



Education

Programs

- Elementary and Middle Level Mathematics Education, M.S. *master*
- Mathematics Education, M.S. *master*
- Education, M.A.T. *mat*
- Music Education, M.M.E. *mme*
- Special Education, M.Sped *msped*
- Online Teaching *cert*
- Special Education *cert*

Elementary and Middle Level Mathematics Education, M.S. *master*

Required Credits: 34
Required GPA: 3.00

I. REQUIRED EDUCATION CORE

Complete the following courses:

- ED 6100 Educational Research I (3 credits)
- ED 6107 Advanced Educational Psychology (3 credits)
- MATH 6050 Assessment in the Mathematics Classroom (3 credits)

II. REQUIRED MATHEMATICS ELECTIVE COURSES

Complete the following courses:

- MATH 6061 Number Sense for Teachers (3 credits)
- MATH 5064 Number Concepts (4 credits)
or MATH 6062 Number Theory for Teachers (3 credits)

Select at least 5 courses from the following:

- MATH 5065 Mathematical Foundations of Algebra (4 credits)
- MATH 5066 Geometry and Technology (4 credits)
- MATH 5067 Data, Probability, and Statistics (4 credits)
- MATH 6200 Structures of Discrete Mathematics (3 credits)
- MATH 6500 Geometry in the Classroom for Teachers (3 credits)
- MATH 6600 Probability for Teachers (3 credits)

III. REQUIRED PORFOLIO AND RESEARCH

Note: MATH 6050 should be taken prior to the collection of evidence for the pedagogical portfolio.

Note: Consult with advisor before registering for MATH 6055.

Complete the following courses:

- MATH 6055 Pedagogical Portfolio and Action Research (2 credits)

Program Learning Outcomes | Elementary and Middle Level Mathematics Education, M.S.

1. Knowledge: Students will gain an in depth understanding of mathematics content appropriate for elementary and middle level teachers.
2. Pedagogy: Students will develop an understanding of the uses and limitations of a variety of instructional methodologies.
3. Curricular Design: Student will design lessons and curriculum that communicate mathematical concepts to learners with diverse learning styles and ability levels.
4. Research: Students will gain a understanding of the literature and use that understanding to answer research questions in a specialized area of mathematics education.
5. Professional Advancement: Students will apply what they have learned to improve the learning of their students and enhance the mathematics curriculum at their schools.

Mathematics Education, M.S. *master*

Required Credits: 32
Required GPA: 3.00

I. REQUIRED EDUCATION CORE

Complete the following courses:

- ED 6100 Educational Research I (3 credits)
- ED 6107 Advanced Educational Psychology (3 credits)
- MATH 6050 Assessment in the Mathematics Classroom (3 credits)

II. REQUIRED MATHEMATICS ELECTIVE COURSES

Select at least 12 credits from the following:

Note: Some courses listed have prerequisites not required in this program.

Other math content courses may be used with consent of advisor.

- MATH 5240 Number Theory (3 credits)
- MATH 5260 Mathematical Problem Solving (3 credits)
- MATH 5310 Linear Algebra (4 credits)
- MATH 5371 Modern Algebra (3 credits)

- MATH 5410 Introduction to Analysis (3 credits)
- MATH 5440 Introduction to Fractals & Chaos (3 credits)
- MATH5470
- MATH 5560 Classical and Modern Geometry (3 credits)
- MATH 5710 Mathematical Modeling (3 credits)
- MATH 5720 Numerical Methods (3 credits)
- MATH 5760 Topics in Applied Mathematics (3 credits)
- MATH 5820 History of Mathematics (3 credits)
- MATH 6350 Advanced Abstract Algebra (3 credits)
- MATH 6550 Advanced Geometry (3 credits)
- STAT 5631 Probability and Statistics I (4 credits)
- STAT 5632 Probability and Statistics II (3 credits)
- STAT5650
- STAT 5660 Statistics for the Health Sciences (3 credits)

III. REQUIRED MATHEMATICS PEDAGOGY ELECTIVE COURSES

Select at least 9 credits from the following (or other pedagogy courses approved by an advisor):

- MATH 5064 Number Concepts (4 credits)
- MATH 5065 Mathematical Foundations of Algebra (4 credits)
- MATH 5066 Geometry and Technology (4 credits)
- MATH 5067 Data, Probability, and Statistics (4 credits)
- MATH 6061 Number Sense for Teachers (3 credits)
- MATH 6062 Number Theory for Teachers (3 credits)
- MATH 6200 Structures of Discrete Mathematics (3 credits)
- MATH 6500 Geometry in the Classroom for Teachers (3 credits)
- MATH 6600 Probability for Teachers (3 credits)

IV. REQUIRED PORTFOLIO EVALUATION AND RESEARCH

Note: Consult with an advisor before registering for MATH 6055:

- MATH 6055 Pedagogical Portfolio and Action Research (2 credits)

COMPETENCY REQUIREMENT

Completion of MATH 6050, Assessment in the Mathematics Classroom, with a grade of 'B' or better, or the equivalent as approved by the department.

Program Learning Outcomes | Mathematics Education, M.S.

1. Knowledge: Students will gain an in depth understanding of mathematics content appropriate for secondary school teachers.
2. Pedagogy: Students will develop an understanding of the uses and limitations of a variety of instructional methodologies.
3. Curricular Design: Student will design lessons and curriculum that communicate mathematical concepts to learners with diverse learning styles and ability levels.
4. Research: Students will gain a understanding of the literature and use that understanding to answer research questions in a specialized area of mathematics education.
5. Professional Advancement: Students will apply what they have learned to improve the learning of their students and enhance the mathematics curriculum at their schools.

Education, M.A.T. *mat*

Required Credits: 30

Required GPA: 3.00

I. Required Core

Complete the following courses:

- ED 6100 Educational Research I (3 credits)
- ED 6102 Making Education Data Meaningful (3 credits)
- ED 6113 Culturally Responsive and Sustaining Pedagogy (3 credits)
- ED 6120 Critical Issues in Education (3 credits)
- ED 6750 Educational Research II (3 credits)
- ED 6850 Capstone (3 credits)

III. Elective Options

Option I.

Complete 12 credits of 5000 or 6000 level elective courses from ED and/or other departments to build an area of emphasis using the 'Open Study' option or complete a 'Certificate/Elective emphasis' option.

Note: Online Teaching Certificate courses include ED 6120, ED 6336, ED 6446 and ED 6447.

Option II:

Teacher License Coursework (up to 15 credits)

**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)

Music Education, M.M.E. *mme*

This 33 credit Master of Music Education program prepares K-12 teachers in choral, instrumental, and general music specializations. All students will study general music methods and will select a choral or instrumental conducting track. This cohort based program can be completed over three years in month-long summer intensives. Studies focus on Kodály pedagogy, conducting, musicianship, and private music study, culminating in a capstone recital, project, or research.

Required Credits: 33

Required GPA: 3.00

I. Required Foundation Courses

A. Musicianship

Complete the following courses:

- MUS 5111 Graduate Musicianship I (1 credit)
- MUS 6112 Graduate Musicianship II (1 credit)
- MUS 6113 Graduate Musicianship III (1 credit)

B. Performance Studies

Complete the following course (take 3 semesters):

- MUS 5210 Graduate Music Ensemble (1 credit)

Complete the following course (take 2 semesters)

Enroll in Fall and Spring between Summers II and III

- MUS 6804 Graduate Lesson (1 credit)

C. Teaching Pedagogy

Complete the following courses:

- MUS 5301 Models of Music Learning I (2 credits)
- MUS 6302 Models of Music Learning II (2 credits)
- MUS 6303 Models of Music Learning III (2 credits)

D. Contemporary Topics

Complete the following courses:

- MUS 5401 Topics in Music Education I (2 credits)
- MUS 6402 Topics in Music Education II (2 credits)
- MUS 6403 Topics in Music Education III (2 credits)

E. Curriculum

Complete the following courses:

- MUS 5601 Music Materials, Literature, and Analysis I (2 credits)
- MUS 6602 Music Materials, Literature, and Analysis II (2 credits)
- MUS 6603 Music Materials, Literature, and Analysis III (2 credits)

II. Required Electives

Select one specialization:

1. Choral and General Music

MUS 5640 must take 3 semesters

- MUS 5640 Choral Conducting and Pedagogy (2 credits)

2. Instrumental and General Music

MUS 5740 must take 3 semesters

- MUS 5740 Instrumental Conducting and Pedagogy (2 credits)

III. Professional Application

Complete the following course:

- MUS 6853 Capstone (1 credit)

Music Education, MME (33 credits)

Sample Course Sequence / Suggested semester schedule

Summer I (10 credits)

- MUS 5111 Graduate Musicianship I (1 credit)
- MUS 5210 Graduate Music Ensemble (1 credit)
- MUS 5301 Models of Music Learning I (2 credits)
- MUS 5401 Topics in Music Education I (2 credits)
- MUS 5601 Music Materials, Literature, and Analysis I (2 credits)

Choose Choral or Instrumental Track (select one)

- MUS 5640 Choral Conducting and Pedagogy (2 credits)
- MUS 5740 Instrumental Conducting and Pedagogy (2 credits)

Summer II (10 credits)

- MUS 5210 Graduate Music Ensemble (1 credit)
- MUS 6112 Graduate Musicianship II (1 credit)
- MUS 6302 Models of Music Learning II (2 credits)
- MUS 6402 Topics in Music Education II (2 credits)
- MUS 6602 Music Materials, Literature, and Analysis II (2 credits)

Choose Choral or Instrumental Track (select one)

- MUS 5640 Choral Conducting and Pedagogy (2 credits)
- MUS 5740 Instrumental Conducting and Pedagogy (2 credits)

Fall Semester after Summer II (1 credit)

- MUS 6804 Graduate Lesson (1 credit)

Spring Semester after Summer II (1 credit)

- MUS 6804 Graduate Lesson (1 credit)

Summer III (11 credits)

- MUS 5210 Graduate Music Ensemble (1 credit)
- MUS 6113 Graduate Musicianship III (1 credit)
- MUS 6303 Models of Music Learning III (2 credits)
- MUS 6403 Topics in Music Education III (2 credits)
- MUS 6603 Music Materials, Literature, and Analysis III (2 credits)
- MUS 6853 Capstone (1 credit)

Choose Choral or Instrumental Track (select one)

- MUS 5640 Choral Conducting and Pedagogy (2 credits)
- MUS 5740 Instrumental Conducting and Pedagogy (2 credits)

Special Education, M.Sped *msted*

The Master of Special Education provides advanced training and licensure in Specific Learning Disabilities, Emotional or Behavioral Disorders, or Autism Spectrum Disorders. This degree program prepares teachers to apply evidence-based practices in classroom settings; develop, adapt, and modify curriculum; and utilize relevant literature and research to improve outcomes for students with special needs. The Master of Special Education degree is based on the Council for Exceptional Children's (CEC) Initial Level Special Educator Preparation Standards and the Minnesota Special Education Licensure Standards. *Note: Some students may require additional courses and credit hours depending on their current degree and Minnesota teacher licensure status.*

Required Credits: 32

Required GPA: 3.00

Special Education Core Courses

Students will develop a 32 credit plan of study with their advisor that includes courses from the special education core, at least one disability category, practicum/student teaching, and the Master's sequence which includes the comprehensive examination.

Complete the following courses:

- SPED 5600 Study of the Learner with Special Needs (3 credits)
- SPED 5650 Collaborative Techniques for Special Educators (3 credits)
- SPED 5655 Due Process in Special Education I: Individual Education Plan (3 credits)
- SPED 5715 Curriculum Techniques with Special Populations (3 credits)
- SPED 6603 Math Difficulties: Diagnosis and Intervention (3 credits)
- SPED 6605 Due Process in Special Education II: Assessment and Reporting (3 credits)
- SPED 6608 Reading Difficulties: Diagnosis and Intervention (3 credits)

Choose at least one of the following areas of study.

SLD Licensure Courses

Complete the following courses:

- SPED 5620 Teaching the Learner with Specific Learning Disabilities I (3 credits)
- SPED 6620 Teaching the Learner with Specific Learning Disabilities II (3 credits)

EBD Licensure Courses

Complete the following courses:

- SPED 5630 Teaching the Learner with Emotional Behavioral Disorders I (3 credits)
- SPED 6630 Teaching the Learner with Emotional Behavioral Disorders II (3 credits)

ASD Licensure Courses

Complete the following courses:

- SPED 5660 Teaching the Learner with Autism Spectrum Disorder I: Mild to Moderate (3 credits)
- SPED 6660 Teaching the Learner with Autism Spectrum Disorder II: Moderate to Severe (3 credits)

Practicum Courses/Student Teaching

Complete one of the following courses:

Note: SPED 6180 is only for students seeking initial licensure in special education, e.g. FastTrack.

Note: SPED 6650 is for students who hold a current teacher license (Minnesota tier 3 or 4) and are adding an additional license.

- SPED 6180 Graduate Student Teaching Seminar (2 credits)
- SPED 6650 Practicum Strategies with Special Populations (2 credits)

Master's Sequence

Complete the following:

Note: At the end of their program, all Master's students must take the following course and comprehensive examination.

- SPED 6610 Introduction to Educational Research I (3 credits)
- SPED 6800 Special Education Comprehensive Examination (0 credit)

Online Teaching *cert*

Required Credits: 10

Required GPA: 3.00

I REQUIRED COURSES

COMPLETE THE FOLLOWING COURSES:

- ED 6120 Critical Issues in Education (3 credits)
- ED 6336 Instructional Design (3 credits)
- ED 6446 Distance Education: History and Development (3 credits)
- ED 6447 Seminar in Online Teaching (2 credits)

Special Education *cert*

Required Credits: 12

Required GPA: 3.00

Admission requirement: Bachelor's degree in any area Note: This certificate does not provide a licensure through the Minnesota teacher licensing board, PELSB.

I REQUIRED COURSES

Complete the following courses:

- SPED 5600 Study of the Learner with Special Needs (3 credits)
- SPED 5650 Collaborative Techniques for Special Educators (3 credits)
- SPED 5655 Due Process in Special Education I: Individual Education Plan (3 credits)
- SPED 5715 Curriculum Techniques with Special Populations (3 credits)

Education Courses

ED 5000 Introduction to FasTrack (1 credit)

This course provides a comprehensive evaluation of the professional and academic experiences of aspiring teacher candidates. Transcripts and professional data are reviewed. Once the evaluation is completed, the student will work with the instructor to create an individualized program plan that leads to teacher licensure. Students are introduced to the concept of professional reflection based on the Standards of Effective practice. Student concerns and questions are addressed as well as an introduction to D2L and online learning. Discussions around the four components of the Professional Education Conceptual Framework in the areas of environmental awareness, technology, proficiency in teaching and collaboration occur via D2L. An introduction to TaskStream and its relation to the documenting of the Standards of Effective practice is provided. The cost for reviewing transcripts is waived for candidates who enroll in this course. This course is required before taking any other courses in the FasTrack program. Prerequisite: An earned bachelor's degree.

ED 5100 Introduction to the Foundations of Public School Education (3 credits)

Introduction to the historical, social, and political foundations of public school education. Introduction to the roles, functions, and responsibilities of an elementary or secondary public school teacher; a practicum experience. Prerequisites: Completion of PPST, 2.50 GPA, and 30 credits, or completion of a baccalaureate degree in a licensure field and consent of department chair.

ED 5110 Educational Psychology (3 credits)

A study of the teaching and learning process: teaching with emphasis on planning effective instruction, management, and assessment; learning from behavioral, information processing, and constructivist views focusing on how learning is influenced by cognitive, personal, social, and moral development, and by teaching approaches, motivation, and other factors. Prerequisite: 2.50 overall GPA; Corequisite: ED 5100.

ED 5140 Human Relations in Education (3 credits)

Study of the causes and psychological dynamics of racism, sexism, and other forms of human oppression. Focus on building teacher/family relationships as a strategy in anti-bias teaching. Prerequisites or Corequisites: ED 5100 and ED 5110.

ED 5160 Philosophy and Organization of The Middle School (2 credits)

Specific information and skills relative to the development of a philosophy and rationale for a middle school. Emphasis on the relationship between the middle school student, the middle school teacher, and the philosophy, organization (including interdisciplinary planning, advisor/advisee plan, etc.), and program of the middle school.

ED 5170 Education of the American Indian (3 credits)

Survey of traditional and western models used in the education of American Indians from colonial times to the present.

ED 5201 Language Arts I (3 credits)

A survey of various approaches and an investigation of the multiplicity of tasks involved in the teaching of elementary school reading. Focuses on emerging literacy development as well as assessment in the early years of learning to read.

ED 5202 Language Arts II (3 credits)

Focuses on the use of children's literature in the elementary and middle schools and the role of literature in a balanced literacy program and continued language development. A balanced literacy program includes the integration of reading, writing, spelling, listening, speaking, and viewing skills meeting the needs of diverse learners.

ED 5203 Language Arts III (3 credits)

Focuses on literacy components of the elementary and the middle school reading program. Special emphasis is given to the development of literacy skills in writing, listening, speaking, media literacy, and presenting and viewing as a part of a holistic view of language and communication. Prerequisite: ED 5202.

ED 5212 Curriculum Instruction using Response to Intervention (RTI) (3 credits)

This course is designed to provide students with opportunities to apply learning in an authentic setting. Students will demonstrate-through fieldwork, online discussion, and course assessments-their knowledge of curriculum using Response to Intervention (RTI) and how to supervise a reading program. Prerequisites: ED 5201 (Elementary Students) or ED 5737 (Secondary Students).

ED 5221 Elementary Math Methods (3 credits)

Objectives, materials and methods of teaching modern mathematics. Requires visits to elementary schools.

ED 5250 Elementary School Environmental Education (1 credit)

Philosophy, objectives, methods, and materials of environmental education. Designed to teach students how to integrate environmental education into the classes of elementary schools.

ED 5257 Introduction to Environmental Education and Interpretation (3 credits)

Objectives, program ideas, methods, and materials of outdoor education. General and specific techniques of implementing a program of environmental education and interpretation.

ED 5258 Environmental Interpretation (3 credits)

Introduces the student to the profession of interpretation. Students gain an understanding of the principles of interpretation and their application in interpretative services in a wide variety of setting including museums, zoological gardens, industrial sites, and parks.

ED 5305 Literature Based Differentiated Instruction (3 credits)

This course emphasizes theory and practice in understanding, diagnosing and correcting problems in reading through differentiated literature-based instruction. Sims strategies as well instructional differentiated instruction will be introduced and implemented in a 20-hour clinical experience. (3 credits) Prerequisites: ED 5201 (Elementary Students) or ED 5737 (Secondary Students).

ED 5350 Pedagogy: Planning for Instruction (3 credits)

Introduction to the elements of designing effective instruction: learners, goals and objectives, teaching strategies, instructional technologies, and assessment, with special attention to the learners. Concepts from educational psychology and human relations are applied to the development of appropriate educational materials for diverse learners. Prerequisites: ED 5100 and ED 5110.

ED 5410 Secondary Science Methods (4 credits)

Introduces strategies and materials for teaching science grades 5-12. Discusses the teaching of science through a hands-on, inquiry-oriented methodology, and includes laboratory activities, class discussions, and modification of materials to address current Minnesota state standards. A field experience is required in an appropriate grade level with public school students. Prerequisite: Senior status or consent of instructor.

ED 5417 Teaching and Learning in the Middle School (3 credits)

Course provides comprehensive preparation for teaching in the middle school. Topics of study include young adolescent development; the family's impact on the middle school learner; middle school philosophy and structures; content, instruction, and assessment at the middle school level; and community engagement and the middle school.

ED 5500 Young Children with Special Needs (3 credits)

Introduction to teaching young children with special needs. Includes discussion of important aspects of education for young children in special education and mainstreamed settings. Students interrelate experiences working with young children having special needs to developing an educational philosophy.

ED 5508 Parent/Professional Team in Early Childhood (3 credits)

Emphasizes cooperative and coordinated educational programming with parents of normally and atypically developing infants, toddlers, and preschool age children. Models of early intervention and parent-teacher educational programs are presented and adapted for use with parents. First is interagency staffing patterns and cooperation among agencies and second is geographic, economic and social factors and related problems. Prerequisites: ED 5670 and/or ED 5500.

ED 5580 Teaching of Middle and Secondary School Social Studies (3 credits)

Objectives, activities, methods, and materials in teaching social studies in grades 5-12. A total of 25 hours of field experience in a middle or secondary social studies classroom is required. Prerequisite(s): ED 5110.

ED 5601 Assistive Technology (3 credits)

An overview of assistive technology for use by individuals with disabilities will be covered. Five types of devices will be examined and their uses discussed. They include environmental control devices simple augmentative communication devices; switches, modules, and mounting systems; computer adapted input devices; and special needs software. This course provides a format via e-mail for discussion regarding application and analysis of assistive technology devices. In addition, students will synthesize and evaluate information on disabilities and assistive technology devices found on the Internet.

ED 5608 Mathematics for Learners with Special Needs (2 credits)

Study of the problems that students who have learning difficulties exhibit in mathematics. Diagnostic, remedial, and instructional activities are developed. Requires an approved elementary (K-4) clinical experience. Prerequisite: ED 5221 or MATH 6061, and SPED 5600.

ED 5670 Foundations of Early Childhood Education (3 credits)

Social, psychological, historical, and educational foundations of kindergarten and prekindergarten programming are explored. Emphasis is placed on efforts of modern programs to adapt curriculum and instruction to the developmental levels and experience backgrounds of young children. Content is geared toward teaching at either the kindergarten or prekindergarten levels. Requirements: Practicum at level of professional interest.

ED 5677 Relations and Management in Early Childhood Education (3 credits)

Study and develop skills in relations with young children, parents, and co-workers. Guidance and group management techniques are addressed for working effectively with prekindergarten and young school aged children. Practicum in prekindergarten or school settings is part of the class.

ED 5700 Developmentally Appropriate Preprimary Education (3 credits)

Students will design and implement developmentally appropriate curriculum in programs serving preschool children and their families. Students will develop integrated learning experiences across all developmental domains as described in Minnesota's Early Indicators of Progress. Students will assess the development and learning of children and use this information in planning and instructional decision-making. Students will plan and teach lessons using developmentally appropriate instructional strategies reflecting knowledge of children's development and individual and community sociocultural contexts. This course requires 20 hours of field experience in a preschool setting.

ED 5737 Content Area Reading (3 credits)

Intensive study of content area reading issues. Assessment techniques and instructional strategies appropriate for grades four through twelve. Literacy requirements addressed include application competencies that take into account classroom experiences related to various disciplines.

ED 5740 Methods of using Instructional Technology (3 credits)

Fundamentals of theory and practice in using instructional technology in teaching. Explores current and future methods of teaching with technology. Assists teachers and prospective teachers in utilizing various instructional technologies in their teaching.

ED 5747 Curriculum Development for Instructional Technology (4 credits)

How to modify existing curriculum to incorporate instructional technology into the educational program. Focuses on curriculum development processes that link advanced multi-media technologies to the curriculum.

ED 5750 Family, School, Community Relations (3 credits)

Course focuses on family involvement as essential in the successful education of the prekindergarten-12th grade learner. Study is given to family dynamics, trends in family-school relations, problems that inhibit parent involvement, and strategies for productive family involvement. Community and cultural considerations in family-school-community relations are examined. Pertinent field activities are required.

ED 5757 Philosophy and Methods of Parent Education (3 credits)

Historical, cultural, social, and psychological foundations in the philosophy of parent education are explored. Methods in the education of adults in the context of the family are studied. Models of parent/family education are examined. Visitations to early childhood family education programs are required. Prerequisites: ED 5500, ED 5670, and ED 5677.

ED 5758 Teaching the Learner at Risk: An Ecological Perspective (2 credits)

The course explores family and school factors that put the learner at risk for academic and social failure. Strategies are developed for addressing these factors, including collaborative efforts within and outside of the classroom. This is the introductory course in teaching the learner at-risk programs.

ED 5760 Vocal Music Consultant in the Elementary School (1 credit)

Music resources, films, records, song literature, and community resources; demonstration and observation lessons; workshop staff relations, purchase and maintenance of materials and equipment.

ED 5770 Organization and Administration of Environmental Education & Interpretation (2 credits)

The organization and administration of environmental education and interpretation experiences in varying lengths, and the acquisition, development, and maintenance of outdoor education facilities and programs. Prerequisite: ED 5257.

ED 5777 Field Experiences in Environmental Education and Interpretation (3 credits)

An interdisciplinary field oriented course designed to provide the student with basic knowledge of the natural environment and its relationship to the total school curriculum. Each student will design and execute an environmental or outdoor education project related to their major field of study. Arrangements will be made to test out the activity on an appropriate group (e.g. school children, adults, etc.) Prerequisite: ED 5257.

ED 5780 Adaptation and Management: Designing the Learning Environment (3 credits)

Focuses on designing and managing the learning environment to meet needs for growth in all learners in affective, cognitive, psychomotor, and social domains. Theories of individual behavior, diverse learners, group dynamics, communication, behavioral interventions, and classroom management presented and applied in simulations. Research on related topics is undertaken. Prerequisites: ED 5100, ED 5110, ED 5140, and ED 5350.

ED 5790 Teaching PK-12 Multilingual Learners (3 credits)

This course is an intensive study to develop instructional competencies that support the literacy development of students from culturally and linguistically diverse backgrounds. Pedagogical approaches and methods, curriculum planning, assessment, differentiated instruction, materials adaptation, and collaborative teaching will be presented. The course will examine cross-disciplinary literacy instruction and approaches to develop students' reading, writing, speaking, and listening skills in all content areas. This course is designed for teacher candidates, experienced teachers, and those who want to develop their knowledge and understanding of fundamental principles, practices, and policies for working with multilingual learners.

ED 5799 The Professional Teacher (1 credit)

Students study the role of the student teacher in planning for full-time teaching. Reviews classroom procedures, organization, planning, and technologies, and covers student teacher and beginning teacher procedures, general background, introduction to the classroom, teaching strategies, language, thinking, evaluation, employment (including letters of application, resume writing, and interviews), and continued professional growth. The course must be taken the semester before student teaching. Note: Elementary majors must successfully complete all methods courses prior to student teaching; secondary majors must successfully complete all methods courses and 80 percent of their content courses prior to student teaching. Prerequisites: ED 5100, ED 5110, ED 5140, ED 5350, and ED 5780.

ED 5811 Preprimary Student Teaching (3-10 credits)

Students integrate theory and practice through working as a member of a teaching team in a prekindergarten placement. Includes application of content and methods from ED 3670 and ED 3677, as well as documentation of attainment of BOT outcomes as specified in the syllabus. Prerequisites or Corequisites: ED 5670 and ED 5677.

ED 5818 Field Experience In Instructional Technology (4 credits)

The purpose of this course is to provide a capstone experience for the students in the Instructional Technology area of emphasis. Students will develop integrated instructional technology materials and field test them in actual educational settings.

ED 5820 Student Teaching - Elementary (1-16 credits)

Full-time teaching with guidance and supervision by University supervisors and assigned school personnel. Graded Satisfactory/Unsatisfactory only. Prerequisites: ED 5100, ED 5110, ED 5140, ED 5350, ED 5780, and ED 5799; Corequisite: ED 5800.

ED 5830 Student Teaching - Secondary (1-12 credits)

Full-time teaching with guidance and supervision by University supervisors and assigned school personnel. Graded Satisfactory/Unsatisfactory only. Prerequisites: ED 5110 and ED 5799; Corequisite: ED 5800.

ED 5840 Student Teaching - Special Fields (1-12 credits)

Full-time teaching with guidance and supervision by University supervisors and assigned school personnel (visual arts, business education, industrial arts education, instrumental music, vocal music, health and physical education.) Graded Satisfactory/Unsatisfactory only. Prerequisites: ED 5100, ED 5110, ED 5140, ED 5350, ED 5780, and ED 5799; Corequisite: ED 5800.

ED 5860 Practicum: Special Fields (3 credits)

This is an 80-hour practicum course for students to demonstrate competency in teacher-student interactions, instructional delivery and design, and classroom organization and management in a classroom in the student's add-on licensure/endorsement focus. This course requires two observations by both the cooperating teacher and the university supervisor, one triad meeting, and submission of a recommendation from the university supervisor. Completed practicum hours must be submitted and approved. Prerequisite(s): Completion of initial MN Teaching License and co-enrollment in or completion of required endorsement courses.

ED 5917 DIS Tchg Assoc | (1-2 credits)

Directed Independent Study | Teaching Associate

ED 6100 Educational Research I (3 credits)

Critically informed educators begin with investigating their own practice. Students will explore principles of research design through analysis of qualitative, quantitative data from one's own setting. Students will then begin to develop a hypothesis of areas for improvement over the course of one's graduate degree. In this course students will develop efficacy in academic writing skills including formatting of documents in alignment with the Americans with Disabilities Act (ADA) and American Psychological Association (APA) citation practices. Introduction to the fundamental principles of educational research, the analysis and critique of quantitative, qualitative, and emerging research designs, data collection methods, and statistical approaches. This will provide the foundation for students completing their capstone project at the end of the program. This course should be taken early in a student's program of study to provide a sound basis for subsequent graduate-level coursework. Prerequisites: Admission to any BSU graduate program or consent of instructor.

ED 6102 Making Education Data Meaningful (3 credits)

Teachers will learn how to analyze data gathered through classroom and institutional practices and accurately interpret these for various audiences and purposes. Teachers will demonstrate basic statistical concepts applied in the educational context and be able to recognize when data is being appropriately and effectively to inform instruction. An expansive repertoire of formative assessment practices for instructional purposes will be considered. Teachers will use data from student artifacts to design appropriate instructional remediation, extension, or adaptation for future curriculum iterations. Data disaggregated by race, gender, first language, and special education status will be used to consider current levels of instructional efficacy with the goal of equity and high achievement for all learners. Prerequisite(s): ED 6100.

ED 6107 Advanced Educational Psychology (3 credits)

This course investigates the neurological, psychological, and socio-cultural elements of human development as these relate to teacher practices. The course examines the teaching and learning process: teaching with emphasis on planning effective instruction, management, and assessment. It also explores effective ways to respond to student behaviors and learning needs from a trauma-based perspective. This course includes K-12 Teacher Licensure Standards of Effective Practice.

ED 6108 The Learning Community (3 credits)

Study of instructional policy, curriculum theory and development, and staff development. Addresses current educational issues -- national, state, and local educational standards; resources; parental and community involvement in educational decision making; and historical, gender-fair, multicultural, and international perspectives.

ED 6110 Comparative Educational Philosophies (3 credits)

Study of diverse views of education, including predominant educational philosophies of the United States and educational systems around the world. Topics to be considered are the relationship of philosophy, theory, and educational practice.

ED 6113 Culturally Responsive and Sustaining Pedagogy (3 credits)

Students will build on existing experiences in education to review and analyze current curriculum and standards. They will develop curriculum and/or adapt existing curriculum rooted in sound learning theory. brain research, is culturally responsive and sustainable, and inclusive to all learners. Students will develop the pedagogical skills enabling them to facilitate student-centered instruction emphasizing authentic inquiry. Prerequisite(s): ED 6102.

ED 6115 Psychology of Learning (3 credits)

A comprehensive study of the process of learning as it relates to behavior, cognition/intelligence, life-span development, motivation, and instructional practices. For practicing teachers in various educational settings, pre-K through post-secondary.

ED 6117 Critical and Creative Thinking (3 credits)

Analysis of learner capacities that are prerequisites for intellectual growth, including the ability to take multiple perspectives, be creative and take risks, and adopt an experimental and problem-solving orientation. Through an understanding of developmental and learning theories, accomplished teachers critically examine their teaching practices, seek to expand their repertoire, deepen their knowledge, and adapt their teaching to new ideas.

ED 6118 Program Evaluation (3 credits)

Focuses on philosophical foundations of program evaluation within the context of organizational renewal and school change initiatives. Case study methodology is used for curricula and delivery design in contemporary curricular issues.

ED 6120 Critical Issues in Education (3 credits)

Analyzes issues confronting American education. Students will first explore enduring critical issues in education and then participate in an emergent curriculum model as they conduct specific and detailed study is given to selected issues of their choice culminating completion of a literature review on that topic. Prerequisite(s): ED 6113.

ED 6140 Human Diversity in Education (3 credits)

This course explores anti-bias and culturally responsive teaching. It examines social, political, and cultural issues that contribute to inequities in education. It includes a study of the causes and psychological dynamics of racism, sexism and other forms of human oppression and the effects these have on learning spaces. Throughout the course, students will consider their own positionality and what that means for their teaching practice. Focus will be on examining and implementing practices that support diversity, equity, and inclusion.

ED 6150 History of American Education (2 credits)

Study of the development of public education in the United States with attention to the European background as it has influenced the expansion of education facilities in the United States, Canada, and Latin America.

ED 6160 Educational Statistics (2 credits)

The principles and foundations of statistical method as applied to educational measurement are examined.

ED 6210 Recent Research in Elementary School Subjects (2 credits)

A study of recent research in selected elementary school subjects.

ED 6220 Modern Curricula in Elementary School Subjects (2 credits)

Designed to develop basic understanding for individual in science methods for the elementary school. Emphasizes modern approaches and resource development in science curricula.

ED 6230 Curriculum and Instruction in Developmental Reading in Elementary School (2 credits)

The skills, methods and materials basic to the teaching of reading at the elementary level are studied.

ED 6232 Children's Literature in the Classroom (2 credits)

For in-service elementary and middle-level teachers. Expands teachers' background in the field of children's literature. Emphasis on methods and techniques to integrate children's literature into the language arts program as well as the use of literature across disciplines in school curriculums. Current research, relevant Internet resources, and recent publications in children's literature. Prerequisite: Undergraduate teaching degree or consent of instructor. Offered through Extended Learning.

ED 6237 Diagnosis and Correction of Reading Difficulties (2 credits)

Emphasizes theory and practice in diagnosing and correcting problems in reading. Requires an approved clinical experience in a high school (9-12) setting. Prerequisite: ED 5201 or ED 6230.

ED 6238 Administration and Supervision of the Reading Program in the Field (3 credits)

This course is designed to provide students with opportunities to apply learning about reading best practices in an authentic setting. Students will demonstrate; through field work, online discussion, and course assessments; their knowledge of reading assessment and evaluation, state and federal reading legislation, leadership and coaching approaches, current research on best practice in reading instruction, strategies for working effectively with parents and community, and ability to plan reflectively for high-quality reading instruction. Prerequisites: ED 5201, ED 5740.

ED 6240 Curriculum and Instruction in Elementary School Mathematics (1 credit)

This course is intended to develop a more comprehensive understanding of the objectives, content materials, and processes of modern mathematics in elementary school.

ED 6250 Curriculum and Instruction in Elementary School Social Studies (2 credits)

An analysis of recent research in curricula design and pedagogical practice, overarching goals of the social studies, the sources of content through which those goals may be realized, and the theoretical basis for organizing the social studies curriculum in the elementary school. Efforts will be made to explain the interrelationships between history, social sciences, school social studies, and pedagogy.

ED 6300 Key Concepts of Middle Level Education (2 credits)

An opportunity for in-depth exploration of the components that make up contemporary middle schools. Prerequisite: ED 5160 or equivalent.

ED 6307 Teaching the Young Adolescent (2 credits)

Designed to improve participants' ability to deliver instruction to transescent (10 to 15 years old) students. Prerequisite: ED 5160 or equivalent.

ED 6334 Curriculum and Instruction (3 credits)

Study of how content knowledge is created, organized, and linked to other disciplines and applied to real-world settings. Focuses on how to convey and reveal content knowledge to students by creating multiple paths of learning.

ED 6336 Instructional Design (3 credits)

Examines a range of effective instructional techniques for elementary, middle-level, secondary, and post-secondary teachers. Reviews instructional design models that focus on selecting content knowledge, transforming content knowledge into instructional standards, selecting appropriate teaching strategies and media, managing the classroom environment, assessing learning, and reflecting on the effectiveness of instructional decisions.

ED 6400 School Administration and Leadership (3 credits)

Examine leadership theory within a school setting and provide application of theory to the daily responsibilities of a school administrator through simulations and case studies. Aspects of organizational behavior and learning, school culture, systems thinking, vision building and change are applied to school leadership processes. Critical issues of leadership and education are analyzed

ED 6407 The Accomplished Teacher (3 credits)

Assessment of individual leadership styles and their application to the organizational setting. Team building, change processes, strategic planning and leadership theory are analyzed.

ED 6410 Public School Law (3 credits)

Study of principles of law relating to public school in relationship to case law, torts, statutes and legal system of the United States. Relationships of federal, state and local governments are analyzed as well as the legal status of schools, administrators, teachers and students.

ED 6420 School Finance (3 credits)

Addresses the financial implications of the education program including theoretical foundations of educational finance, budgeting, management of funds, fiscal policies, and the business management function and facilities financing.

ED 6430 Student Personnel Services (3 credits)

Develop strategies for student services programs with attention to student personal and developmental needs, family profiles, social issues, and peer interaction. Counseling and guidance services, student management programs, activity programs, school safety and policy development are examined and applied to simulations and case studies.

ED 6440 Supervision of Student Teachers (2 credits)

Course designed for experienced teachers who supervise, or expect to supervise, students in a student teaching experience assigned to off-campus schools.

ED 6446 Distance Education: History and Development (3 credits)

Students learn about trends, issues, and theories in the field, as well as designing for distance delivery with different types of methods, media, and delivery tools. The course is offered only online. Students will participate in online discussion, including an exploration of their own experiences as distance learners. Other goals are individually defined and based on the needs and interests of students taking the course.

ED 6447 Seminar in Online Teaching (2 credits)

Specifically for in-service P-12 and post-secondary teachers seeking advanced preparation in online teaching. Shaped by participants in terms of critical needs, specific content areas and specialties, or changes in state and federal policies. Every effort is made to include expert guest discussants from the Minnesota Department of Education, other universities, teachers' unions, and other relevant leaders in online education.

ED 6450 Education Supervision (3 credits)

Focus is on the major problems of supervision in the context of a school viewed as a social organization. Issues examined are the process of change, initiation of innovations, and the improvement of teachers' in-service.

ED 6460 Public Relations (3 credits)

Basic knowledge needed by teachers and administrators to conduct or participate in a school public relations program.

ED 6480 Personnel Administration (3 credits)

Examines the historical evolution of personnel administration and focuses attention on school personnel tasks, staff selection, in service training, performance evaluation, and professional negotiations.

ED 6750 Educational Research II (3 credits)

Students are guided to developing meaningful, authentic, projects, often including action research projects that will improve their own practice in the field and contribute new ideas to the profession. Students will complete the proposal for their capstone project. The instructor will facilitate the student's completion of the capstone proposal process, resulting in advisor/committee chair approval capstone proposal and requisite BSU graduate school office paperwork. Students proposing an action research capstone will most likely complete data collection prior to enrolling in ED 6850 where they will analyze the data and present their results. Prerequisite(s): ED 6100 and ED 6120.

ED 6800 Practicum in Diagnosis of Reading Difficulties (2 credits)

Practical experience in diagnosing children's learning difficulties in reading. Prerequisite: ED 6237.

ED 6810 Practicum in Correction of Reading Difficulties (2 credits)

Practical experience in correcting children's learning difficulties in reading. Prerequisite: ED 6237.

ED 6840 Practicum in Parent and Family Education (3 credits)

Students complete the practicum in an early childhood family education program. Working with a mentor parent educator in a group setting with adults, students participate in planning, implementation, and evaluation of a parent and family education program. Taken at the end of the Parent and Family Education licensure. Completion of a journal and weekly seminar is a part of the practicum.

ED 6850 Capstone (3 credits)

In this final course in the BSU Education Department's MAT and M SPED degree programs, students complete their final project and present their findings. Students work closely with the course instructor and their advisor to complete the last requirements of their degree. Prerequisite(s): ED 6100, ED 6120, and ED 6750.

All-University Courses

The course numbers listed below, not always included in the semester class schedule, may be registered for by consent of the advisor, instructor, or department chair, or may be assigned by the department when warranted. Individual registration requires previous arrangement by the student and the completion of any required form or planning outline as well as any prerequisites.

1910, 2910, 3910, 4910 DIRECTED INDEPENDENT STUDY
 1920, 2920, 3920, 4920 DIRECTED GROUP STUDY
 1930, 2930, 3930, 4930 EXPERIMENTAL COURSE
 1940, 2940, 3940, 4940 IN-SERVICE COURSE
 1950, 2950, 3950, 4950 WORKSHOP, INSTITUTE, TOUR
 1960, 2960, 3960, 4960 SPECIAL PURPOSE INSTRUCTION
 1970, 2970, 3970, 4970 INTERNSHIP
 1980, 2980, 3980, 4980 RESEARCH
 1990, 2990, 3990, 4990 THESIS

Special Education Courses**SPED 5105 Professional Practice in Special Education I (1 credit)**

This one-credit course is designed to augment the clinical experiences required throughout the Special Education Licensure Program and facilitate interaction with teacher coaches/mentors. This course is taken during the candidate's first semester in the program. Signature Assessment 1 is completed in this course. Prerequisites: Current teacher license or completion of a teaching degree or completion of ED 5100, ED 5110, enrolled in or completed ED 5350 or consent of instructor. Corequisite: SPED 5600.

SPED 5566 Survey of Mild Disabilities (3 credits)

This is an introductory level survey course that studies the strategies, methods and materials for educational programming necessary when teaching students with mild disabilities. This course focuses on history, etiology, characteristics, and instructional needs for individuals with mild disabilities including Specific Learning Disabilities and Emotional Behavior Disorders. This course addresses learner traits relevant to specific intervention methods and instructional strategies across content areas as well as the roles of educators in inclusive settings to successfully collaborate to meet the needs of individuals with exceptionalities. Prerequisite(s): SPED 5600, SPED 5650.

SPED 5567 Survey of Special Education Law (3 credits)

The focus of this course is on a formal set of policies and procedures to be implemented by schools and districts for children in special education programs. This course introduces students to the referral, evaluation, planning, and programming process. This course will build an understanding of the role a teacher of special education has: being able to address academic and behavioral strategies, understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance. 20 hours of field experience.

SPED 5570 Survey of Mild Disabilities I (3 credits)

This is an introductory level survey course that studies the strategies, methods and materials for educational programming necessary when teaching students with mild disabilities. This course focuses on history, etiology, characteristics, and instructional needs for individuals with mild disabilities including Autism Spectrum Disorder and Developmental Cognitive Disability. This course addresses learner traits relevant to specific intervention methods and instructional strategies across content areas as well as the roles of educators in inclusive settings to successfully collaborate to meet the needs of individuals with exceptionalities. Prerequisite(s): SPED 5600, SPED 5650.

SPED 5600 Study of the Learner with Special Needs (3 credits)

This is a foundation course for special education. The course provides an introductory overview of special education and characteristics and learning needs of school-age children with exceptionalities. The course is taken simultaneously with SPED 5105. Prerequisites: Current standard teaching license or completion of a teaching degree or completion of ED 5100, ED 5110, enrolled in or completed ED 5350 or consent of instructor. Co-requisite: SPED 5105 (Exempt: Developmental Adaptive Physical Education (DAPE) program. DAPE will still have the documented 10 hours)

SPED 5620 Teaching the Learner with Specific Learning Disabilities I (3 credits)

This course is designed to introduce the candidate to the field of learning disabilities. It is a study of learners whose learning problems inhibit their ability to meet academic performance standards and developmental expectations for their age. Emphasis is placed on historical foundations, current education definitions of learning deficits, federal and Minnesota eligibility criteria for services, etiology of learning disabilities, relationship between learning disabilities and other associated conditions, impact of information processing deficits on children with learning disabilities, and social or emotional aspects of children and youth with learning disabilities. A 20-hour approved clinical experience at the K-6 level is required. Prerequisites: SPED 5600

SPED 5630 Teaching the Learner with Emotional Behavioral Disorders I (3 credits)

The course is an introduction to the characteristics and needs of students with emotional and behavioral disorders within the context of school, family and community settings. A 20-hour approved clinical experience at the K-12 level is required. Prerequisites: SPED 5600.

SPED 5650 Collaborative Techniques for Special Educators (3 credits)

A study of the importance of and techniques for collaboration with parent, caregivers, community services and other support services to enhance the learning outcomes for students with special needs. (DAPE will still have the documented 10 hours)

SPED 5655 Due Process in Special Education I: Individual Education Plan (3 credits)

The course focuses on a formal set of policies and procedures to be implemented by schools and districts for children in special education programs. This course concentrates on the creation of compliant Individualized Education Plans (IEP) to meet the academic and/or emotional and behavioral needs of students receiving special education services. Prerequisites: SPED 5600. (DAPE will still have the documented 10 hours)

SPED 5660 Teaching the Learner with Autism Spectrum Disorder I: Mild to Moderate (3 credits)

This course presents a whole-person perspective of individuals with high-functioning Autism Spectrum Disorder and surveys research-based approaches to teaching, biological and neurological information necessary for assessment, genetic research, legislation, and the CEC Code of Ethics. The course material covers birth through the age of 21 and requires 20 hours of field experience with 10 hours dedicated to birth to Pre-Kindergarten and 10 hours dedicated to Kindergarten through Grade 12. Prerequisites: SPED 5600.

SPED 5665 Social Skills (3 credits)

This course is designed to explore evidence based social skill and communication skill interventions for students diagnosed with ASD, EBD and SLD. The course requires 10 hours of field experience with students in Grades 5-8. Prerequisites: SPED 5600.

SPED 5715 Curriculum Techniques with Special Populations (3 credits)

The focus of the course is curricular interventions and techniques for accommodating diverse learners within the general education setting. A 10-hour approved field experience at the 6-8 grade level is required. Prerequisites: SPED 5600.

SPED 5917 DIS Tchg Assoc | (1-2 credits)

Directed Independent Study | Teaching Associate

SPED 6180 Graduate Student Teaching Seminar (2 credits)

This course, taken concurrently with student teaching, supports students as they progress through student teaching and completion of the edTPA. The course discusses application of content and skills learned in coursework as well as current issues and trends in special education. Additionally, students will identify and examine resources used in student teaching and into their careers as special educators.

SPED 6603 Math Difficulties: Diagnosis and Intervention (3 credits)

The course is a study of the problems students with learning needs exhibit in mathematics and of explicit teaching practices that are proven to be successful. Diagnostic, remedial and instructional activities that meet state standards and reflect National Council of Teachers of Mathematics (NCTM) scope and sequence in mathematics are explored, developed and applied. Prerequisites: SPED 5600.

SPED 6605 Due Process in Special Education II: Assessment and Reporting (3 credits)

This course focuses on a formal set of policies and procedures to be implemented by schools and districts for children in special education programs. It concentrates on the assessment of students receiving special education services. A 20-hour approved clinical experience at the 9-12 grade level is required. Prerequisites: SPED 5600 and consent of instructor.

SPED 6608 Reading Difficulties: Diagnosis and Intervention (3 credits)

The course studies the problems students with learning needs may exhibit in the area of reading and explicit teaching practices that are successful with such learners. Diagnostic, remedial and instructional best-practice strategies and activities are explored and applied. MN elementary reading standards are embedded in this course. Prerequisites: SPED 5600.

SPED 6610 Introduction to Educational Research I (3 credits)

This course is an introduction to the fundamental principles of educational research, including the analysis and critique of quantitative, qualitative, and emerging research designs, data collection methods, and descriptive approaches. This course is taken in preparation for planning, completing and reporting on the project required in the MSPED Applied Capstone graduate program. Prerequisite(s): Admission to the MSPED program and completion of a minimum of seven required courses in the Master of Special Education degree program or by instructor consent.

SPED 6620 Teaching the Learner with Specific Learning Disabilities II (3 credits)

The course is designed to provide continuing study into the field of learning disabilities. It is a study of learners whose learning problems inhibit their ability to meet academic performance standards and developmental expectations for their age. Emphasis is placed on designing individual education program plans to implement developmentally appropriate instruction for students with learning disabilities or learning deficits. Teaching strategies to assist students in developing lifelong skills to transfer into general education and transition areas are studied. A 20-hour approved clinical experience at the 9-12 grade level is required. Prerequisites: SPED 5600, SPED 5620.

SPED 6630 Teaching the Learner with Emotional Behavioral Disorders II (3 credits)

The course studies the assessment and management of behavior problems in the classroom. Techniques include functional behavioral assessments, cognitive strategies, behavior modification techniques and crisis prevention. A 20-hour approved clinical experience from 9-12th grade. Prerequisites: SPED 5600, SPED 5630.

SPED 6640 Advanced Strategies with Special Populations (3 credits)

This course uses scientifically based research strategies to identify the characteristics of teacher-student interactions and design curricular interventions that address socio-emotional interactions, classroom organization and management, as well as instructional support to accommodate diverse learners in reading, writing, mathematics, and social skills. This course requires a 20-hour approved field experience that includes developing an individual application project in collaboration with a supervising teacher licensed in the area the student is seeking licensure in. Prerequisite(s): Initial Special Education license already completed or instructor consent.

SPED 6650 Practicum Strategies with Special Populations (2 credits)

This is a 2-credit graduate practicum course where students, using scientifically based research strategies, learn to identify the characteristics of teacher-student interactions and design curricular interventions that address socio-emotional interactions, classroom organization and management, as well as instructional support to accommodate diverse learners in reading, writing, mathematics, and social skills... This course requires an 80-hour practicum approved that includes developing an individual focus project. This course is for Conventional and Add-on Licensure students (those who take 3 classes for an ASD, EBD, or SLD license after they have completed the requirements for their first license). Prerequisite(s): Completion of initial SPED license: SPED 3/5600, 3/5650, 3/5655, 4/5715, 6605, 6608, 6603

SPED 6660 Teaching the Learner with Autism Spectrum Disorder II: Moderate to Severe (3 credits)

This course presents a whole-person perspective of individuals with moderate to severe Autism Spectrum Disorder and surveys research-based approaches to teaching, biological and neurological information necessary for assessment, genetic research, legislation, transition and the CEC Code of Ethics. The course material covers birth through the age of 21 and requires 15 hours of field experiences with individuals from 9-12th grade. Prerequisites: SPED 5600, SPED 5660.

SPED 6680 Single Subject Research in Special Education (3 credits)

Study of single subject research analysis as used in special education. Includes strategic issues for conducting single subject research design, methodology, and interpretation of data. Students complete the proposal for the Master in Special Education project. Prerequisites: SPED 6610 or consent of instructor.

SPED 6690 Summative Applications in Special Education (3 credits)

Culminating experience where students demonstrate their development as reflective professionals within the field of special education. Students complete and present their Master in Special Education project. Prerequisites: SPED 6610 and SPED 6680, or consent of instructor.

SPED 6800 Special Education Comprehensive Examination (0 credit)

This course houses the comprehensive exam as the final piece for our Master of Special Education degree. Students will be given 4 questions from the 25 identified. They will be given 28 days to write on the topics and will be evaluated based on the rubric.

SPED 6921 Directed Group Study (3 credits)

Arranged group study

All-University Courses

The course numbers listed below, not always included in the semester class schedule, may be registered for by consent of the advisor, instructor, or department chair, or may be assigned by the department when warranted. Individual registration requires previous arrangement by the student and the completion of any required form or planning outline as well as any prerequisites.

1910, 2910, 3910, 4910 DIRECTED INDEPENDENT STUDY

1920, 2920, 3920, 4920 DIRECTED GROUP STUDY

1930, 2930, 3930, 4930 EXPERIMENTAL COURSE

1940, 2940, 3940, 4940 IN-SERVICE COURSE

1950, 2950, 3950, 4950 WORKSHOP, INSTITUTE, TOUR

1960, 2960, 3960, 4960 SPECIAL PURPOSE INSTRUCTION

1970, 2970, 3970, 4970 INTERNSHIP

1980, 2980, 3980, 4980 RESEARCH

1990, 2990, 3990, 4990 THESIS