



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 *msted*
- 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:

- EDUC 6107 Advanced Educational Psychology (3 credits)
- MATH 6050 Assessment in the Mathematics Classroom (3 credits)
- MATH 6069 Mathematics and Culture (3 credits)

II. REQUIRED MATHEMATICS ELECTIVE COURSES

Complete the following courses:

- MATH 6061 Number Sense for Teachers (3 credits)
- 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 PORTFOLIO 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)

Mathematics Education, M.S. *master*

Required Credits: 32

Required GPA: 3.00

I. REQUIRED EDUCATION CORE

Complete the following courses:

- EDUC 6107 Advanced Educational Psychology (3 credits)
- MATH 6050 Assessment in the Mathematics Classroom (3 credits)
- MATH 6069 Mathematics and Culture (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)
- 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 5610 Time Series Analysis (3 credits)
- STAT 5631 Probability and Statistics I (4 credits)
- STAT 5632 Probability and Statistics II (3 credits)
- 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 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*

The Master of Arts in Teaching (MAT) program prepares students to obtain a master's degree and a Minnesota teaching license in a specialized content area. The MAT program is designed for students who have already earned a bachelor's degree and are now seeking a specialized 5-12, 9-12, or K-12 MN teacher license. The required coursework is offered online including both synchronous and asynchronous online components and some in-person components. Students will work collaboratively with an advisor to develop an individual program of study that includes meeting the MN licensure and also the MAT degree requirements. The MAT includes state required K-12 field hours and a final student teaching experience. The MAT consists of 30 total credits that include 19 credits in core courses, 3 credits of content electives, 6 credits of student teaching/field-based experience, and 2 credits of a final reflection course. Additional courses may be needed to meet licensure requirements. A content expert will review student transcripts to determine any gaps in coursework. For more information, contact the Program Coordinator or Department Chair.

Students will develop a 30-credit plan of study with their advisor that includes courses from the education core, one content licensure area, student teaching, and final reflection and exam cumulative course.

Program may require additional courses and credit hours to meet teacher licensure requirements for their licensure area. Additional course needs depend on previous courses and degree and meeting the MN licensure requirements. All students must have their previous transcripts reviewed by a content expert during the New Student Orientation before starting the Master of Teaching coursework.

Required Credits: 30
Required GPA: 3.00

I. Required Core

Complete the following courses:

- EDUC 5737 Content Area Reading (3 credits)
- EDUC 5799 The Professional Teacher (1 credit)
- EDUC 6101 Educational Foundations (3 credits)
- EDUC 6107 Advanced Educational Psychology (3 credits)
- EDUC 6108 Equitable and Inclusive Learning Communities (3 credits)
- EDUC 6140 Human Diversity in Education (3 credits)
- EDUC 6334 Curriculum and Instructional Design (3 credits)

II. Elective Options

Select one specialized methods course that reflects student's desired licensure. Take a methods course in one of the following teacher licensure areas: communication arts and literature, social studies 5-12, math 5-12, science 5-12 or 9-12, health 5-12, physical education k-12, or music k-12

III. Final Experience and Reflection

Final Student Teaching Experience - 6 credits
(varies depending on desired licensure)

- EDUC 5820 Student Teaching - Elementary (1-16 credits)
- EDUC 5830 Student Teaching - Secondary (1-12 credits)
- EDUC 5840 Student Teaching - Special Fields (1-12 credits)

Final Reflection Course

Includes information on effective teaching and learning, final cumulative project, and reflection.

This final course is completed the final semester with student teaching.

- EDUC 6407 The Reflective Educator (2 credits)

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:

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

B. Performance Studies

Complete the following course (take 3 semesters):

- MUSC 5210 Graduate Music Ensemble (1 credit)

Complete the following course (take 2 semesters)
Enroll in Fall and Spring between Summers II and III

- MUSC 6804 Graduate Lesson (1 credit)

C. Teaching Pedagogy

Complete the following courses:

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

D. Contemporary Topics

Complete the following courses:

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

E. Curriculum

Complete the following courses:

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

II. Required Electives

Select one specialization:

1. Choral and General Music

MUSC 5640 must take 3 semesters

- MUSC 5640 Choral Conducting and Pedagogy (2 credits)

2. Instrumental and General Music

MUSC 5740 must take 3 semesters

- MUSC 5740 Instrumental Conducting and Pedagogy (2 credits)

III. Professional Application

Complete the following course:

- MUSC 6853 Capstone (1 credit)

Special Education, M.Sped *msped*

The Master of Special Education program prepares individuals to work directly with students, families, and other professionals to provide individualized, evidence-based, and socially valid services for students with disabilities in school-based settings. Focus areas include Autism Spectrum Disorders, Emotional Behavior Disorders, Specific Learning Disabilities, and Cross-Categorical Special Education. Additional coursework, school-based practicum hours, and student teaching may be required to obtain a Minnesota teacher license in the areas of Emotional Behavioral Disorders, Specific Learning Disabilities, Autism Spectrum Disorders, or Academic and Behavioral Strategist.

Required Credits: 30

Required GPA: 3.00

Students will develop a 30-credit plan of study with their advisor.

I Special Education Required Courses

Complete the following courses:

- SPED 6610 Applying Special Education Research (3 credits)

- SPED 6800 Special Education Comprehensive Examination (0 credit)

II 6000 Level Content Courses

In consultation with your advisor, select 12 credits

from the following:

- EDUC 6113 Culturally Responsive and Sustaining Pedagogy (3 credits)
- EDUC 6120 Critical Issues in Education (3 credits)
- SPED 6180 Graduate Student Teaching Seminar (2 credits)
- SPED 6530 Emotional Behavioral Disorders Methods (3 credits)
- SPED 6560 Autism Spectrum Disorders Methods (3 credits)
- SPED 6603 Math Difficulties: Assessment and Intervention (3 credits)
- SPED 6605 Advanced Due Process (3 credits)
- SPED 6608 Reading Difficulties: Assessment and Intervention (3 credits)
- SPED 6620 Advanced Specific Learning Disabilities Methods (3 credits)
- SPED 6630 Advanced Emotional Behavioral Disorders Methods (3 credits)
- SPED 6650 Practicum Strategies with Special Populations (2 credits)
- SPED 6660 Advanced Autism Spectrum Disorders Methods (3 credits)
- SPED 6680 Single Subject Research in Special Education (3 credits)
- SPED 6910 Directed Independent Study (3 credits)

Special Education Program Approval Required to take the following course (1-3 credits):

- SPED 6910 Directed Independent Study (3 credits)

III 5000 Level Electives

In consultation with your advisor, select 12 credits

from the following:

- SPED 5400 Instructional Decision Making (3 credits)
- SPED 5450 ABS Educational Psychology (3 credits)
- SPED 5570 Autism Spectrum Disorder and Developmental Cognitive Disability Methods (3 credits)
- SPED 5600 Foundations of Special Education (3 credits)
- SPED 5620 Specific Learning Disabilities Methods (3 credits)
- SPED 5650 Collaboration: Practitioners, Professional Partnerships, and Parents (3 credits)
- SPED 5655 Due Process Foundations (3 credits)
- SPED 5715 Foundations of Instruction for Special Educators (3 credits)
- SPED 5750 Applied Behavior Analysis for Teachers (3 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 Foundations of Special Education (3 credits)
- SPED 5650 Collaboration: Practitioners, Professional Partnerships, and Parents (3 credits)
- SPED 5655 Due Process Foundations (3 credits)
- SPED 5715 Foundations of Instruction for Special Educators (3 credits)

Education Courses

EDUC 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. Prerequisite(s): Completion of PPST, 2.50 GPA, and 30 credits, or completion of a baccalaureate degree in a licensure field and consent of department chair.

EDUC 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(s): 2.50 overall GPA; Co-requisite: EDUC 5100.

EDUC 5140 Human Diversity and Educational Equity (3 credits)

This course equips future teachers with the knowledge and skills to create equitable learning environments. Through a critical examination of race, ethnicity, and culture, we explore the complex interplay of identity formation, intersectionality, and power dynamics in educational settings. Using culturally responsive and sustaining pedagogies will serve as a foundation for creating opportunities for students to learn about power and oppression and to empower students to challenge biases, discrimination, prejudices and structural inequalities. Learners will practice selecting and using diverse curriculum resources, collaborating with families, and creating supportive, responsive classrooms. Prerequisite(s) or Co-requisite(s): EDUC 5100 and EDUC 5110.

EDUC 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. Prerequisite(s): None.

EDUC 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. Prerequisite(s): None.

EDUC 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(s): EDUC 5202.

EDUC 5208 Developmental Reading in Middle School (3 credits)

Intensive study of reading in the middle school grades with an emphasis on instructional problems, methodology, and materials. Prerequisite(s): Admitted to the Education Program or consent of instructor.

EDUC 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. Prerequisite(s): EDUC 5201 (Elementary Students) or EDUC 5737 (Secondary Students).

EDUC 5221 Elementary Math Methods (3 credits)

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

EDUC 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. Prerequisite(s): EDUC 5201 (Elementary Students) or EDUC 5737 (Secondary Students).

EDUC 5350 Principles and Strategies of Teaching (3 credits)

This course carefully examines the teaching and learning process using an equity lens. Planning culturally responsive, interdisciplinary instruction that incorporates real-world, project-based approaches utilizing community resources is explored. Anti-racist and culturally responsive pedagogies are practiced. Motivation for learning and student engagement are connected to instructional and assessment strategies and learning environments. Students develop resources and strategy banks for making equity central to the teaching and learning process.

EDUC 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(s): Senior status or consent of instructor.

EDUC 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.

EDUC 5440 Mathematics Methods in the Secondary School (4 credits)

This course will familiarize students with NCTM Standards, lesson planning, Minnesota Frameworks and Standards, Graduation Rule, objectives, methods, and materials. 25 hour practicum required.

EDUC 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.

EDUC 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): EDUC 5110.

EDUC 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.

EDUC 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.

EDUC 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.

EDUC 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.

EDUC 5780 Inclusive Teaching and Classrooms (3 credits)

This course equips educators with the skills to create equitable and inclusive learning environments that support all students, including those with exceptional needs. Key topics include effective classroom management, differentiated instruction, inclusive assessments, collaboration with students, families and professionals, as well as legal considerations and mental health awareness. Prerequisite(s): EDUC 5100, EDUC 5110, EDUC 5140, and EDUC 5350.

EDUC 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.

EDUC 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: EDUC 5100, EDUC 5110, EDUC 5140, EDUC 5350, and EDUC 5780.

EDUC 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. Prerequisite(s) or Co-requisite(s): EDUC 5670 and EDUC 5677.

EDUC 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. Prerequisite(s): EDUC 5100, EDUC 5110, EDUC 5140, EDUC 5350, EDUC 5780, and EDUC 5799; Co-requisite(s): EDUC 5800.

EDUC 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. Prerequisite(s): EDUC 5110 and EDUC 5799; Co-requisite(s): EDUC 5800.

EDUC 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. Prerequisite(s): EDUC 5100, EDUC 5110, EDUC 5140, EDUC 5350, EDUC 5780, and EDUC 5799; Co-requisite(s): EDUC 5800.

EDUC 5860 Practicum: Special Fields (1-6 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.

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

Directed Independent Study | Teaching Associate

EDUC 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. Prerequisite(s): Admission to any BSU graduate program or consent of instructor.

EDUC 6101 Educational Foundations (3 credits)

This course is a critical study of the historical, social, philosophical, cultural, and political foundations of American Education. Students will reflect on their beliefs and values of teaching and the purpose of the education. Students will also examine components of effective instruction and explore current educational issues. This course requires K-12 field experience.

EDUC 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): EDUC 6100.

EDUC 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.

EDUC 6108 Equitable and Inclusive Learning Communities (3 credits)

Examination of how to create equitable, inclusive, empathic, and humanistic K-12 learning environments. Students will explore classroom management practices, inclusive teaching strategies, and equitable assessment practices. The course provides guidance to preservice teachers seeking effective adaptations, accommodations, and modifications to support all students' academic and social success in their classrooms. This course also reviews info on specific disabilities; and identifies equitable strategies to meet the needs of exceptional learners. Prerequisite(s): EDUC 6107.

EDUC 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): EDUC 6102.

EDUC 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.

EDUC 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.

EDUC 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): EDUC 6113.

EDUC 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.

EDUC 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.

EDUC 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.

EDUC 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(s): Undergraduate teaching degree or consent of instructor. Offered through Extended Learning.

EDUC 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. Prerequisite(s): EDUC 5201, EDUC 5740.

EDUC 6240 Topics in Mathematics Education (2 credits)

This course explores topics in mathematics education. Topics covered may include instructional, curricular, or programmatic practices. It is repeatable when the topic differs.

EDUC 6250 Topics in Social Studies Education (2 credits)

This course explores topics in social studies education. Topics covered may include instructional, curricular, or programmatic practices. It is repeatable when the topic differs.

EDUC 6334 Curriculum and Instructional Design (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. Prerequisite(s): EDUC 6101 and EDUC 6107.

EDUC 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.

EDUC 6407 The Reflective Educator (2 credits)

This is a culminating reflection course that includes a final performance assessment and/or oral exam. Students will explore critical aspects of teaching and examine what it means to be a reflective teacher who will continue to learn and develop with experience. This course is taken during the final term of the Master of Teaching program. Prerequisite(s): EDUC 6334 and EDUC 6108.

EDUC 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.

EDUC 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.

EDUC 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 EDUC 6850 where they will analyze the data and present their results. Prerequisite(s): EDUC 6100 and EDUC 6120.

EDUC 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): EDUC 6100, EDUC 6120, and EDUC 6750.

All-University Courses

The course numbers listed below, not always included in the semester class

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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 5400 Instructional Decision Making (3 credits)

This course is designed to provide an overview of and practical application with curriculum-based procedures for assessment and evaluation. The emphasis will be on classroom-based measures that can be used to make educational decisions to plan instruction for students; particularly those who are experiencing academic difficulty. Prerequisite(s): SPED 5600

SPED 5450 ABS Educational Psychology (3 credits)

A study of the teaching and learning process with a focus on students with special education needs and how to ensure effective planning 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 attributed to the students' unique needs.

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 5570 Autism Spectrum Disorder and Developmental Cognitive Disability Methods (3 credits)

This is an introductory level 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 5600 Foundations of Special Education (3 credits)

This course provides future educators with a foundational understanding of special education. Students will learn about the history of special education and disabilities in American schools, characteristics of students with disabilities, special education processes, and evidence-based practices. Prerequisite(s): none

SPED 5620 Specific Learning Disabilities Methods (3 credits)

This course prepares students to apply the historical foundations, current educational definitions, federal and Minnesota eligibility criteria for services, etiology, comorbidity, impacts of information processing deficits, and social or emotional aspects of specific learning disabilities to their work with students with specific learning disabilities. Students will apply, analyze, and evaluate evidence-based practices to improve outcomes for students with specific learning disabilities. Prerequisite(s): SPED 5600

SPED 5650 Collaboration: Practitioners, Professional Partnerships, and Parents (3 credits)

This course prepares special educators for effective collaboration with practitioners, professionals, and parents to improve academic, behavioral, and post-secondary outcomes for students with disabilities in school, home, and community settings. Prerequisite(s): none.

SPED 5655 Due Process Foundations (3 credits)

This course provides students with practical knowledge of due process procedures for special education teachers including managing referrals, interpreting evaluations, developing IEP's, utilizing special education documents, following timelines, and conducting IEP meetings to improve outcomes for students with disabilities in schools. Prerequisite(s): SPED 5600

SPED 5665 Positive Behavior Interventions and Supports (3 credits)

This course prepares educators to apply the principles of PBIS to improve student outcomes through the use of evidence-based practices including functional assessment, social skills instruction, and classroom management techniques.

SPED 5715 Foundations of Instruction for Special Educators (3 credits)

This course prepares students to apply the concepts of learning theory, evidence-based instructional design, and curricular interventions and techniques for the inclusive classroom. Prerequisite(s): SPED 5600.

SPED 5750 Applied Behavior Analysis for Teachers (3 credits)

This course is designed to teach pre-service special education teachers the basics of Applied Behavior Analysis as well as classroom management skills that foster positive interactions among students in pre-K through 12th grade. Students will learn to conduct behavioral assessments, and report results through professional writing. Prerequisite(s): SPED 5600

SPED 5840 Student Teaching - Special Education (6 credits)

Full-time teaching with guidance and supervision by university supervisors and assigned school personnel. Graded Satisfactory/Unsatisfactory only. Prerequisites: Completion of special education, foundations, core, and methods courses.

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

Directed Independent Study | Teaching Associate

SPED 6170 Student Teaching Workshop (1 credit)

The Graduate Student Teaching Workshop (8-week) is one of the final courses in the SPED licensure program and is taken 1 semester before student teaching. This course will outline the major tasks and responsibilities of student teaching as well as discuss the agencies, laws, and resources candidates will need prior to and during student teaching.

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 6530 Emotional Behavioral Disorders Methods (3 credits)

The course is an introduction to the characteristics and assessment of students with emotional and behavioral disorders within the context of school, family, and community settings. Prerequisite(s): SPED 5600

SPED 6560 Autism Spectrum Disorders Methods (3 credits)

This course prepares students to apply the historical foundations, current educational definitions, eligibility criteria, etiology, comorbidity, and social or emotional characteristics of students with Autism Spectrum Disorders. Students will apply, analyze, and evaluate evidence-based practices to improve outcomes for students with Autism. Prerequisite(s): SPED 5600

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

This course prepares special education teachers to address student needs related to mathematics through the development, implementation, and assessment of evidence-based math interventions. Prerequisite(s): SPED 5600.

SPED 6605 Advanced Due Process (3 credits)

This course prepares special educators to responsibly conduct special education evaluations for the purposes of developing sound and legally correct IEPs. Prerequisite(s): SPED 5600 and SPED 5655.

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

This course prepares special education teachers to assess the needs of and develop evidence-based interventions for students who exhibit reading deficits. Prerequisite(s): SPED 5600.

SPED 6610 Applying Special Education Research (3 credits)

This course provides special education practitioners with a practical understanding of special education research including the basics of experimental, single-case, and qualitative research designs. Additionally, students will learn how to identify, access, and utilize quality evidence-based practices using both research and practitioner-oriented peer reviewed publications from the field of special education. Prerequisite(s): Prerequisite(s): Admission to the MSPED program

SPED 6620 Advanced Specific Learning Disabilities Methods (3 credits)

This course prepares special education teachers to plan, identify, design, implement, and evaluate evidence-based specialized instruction and intervention techniques to improve outcomes for students with Specific Learning Disabilities. Prerequisite(s): SPED 5600, SPED 5620.

SPED 6630 Advanced Emotional Behavioral Disorders Methods (3 credits)

This course prepares special education teachers to plan, identify, design, implement, and evaluate evidence-based specialized instruction and intervention techniques to improve outcomes for students with Emotional and Behavioral Disorders. Prerequisite(s): SPED 5600, SPED 6530.

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. (Course repeatable for different license.)

SPED 6660 Advanced Autism Spectrum Disorders Methods (3 credits)

This course prepares special education teachers to plan, identify, design, implement, and evaluate evidence-based specialized instruction and intervention techniques to improve outcomes for students with Autism Spectrum Disorders. Prerequisite(s): SPED 5600 and SPED 6560.

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 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 6910 Directed Independent Study (3 credits)

DIS

SPED 6920 Directed Group Study (3 credits)

Arranged group study

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