

EDUCATION

As part of a Christian learning community at Bethel University, the Education (<https://www.bethel.edu/undergrad/academics/education/>) programs prepare educators for service in public and private schools who:

- demonstrate knowledge and competence in the context of education and content knowledge;
- understand and facilitate student learning and development;
- engage in reflective practice;
- establish collaborative relationships; and
- demonstrate a Christian worldview characterized by integrity and compassion.

Bethel's Education programs provide students the opportunity to attain licensure for teaching in the following areas:

- Elementary Education (grades K-6)
- Secondary Education:
 1. Business, 5-12
 2. Chemistry, 9-12
 3. Communication Arts and Literature (English), 5-12
 4. General Science, (Middle) 5-8
 5. Life Science, 9-12
 6. Mathematics, 5-12
 7. Physics, 9-12
 8. Social Studies, 5-12
- Education for grades K-12:
 1. Music: Instrumental or Vocal
 2. Special Education
 3. Visual Arts

In addition to the above education licenses, teaching endorsements can be added in middle level education (grades 5-8) in:

- Communication Arts and Literature
- Mathematics
- Social Studies

Bethel University's teacher education program is approved by the Minnesota Professional Educator Licensing and Standards Board (PELSB), having met the standards set by the State of Minnesota through a rigorous review process.

To qualify for teacher licensure, our teacher candidates must complete their student teaching at Bethel University; this requirement cannot be transferred into Bethel. All student teachers complete the required Authentic Assessment Tool. Results are reported to PELSB, which in turn reports to the United States Secretary of Education under Title II of the Higher Education Act, annual reporting requirement.

Elementary School Licensure Program

The elementary teacher education program is designed to prepare teachers for teaching in any elementary school. The program is developed to give elementary teachers a solid foundation in the liberal arts, knowledge and understanding of human development and learning processes, methods of teaching basic skills, and subject matter preparation.

Secondary and K-12 Licensure Programs

Programs in teaching secondary education are available in business, chemistry, communication arts and literature (English), general science, life science, mathematics, physics, and social studies. Licensure for grades K-12 is available in instrumental music, vocal music, and special education. Prospective teachers in each of these areas must complete a core of professional education courses as well as the required courses in the discipline of choice. Details of these programs are found under the appropriate program listings in this catalog.

Special Education, K-12 Academic Behavioral Strategist (ABS) Licensure Program

The ABS teacher licensure program is designed to prepare teachers for teaching in a K-12, mild-moderate special education setting. The program is developed to give ABS teachers a solid foundation in the liberal arts, knowledge and understanding of human development and learning processes for students with exceptionalities, methods of teaching students with mild-moderate disabilities in the areas of academic and behavior, and required due process procedures related to special education.

Endorsements

Formal licensure endorsements are also available to all licensure candidates (elementary, 5-12, and K-12) and can be added to a licensure program. Endorsements are available to teach grades 5-8 in the following areas: communication arts and literature, mathematics, and social studies.

Post-baccalaureate Licensure

Holders of a baccalaureate degree may qualify for a teaching license by completing the missing components of the prescribed program in which they are interested. A second bachelor's degree is not awarded to these students. Those interested in this program must make an initial contact with Bethel's Office of Admissions (<https://www.bethel.edu/undergrad/admissions/>) and then meet with the Education Department (<https://www.bethel.edu/undergrad/academics/education/>) to develop an individualized plan for completion of requirements.

General Criteria for Participation in the Teacher Education Program

A. Admission Procedures and Requirements

1. Complete at least one semester of coursework at Bethel with a minimum cumulative grade point average of 2.75 for Elementary Education and Special Education, 3.0 for Social Studies Education, and 2.5 for Communication Arts and Literature Education, Mathematics Education, and Music Education.
2. Successfully complete EDU 200, Introduction to Education and EDU 201, Introduction to Education Field Experience with a minimum grade of C or better.
3. During EDU 200 Introduction to Education and EDU 201 Introduction to Education Field Experience, students will:
 - a. File an application for admission to the education department, including a written autobiographical statement and references.

- b. Be interviewed and accepted into the program upon approval of the faculty of the student's area of emphasis.
4. Submit any transfer course work for education department evaluation. Only coursework with a grade of *C* or above is transferable for credit.

B. Standards for Continuance in Education Program

1. Complete admission procedures before enrolling in additional education courses.
2. Maintain a major GPA of at least 2.75 for Elementary Education and Special Education, 3.0 for Social Studies Education, and 2.5 for Communication Arts and Literature Education, Mathematics Education, and Music Education.
3. Earn a grade of *C* or better in each education course for all education majors. For elementary education majors, this also includes a grade of *C* or better in MAT 101M, MAT 201M, NAS courses (NAS 101D-104D), and all courses in endorsement areas. (Courses with grades of *C-* or lower must be repeated).
4. 5-8, 5-12, and K-12 majors, as well as students with middle level content endorsements, must earn a grade of *C* or above in each content area course. For Special Education (K-12) majors this includes MAT 101M or MAT 201M, and any two of the following: NAS 101D, NAS 102D, NAS 103D, and NAS 104D. (Courses with grades of *C-* or lower must be repeated.)
5. Demonstrate continual development of professional traits of educators, as presented throughout the program.

C. Requirements for Admission to Student Teaching

1. Student Teaching must be completed at Bethel University. It cannot be transferred into Bethel University.
2. Be recommended for student teaching by the department(s) of the student's area of emphasis and by the student's academic advisor.
3. Complete the following coursework:
 - a. Maintain a major GPA of at least 2.75 for Elementary Education and Special Education, 3.0 for Social Studies Education, and 2.5 for Communication Arts and Literature Education, Mathematics Education, and Music Education.
 - b. 5-8, 5-12, and K-12 majors—all EDU and content courses.
 - c. All EDU and core content courses must be completed with a grade of *C* or above (5-8, 5-12, and K-12 majors). For Special Education (K-12) majors this includes MAT 101M or MAT 201M, and any two of the following: NAS 101D, NAS 102D, NAS 103D, and NAS 104D."
4. Fulfill any Professional Improvement Plan (P.I.P) contracts.
5. Acceptance for placement by a school.
6. For transfer or post-baccalaureate students the following applies:
 - a. Elementary education majors must obtain a grade of *C* or better in all EDU or content courses.
 - b. Students in 5-8, 5-12, and K-12 programs must obtain a *C* or better in all EDU or content courses. *Check with each department for specific requirements.*
7. Student teachers must provide their own transportation to their assigned school.

D. Eligibility Standards for Minnesota Teacher Licensure

1. Complete all requirements for a baccalaureate degree.
2. Successfully complete student teaching experiences.
3. Complete Minnesota's requirement of a conduct review statement (Bureau of Criminal Apprehension).
4. Complete and submit the Authentic Assessment tool.

E. Appeals Process

1. Appeal of decisions for admission and/or continuation in the education program and/or course grades can be made through the Education Department chair or through the Bethel University appeals process as described in the Student Handbook.
2. If a student disputes a licensure decision, he/she has the right to appeal to the Minnesota Professional Educator Licensing Standards Board (PELSB).

F. Notes

1. Licensure standards and resultant program requirements are subject to change by the Minnesota Professional Educator Licensing Standards Board (PELSB).
2. Meeting the Minnesota licensure requirements is a prerequisite for Bethel University graduates seeking licensure in other states.
3. Admission to the University does not ensure admission to the education program, and admission to the education program does not ensure admission to student teaching or approval for licensure.
4. The Education Department reserves the right to consider, as part of admission to student teaching, personal and professional qualities, scholastic achievement, conduct, attitude, or other standards seen as appropriately related.
5. Students in the Teacher Education Department must meet the current license requirements at the time of graduation, which may require students to switch to the most current catalog.

Programs in Education

Majors:

- B.A. in Communication Arts and Literature Education 5-12 (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/undergraduate-programs/english-and-journalism/communication-arts-literature-education-5-12-english-education-ba/>)
- B.A. in Education, Business (5-12 (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/undergraduate-programs/education/business-education-5-12/>))
- B.A. in Education, Chemistry (9-12 (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/undergraduate-programs/education/secondary-education-chemistry-9-12/>))
- B.A. in Education, General Science (5-8 (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/undergraduate-programs/education/general-middle-school-science-5-8/>))
- B.A. in Education, Life Science (9-12 (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/undergraduate-programs/education/secondary-education-life-science-9-12/>))
- B.A. in Education, Physics (9-12 (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/undergraduate-programs/education/secondary-education-physics-9-12/>))
- B.A. in Education, Visual Arts (K-12 (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/undergraduate-programs/education/visual-arts-education-k-12/>))
- B.A. in Elementary and Special Education Integrated Major (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/undergraduate-programs/education/elementary-and-special-education-integrated-major-ba/>)
- B.A. in K-6 Elementary Education (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/undergraduate-programs/education/k-6-elementary-education-ba/>)
- B.A. in K-6 Elementary Education with a Middle Level Endorsement (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/undergraduate-programs/education/k-6-elementary-education-ba-with-middle-level-endorsements/>)

- B.A. in Social Studies Education 5-12 (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/undergraduate-programs/history/social-studies-education-5-12-ba/>)
- B.A. in Special Education K-12 Academic Behavioral Strategist (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/undergraduate-programs/education/traditional-special-education-k-12-academic-behavioral-strategist-ba/>)
- B.Mus.Ed. in Music Education with an Instrumental Emphasis (K-12) (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/undergraduate-programs/music-and-performing-arts/music-education-bmused/>)
- B.Mus.Ed. in Music Education with a Vocal Emphasis (K-12) (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/undergraduate-programs/music-and-performing-arts/music-education-bmused/>)
- B.S. in Elementary Education (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/undergraduate-programs/education/elementary-education-bs/>)
- B.S. in Elementary Education with Middle School Science (5-8) (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/undergraduate-programs/education/elementary-education-with-middle-school-science/>)
- B.S. in Special Education K-12 Academic Behavioral Strategist (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/undergraduate-programs/education/online-special-education-k-12-academic-behavioral-strategist-bs/>)
- B.S. in Special Education - Residency (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/undergraduate-programs/education/online-special-education-residency-bs/>)
- B.S. in Special Education Studies (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/undergraduate-programs/education/online-special-education-studies-bs/>)

Minors:

- Business Education & Communication Minor (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/undergraduate-programs/education/business-education-and-communication-minor/>)
- Education & Policy Minor (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/undergraduate-programs/education/education-and-policy-minor/>)
- Education: Teaching Preparation Minor (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/undergraduate-programs/education/education-teaching-preparation-minor/>)
- Sociocultural Studies of Education Minor (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/undergraduate-programs/education/sociocultural-studies-of-education-minor/>)
- Special Education Minor (traditional undergraduate) (<https://catalog.bethel.edu/academic-programs/college-of-arts-sciences-and-education/undergraduate-programs/education/special-education-minor/>)

EDU 200 • Introduction to Education 3 Credits

Contemporary issues in education in the light of history and educational thought. Various aspects of growth and development are included.

Prerequisites: 15 Credits. Corequisites: Concurrent registration in EDU 201 is required. Offered: Fall, Spring.

EDU 201 • Introduction to Education Field Experience 1 Credit

A field experience requiring four hours per week observing and serving in an elementary or secondary school classroom.

Corequisites: Concurrent registration in EDU 200 is required. Offered: Fall, Spring. Special Notes: Designated times are set by the Education department. There is a fee associated with this course.

EDU 202 • Minnesota Education Standards Portfolio 0 Credit

Supports the transfer of an Education or content course by addressing required Minnesota Standards of Effective Practice (MNSEPs). Through targeted modules, students demonstrate alignment with state standards. Successful completion allows the prior introductory education course to be accepted for program credit.

Offered: Fall, January, Spring. Special Notes: Course is grades on a S/U basis.

EDU 203 • School Health and Drugs 2 Credits

Examines the roles of teachers and schools in responding to adolescent health problems, including alcohol/drug problems, with particular attention to health promotion, prevention, and referral. Adolescent drug/alcohol use from a variety of perspectives: behavioral, pharmacological, social, legal, and clinical. Emphasizes the characteristics of effective comprehensive school-based drug abuse prevention programs.

Offered: Fall, Spring.

EDU 220 • Introduction to Middle Level Education 3 Credits

Conceptualizes exemplary and typical middle and junior high schools: philosophy, organizational structure, curriculum, and instructional characteristics. Students develop an understanding of the physical, emotional, social, cognitive, and moral stages of adolescent development and begin to develop the ability to relate middle-level program possibilities to adolescent developmental needs.

Prerequisites: EDU 200/EDU 201; Admission to the Education program. Offered: Fall, Spring.

EDU 236UZ • Exploring British Education and Culture 4 Credits

Immersion in British culture and educational system, with an emphasis on the diverse populations of Pakistani and Indian students and schools. Provides three learning experiences: 1) observing and participating in British elementary and secondary schools; 2) homestay with a British family; and 3) cultural exploration of London and surrounding areas.

Prerequisites: GES 104; EDU 200/EDU 201; GES 130 or GES 149; Admission to the Education program.

Offered: January, odd # years.

EDU 241 • Educational Psychology Field Experience 1 Credit

A field experience requiring four hours per week in an elementary or secondary school for observation and tutorial experience in a special education setting.

Prerequisites: EDU 200/EDU 201; EDU 276 (must be taken concurrently); Admission to the Education program. Offered: Fall, Spring. Special Notes: Designated times are set by the Education department.

EDU 272 • Language and Literacy Development for Young Learners (K-3) 4 Credits

Foundational knowledge about language and literacy development, instructional methods, assessment practices, the creation of a literate and motivating environment, and the encouragement of family engagement in literacy.

Prerequisites: EDU 200/EDU 201; EDU 273 (must be taken concurrently); EDU 276 (must be taken concurrently); Admission to the Education program. Offered: Fall, Spring. Special Notes: There is a fee associated with this course.

EDU 273 • Primary Grade Field Experience 1 Credit

Application of effective practices done in a primary classroom, working with individual students and small reading groups.

Prerequisites: EDU 200/EDU 201; EDU 272 (must be taken concurrently); EDU 276 (must be taken concurrently); Admission to the Education program. Offered: Fall, Spring.

EDU 275 • Kindergarten Education 2 Credits

Characteristics of kindergarten children and the curriculum and teaching strategies appropriate for their developmental level.

Prerequisites: EDU 200/EDU 201; Admission to the Education program. Offered: Fall, Spring. Special Notes: There is a fee associated with this course.

EDU 276 • Educational Psychology 4 Credits

Examines the psychological foundations of teaching and learning. Asks how people learn and how educators can facilitate and amplify the learning process. Focuses on examples and projects in K-12 classrooms. Explores such topics as current neuroscience, learning theories, diverse learners, motivation, engagement, and various ways to assess learning.

Prerequisites: EDU 200/EDU 201; EDU 273 (may be taken concurrently) or EDU 241 (may be taken concurrently) and EDU 272 (must be taken concurrently); Admission to the Education program. Offered: Fall, Spring. Special Notes: This course is intended for K-6 Elementary Education and Secondary Education licensure students only.

EDU 277 • Equitable Tech Integration Across Disciplines 3 Credits

Considers integration of technologies to enhance learning with attention to interdisciplinary approaches and historically marginalized disciplines. Discussions and activities promote exploration of innovative digital learning environments that engage learners. Lenses of equity and empowerment used to explore ethical technology use, resource utilization, innovative instructional design, and professional growth.

Prerequisites: EDU 200 with a grade of C or higher and EDU 201; Admission to the Education program. Offered: Fall, Spring.

EDU 317GZ • Educational Equity 4 Credits

Root causes and historical origins of the current disparity of opportunities in U.S. educational systems. Prepares future educators to be culturally competent and responsive critical thinkers who understand the barriers that perpetuate inequities. Addresses these challenges from a biblical and leadership perspective.

Prerequisites: [GES 130; GES 160 or GES 149]; Contemporary Western Life and Thought (L) course or World Cultures (U) course. Offered: Fall, Spring. Special Notes: This course includes experiential learning in schools and community events. There is a fee associated with this course.

EDU 320 • Pedagogy and the Young Adolescent Learner 1 Credit

Discusses the differences in philosophy and pedagogy of teaching in a middle school and in a junior high school. Course activities help students define, describe, and develop the following components of contemporary middle level schools: appropriate curriculum, interdisciplinary structure, and interdisciplinary teaching.

Prerequisites: EDU 220 (may be taken concurrently); EDU 276; EDU 241 or EDU 273. Corequisites: Concurrent registration in EDU 321 is required. Offered: Fall, Spring.

EDU 321 • Integrated Literacy in the Content Areas 2 Credits

Understanding of literacy development strategies and the role of reading in teaching content material related to specific subject areas. Review of content area texts, assessment and practice in adapting content materials to student needs.

Prerequisites: EDU 220 (may be taken concurrently); EDU 276; EDU 241 or EDU 273. Corequisites: Concurrent registration in EDU 320 is required. Offered: Fall, Spring.

EDU 331 • Teaching and Learning 2 Credits

A foundational knowledge of learning psychology and teaching methodology. Examines unique considerations for youth and adult learners, metacognition, formal/informal learning, multi-modal learning, learning in a variety of fields/context, and iterative program assessment.

Offered: Fall.

EDU 363 • Health Curriculum and Methods 1 Credit

Principles, curriculum, and methods of teaching health in grades K-6. Role of the teacher and school in responding to the special health needs of elementary-age children.

Prerequisites: EDU 200/EDU 201; Admission to the Education program. Offered: Fall.

EDU 365 • Physical Education Curriculum and Methods 1 Credit

Principles, curriculum, and methods of teaching physical education in grades K-6.

Prerequisites: EDU 200/EDU 201; Admission to the Education program. Offered: Fall.

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EDU 366A • Visual Arts Curriculum and Methods 1 Credit

Methods, materials, and resources for teaching visual arts in grades K-6.

Prerequisites: EDU 200/EDU 201; Admission to the Education program. Offered: Spring. There is a fee associated with this course.

EDU 368A • Music Curriculum and Methods 1 Credit

Methods, materials, and resources for teaching music in grades K-6.

Prerequisites: EDU 200/EDU 201; Admission to the Education program. Offered: Spring.

EDU 390 • General Field Experience 0 Credit

Students work in local schools with licensed cooperating teachers.

Prerequisites: Approval of the Director of Education Clinical Practice. Offered: Fall, Spring.

EDU 406 • Methods in Teaching 5-8 English 3 Credits

An examination of how middle level philosophy translates into practice in English classes in grades 5-8. Designed to accompany a 1 credit practicum experience in a middle level school.

Prerequisites: EDU 276; EDU 241 or EDU 273; EDU 407 (must be taken concurrently); Admission to the Education program. Offered: Spring.

EDU 407 • Middle Level Education Field Experience in English 1 Credit

Classroom-based practicum in an English class of young adolescent learners. Emphasizes evaluation and application of concepts and strategies previously introduced.

Prerequisites: EDU 276; EDU 241 or EDU 273; EDU 406 (must be taken concurrently) or EDU 408 (must be taken concurrently); Admission to the Education program. Offered: Spring.

EDU 408 • Methods in Teaching 5-12 English 3 Credits

Methods and curriculum employed in teaching English in middle and high schools. Examines current technology in English education as well as interactive learning and teaching. Emphasizes vocabulary and academic language. Lesson and unit planning using best practices and developmentally appropriate principles.

Prerequisites: EDU 276/EDU 241; EDU 407 (must be taken concurrently); Admission to the Education program. Offered: Spring. Special Notes: EDU 320 is a strongly recommended corequisite.

EDU 410 • Methods in Teaching 5-8 Mathematics 3 Credits

Teaching methodologies, materials, assessment, historical and current trends and issues in curriculum, development of a philosophy of mathematics education, and other topics related to teaching and learning mathematics in grades 5-8. Practice in planning lessons and units, implementing technology, and teaching.

Prerequisites: EDU 276; EDU 241 or EDU 273; EDU 411 (must be taken concurrently); Admission to Education program. Offered: Fall.

EDU 411 • Mathematics Education Field Experience in grades 5-8 or 5-12 1 Credit

Students observe and participate in a high school and/or middle school mathematics classroom (minimum 40 hours on site). Deeper understanding of preadolescent and adolescent learners as well as curriculum, instruction, and assessment in the context of grades 5-12 school communities.

Prerequisites: EDU 276; EDU 241 or EDU 273; EDU 410 (must be taken concurrently) or EDU 412 (must be taken concurrently); Admission to the Education program. Offered: Fall.

EDU 412 • Methods in Teaching 5-12 Mathematics 3 Credits

Teaching methodologies, materials, assessment, historical and current trends and issues in curriculum, development of a philosophy of mathematics education, and other topics related to teaching and learning mathematics in grades 5-8 and 9-12. Practice in planning lessons and units, implementing technology, and teaching.

Prerequisites: EDU 276/EDU 241; EDU 411 (must be taken concurrently); Admission to the Education program. Offered: Fall.

EDU 414 • Visual Arts Education Field Experience in Grades K-12 1 Credit

Classroom-based practicum in an art class of young adolescent learners. Emphasizes evaluation and application of concepts and strategies introduced in EDU413.

Prerequisites: EDU 276/EDU 241. Corequisites: Concurrent registration in EDU413 is required. Offered: Fall.

EDU 415 • 5-12 Business Education Field Experience 1 Credit

Classroom-based practicum in a business class of young adolescent learners. Emphasizes evaluation and application of concepts and strategies introduced in previous courses.

Prerequisites: EDU 276/EDU 241. Offered: Fall.

EDU 418 • Methods in Teaching 9-12 Social Studies 2 Credits

Development of ability to take concepts from several component disciplines of social studies and communicate them effectively to, or direct their acquisition by, students in grades 9-12. Curriculum trends, materials, classroom methodologies, and teacher competencies are studied and applied.

Prerequisites: EDU 220; EDU 276/EDU 241; Admission to the Education program. Offered: Spring. Special Notes: Concurrent enrollment in EDU 419 is required for students enrolled in secondary education programs.

EDU 419 • 5-8 Social Studies Methods and Field Experience 2 Credits

Classroom-based practicum in a social studies class of young adolescent learners. Emphasizes evaluation and application of concepts and strategies previously introduced.

Prerequisites: EDU 220; EDU 276; EDU 241 or EDU 273; Admission to the Education program. Offered: Spring. Special Notes: Concurrent enrollment in EDU 418 is required for students enrolled in secondary education programs.

EDU 429 • Science Education Field Experience in Grades 5-8 or 5-12 1 Credit

Classroom-based practicum in a science class of adolescent learners. Emphasizes evaluation and application of concepts and strategies previously introduced. Minimum 40 hours on site.

Prerequisites: EDU 276/EDU 241 and Admission to the Education program. Offered: Fall. Special Notes: It is expected that students take EDUC 672 concurrently.

EDU 432 • Methods in Teaching Elementary Music 4 Credits

Methods and materials for teaching music in the elementary school. The skills of singing, playing, moving, improvising, reading, and listening are explored as a means of helping children gain an intuitive and theoretical understanding of musical principles.

Prerequisites: EDU 276/EDU 241; Major or minor in music; Admission to the Education program. Offered: Fall.

EDU 433 • Methods in Teaching Secondary Music 4 Credits

Methods and materials for teaching music in the middle school, junior high, and high school vocal and instrumental programs.

Prerequisites: EDU 432; Major or minor in music; Admission to the Education program. Corequisites: Concurrent enrollment in EDU 434 is required. Offered: Spring.

EDU 434 • Middle Level Education Field Experience in Music 1 Credit

Classroom-based practicum in a music class of young adolescent learners. Emphasizes evaluation and application of concepts and strategies previously introduced.

Prerequisites: EDU 432 and Major or minor in music. Corequisites: Concurrent registration in EDU 433 is required. Offered: Spring.

EDU 470 • Math Curriculum and Methods 4 Credits

Methods, materials, and resources for teaching mathematics in grades K-6. Emphasis placed on problem solving, inquiry, and conceptual understanding in a standards-based classroom.

Prerequisites: EDU 272; EDU 273; EDU 275; EDU 276; EDU 277; MAT 202; NAS 101D; NAS 102D; NAS 103D; NAS 104D; Admission to the Education program. Corequisites: Concurrent registration in EDU 471; EDU 473; EDU 474; EDU 476; EDU 477 is required. Offered: Fall, Spring. Special Notes: There is a fee associated with this course.

EDU 471 • Science Curriculum and Methods 3 Credits

Methods, materials, and resources for teaching science in grades K-6. Emphasis placed on inquiry and discovery learning, planning, and teaching in a standards-based classroom.

Prerequisites: EDU 272; EDU 273; EDU 275; EDU 276; EDU 277; MAT 202; NAS 101D; NAS 102D; NAS 103D; NAS 104D; Admission to the Education program. Corequisites: Concurrent registration in EDU 470; EDU 473; EDU 474; EDU 476; EDU 477 is required. Offered: Fall, Spring. Special Notes: There is a fee associated with this course.

EDU 473 • Reading/Language Arts Curriculum and Methods 4 Credits

Reading methods and processes with a strong emphasis on comprehension and vocabulary development. Language arts skills: writing process, grammar, spelling, drama, listening and speaking skills, viewing skills for students in grades 4-6. A variety of creative and critical response modes to integrate literature across the curriculum.

Prerequisites: EDU 272; EDU 273; EDU 275; EDU 276; EDU 277; MAT 202; NAS 101D; NAS 102D; NAS 103D; NAS 104D; Admission to the Education program. *Corequisites:* Concurrent registration in EDU 470; EDU 471; EDU 474; EDU 476; EDU 477 is required. Offered: Fall, Spring. *Special Notes:* There is a fee associated with this course.

EDU 474 • Social Studies Curriculum and Methods: Planning 4 Credits

Methods, materials, and resources for teaching social studies in grades K-6. Emphasis placed on the use of process skills of the social scientist. Long- and short-term planning including integration of curriculum across content areas, embedding Minnesota Graduation Standards.

Prerequisites: EDU 272; EDU 273; EDU 275; EDU 276; EDU 277; MAT 202; NAS 101D; NAS 102D; NAS 103D; NAS 104D; Admission to the Education program. *Corequisites:* Concurrent registration in EDU 470; EDU 471; EDU 473; EDU 476; EDU 477 is required. Offered: Fall, Spring. *Special Notes:* There is a fee associated with this course.

EDU 476 • Intermediate Grade Field Experience 1 Credit

Application of effective practices done in a 3rd-6th grade classroom, working with large groups as well as small groups, adapting lessons for students with special needs. Special focus on integrated planning.

Prerequisites: EDU 272; EDU 273; EDU 275; EDU 276; EDU 277; MAT 202; NAS 101D; NAS 102D; NAS 103D; NAS 104D; Admission to the Education program. *Corequisites:* Concurrent registration in EDU 470; EDU 471; EDU 473; EDU 474; EDU 477 is required. Offered: Fall, Spring. *Special Notes:* A residency option is available by application. Residents stay in the same cooperating classroom for Block 2 and student teaching.

EDU 477 • Elementary Teaching & the Inclusive Classroom 2 Credits

Examines asset-based teaching and the gathering of information about our students and using it to plan instruction. Presents the importance of sociocultural, familial, and community contexts. Introduces anti-racist, culturally-affirming, reciprocal/collaborative concepts for teaching with discussion on culturally sensitive assessment practices and teacher-bias in Curriculum Based Management (CBM) practices and interpretation.

Prerequisites: EDU 272; EDU 273; EDU 275; EDU 276; EDU 277; MAT 202; NAS 101D, NAS 102D, NAS 103D, NAS 104D; Admission to the Education program. *Corequisites:* Concurrent registration in EDU 470; EDU 471; EDU 473; EDU 474; EDU 476 is required. Offered: Fall, Spring.

EDU 490 • Student Teaching Block 2 Credits

Students teach in a school setting corresponding with their licensure area(s). Students work with a cooperating teacher and grow into teaching independently. Attendance at regularly scheduled seminars is required.

Prerequisites: Admission to Student Teaching. Offered: January. *Special Notes:* Students earning a license to teach in two programs must register for EDU 490. This course is graded on an S/U basis. There is a fee associated with this course. Students must provide their own transportation.

EDU 491 • Student Teaching in Middle Level 3 Credits

Observation and student teaching in fields in which a student will be licensed to teach. Involves student teaching in a Middle Level endorsement area.

Prerequisites: Admission to student teaching. Offered: Occasionally. *Special Notes:* This course is graded on an S/U basis. Students must provide their own transportation.

EDU 492 • Student Teaching Grades K-12 and 5-12 6-12 Credits

Students teach in a school setting corresponding with their licensure area(s). Students work with a cooperating teacher and grow into teaching independently. Attendance at regularly scheduled seminars is required.

Prerequisites: One of the following: EDU 408, EDU 412, EDU 418, or EDU 433; Admission to student teaching and 2.50 GPA for majors in communication arts and literature education 5-12, mathematics education 5-12, music education k-12 (instrumental emphasis), music education k-12 (vocal emphasis), chemistry education 9-12, life science education 9-12, general science education, middle 5-8, physics education, 9-12, visual arts education, K-12, business education, 5-12, 2.75 GPA for elementary and special education integrated major, 3.00 GPA for social studies education 5-12. *Corequisites:* Concurrent enrollment in EDU 495 is required. *Offered:* Fall, Spring. *Special Notes:* Students earning a license to teach in two programs must also register for EDU 490. Both student teaching placements can occur within the same semester with the addition of student teaching during January Session. Course is graded on a S/U basis. There is a fee associated with this course. Students must provide their own transportation.

EDU 493 • Student Teaching Seminar 2 Credits

Designed to support students as they enter schools as a student teacher and continue through the semester into preparing for interviews and securing a teaching position. Provides time for students to ask questions, share stories, and work toward the required Authentic Assessment. Topics include assignments, and guest speakers require students to learn details important to their success in the classroom.

Prerequisites: EDU 470; EDU 471; EDU 473; EDU 474; EDU 476; EDU 477; Admission to student teaching and 2.75 GPA for k-6 elementary education, k-6 elementary education with communication arts and literature 5-8 endorsement, k-6 elementary education with mathematics 5-8 endorsement, k-6 elementary education social studies 5-8 endorsement, elementary education with middle school science, and elementary and special education integrated major. *Corequisites:* Concurrent enrollment in EDU 494 is required. *Offered:* Fall, Spring. *Special Notes:* Students earning a license to teach in two programs must also register for EDU 490. Both student teaching placements can occur within the same semester with the addition of student teaching during the January Session. This course is graded on an S/U basis.

EDU 494 • Student Teaching Elementary K-6 6-12 Credits

Students teach in a school setting corresponding with their license area(s). Student work with a cooperating teacher and grow into teaching independently. Attendance at regularly scheduled seminars is required.

Prerequisites: EDU 470; EDU 471; EDU 473; EDU 474; EDU 476; EDU 477; Admission to student teaching and 2.75 GPA for k-6 elementary education, k-6 elementary education with communication arts and literature 5-8 endorsement, k-6 elementary education with mathematics 5-8 endorsement, k-6 elementary education social studies 5-8 endorsement, elementary education with middle school science, and elementary and special education integrated major. *Corequisites:* Concurrent enrollment in EDU 493 is required. *Offered:* Fall, Spring. *Special Notes:* Students earning a license to teach in two programs must also register for EDU 490. Both student teaching placements can occur within the same semester with the addition of student teaching during the January Session. This course is graded on an S/U basis. Students must provide their own transportation.

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EDU 495 • Student Teaching Seminar: K-12 and 5-12 Education Students 2 Credits

Supports students as student teachers and continues through the semester into preparing for interviews and securing a teaching position. Provides time for students to ask questions, share stories, and work toward the required Authentic Assessment. Students learn details important to their success in the classroom.

Prerequisites: One of the following: EDU 408, EDU 412, EDU 418, or EDU 433; Admission to student teaching and 2.50 GPA for majors in communication arts and literature education 5-12, mathematics education 5-12, music education k-12 (instrumental emphasis), music education k-12 (vocal emphasis), chemistry education 9-12, life science education 9-12, general science education, middle 5-8, physics education, 9-12, visual arts education, K-12, business education, 5-12, 2.75 GPA for elementary and special education integrated major, 3.00 GPA for social studies education 5-12. *Corequisites:* Concurrent enrollment in EDU 492 is required. *Offered:* Fall, Spring. *Special Notes:* Students earning a license to teach in two programs must also register for EDU 490. Both student teaching placements can occur within the same semester with the addition of student teaching during the January Session. Course is graded on a S/U basis. There is a fee associated with this course.

EDUC 294 • 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 355 • Diversity, Equity and Inclusion in Education 4 Credits

Reflection on racial consciousness and the impact of race and culture on school practices and pedagogy. Analysis of ways of knowing shaped by race and ethnicity. Examination of prejudice, bias, discrimination, and racism. Evaluation of intersections with other differences and exploration of Minnesota-based American Indian cultural perspectives.

Prerequisites: Sophomore standing.

EDUC 379PT • 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 396 • School-wide Systems Field Experience 2 Credits

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

Prerequisites: Sophomore standing.

EDUC 451 • Special Education Student Teaching Seminar 3 Credits

Development of strategies for personal and professional efficacy and engaging resources. Analysis of the impact teachers' personal and professional practices, second language, and communication have on student learning. Alignment of an instructional plan with the needs of a learner. Application of academic language.

Prerequisites: SPED 205, SPED 309, SPED 322, SPED 401, SPED 410, SPED 418, SPED 432, SPED 442, SPED 454, SPED 470, SPED 474, TEAC 395, TEAC 521, TEAC 524, TEAC 526, TEAC 528. *Corequisites:* SPED 480H.

EDUC 452 • Special Education Teaching Seminar 2 Credits

Development of strategies for personal and professional efficacy and engaging resources. Analysis of the impact teachers' personal and professional practices, second language, and communication have on student learning. Alignment of an instructional plan with the needs of a learner. Application of academic language.

Prerequisites: SPED 205, SPED 309, SPED 322, SPED 401, SPED 410, SPED 418, SPED 432, SPED 442, SPED 454, SPED 470, SPED 474, TEAC 395, TEAC 521, TEAC 524, TEAC 526, TEAC 528. *Corequisites:* SPED 480H. \$300 fee for the state-required edTPA (performance assessment).

NAS 101D • Science Concepts - Life Sciences 2 Credits

Fundamental concepts and processes of life science. Emphasis on the means by which scientific knowledge is produced through inquiry-based activities, which are an important, active-learning component in elementary school education.

Prerequisites: Major in elementary education or special education. Offered: Fall, Spring. Special Notes: This course is a half-term course. Students may not take this course and another NAS course the same half-term. Students must complete two different NAS science concepts courses to complete the Laboratory Science (D) course requirement for general education.

NAS 102D • Science Concepts - Earth/Space Science 2 Credits

Fundamental concepts and processes of earth/space science. Emphasis on the means by which scientific knowledge is produced through inquiry-based activities, which are an important, active-learning component in elementary school education.

Prerequisites: Major in elementary education, secondary education, or special education. Offered: Fall, Spring. Special Notes: This course is a half-term course. Students may not take this course and another NAS course the same half-term. Students must complete two different NAS science concepts courses to complete the Laboratory Science (D) course requirement for general education.

NAS 103D • Science Concepts - Chemistry 2 Credits

Fundamental concepts and processes of chemistry. Emphasis on the means by which scientific knowledge is produced through inquiry-based activities, which are an important, active-learning component in elementary school education.

Prerequisites: Major in elementary education or special education. Offered: Occasionally January, Spring. Special Notes: This course is a half-term course. Students may not take this course and another NAS course the same half-term. Students must complete two different NAS science concepts courses to complete the Laboratory Science (D) course requirement for general education.

NAS 104D • Science Concepts - Physics 2 Credits

Fundamental concepts and processes of physics. Emphasis on the means by which scientific knowledge is produced through inquiry-based activities, which are an important, active-learning component in elementary school education.

Prerequisites: Major in elementary education or special education. Offered: Fall, January. Special Notes: This course is a half-term course. Students may not take this course and another NAS course the same half-term. Students must complete two different NAS science concepts courses to complete the Laboratory Science (D) course requirement for general education.

SPD 205 • Introduction to Special Education 2 Credits

Identification of the impact that historical and philosophical foundations, legal bases, and contemporary issues have on special education. Identification of common disability category characteristics. The impact that culture, faith, and language have on special education. Description of how the Individuals with Disabilities Education Act (IDEA) impacts special education.

Prerequisites: EDU 200/EDU 201 and Major or minor in one of the following programs: k-6 elementary education, communication arts and literature education 5-12, mathematics education 5-12, social studies education 5-12, special education k-12 academic behavioral strategist, music education k-12, elementary and special education integrated major, special education. Offered: Fall, January.

SPD 209 • Introduction to Academic and Behavior Support 4 Credits

Introduction to how special education and general education systems relate. Identifies functional behavioral assessments processes and principles of individual and school-wide systems of supports. Demonstrates how evidence-based instruction can be adapted. Explores co-teaching models. Identifies how required curricular components direct instruction. Analysis of positive instructional environments. Description of outside resources and supports.

Prerequisites: EDU 200/EDU 201 and Major or minor in one of the following programs: k-6 elementary education, communication arts and literature education 5-12, mathematics education 5-12, social studies education 5-12, special education k-12 academic behavioral strategist, music education k-12, elementary and special education integrated major, special education. Offered: Fall, Spring.

SPD 301 • Characteristics of Students with Mild-Moderate Disabilities (and Field Experience) 4 Credits

Five disability categories of the Academic Behavioral Strategist license. Students with mild to moderate disabilities. IEP components; roles and responsibilities of IEP team members. Effective academic and behavioral interventions, accommodations, and modifications. Impact of culture and language on special education. Integrates faith and teaching. Includes 30 hours of field experience.

Prerequisites: EDU 200/EDU 201 and Major in special education k-12 academic behavioral strategist, elementary and special education integrated major, or minor in special education. Offered: Spring.

SPD 310 • Norm-Referenced Assessment 4 Credits

Description of standards and critical elements in the special education assessment process.

Identification of test development principles and evaluation of standardized assessment instruments for special education decision-making. Description of responsibilities of assessment team members. Synthesis of assessment data. Application of scriptural principles to assessment in special education.

Prerequisites: Major in special education k-12 academic behavioral strategist or elementary and special education integrated major. Corequisites: Concurrent registration in SPD 354 and SPD 370 is required.

Offered: Spring.

SPD 318 • Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities 4

Credits

Development of an instructional sequence for students in special education. Evaluation of data for making accommodations and modifications. Identification of differentiation strategies and the relationship between teaching and learning theories and academic standards. Application of evidence-based practices. Exploration of the relationship between faith concepts and instruction in special education.

Prerequisites: EDU 200/EDU 201 and Major or minor in one of the following programs: k-6 elementary education, communication arts and literature education 5-12, mathematics education 5-12, social studies education 5-12, special education k-12 academic behavioral strategist, music education k-12, special education. Offered: Fall, Spring.

SPD 322 • Teaching Reading (and Field Experience) 4 Credits

Identification of relationships among reading, writing, oral language, comprehension processes, and instructional strategies. Description of English language structure, word identification strategies, and the role of vocabulary knowledge in language. Analysis of texts for K-12 classrooms. Assessment strategies for reading and writing needs. Recognition of characteristics and instructional strategies for dyslexia.

Prerequisites: Major in special education k-12 academic behavioral strategist or minor in special education

Offered: Fall. Special Notes: Includes 35 field experience hours over 12 weeks in supervised reading instruction in a K-12 setting.

SPD 332 • Responsive Intervention and Assessment 4 Credits

Appropriate assessment measures, including curriculum-based measures. Professional resources for interventions. Interpreting assessment and progress-monitoring data to inform instructional and placement decisions. Instruction and modifications incorporating research-based interventions, and based on data collected through collaboration with stakeholders. Describing student assessment results. Identifying professional special education resources.

Prerequisites: EDU 200/EDU 201 and Major or minor in one of the following programs: k-6 elementary education, communication arts and literature education 5-12, mathematics education 5-12, social studies education 5-12, special education k-12 academic behavioral strategist, music education k-12, elementary and special education integrated major, special education. Offered: Fall, Spring.

SPD 342 • Introduction to Student Mental Health and Systems Comprehensive of Support 4 Credits

Research and etiology of mental health diagnoses common among students with mild/moderate SPED needs. Impact of mental health and behavioral diagnoses, substance abuse, and suicide. Theory and application of best practice therapeutic and trauma-informed interventions. Roles of professionals within and outside the school related to mental health and school safety.

Prerequisites: EDU 200/EDU 201 and Major or minor in one of the following programs: k-6 elementary education, communication arts and literature education 5-12, mathematics education 5-12, social studies education 5-12, special education k-12 academic behavioral strategist, music education k-12, elementary and special education integrated major, special education. Offered: Fall.

SPD 354 • Classroom-Based Assessment 2 Credits

Legal, professional, and ethical standards in assessment measures and environmental factors influencing student achievement and behavior. Describing students' learning style and strengths, and analyzing behavior based on observations and assessment data. Identifying the influence of diversity, age, and gender on assessment.

Prerequisites: EDU 200/EDU 201 and A major in special education k-12 academic behavioral strategist or elementary and special education integrated major. Corequisites: SPD 310 and SPD 370. Offered: Spring.

SPD 370 • Assessment Field Experience 1 Credit

Identifying students' strengths and needs through assessment. Identifying the purpose of multidisciplinary teams. Developing an evaluation report, and a plan for continued professional development in the area of assessment. Explaining assessment results to family, students, and staff. Creating interventions. 30 hours/12 weeks.

Prerequisites: Major in special education k-12 academic behavioral strategist or elementary and special education integrated major. Corequisites: Concurrent registration in SPD 310 and SPD 354 is required. Offered: Spring.

SPD 374 • Consultation and Collaboration in Programming for Students with Disabilities 4 Credits

Focus on collaborating with stakeholders to support students with disabilities. Development and evaluation of individual education programs based on student assessment results. Consideration of technology, supplementary aids, services, and student's transitional needs. Synthesis of cultural, ethnic, and linguistic diversity. Clarification of personal beliefs and adjusting to student needs.

Prerequisites: EDU 200/EDU 201 and Major in special education k-12 academic behavioral strategist or elementary and special education integrated major. Offered: Fall, Spring.

SPD 480 • Student Teaching - Academic Behavioral Strategist 6-12 Credits

Management of timelines and responsibilities of a special education teacher/case manager. Implementation of procedures necessary to incorporate referral, assessment and evaluation, and IEP planning. Consultation with parents and professionals to provide special education services to students. Implementation of appropriate interventions. Analysis of personal and professional growth, development and efficacy.

Prerequisites: SPD 205; SPD 209; SPD 301; SPD 310; SPD 318; SPD 322; SPD 332; SPD 342; SPD 354; SPD 370; SPD 374; 2.75 GPA; Major in special education k-12 academic behavioral strategist or elementary and special education integrated major. Offered: Fall, Spring.

SPED 205 • Introduction to Special Education 2 Credits

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 294 • 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 309 • Introduction to Academic and Behavior Support 4 Credits

Examines collaboration between special and general education academic systems. Identifies functional behavioral assessments, individual and school-wide support systems, and co-teaching models. Demonstrates adaptation of evidence-based instruction, analyzes positive instructional environments, and describes curricular requirements and external resources to support academic and behavioral success.

SPED 322 • Teaching Reading (including field experience) 4 Credits

Identifies relationships among reading, writing, oral language, comprehension, and instructional strategies. Describes English language structure, word identification, and vocabulary's role. Analyzes texts for K-12 classrooms, assesses reading and writing needs, and applies instruction strategies. Connects personal faith with professional teaching responsibilities.

Special Notes: Includes 35 field experience hours over 12 weeks in supervised reading instruction in a K-12 setting.

SPED 379PT • 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 401 • Characteristics of Students with Mild-Moderate Disabilities (and Field Experience) 4 Credits

Explores the five disability categories under the Academic Behavioral Strategist (ABS) license. Recognizes students with mild to moderate disabilities through special education evaluation. Clarifies IEP components and team roles. Identifies effective academic and behavioral interventions, accommodations, and modifications. Investigates cultural and linguistic impacts and integrates faith and teaching. Includes 30 field hours.

SPED 410 • Norm-Referenced Assessment 4 Credits

Description of standards and critical elements in the special education assessment process. Identification of test development principles and evaluation of standardized assessment instruments for special education decision-making. Description of responsibilities of assessment team members. Synthesis of assessment data. Application of scriptural principles to assessment in special education. *Corequisites: SPED 454, SPED 470.*

SPED 418 • Instructional Strategies for Students with Mild-Moderate Disabilities 4 Credits

Development of an instructional sequence for students in special education. Evaluation of data for making instructional decisions. Identification of differentiation strategies. Application of evidence-based practices. Identification of the relationship between teaching and learning theories and academic standards. Exploration of the relationship between faith concepts and instruction in special education.

SPED 432 • Responsive Intervention and Assessment 4 Credits

Identifies assessment measures, including curriculum-based tools, and professional resources aligned with student learning preferences. Interprets assessment and progress data to guide instructional and placement decisions. Creates instruction and modifications using research-based interventions and stakeholder collaboration. Recognizes professional special education organizations, publications, and resources.

SPED 442 • Introduction to Student Mental Health and Systems of Comprehensive Support 4 Credits

Introduces research and etiology of mental health diagnoses common among students with mild/moderate SPED needs, including impacts of behavioral diagnoses, substance use, and suicide. Explores theory and application of therapeutic, trauma-informed interventions and identifies professional roles within and outside schools to support mental health and safety.

SPED 454 • Classroom-based Assessment 2 Credits

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

Corequisites: SPED 410, SPED 470.

SPED 470 • Assessment Field Experience 1 Credit

Identifies students' strengths and needs through assessment. Clarifies the purpose of multidisciplinary teams. Develops evaluation reports and Functional Behavioral Assessments (FBA). Explains assessment results to family, student, and staff. Creates interventions and develops a plan for continued professional growth in assessment. Completes 30 hours over 12 weeks in a K-12 setting.

Corequisites: SPED 410, SPED 454.

SPED 474 • Consultation and Collaboration in Programming for Students with Disabilities 4 Credits

Focuses on collaborating with stakeholders to support students with disabilities. Develops and evaluates Individualized Education Programs based on assessment results. Considers technology, supplementary aids, services, and transition needs. Synthesizes cultural, ethnic, and linguistic diversity and clarifies personal beliefs while adapting to diverse student needs in special education.

SPED 477 • Practical Experience Extension 0 Credit

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

SPED 480 • ABS Student Teaching 6 Credits

Manages timelines and responsibilities of a special education teacher/case manager. Implements referral, assessment, evaluation, and IEP planning procedures. Consults with parents and professionals to provide services. Implements interventions and analyzes personal and professional growth, development, and efficacy. Completes 12 consecutive weeks of student teaching in a K-12 setting.

Prerequisites: SPED 205, SPED 309. SPED 322, SPED 401, SPED 410, SPED 418, SPED 432, SPED 442, SPED 454, SPED 470, SPED 474. Corequisites: TEAC 451. Special Notes: This course includes a \$250 fee.

SPED 480H • Student Teaching: Academic Behavioral Strategist 4 Credits

Management of timelines and ethical responsibilities of a special educator. Implementation of appropriate interventions and procedures necessary to process moral dilemmas related to special education due process. Consultation with parents and professionals to provide special education services. Analysis of personal development. Integration of duty, virtue, responsibility, and Christian values.

Prerequisites: SPED 205, SPED 309. SPED 322, SPED 401, SPED 410, SPED 418, SPED 432, SPED 442, SPED 454, SPED 470, SPED 474. Corequisites: TEAC 451. Fulfills: CAPS General Education Category H. Grade exceptions: Graded on an S/U basis.