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#### Program Modification

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BSU Curriculum Forms

Form 1

Curriculum Modification Summary

College: Health Sciences & Human Ecology
Department: Professional Education
Proposer: Tim Goodwin
Proposer’s position: Chair

Describe the modification(s) you propose, and how it (/they) will work to students' advantage. (This description and explanation will be included in Curriculum Report packets forwarded to the Faculty Senate.):

This Program Modification will: shuffle the required courses into two lists- Required Core, and Required Core Electives, correct one typographic error regarding the Written Examination, and make a course change for the Competency Requirement. There are no credit changes to the number of required courses for the M.A.T. This proposed modification will not affect teacher licensure.

Modifications proposed (specify number of each):

_X__Course Modification(s) (form 2)
_____New Course(s) (form 3)
_____Course Drop(s) (form 4)
_X__Program Modification(s) (form 5)
_____New Program(s) (form 6)
_____Program Drop(s) (form 7)

The modifications affect (check):

_____Liberal Education
_____Undergraduate Curriculum
_X_Graduate Curriculum
_X_Teacher Licensure Program(s)
Course Modification Form

Current Course Number(s):
- Undergraduate: 
- Graduate: ED 6850

Proposed Course Number(s), if different: no change
- Undergraduate: 
- Graduate: 

Current Course Title: Educational Research III
Proposed Course Title, if different: Capstone

Current Course Description: In this final course in all department applied degree programs, students carry out their capstone experience project proposal, which was written and approved in ED 6750 Educational Research II. Students work closely with the professor of record, their academic advisor, and their capstone experience committee (an outside member of the BSU graduate faculty and a professional field representative) to present in written and/or oral form a final presentation that demonstrates their level of competence with the National Board of Professional Teaching Standards and the goals and objectives of their individualized program of study. Prerequisites: ED 6100 and ED 6750.

Proposed Course Description, if different:

Current Credits: 2
Proposed Credits, if different: no change

Current Prerequisite(s):
- Undergraduate: N/A
- Graduate: ED 6100 and ED 6750

Proposed Prerequisite(s), if different: no change
- Undergraduate: 
- Graduate: 

1) Reason(s) for change(s): To allow the Department of Professional Education to more clearly apply currently stated catalog policy for use of incomplete grades for students who fail to complete their capstone in a timely manner. ED 6850 is the final course taken for the applied graduate degrees Master of Arts in Teaching and Master of Special Education and it is the desire of the department to encourage students to understand the expectation of completing the capstone in the semester that they enroll in this course.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes. If not, please drop the current course and submit a new course form for the modification.
3) Do these modifications change any of the following? **For all Yes answers, please provide updated information on the next page.**

- Student Learning Outcomes: No
- Major Content Areas: No
- Projected Maximum Class Size (Cap): No

4) Current Course fee(s) per student: **$none**
   for:
   Proposed Course fee(s) per student, if different: **$no change**
   for:

5) Service Areas:
   This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   a) go to [http://www.bemidjistate.edu/academics/catalog/](http://www.bemidjistate.edu/academics/catalog/) and choose the most recent catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   **Non-licensure programs:** Master of Arts in Teaching, MAT

   **Teacher Licensure programs:** Master of Special Education (MSpED)

   Liberal Education: N/A

   The above “service area” programs/departments were notified of this modification on ________ (date) by ____________________ (mail, email, or phone).

Please check one of the items below:

- _____ No comments were received from other programs or departments within one week of the notification.

- _____ Comments were received within one week of the notification, and are attached.
Mission Statement:
“The Bemidji State University Professional Education program is preparing today's teachers for tomorrow, through effective, inquisitive, and reflective practice. Our students are proficient, self-reliant, and thoughtful practitioners, developed in a viable and growing program, who can teach effectively in various settings with diverse learners.”

**Conceptual Framework:**
Teacher as Reflective Professional

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<table>
<thead>
<tr>
<th>Instructor</th>
<th>Office Location</th>
<th>Email</th>
<th>Phone</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Porter Coggins</td>
<td>BE 344</td>
<td><a href="mailto:pcoggins@bemidjistate.edu">pcoggins@bemidjistate.edu</a></td>
<td>218.755.2720</td>
<td>Door Schedule and by Appt.</td>
</tr>
</tbody>
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I. COURSE DESCRIPTION
In this final course in all department applied degree programs, students carry out their capstone experience project proposal, which was written and approved in ED 6750 Educational Research II. Students work closely with the professor of record, their academic advisor, and their capstone experience committee (an outside member of the BSU graduate faculty and a professional field representative) to present—in written and/or oral form—a final presentation that demonstrates their level of competence with the National Board of Professional Teaching Standards and the goals and objectives of their individualized program of study.

II. Behavioral Objectives of Course/ Anticipated Student Competencies

1. Using background information from previous courses in this program, students will be able to format the capstone experience proposal (M.Ed.) that is acceptable by the student’s graduate advisor.

2. Upon approval of the capstone proposal, students will submit forms 3, 4, and 5 by the end of the course, and present their capstone per university graduate degree requirements and procedures.

III. PREREQUISITES AND REQUIREMENTS THAT THIS COURSE FULFILLS

Prerequisites: Successful completion of both ED 6100 and ED 6750.

This course fulfills a requirement for all applied capstone degrees offered by the Department of Professional Education.

IV. REQUIRED AND RECOMMENDED TEXTS AND MATERIALS

A. Required Texts (1):


B. Optional Suggested Texts (2):


C. Web Resources:
Purdue Owl APA website:
Avoiding Plagiarism 1: 
http://www.buowl.boun.edu.tr/students/avoidingplagiarism.htm

Avoiding Plagiarism 2: http://facstaff.bloomu.edu/mhickey/Quoting,%20etc.htm

Avoiding Plagiarism 3: 
http://www.mnstate.edu/gracyk/expectations%20of%20students/plagiarism%20warning.htm

V. COURSE REQUIREMENTS This syllabus may be modified to resolve contradictions, errors, confusion, or by judgment of the instructor.

- Graduate Forms 4 and 5 (See Tentative Class Schedule on page 7 below.)
- Capstone Presentation (Formal and per university graduate degree requirements and procedures) (See Tentative Class Schedule on page 7 below.)

VI. GRADING This syllabus may be modified to resolve contradictions, errors, confusion, or by judgment of the instructor.

A. Assignment Information:

Assignment Feedback: Typically, specific feedback will be given within 5 days of the due date for each assignment.

B. Evaluation: This syllabus may be modified to resolve contradictions, errors, confusion, or by judgment of the instructor. You are responsible for reading and following all activity directions and requirements that are stated in this syllabus.

To earn an A course-grade you must complete and submit Forms 4 and 5 (with advisor approval) to the Director of the School of Graduate Studies, AND successfully present your capstone prior to the end of this course.

Because this is a terminal course for your degree, failure to complete this course (present per BSU Oral Defense policy) will result in a failing grade (“F”) for this course.

“Satisfactorily Complete” will be interpreted as completing all stated requirements for each activity as found in this syllabus (letter of the law), and
giving evidence in each assignment component of depth of thought (spirit of the law). See rubrics.

C. Late or missed work policy in 3 rules.

- The first late policy rule is that an assignment is late if it is turned in after the due date and time as stated in the Course Pack Assignment Schedule and will automatically be lowered at least one letter grade from the grade track submitted and cannot be revised for a higher grade.

- The second late policy rule is that the first late policy rule always applies.

- The third late policy rule is that other than an official exemption from an appropriate authority, there are no excuses that will negate the second late policy. This rule will not be waived for individual computer problems.

- Note: Incomplete assignments are late and are lowered one letter grade.

Examples of instances in which assignments are considered late include but are not limited to: printer problems, broken technology, completed but not printed, illness, lost assignment, assignment locked in car or room or stolen, you are ill, traveling, you are participating in official university contracted obligations, or any other reasons will result in your assignment being late. In all examples above, your assignment is late. Contact the instructor as soon as reasonable regarding hospitalization or extended illness.

VII. ATTENDANCE POLICY
You are expected to participate in this course per the tentative schedule below.

VIII. ACADEMIC INTEGRITY
BSU Policy Statement on Academic Integrity

Bemidji State University fosters the highest standards of academic integrity and the highest regard for truth and honesty. The attempt by students to present as their own any work not actually performed by them; collusion, fabrication, and cheating on examinations, papers, and other course-related work; stealing, duplicating, or selling examinations; substituting for others in class discussions or examinations; producing other students’ papers or projects; knowingly furnishing false or misleading academic information to University officials or on official University records; and altering such information on official University records are considered violations of academic integrity and destructive to the central mission of the University.

Students who violate academic integrity shall, after due process, be subject to University sanctions that may include failure on assignments and examinations and in courses, and suspension or expulsion.

Established academic integrity policies, procedures, and sanctions are communicated in classes and publications such as the student/faculty guides, and during orientation programs. For more information see the Student Handbook.

Rights and Responsibilities
Code of Conduct
STUDENT RESPONSIBILITIES

Students are also expected to be familiar with academic policies and procedures as described in this catalog, as well as in the Handbook.

Students are expected to be familiar with the Student Code of Conduct and the Student Conduct System as presented in the Student Handbook. The rights and responsibilities of students and the expectations of the University are described in the guide, along with grievance and other procedures. Behavior that is threatening to the safety or welfare of one’s self or others, or that is harassing or discriminatory in nature, will be reviewed promptly by the University, and appropriate action will be taken. The Student Code of Conduct does not replace or reduce the requirements of civil or criminal laws.

EXCERPT FROM THE PREAMBLE TO THE CODE OF CONDUCT

The campus is not a sanctuary from the general law. University community members violating civil or criminal law may be subject to University Conduct procedures for the same conduct when the conduct occurs on campus or when it occurs off campus but is directly related to the University community. The University may initiate Student Conduct action at its discretion.

Additional Information on Rights and Responsibilities

For further information on rights and responsibilities, refer to the following publications:

- The Student Handbook (www.bemidjistate.edu/students/handbook/)
- Annual Security Report (Department of Public Safety, Walnut Hall, 218-755-3888)
- Residential Life Handbook (Residential Life, Walnut Hall, 218-755-3750)
- Department and program handbooks (department and program offices)

Academic Grievances

The grievance procedures for challenging grades and registering complaints about faculty, courses, teaching procedures, and related academic concerns are described fully in the Policies and Procedures section of the Student Handbook. This section also describes administrative procedures for dealing with non-academic complaints such as discrimination and harassment. The Handbook is accessible at .

Written Student Complaints

The University maintains a record of written student complaints filed with the offices of the President, the Provost and Vice President for Academic Affairs, the Vice President for Student Development and Enrollment, and the Vice President for Finance and Administration. Summary information regarding student complaints to these administrative offices is provided to the Higher Learning Commission (North Central Association), upon their request and in compliance with data privacy policy, as a part of the University’s periodic accreditation review.

Bemidji State University endorses the Minnesota State Legislature’s ethic of zero tolerance toward sexual violence and sexual harassment. All members of the Bemidji State Community are expected to comply with the letter of protective laws, and to take the spirit of such laws to heart. For information on the consequences of violating regulations, and on reporting incidents, refer to sexual violence/harassment publications available at the Hobson Memorial Union Information Desk and other campus locations, or contact the Office of Student Development and Enrollment, Deputy Hall, 218-755-2075; Department of Public Safety, Walnut Hall, 218-755-3888; the Human Resources Office, Deputy Hall, 218-755-3966, or the Office for Responsible Men, Responsible Women, 218-755-2080.

IX. PROVISION FOR SPECIAL NEEDS

Disability Services - I would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please contact me as soon as possible. It is also possible to contact Disability Services, Sanford Hall, 201. Phone: 218/755-3883 or E-mail address Disabilityservices@bemidjistate.edu. Also available through the Minnesota Relay Service at 1-800-627-3529.
Special Accommodations – Bemidji State University offers a variety of accommodations to assist students with their academic work. Students needing special accommodations may wish to visit TRIO: Student Support Services for additional information: http://www.bemidjistate.edu/students/services/trioss/

X. TENTATIVE CLASS SCHEDULE AND OUTLINE
This syllabus may be modified to resolve contradictions, errors, confusion, or by judgment of the instructor. All on-time assignments will usually be graded and returned within 7 days.

1. Save ALL assignments until you received your end of course grade.

2. See Requirements in the Course Pack at the end of the syllabus

3. Save ALL assignments until you received your end of course grade.

Tentative CLASS CALENDAR AND ASSIGNMENTS

Right now complete Forms 4 and 5.

Complete your applied capstone project, attach as an appendix to your approved proposal from your ed research II course, and present to your committee.

Present to your committee per BSU Oral Defense policy before the end of the semester.
BSU Curriculum Forms

Form 5

**Department**: Professional Education

**Program to be modified**: Master of Arts in Teaching – Online Instruction (M.A.T) Education

List all proposed change(s):

1. Revise the catalog list of required core courses into required core and required core electives.
2. Correct a typo regarding how the Written Exam would be satisfied
3. Update Competency Requirement to a more appropriate course

Reason(s) for the change(s):

1. **Revise the catalog description of required core courses.**
   a) The Department of Professional Education recognizes that there are courses which are important for graduate students in this degree program to take but are not currently required. The department also recognizes that there is a pool of important courses from which graduate students in this degree program should be allowed to choose. Revising the required core foundation courses into two lists, required core courses and required core elective courses, will allow students to both fulfill the required core foundation course list, and to select from a pool of recommended courses based on individual program needs.
   b) All of the courses in the required core and required core elective lists are currently offered on a regular rotation, and none of the courses are being modified for this proposal.
   c) Students are still required to complete 15 credits of graduate level electives, chosen from among 3 options, and the total credit number for the degree remains at 35 credits.

2. **Correct a typo in the catalog that was missed in review of program description**
   a) The intended course to satisfy the written requirement was ED 6750 Educational Research II.
   b) All department graduate degrees now require the successful completion of this course.
   c) Students complete and submit their capstone proposal in a university approved template with an exhaustive review of the literature.
   d) The student’s graduate committee must approve of the proposal prior to submission along with Form 3 to the School of Graduate Studies.
3. Update Competency Requirement
Competency Requirement was changed to successfully completing ED 6100 Educational Research I for reasons;

- The course content includes computer application of statistics as part of course content.
- All students in the department graduate programs must complete ED 6100 Educational Research I.
- This complete curriculum proposal is moving the current course which satisfies this requirement to the pool of required core electives.

Note: In order to avoid hidden prerequisites, if a course is being dropped from this program (but not from the entire curriculum), please check for which remaining courses may include this dropped course as a prerequisite. Course prerequisites may be found in the online catalog (http://www.bemidjistate.edu/academics/catalog/). Remedies for hidden prerequisites may be found under Curriculum Forms at (http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/).

Note: If a course from another department/program was either added to or dropped from this program, please notify the chair/coordinator of that course's department/program and indicate the following:

The course’s home department/program was notified of the addition or dropping of their course(s) on __________ (date) by Department Vote and email (mail, email, or phone).

Please check one of the items below:

____X____ No comments were received from other programs or departments within one week of the notification.

______ Comments were received within one week of the notification, and are attached.

Note: If this is a joint program, the signatures of both department chairs (and both deans, if different colleges) must be provided.

Alert: Attach a copy of the current program showing the marked changes.
Please copy the current program from the online catalog (http://www.bemidjistate.edu/academics/catalog/) and paste it into Word. Then use either the Track Changes feature under Tools, or the underline and strikethrough Font feature under Format. (Please note that the Track Changes feature may be easily switched on and off by holding down the Ctrl+Shift+E keys.)
Master of Arts in Teaching – Education Online Instruction (M.A.T)

The Master of Arts in Teaching (M.A.T.) is a graduate degree with a prescribed cognate designed for contributing to the acquisition of a teaching license when partnered with BSU’s post-baccalaureate secondary teaching license program (i.e., FasTrack-Bemidji Secondary Post-Bac Initiative) or special education non-teaching licensure program or an appropriate elective concentration. The M.A.T. by itself is not a licensure-granting degree, but a secondary license may be completed concurrently via the FasTrack-Bemidji Secondary Post-Bac Initiative program (though additional coursework would need to be completed). The core of required courses is aimed at enhancing skills related to online instruction and also leads to a “Certificate of Online Teaching.” The degree is a response to the recognition that many high schools and community colleges are moving toward more online classes.

This program provides an M.A.T. Degree, a Certificate in Online Teaching, and can be linked to a Secondary Teaching License**

Master of Arts in Teaching – Online Instruction (M.A.T) Education

**REQUIRED CORE COURSES**
- ED 6100 Educational Research I (3 Credits)
- ED 6117 Critical and Creative Thinking (3 Credits)
- ED 6120 Critical Issues in Education (2 Credits)*
- ED 6336 Instructional Design (3 Credits)*
- ED 6346 Distance Education: History and Development (3 Credits)*
- ED 6447 Seminar in Teaching Online (2 Credit)
- ED 6750 Educational Research II (2 Credits)

NOTE that the above courses are not being removed, but rather, just shuffled between “Required Core” and Required Core Elective” lists below in the “Clean Copy”.

**REQUIRED COURSES**

I. REQUIRED CORE COURSES
Complete the following courses

- ED 6100 Educational Research I (3 credits )
- ED 6107 Advanced Educational Psych (3 credits)
- ED 6334 Curriculum and Instruction (3 credits)
- ED 6750 Educational Research II (2 credits)
II. REQUIRED CORE ELECTIVES
Select 7 credits of electives with consent of advisor. Courses not used to satisfy the 7 credit requirement may be used to satisfy the credit requirements for ELECTIVE OPTION 1.

- ED 6108 Learning Community (3 credits)
- ED 6117 Critical and Creative Thinking (3 credits)
- *ED 6120 Critical Issues in Education (2 credits)
- *ED 6336 Instructional Design (3 credits)
- *ED 6446 Distance Ed: History and Development (3 credits)
- *ED 6447 Seminar in Teaching Online (2 credits)

*Online Teaching Certificate Courses

TOTAL 6000-LEVEL CORE COURSES - 18 CREDITS

ELECTIVE OPTIONS (Select Option 1 or 2)

1. Graduate Elective Option†

TOTAL 5000 or 6000 LEVEL ELECTIVE COURSES - 15 credits

2. Standards of Effective Practice (SEP) Courses Option**
**This master’s degree is not a teaching license-granting program, but could be used in conjunction with the pursuit of a secondary teaching license (i.e., FasTrack-Bemidji Secondary Post-Bac Initiative).
- ED 5100 Intro to the Foundations of Public School Education (3 Credits)
- ED 5110 Ed Psychology (3 Credits)
- ED 5140 Human Relations in Education (3 Credits)
- ED 5350 Pedagogy: Planning for Instruction (3 Credits)
- ED 5780 Adaptation and Management: Designing the Learning Environment (3 Credits)

TOTAL 5000-Level SEP COURSES - 15 credits

NOTE that the ED 6850 is not being removed, but rather renamed due to policy implications that are tied to “Research” named courses. The new proposed name is given below in the “Clean Copy”.

FINAL PAPER/PROJECT

ED 6850 Educational Research III Capstone (2 Credits)

Total Degree Credits: 35 Credits
Graduate students have options for their 15 credits of elective courses: 'Open Study' or "Certificate/Elective emphasis."

**Open Study.** This option is available to students who wish to pursue multiple avenues of study (e.g., an elementary education teacher wanting courses in several disciplines), who wish to teach in a non-traditional discipline (e.g., a community college physical therapy aide), or whose needs may be met by outside courses and programs available at BSU or other post-secondary institutions (up to 10 credits may be transferred into a student’s program).

- **Open Study elective credits** (15 credits) must be taken at the graduate level (5000-6000) and be appropriate and applicable to the graduate student’s educational goals. The graduate student’s education advisor, the chair of the Department of Professional Education, and the dean of Graduate Studies must approve all elective credits.

**Certificate or Area of Emphasis.** This option is available to graduate students who teach in a specific discipline and want to take courses that form an area of emphasis in an academic area.

- **Area of Emphasis credits** (credit requirements vary from program to program, but must add to at least 15 credits) must be taken at the graduate level (5000-6000) and meet the requirements set forth by the program offering the area of emphasis. The graduate student’s education advisor, the emphasis area advisor or department chair, the chair of the Department of Professional Education, and the dean of Graduate Studies must approve all areas of emphasis credits.

**Program Competencies:**

**Competency Requirement**
Instructional Technologies: This requirement may be satisfied by successfully completing **ED 6336 Instructional Design. ED 6100 Educational Research I**

**Written Requirement**
This requirement may be satisfied by successfully completing **ED 6850 Final Experience. ED 6750 Educational Research II.**

Student learning outcomes for the program:
Outcomes based on a combination of National Board of Professional Teaching Standards (NBPTS) and International Society for Technology in Education (ISTE) National Educational Technology Standards for Teachers (NETS-T). [Learning outcomes are tentatively assigned to these core courses, but as the program evolves, the outcomes may be moved among the defined core courses as necessary.]
(Clean Copy)

Master of Arts in Teaching – Education

The Master of Arts in Teaching (M.A.T.) is a graduate degree with a prescribed cognate designed for contributing to the acquisition of a teaching license when partnered with BSU’s post-baccalaureate secondary teaching license program (i.e., FasTrack-Bemidji Secondary Post-Bac Initiative) or special education non-teaching licensure program or an appropriate elective concentration. The M.A.T. by itself is not a licensure-granting degree, but a secondary license may be completed concurrently via the FasTrack-Bemidji Secondary Post-Bac Initiative program (though additional coursework would need to be completed).

This program provides an M.A.T. Degree and can be linked to a Secondary Teaching License**

Master of Arts in Teaching – Education

REQUIRED COURSES

I. REQUIRED CORE COURSES
Complete the following courses

- ED 6100 Educational Research I (3 credits)
- ED 6107 Advanced Educational Psych (3 credits)
- ED 6334 Curriculum and Instruction (3 credits)
- ED 6750 Educational Research II (2 credits)

II. REQUIRED CORE ELECTIVES
Select 7 core elective credits with consent of advisor. Courses not used to satisfy the 7 credit requirement may be used to satisfy the credit requirements for ELECTIVE OPTION 1.

- ED 6108 Learning Community (3 credits)
- ED 6117 Critical and Creative Thinking (3 credits)
- *ED 6120 Critical Issues in Education (2 credits)
- *ED 6336 Instructional Design (3 credits)
- *ED 6446 Distance Ed: History and Development (3 credits)
- *ED 6447 Seminar in Teaching Online (2 credits)

*Online Teaching Certificate Courses

TOTAL CORE COURSES: 18 CREDITS

ELECTIVE OPTIONS (Select Option 1 or 2)

1. Graduate Elective Option†

TOTAL 5000 or 6000 LEVEL ELECTIVE COURSES - 15 credits
2. Standards of Effective Practice (SEP) Courses Option**
**This master’s degree is not a teaching license-granting program, but could be used in conjunction with the pursuit of a secondary teaching license (i.e., FasTrack-Bemidji Secondary Post-Bac Initiative).

ED 5100 Intro to the Foundations of Public School Education (3 Credits)
ED 5110 Ed Psychology (3 Credits)
ED 5140 Human Relations in Education (3 Credits)
ED 5350 Pedagogy: Planning for Instruction (3 Credits)
ED 5780 Adaptation and Management: Designing the Learning Environment (3 Credits)

TOTAL 5000-Level SEP COURSES - 15 credits

FINAL PAPER/PROJECT

ED 6850 Capstone (2 Credits)

Total Degree Credits: 35 Credits

†Graduate students have options for their 15 credits of elective courses: 'Open Study" or "Certificate/Elective emphasis."

Open Study. This option is available to students who wish to pursue multiple avenues of study (e.g., an elementary education teacher wanting courses in several disciplines), who wish to teach in a non-traditional discipline (e.g., a community college physical therapy aide), or whose needs may be met by outside courses and programs available at BSU or other post-secondary institutions (up to 10 credits may be transferred into a student’s program).

- Open Study elective credits (15 credits) must be taken at the graduate level (5000-6000) and be appropriate and applicable to the graduate student’s educational goals. The graduate student’s education advisor, the chair of the Department of Professional Education, and the dean of Graduate Studies must approve all elective credits.

Certificate or Area of Emphasis. This option is available to graduate students who teach in a specific discipline and want to take courses that form an area of emphasis in an academic area.

- Area of Emphasis credits (credit requirements vary from program to program, but must add to at least 15 credits) must be taken at the graduate level (5000-6000) and meet the requirements set forth by the program offering the area of emphasis. The graduate student’s education advisor, the emphasis area advisor or department chair, the chair of the Department of Professional Education, and the dean of Graduate Studies must approve all areas of emphasis credits.
Program Competencies:

Competency Requirement
Instructional Technologies: This requirement may be satisfied by successfully completing ED 6100 Educational Research I.

Written Requirement
This requirement may be satisfied by successfully completing ED 6750 Educational Research II.

Student learning outcomes for the program:
Outcomes based on a combination of National Board of Professional Teaching Standards (NBPTS) and International Society for Technology in Education (ISTE) National Educational Technology Standards for Teachers (NETS-T). [Learning outcomes are tentatively assigned to these core courses, but as the program evolves, the outcomes may be moved among the defined core courses as necessary.]
BSU Curriculum Forms

Form 8
Updated: 09.18.15

Signatures

__ Tim Goodwin / Department of Education Chair / 8/01/2016 ____________
Proposer / Title / Date

__ Tim Goodwin / Department of Education Chair / 8/01/2016 ____________
Chair or Director / Department or Program / Date
Note: "All departmental recommendations [on curriculum] must be reviewed and approved by the department's faculty."--IFO/MnSCU Master Agreement 2009-2011, 20.A.3 (p. 80).

At this point, packet goes to Records Office/Curriculum Coordinator to be logged in to the Curriculum Proposal Progress Grid.

__ Troy Gilbertson / Dean of Health Sciences and Human Ecology / 8/03/2016 ____________
Dean / College / Date

Note: If proposal is sent back to the Proposer, please notify the Curriculum Coordinator. If approved, packet goes to Academic Affairs Office.