruction for language proficiency and prior schooling while maintaining grade-level rigor. Applies strategies for academic language teaching across content areas. Addresses factors influencing language acquisition, including linguistic and cultural identity negotiation.

**TEAC 732 • Culturally Responsive Instruction 3 Credits**

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

**TEAC 751 • Student Teaching Seminar 1 Credit**

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

*Corequisites:* SPED 770 or SPED 771 or SPED 773 or SPED 774. *Grade exceptions:* Graded on an S/U basis. *Special Notes:* This course is crosslisted with TEAC 451.

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

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

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

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

Selected topics in teaching.

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

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

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

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

*Prerequisites: TEAC 771.*

**TEAC 780 • Student Teaching: Elementary Education** 6 Credits

Plans and implements standards-based instruction using subject matter knowledge, research-based practices, educational technology, and strategies for diverse learners. Uses formal and informal assessments to monitor growth, provide feedback, and guide instruction. Executes effective classroom management and builds productive relationships with parents, guardians, colleagues, and school stakeholders.

*Prerequisites: TEAC 638, TEAC 640, TEAC 642, TEAC 644, TEAC 646, TEAC 648, TEAC 670. Special Notes: Required 12 consecutive weeks of student teaching in a K-6 setting.*

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

Explores a significant educational issue through an independent or collaborative, step-by-step process to develop a thesis or project. Works with a thesis advisor to ensure adherence to guidelines and requirements. Defends the thesis or project upon completion, integrating feedback and demonstrating mastery of scholarly practice.

*Prerequisites: TEAC 756. Grade exceptions: Graded on an S/U basis.*