

EDUCATION (EDUC)

EDUC-COMP Senior Comprehensive Exam
(NULL credits) (Both Fall & Spring Semesters)
NULL

EDUC-101 St Joseph Cupertino Practicum
(NULL credits) (Both Fall & Spring Semesters)

St. Joseph of Cupertino Practicum (0, B) This course prepares students to live and work in a diverse society. The course promotes the inclusivity of students with exceptionalities by providing opportunities within and beyond the typical school-based course work. Students explore and master specific skills through practical experiences in multiple settings, and students develop competencies required to be a productive, engaged member of society. This course will support social and career development in an environment that targets the life and career plans of the individual learner. Transportation is the responsibility of the student. Joseph of Cupertino program.

Prerequisite(s): Admission in the St.

EDUC-2200 Introduction to Education
(2 credits) (Both Fall & Spring Semesters)

Introduction to Education (2) (B) This course is designed as a comprehensive introduction to the teaching profession and includes a discussion of cultural and social issues that currently impact today's 21st century teachers. This course will provide future teachers with fundamental background material to begin formulating their own philosophy of teaching. Co-requisite: EDUC-2201.

EDUC-2201 Intro Educational Research & Field Exper
(1 credit) (Both Fall & Spring Semesters)

Introduction to Education Field Experience (1) (B) This field experience is designed to inform the decision-making process of students considering a career in elementary or secondary education. Students are required to shadow two teachers in different learning environments for a minimum of twelve total hours in order to acquire a beginning understanding of the roles and responsibilities of a teacher. Students are encouraged to find observation placements outside of the Atchison school districts, typically in their hometown, over a break. A parallel tutoring experience comprising twenty hours will be arranged, with approval by the professor, for students who do not return home over college breaks. The students will complete various activities while observing and write a reflective comparison paper on their experience. Transportation for field experience is the responsibility of the student. Co-requisite: EDUC-2200.

EDUC-2209 Theology Methods for Elementar Education
(2 credits) (Fall Semester)

Theology Methods for Elementary Teachers (2) (F) This course is designed to prepare students with methods and materials appropriate to teach the Catholic faith in the elementary classroom. The concepts emphasized include curriculum development; liturgy planning; organization of retreats; sacrament preparation; and an historical understanding and incorporation of Catholic Church traditions. The students will also be exposed to methods of cross-curricular integration of religious teachings and the use of technology, media, and religious materials in the classroom.

EDUC-2214 Integrated Art & Music Methods
(3 credits) (Both Fall & Spring Semesters)

Integrated Art and Music Methods (3) (B) The course is designed for candidates to explore and use the central concepts, tools of inquiry, and structures of the arts (music, visual arts, dance, and theater) to plan, implement, and assess artistic learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving. Co-requisite: EDUC-2214F.

EDUC-2214F Field Exp Integrated Art & Music Methods
(NULL credits) (Both Fall & Spring Semesters)

Field Experience in Integrated Art & Music Methods (0) (B) Transportation for field experience is the responsibility of the student.

Corequisite(s): EDUC-2214.

EDUC-2220 Psychoeducational Development
(3 credits) (Both Fall & Spring Semesters)

Psychoeducational Development (3) (B) A basic introduction to the psychological foundations of education with a focus on the major issues of child and adolescent development, learning theories, aggression/bullying, social and emotional learning, functional behavior analysis (FBA), foundations of research in education, positive behavior support (PBS), assessment and testing, and the importance of self-concept and mental health for student and professional educator. Students will receive instruction on foundations of visual communication in order to create an original video group project explaining one aspect of content presented in the course.

EDUC-2222 Intro to K-12 Special Education
(3 credits) (Both Fall & Spring Semesters)

Introduction to K-12 Special Education (3) (B) This course examines the historical and philosophical foundations of special education, the characteristics of the disability, the impacts of the disability on education, and the legal parameters appropriate for each learner's educational needs. Students will learn the various groupings of individuals with exceptionalities under the Individuals with Disabilities Act (IDEA) including identification, prevalence, characteristics, services available, and the impact of the disability on education. Mental, physical, behavioral, and sensorial exceptionalities are discussed. National, state, and local law and policies impacting the education of individuals with exceptionalities will be examined along with the historical foundations and future trends in special education. The principles of universal design, inclusion, collaboration, community partnerships, assistive technology, and multicultural responsiveness are embedded and emphasized throughout this course.

EDUC-2226 Characteristic of Indiv Exceptionalities**(3 credits) (Spring Semester)**

Characteristics of Individuals With Exceptionalities (3) (S) This course is an in-depth study of the characteristics, assessment, and identification process that is at the core of understanding students with high-incidence exceptionalities. Students in this course will understand major federal and state legislation, incidence, and prevalence of persons with high-incidence disabilities across the lifespan. Social, behavioral, adaptive, and learning characteristics will be examined. Contemporary issues in eligibility per IDEA, placement alternatives, education, and educational support of individuals with high-incidence disabilities will be examined. Multicultural competence and responsiveness is discussed in depth, along with various laws and legislation affecting the lives of individuals with exceptionalities across all settings. The role of technology in the daily life of individuals with exceptionalities will be reviewed. Fifteen hours of supervised experience with individuals with exceptionalities equally distributed between community-based programs, the KÐ6 environment, and the 6Ð12 environment are required. Transportation for field experience is the responsibility of the student.

Prerequisite(s): EDUC-2222.**EDUC-2800 Education Practicum****(2 credits) (Discretion of Department)**

Education Practicum (2) (D) This course prepares students to live and work in a diverse society. The course promotes the inclusivity of students with exceptionalities by providing opportunities within and beyond the typical school-based course work. Students explore and master specific skills through practical experiences in multiple settings, and students develop competencies required to be a productive, engaged member of society.

EDUC-3301 Social Studies Methods/Media**(2 credits) (Both Fall & Spring Semesters)**

This course prepares teacher education students for teaching social studies at the elementary level (K-6) by promoting all students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. The teacher candidate understands and uses the central concepts, tools of inquiry and structures of social studies (people and places, civics and government, geography, economics, history) to plan, implement and assess social studies learning experiences that engage all learners in critical thinking, creativity and collaborative problem solving.

Prerequisite(s): Acceptance into Teacher Education Program.**Corequisite(s):** EDUC-3307.**EDUC-3303 Science & Health Methods & Media****(2 credits) (Both Fall & Spring Semesters)**

Science and Health Methods and Media (2) (B) In this course the teaching candidates understand and use scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage all learners in curiosity, exploration, sense-making, conceptual development, and problem solving. Additionally, teaching candidates will learn concepts including physical, life, and earth and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry process.

Prerequisite(s): Acceptance into Teacher Education Program.**Corequisite(s):** EDUC-3314.**EDUC-3307 Build Comm Throug Integ Soc Stud/Science****(1 credit) (Both Fall & Spring Semesters)**

Building Community Through Integrated Social Studies and Science (1) (B) In this course the teacher candidate understands and uses the central concepts, tools of inquiry, and structures of social studies (people and places, civics and government, geography, economics, history) to plan, implement, and assess social studies learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving. Taken concurrently with EDUC-3301. Transportation for field experience is the responsibility of the student.

Prerequisite(s): Acceptance into Teacher Education Program.**EDUC-3312 School As Community****(3 credits) (Both Fall & Spring Semesters)**

School as Community (3) (B) In examining the social, cultural, and political dimensions of schools and classrooms, this course supports two goals. The first goal is to expose and engage students in a multicultural, diversity experience. Students work with children/adolescents from different racial, ethnic, low SES, religious backgrounds, and intellectually disabled citizens. In addition, students examine and discuss multiple dimensions of diversity, with particular attention on the impact that culture, race and ethnicity, socioeconomic status, exceptionality, sex and gender, geography, religion, and language have on school-age children and adolescents. Other themes are also explored including the student's own professional development in these areas, as well as the use of educational technology. The second goal of the course is to provide an in-depth experience with the conceptual framework of the education program, which is built upon the theme of preparing "Educators as Builders of Community." Students will engage in, and work to develop, reflect on, and articulate their own contributions as a Builder of Community. Students are advised to continually focus and reflect on the Conceptual Framework, i.e. "What am I doing to contribute to my classes' community?" "What contributions am I making to a school's community?" "How am I contributing to the wider community?" "What have I learned about how to build community?" Students will be held accountable to demonstrate they are a Builder of Community.

Prerequisite(s): Acceptance into Teacher Education Program.**Corequisite(s):** EDUC-3313.**EDUC-3313 School As Community Rsch & Field Exper****(1 credit) (Both Fall & Spring Semesters)**

School as Community Diversity Field Experiences (1) (B) The diversity and field experiences component of the EDUC-3313 course is particularly designed to expose students to diverse individuals and educational settings and to the wide range of community resources that support the holistic needs of children and their families. The experience requires students to spend 50 hours where they engage in a variety of settings, enabling them to practice and critically reflect on the issues addressed in EDUC-3312. Taken concurrently with EDUC-3312. Transportation for field experience is the responsibility of the student. Co-requisite: EDUC-3312.

Prerequisite(s): Acceptance into Teacher Education Program.

EDUC-3314 Mathematical Methods & Assessments**(3 credits) (Both Fall & Spring Semesters)**

Mathematics Methods and Assessment (3) (B) The teacher candidates understand and use their knowledge of major concepts and structures of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving. Application of concepts in twenty hours of field experience is required. Co-requisites: EDUC-3314F and EDUC-3303.

Prerequisite(s): To be taken concurrently or following MATH-1110 and MATH-1120, and acceptance into Teacher Education Program.

EDUC-3314F Field Experienc Math Methods Assesment**(NULL credits) (Both Fall & Spring Semesters)**

Field Experience for Mathematics Methods & Assessment (0) (B) Transportation for field experience is the responsibility of the student. Co-requisite: EDUC-3314 and EDUC-3303.

EDUC-3317 Integrated Language Arts Practicum**(1 credit) (Both Fall & Spring Semesters)**

Integrated Language Arts Practicum (1) (B) Required supervised practicum in partnership schools taken concurrently with EDUC-3319. Students will work directly with K-6 students in English/Language Arts (Reading, Writing, Speaking and Listening). Responsibilities include observation and support of classroom instruction and planning and delivery of a language arts lesson. Transportation for field experience is the responsibility of the student. Co-requisites: EDUC-3319, EDUC-3301, and EDUC-3307.

Prerequisite(s): Acceptance into Teacher Education Program.

EDUC-3319 Language Arts Methods**(5 credits) (Both Fall & Spring Semesters)**

Integrated Language Arts Methods (5) (B) Candidates demonstrate a high level of competence in combining methods of English/Language Arts and children's literature in a balanced approach to literacy instruction. Candidates use the central concepts, tools of inquiry, and structures of Reading, Writing, Speaking, Listening, and Language to plan, implement, and assess language arts learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving. Science of Reaching research and strategies are embedded in course content. Co-requisites: EDUC-3317, EDUC-3301, and EDUC-3307.

Prerequisite(s): Acceptance into Teacher Education Program.

EDUC-3320 Curr for Individuals Exceptionalities**(3 credits) (Discretion of Department)**

Curriculum for Individuals With Exceptionalities (3) (D) This course explores the critical elements of language and literacy; identifies and uses evidence-based interventions to meet the instructional needs specific to reading, writing, math and other content areas; and includes the principles of universal design for learning and the use of technology to support content area instruction and to make data-based decisions. Teacher Candidates uses Individual Education Plans (IEPs), learning environments, individual learner characteristics, assessment, teacher knowledge of subject matter, and technology for effective instructional planning and implementation. During the field experience hours, Teacher Candidates will demonstrate the use of a variety of evidence based instructional strategies including effective adaptation, learner performance, and transition to promote learning and improve learner outcomes in both KÐ6 and KÐ12 learning classrooms. Co-requisite: EDUC-3320F.

Prerequisite(s): EDUC-2222, EDUC-2226 (or can be taken concurrently with EDUC-2226), and acceptance into the Teacher Education Program.

EDUC-3320F Field Exp Individuals W Exceptionalities**(NULL credits) (Fall Semester)**

Field Experience for Individuals With Exceptionalities (0) (F) Transportation for field experience is the responsibility of the student.

Corequisite(s): EDUC-3320.

EDUC-3321 Functional Behavr Assessment**(3 credits) (Spring Semester)**

Functional Behavior Assessment, Positive Behavior Support, and Classroom Management (3) (S) The central purpose of this course is application of behavioral principles in educational settings. The course presents definition and measurement of behavior, reinforcement strategies, systematic program development, basic formats for classroom instruction, and techniques for monitoring student progress. The course emphasizes procedures for increasing academic and socially appropriate behavior through simulations and practical application assignments. Candidates will develop skills to perform functional assessment-based interventions (FABI), including the coordination of functional behavior assessments (FBAs) and the planning and carrying out of behavioral intervention plans (BIPs) to manage behavior and facilitate appropriate behavioral responses. The candidates develop knowledge of positive behavior interventions and supports (PBIS), classroom management, and behavioral analysis; demonstrate cultural sensitivity in the development and use of social skills curricula; and promotes the self-determination skills of learners. This course meet state-level accreditation standards for the Kansas State Department of Education (KSDE).

Prerequisite(s): EDUC-2222.

EDUC-3322 Bldg Sch, Fam & Comm Part Ind With Excep**(2 credits) (Spring Semester)**

Building School, Family and Community Partnerships for Individuals With Exceptionalities (2) (S) This course moves beyond the classroom, providing knowledge and skills to form useful, collaborative relationships with families, school members, local communities and public and private services to best serve the needs of students. Teacher Candidates understand the importance of family and community engagement in the special education process; includes families in special education program development and implementation; understands the legal rights of families; and works to actively engage and empower families as partners in the education of a learner. Emphasis is placed on life-long planning and the inclusion of families in decision-making and understanding legal rights regarding program development and implementation. Professional and parent speakers are integral to the class in order to gain insight into the needs of families and individuals with high incidence exceptionalities. Internet and community resources are researched towards the development of a comprehensive service guide. Ten hours of supervised experiences with individuals with exceptionalities is required. Transportation for field experience is the responsibility of the student.

Prerequisite(s): EDUC-2222 and EDUC-2226.

**EDUC-3324 Methods/Strategie for Indiv Exceptionali
(3 credits) (Spring Semester)**

Methods & Strategies for Individuals with Exceptionalities (3) Teacher candidates learn to use a variety of evidence-based instructional strategies including effective adaptations, learner performance, and transitions in order to promote learning and improve learner outcomes. Coursework presents appropriate methods and strategies for supporting the instructional needs specific to reading, writing, math, and other content areas through the principles of universal design for learning and how to utilize technology to support literacy and make data-based decisions. Issues relating to basic living skills, independent living, and vocational preparation are explored through an adaptive approach. Through practical experiences in multiple special education settings and across multiple levels of inclusion, students develop knowledge of instructional methods and strategies appropriate to the adaptive needs of students served within each setting.

Prerequisite(s): EDUC-2222 and EDUC-2226.

**EDUC-3324F Methods/Mat for Indiv Excep Field Exper
(NULL credits) (Spring Semester)**

Methods and Materials for Individuals With Exceptionalities Field Experience (0) (S) Transportation for field experience is the responsibility of the student.

Corequisite(s): EDUC-3324.

**EDUC-3326 Assess Individuals With Exceptionalities
(3 credits) (Spring Semester)**

Assessment of Individuals With Exceptionalities (3) (S) This course is an introduction to assessment of individuals with exceptionalities. Teacher candidates learn to use a variety of assessment instruments, procedures, and technologies for learning screening, evaluation, eligibility determination, instructional planning, progress monitoring, and technology considerations. Both the traditional model and Response to Intervention model of assessment will be studied. Teacher candidates will demonstrate knowledge and in skill in the use of problem solving models; including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier Systems of Support (MTSS); conducting Functional Behavioral Assessments (FBA) and the development of Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrate cultural sensitivity in the development and use of social skills curriculum; and promotes the self-determination skills of learners. A minimum of ten hours of supervised experiences with a variety of assessments is required. Transportation for field experience is the responsibility of the student.

Prerequisite(s): EDUC-2222 and EDUC-2226.

**EDUC-3330 Teaching Corrective Reading Practicum
(2 credits) (Infrequently)**

Teaching Corrective Reading Practicum (2) (I) This course studies reading problems, methods of diagnosis, and techniques for teaching corrective reading in the elementary schools. Practicum experiences included.

Prerequisite(s): Education major.

**EDUC-3332 Teaching Reading in the Content Areas
(2 credits) (Both Fall & Spring Semesters)**

Teaching Reading in the Content Areas (2) (B) The purpose of this course is to prepare pre-service teachers with reading strategies necessary to assist in enhancing and improving their content area. This course will prepare pre-service teachers with the skills they will need to help their students read content assignments with more understanding and to fulfill requirements for secondary school certification in teacher education programs. Science of Reading research and strategies are embedded in course content. Practicum experiences of twenty hours required.

Prerequisite(s): Education major.

Corequisite(s): EDUC-3332F.

**EDUC-3332F Field Experi Reading in the Content Area
(NULL credits) (Both Fall & Spring Semesters)**

Field Experience for Reading in the Content Area (0) (B) Transportation for field experience is the responsibility of the student.

Corequisite(s): EDUC-3332.

**EDUC-3357 General Secondary Methods & Media
(3 credits) (Both Fall & Spring Semesters)**

General Secondary Methods and Media (3) (B) Using a multicultural approach, students will learn principles and processes involved in planning and organizing for instruction and evaluation in the secondary school that meets the needs of a diverse population of students. Students will explore and use a variety of methods and media. It is recommended that this course precede special methods in content fields.

Corequisite(s): EDUC-3358.

**EDUC-3358 General Secondary Method & Mater PractyGeneral
Secondary Meth & Media Practicum
(1 credit) (Both Fall & Spring Semesters)**

General Secondary Methods Field Experience (1) (B) Taken concurrently with EDUC-3357, this field experience is designed for secondary education majors to complete an intensive practicum that requires design, delivery, and assessment of five lessons or one unit. Students will be expected to integrate technology, learning styles, accommodations for exceptional and multicultural students, interdisciplinary connections, project-based, and performance-based assessment throughout their teaching. Students will also be expected to participate in collaborative planning and evaluation with school faculty and spend fifty hours in the school setting. Transportation for field experience is the responsibility of the student. Co-requisites: EDUC-3357.

Prerequisite(s): Education major.

**EDUC-4451 Philosophy of Education
(3 credits) (Both Fall & Spring Semesters)**

Philosophy of Education (3) (B) This intensive seminar will provide students an opportunity to gain an understanding of historical and philosophical traditions that have shaped educational thought and practice in the United States. Readings from primary and secondary sources will focus on past educational practices that were deliberately exclusive. Students learn how contemporary educational practices work to be inclusive of constituents from diverse backgrounds. The course seeks to advance the students' understanding of the nature of education, particularly the notion that educators are builders of community, and to assist students in framing their beliefs about teaching and learning in PK-12 schools. The relevance of philosophy to teacher decision-making will be made evident as students construct their own educational philosophy. (PI, WC)

Prerequisite(s): Education major.

General Education Categories: Philosophical Inquiry, Written Communication

EDUC-4455 Differentiated Instruction**(3 credits) (Both Fall & Spring Semesters)**

Differentiated Instruction (3) (B) This course is a survey of learner diversity, student needs, and instructional and assessment techniques to meet the needs of all learners. Topics will include Learning Profiles, Learning Environments, Curriculum, Data-based Decision Making, and Assessment. Teacher candidates will demonstrate understanding of learner development, student diversity, and individual differences to create instructional plans to support student needs. Through instructional plans and projects, candidates will create an environment inclusive of high standards that supports individual and collaborative learning and encourages positive social interactions, active engagement in learning, and learner self-motivation. Permission of instructor.

EDUC-4462 Classroom Management**(2 credits) (Both Fall & Spring Semesters)**

Classroom Management (2) (B) An intense study of student behavior; discipline techniques; and time, resource, and space management. Particular focus is given to self-monitoring strategies, teaching social skills, and balancing extrinsic and intrinsic rewards. The course is designed for regular and special education teachers.

Prerequisite(s): Permission of instructor.**EDUC-4470 Student Teaching Seminar****(2 credits) (Both Fall & Spring Semesters)**

Student Teaching Seminar (2) (B) This seminar prepares and supports teacher candidates for the professional responsibilities of student teaching. The course provides a weekly instructional forum for collaborative problem solving of typical situations that arise during the student teaching process. In addition, a critical portion of this course provides training in professional writing. Candidates will submit drafted sections (Tasks) of the PPAT (Praxis Performance Assessment for Teachers) to the instructor. Editing feedback is provided for students to rewrite before submitting each Task to the Educational Testing Service. Permission of instructor. (WC)

General Education Categories: Written Communication**EDUC-4471 Special Education Student Teaching Seminar****(1 credit) (Discretion of Department)**

Special Education Student Teaching Seminar (1) (D) This seminar prepares and supports special education teacher candidates for the professional responsibilities of student teaching and provides a weekly forum for collaborative problem solving of situations that arise during the student teaching process. The course also prepares teacher candidates in the development of the Special Education Student Teacher Case Studies.

Prerequisite(s): Admission to Student Teaching.**EDUC-4491 Supervised Student Teaching of Individuals With Exceptionalities****(10 credits) (Discretion of Department)**

Supervised Student Teaching of Individuals With Exceptionalities (10) (D) Professional Block. Designed to meet the needs of prospective special education teachers who wish to qualify for teaching individuals with exceptionalities. Prospective special education teachers will observe, participate, and teach, as well as engage in professional activities and extracurricular activities with individuals with disabilities under the supervision of selected cooperating special education teachers. Admission is by application only and approval of the Committee on Teacher Education.

EDUC-4492 Supervised Student Teaching Elem School**(12 credits) (Both Fall & Spring Semesters)**

Supervised Student Teaching in Elementary School (12) (B) Professional Block. Teaching experience in approved cooperating elementary schools. Prospective teachers observe, participate, teach, and engage in extra-class activities under the supervision of selected cooperating teachers and clinical supervisors. The student must have senior standing and an adequate background in the teaching field that normally will constitute the academic major. Student teaching constitutes a minimum of twelve full-time weeks in the assigned K-6 placement per KSDE policy where candidate fulfills the full duty day alongside their cooperating teacher. During student teaching, all candidates complete the Praxis Performance Assessment for Teachers (PPAT), a teacher work sample. The PPAT requires them to calculate learning gains, disaggregate data, and to demonstrate instructional adaptations required for meeting the needs of students of diversity and students with exceptionalities. Transportation for student teaching is the responsibility of the student. Admission is by application only and approval of Committee on Teacher Education. (OC)

General Education Categories: Oral Communication**EDUC-4493 Supervised K-6 Special Ed Practicum****(2 credits) (Spring Semester)**

Supervised K-6 Special Education Practicum (2) (S) Through course readings, assessments, and intensive time in a K-6 special education classroom, the special education candidate will demonstrate effective communication skills to enhance collaboration and consultation among school professionals as a member of the special education team. The candidate will learn and apply evidence-based instructional strategies including effective adaptations, learner performance, and transitions to improve learner outcomes. The candidate will assist in planning for and implementing effective instruction and services based on learner needs and informed by data, will implement the IEP, deliver instruction, evaluate IEP implementation, and collaborate with the Special Education team to begin planning for effective transition services. This course requires a minimum of 14 hours a week during the semester in the special education placement with increasing levels of responsibility and leadership under the guidance of a mentor teacher.

Prerequisite(s): EDUC-3326.**EDUC-4494 Supervised 6-12 Special Ed Practicum****(2 credits) (Fall Semester)**

Supervised 6-12 Special Education Practicum (2) (F) Through course readings, assessments, and intensive time in a 6-12 special education classroom, the special education candidate will demonstrate effective communication skills to enhance collaboration and consultation among school professionals as a member of the special education team. The candidate will learn and apply evidence-based instructional strategies including effective adaptations, learner performance, and transitions to improve learner outcomes. The candidate will assist in planning for and implementing effective instruction and services based on learner needs and informed by data, will implement the IEP, deliver instruction, evaluate IEP implementation, and collaborate with the Special Education team to begin planning for effective transition services. This course requires a minimum of 14 hours a week during the semester in the special education placement with increasing levels of responsibility and leadership under the guidance of a mentor teacher.

Prerequisite(s): EDUC-3326.

EDUC-4496 Supervised Student Teach Secondary School (10 credits) (Both Fall & Spring Semesters)

Supervised Student Teaching in Secondary School (5-10) (B) Professional Block. Teaching experience in approved cooperating secondary schools. Prospective teachers observe, participate, teach, and engage in extra-class activities under the supervision of selected cooperating teachers and clinical supervisors. The student must have senior standing and an adequate background in the teaching field that normally will constitute the academic major. During student teaching, all candidates complete the Praxis Performance Assessment for Teachers (PPAT), a teacher work sample. The PPAT requires them to calculate learning gains, disaggregate data, and to demonstrate instructional adaptations required for meeting the needs of students of diversity and students with exceptionalities. Transportation for student teaching is the responsibility of the student. Admission is by application only and the approval of the Committee on Teacher Education. (OC)

General Education Categories: Oral Communication

EDUC-4497 Modified Teaching Experience (5 credits) (Both Fall & Spring Semesters)

Modified Teaching Experience (5-10) (B) Professional Block. This course prepares students for an educational career in positions that do not require a teaching license. This senior level course is conducted at a school, community outreach service or educational institution. The Benedictine College student enrolled in this course is required to fulfill many, but not all, of the responsibilities and requirements normally completed by student teachers. Specific requirements are individually determined based on the particular setting and the needs and abilities of the respective Benedictine College student. This course does not lead to teaching licensure. Transportation for the modified teaching experience is the responsibility of the student. (OC).

Prerequisite(s): EDUC-4455 (can be taken concurrently) and EDUC-4462 (can be taken concurrently).

Corequisite(s): EDUC-4470.

General Education Categories: Oral Communication

EDUC-5510 Introduction to School Leadership (2 credits) (Fall Semester)

Introduction to School Leadership (2) (F) This course examines leadership theory and practice that leads to a responsive culture with shared vision, values, and responsibility in P-12 schools. Emphasis is placed on developing an understanding of collaboration, team building, and conflict resolution techniques; forming effective relationships with all stakeholders in the P-12 community; understanding the influence of local, state, and national policy decisions on instruction; multiculturalism and diversity in P-12 education; and the creation of processes that support collaborative leadership and improved practice. A primary objective for this first course in the sequence is to create a community of caring relationships in the newly formed cohort. Cooperative learning and group problem solving activities are employed for achieving this objective.

EDUC-5512 Introduction to Educational Research (3 credits) (Discretion of Department)

Introduction to Educational Research (3) (D) This course is an introduction to educational research and descriptive statistics. Designed to assist the student in developing competencies in the various methods and strategies of educational research, including skills in the interpretation and evaluation of current research. Research that is conducted by school leaders to assess the effectiveness of the school community in achieving its desired mission (action research) will be an area of emphasis. The expected outcome of this course is that the student will apply research findings and implications in various school settings.

EDUC-5515 Models & Strat Instructional Leadership (3 credits) (Spring Semester)

Models and Strategies in Instructional Leadership (3) (S) This course is an advanced study of human development patterns, birth through adolescence, with an emphasis on learning and instructional theories. Candidates will examine effective instructional strategies that include pre-assessment and assessment tools to determine adequacy of instructional approaches; the components of alternate instructional models, particularly in designing the curriculum to meet the needs of students with exceptionalities, English language learners, and students from diverse backgrounds, incorporating multicultural education in the curriculum. The role of the principal in leading and supporting teachers to implement student-centered instructional strategies is emphasized.

EDUC-5516 Practicum in Instructional Leadership (1 credit) (Spring Semester)

Practicum in Instructional Leadership (1) (S) This course is a structured, field-based experience in an elementary, middle or secondary school. This practicum requires a minimum of 50 clock hours designed to assist the candidate in acquiring experience and proficiency as defined by KSDE/ISLLC knowledge and performance indicators for Standard 2 (Advocating, nurturing, and sustaining a building climate and instructional programs conducive to student learning and staff professional growth) and Standard 4 (Collaborating with families and community members, responding to diverse community needs and interests, and mobilizing community resources).

EDUC-5518 Building Community in the Classroom (3 credits) (Discretion of Department)

Building Community in the Classroom (3) (D) This course studies the teacher's role in creating and sustaining classroom communities that support student growth and development. Candidates will understand the needs and goals of all stakeholders, including the effect poverty, disadvantages, and resources have on P-12 student learning. Candidates will create an action plan that recognizes diversity, family, and student needs, and uses school and community resources to overcome barriers and build strong partnerships with the goal of student learning. Emphasis is on building candidate capacity to build and sustain positive school relationships with families, caregivers, and community partners.

EDUC-5519 The Catholic School Teacher (3 credits) (Discretion of Department)

The Catholic School Teacher (3) (D) This course studies the role of the Catholic school teacher as indicated through post Vatican II documents on education and research. Candidates will examine the diversity in Catholic schools and doctrine that promotes knowledge and respect for all cultures, exceptionalities, and ethnicities. Emphasis is placed on the importance of the teacher in creating a Catholic community through curriculum, teacher collaboration, spiritual development, and focus on developing the whole child.

EDUC-5529 Instructional Technology & Applications (2 credits) (Discretion of Department)

Instructional Technology and Applications (2) (F) This course is designed to assist candidates with the use of current technology-based management systems and to use a variety of media and formats, including information and web-based technology to manage, communicate, interact, and collaborate with colleagues, parents, and other education stakeholders. Emphasis is on both teachers and building leaders continually improving teaching and learning, inspiring students to positively contribute to and responsibly participate in the digital world, collaboration with both colleagues and students to discover and share resources and ideas and solve problems through learner-driven activities and environments.

**EDUC-5532 Foundations of Curriculum Developme K-12
(3 credits) (Spring Semester)**

Foundations of Curriculum Development (K-12) (3) (S) This course examines social and psychological influences upon curricular design and implementation. Instructional models, and their supporting theoretical rationale; barriers to effective implementation of innovative curricula; alignment and systematic evaluation of educational curricula and programs will be examined. Emphasis is placed on understanding, creating and evaluating comprehensive, rigorous, and coherent curricular and instructional P-12 school programs, including the study of the societal forces that affect school curriculum (particularly in designing the curriculum to meet the needs of students with exceptionalities and students from diverse backgrounds, as well as how to incorporate multicultural education in the curriculum).

**EDUC-5534 Assessment & School Improvement
(3 credits) (Fall Semester)**

Assessment and School Improvement (3) (F) This course assists candidates in understanding and promoting continual school improvement. Candidates will examine the relationship between curriculum, assessment, and school improvement initiatives. Using critical thinking and problem-solving skills, candidates will learn to assess learners, examine performance levels and analyze assessment data to improve practice and meet school improvement goals.

**EDUC-5540 Mentoring & Teaching Leadership
(3 credits) (Discretion of Department)**

Mentoring and Teacher Leadership (3) (D) This course examines the teacher's role in mentoring and induction programs, coaching, and professional development. Participation in learning communities and the role of a teacher as mentor and peer coach is studied and practiced. Through a study of adult learning theory, teacher development, communications styles and reflection, the candidate will develop and implement mentoring and coaching strategies.

**EDUC-5542 Current Trends & Practices in Teaching
(3 credits) (Discretion of Department)**

Current Trends & Practices in Teaching (3) (D) This course examines recent trends in the development of school policy and practice, particularly in meeting standards, accountability, and the influence of outside stakeholders. Emphasis will be placed on research based best practice in effective instruction. Candidates will develop a personal professional development plan in this course.

**EDUC-5546 Directed Study
(1 credit) (Discretion of Department)**

Directed Study (1-4) An independent in-depth study of a specific educational topic and/or action research project. Candidates must enroll in two semesters for a minimum of 4 credit hours of EDUC-5546.

**EDUC-5552 Effective Instructional Strategies
(3 credits) (Discretion of Department)**

Effective Instructional Strategies (3) (D) This course examines effective classroom instruction strategies that include: planning for effective instruction; pre-assessment and assessment tools to determine the adequacy of the instructional approach; instructional models and the appropriateness of their applications; integration of Common Core Standards and teaching for depth; data analysis to inform instructional planning; and meeting the needs of all students.

**EDUC-5570 Classroom Management for Practicing Tch
(3 credits) (Summer)**

Classroom Management for Practicing Teachers (3) (Sum) The teacher candidate will understand how to promote collaborative learning environments that are inclusive of high standards; effective use of discipline and management techniques; effective implementation of directions, praise, feedback, routines, transitions, and procedures; and how to effectively manage time and space in an elementary or secondary classroom so that students can learn. Candidates use an understanding of learner development and individual differences to create environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation, and embed teacher and student use of technology to create productive and engaging learning environments. program

Prerequisite(s): Enrollment in M.A.T.

**EDUC-5571 Meet Needs of Learners - Practicing Tch
(3 credits) (Summer)**

Meeting the Needs of All Learners for Practicing Teachers (3) (Sum) The teacher candidate will understand how learners grow and develop and use the understanding of individual differences and development within and across the cognitive, linguistic, social, emotional, and physical areas to create an environment inclusive of high standards. The candidate designs and implements developmentally appropriate, relevant, and rigorous learning experiences that supports individual and collaborative learning, and these experiences encourages positive social interaction, active engagement in learning, and self-motivation. program

Prerequisite(s): Enrollment in M.A.T.

**EDUC-5572 Intgr Health, Move, & Phys Act in K-6
(3 credits) (Fall Semester)**

Integrating Health, Movement, & Physical Activity in the Elementary Classroom (3) (F) The teacher candidate will understand and demonstrate applications of health, human movement and physical activity to support the learning needs of K-6 students. Course content will examine current research in brain-based learning, health and wellness initiatives, and learning standards that can be integrated into cross curricular learning experiences. The candidate will understand and apply the 21st Century Skills "Social Skills & Collaboration" to a K-6 lesson or unit and provides an artifact as evidence of learners growing in these skills as a result of instruction. program

Prerequisite(s): Enrollment in M.A.T.

**EDUC-5573 Ingtr Arts in Elementary Classroom
(3 credits) (Fall Semester)**

Integrating the Arts in the Elementary Classroom (3) (F) The teacher candidate will understand and demonstrate the central concepts, tools of inquiry, and structures of the arts (music, visual arts, dance, and theatre) to plan, implement, and assess artistic learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving. Course content will examine current research in the benefits of art and creativity on K-6 learners and explore strategies, tools, and resources for integrating the arts into cross curricular learning experiences. Candidates will understand and apply the 21st Century Skill of "Creativity" to a K-6 lesson or unit and provides an artifact as evidence of learners growing in this skill as a result of instruction. program

Prerequisite(s): Enrollment in M.A.T.

**EDUC-5574 Math Method - Practicing Teacher
(3 credits) (Spring Semester)**

Math Methods for the Practicing Teacher (3) (S) The teacher candidate will understand and demonstrate the central concepts, tools of inquiry, and structures of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving. Course content will examine the research on growth mindset relating to math instruction, instruction and assessment strategies to promote higher order thinking, and how to promote the NCTM Standards for Mathematical Practice in the K-6 classroom. Candidates will understand and apply the 21st Century Skill of "Critical Thinking" to a K-6 lesson or unit and provides an artifact as evidence of learners growing in this skill as a result of instruction. program

Prerequisite(s): Enrollment in M.A.T.

**EDUC-5575 Science Method - Practicing Teachers
(3 credits) (Spring Semester)**

Science Methods for the Practicing Teacher (3) (S) The teacher candidate will understand and demonstrate scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage all elementary learners in curiosity, exploration, sense-making, conceptual development, and problem solving. Content will examine STEM resources and methods to effectively integrate cross curricular content. Candidates will understand and apply the 21st Century Skill of "Information Literacy" to a K-6 lesson or unit and provides an artifact as evidence of learners growing in this skill as a result of instruction. program

Prerequisite(s): Enrollment in M.A.T.

**EDUC-5576 Language Arts Methods - Prac Tch
(3 credits) (Fall Semester)**

Language Arts Methods for the Practicing Teacher (3) (F) The teacher candidate will understand and demonstrate the central concepts, tools of inquiry, and structures of the English/language arts (Reading, Writing, Speaking and Listening, and Language) to plan, implement, and assess language arts learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving. Content will examine the research base for the Science of Reading to support all developing readers, promote an understanding of strategies, tools, and resources for developing phonemic awareness and literacy, and explore strategies that promote reading fluency and comprehension. Candidates will understand and apply the 21st century skill of "Communication" to a K-6 lesson or unit and provides an artifact as evidence of learners growing in this skill as a result of instruction. program

Prerequisite(s): Enrollment in M.A.T.

**EDUC-5577 Social Studies Methods - Practicing Tch
(3 credits) (Fall Semester)**

Social Studies Methods for the Practicing Teacher (3) (F) The teacher candidate will understand and demonstrate the central concepts, tools of inquiry, and structures of the social studies (people and places, civics and government, geography, economics, history), to plan, implement, and assess social studies learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving. Content will examine strategies, tools, and resources to present effective social studies instruction and the integration of social studies topics into language arts standards to support cross curricular connections. Candidates will understand and apply the 21st century skill of "Leadership" to a K-6 lesson or unit and provides an artifact as evidence of learners growing in this skill as a result of instruction. program

Prerequisite(s): Enrollment in M.A.T.

**EDUC-5578 Technology - Practicing Teacher
(3 credits) (Summer)**

Technology in Instruction & Assessment for Practicing Teacher (3) (SUM) The teacher candidate will acquire skills for successful utilizing various educational technologies to support instruction and assessment. Candidates will be exposed to technology and media literacy concepts to aid in the evaluation and selection of tools for the educational setting that promote engagement and improved student learning. program

Prerequisite(s): Enrollment in M.A.T.

**EDUC-5579 Content Seminar - Practicing Teacher
(3 credits) (Summer)**

Content Seminar for Practicing Teacher (3) (SUM) This seminar prepares and supports practicing teachers on topics of classroom management, supporting learners' academic, social, and emotional needs, communication and collaboration with learners, families, colleagues, school professionals, support staff, and community members, and the preliminary development of components of the Praxis Performance Assessment for Teachers (PPAT). program

Prerequisite(s): Enrollment in M.A.T.

**EDUC-5581 6-12 Pedagogy & Instruction - Prac Tchrs
(3 credits) (Fall Semester)**

Secondary Pedagogy and Instruction for Practicing Teachers (3) (F) The teacher candidate will understand and demonstrate the central concepts, tools of inquiry, and structures of the discipline he/she teaches and create content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content. Candidates will examine research-based strategies and methods to support students through varied and developmentally appropriate instruction within their discipline and begin creating a resource file for standards-aligned materials to support instruction in their discipline. program

Prerequisite(s): Enrollment in M.A.T.

**EDUC-5582 Secondary Content Methods I
(3 credits) (Fall Semester)**

Secondary Content Methods 1 (3) (F) The teacher candidate will understand and plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy as well as knowledge of learners and the community context. Candidates will plan, implement, and assess learning experiences for their class in conjunction with input and feedback from mentor teachers. Candidates will meet weekly with their mentor teachers and complete weekly reflection journals on assigned topics. program

Prerequisite(s): Enrollment in M.A.T.

**EDUC-5583 Secondary Pedagogy & Assessment - Prac T
(3 credits) (Spring Semester)**

Secondary Pedagogy and Assessment for Practicing Teachers (3) (S) The teacher candidate will understand and demonstrate how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions. Students will explore a variety of resources and strategies and methods of assessment that engage learners in monitoring their own progress, specifically embedding technology and differentiation into their assessment plans. Candidates will continue development of their resource file for standards-aligned materials that support assessment in their discipline. program

Prerequisite(s): Enrollment in M.A.T.

**EDUC-5584 Secondary Content Methods 2
(3 credits) (Spring Semester)**

Secondary Content Methods 2 (3) (S) The teacher candidate will understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways. Candidates will plan, implement, and assess learning experiences for their class in conjunction with input and feedback from mentor teachers. Emphasis will be placed on developing and applying appropriate assessment techniques to ensure students obtain and apply knowledge. Candidates will meet weekly with their mentor teachers and complete weekly reflection journals on assigned topics. They will submit five or more lesson plans for evaluation using the Practicum 2 Portfolio Rubric measuring instructional planning, assessment, application of content, and reflection of one's practice. program

Prerequisite(s): Enrollment in M.A.T.

**EDUC-5585 School As Community - Practicing Teacher
(3 credits) (Fall Semester)**

School as Community for Practicing Teachers (3) (F) The teacher candidate will use understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards. Course content will explore diversity of race, ethnicity, religion, language, culture, socioeconomic status, gender, geography, and learner exceptionalities to understand how these differences contribute to the uniqueness of students and how the teacher candidate can best support the needs of each student relative to their lived experiences and needs as an individual. program

Prerequisite(s): Enrollment in M.A.T.

**EDUC-5586 Supporting Literacy in Content Area
(3 credits) (Fall Semester)**

Supporting Literacy in the Content Area (3) (F) Teacher candidates will develop an understanding of language and the literacy process to promote effective teaching in secondary classrooms. Course content examines reading and writing in content areas, and instructional strategies to support students' literacy development. Candidates will understand and apply knowledge of how reading, writing, speaking, and listening skills are acquired, developed, and deepened so that they can promote the acquisition of their discipline-specific curriculum in a supportive classroom environment that promotes high standards for all. program

Prerequisite(s): Enrollment in M.A.T.

**EDUC-6580 Supervised Teaching Practicum
(3 credits) (Both Fall & Spring Semesters)**

Supervised Teaching Practicum (3) (B) Supervised 12-week practicum in an accredited and approved school setting. The candidate's mentor teacher will provide evaluation and feedback a minimum of three times utilizing the CPAST instrument. The successful completion of this course denotes a candidate's mastery of the InTASC standards and the ability to be recommended for full Kansas teaching licensure. program

Prerequisite(s): Enrollment in M.A.T.

**EDUC-6606 School Leadership, Management & Finance
(4 credits) (Summer)**

School Leadership, Management, and Finance (4) This course introduces the basic theories and concepts underlying school building administration with a focus given to cooperative practices and shared decision-making. The course emphasizes the role and responsibility of the principal in organizing, supervising, and budgeting educational funds for program needs at the building level, implementing pupil services, and managing co-curricular programs and activities. Candidates will analyze school-based policies and procedures that protect the welfare and safety of students and staff. Emphasis is on understanding, monitoring, and evaluating P-12 school management, operational, and fiscal systems.

**EDUC-6612 Supervision in Education
(3 credits) (Fall Semester)**

Supervision in Education (3) (F) The role and responsibility of the principal in selecting and supervising personnel at the building level are core content in this course. Leadership theory, change processes, models of evaluation and development programs are examined and analyzed. Major topics in this course include staff selection, orientation, professional development and evaluation. Legal concepts related to the selection and evaluation of personnel are reviewed. Emphasis is placed on developing and supervising the instructional and leadership capacity of personnel in the school community.

**EDUC-6613 Practicum in Supervision
(1 credit) (Fall Semester)**

Practicum in Supervision (1) (F) This is a structured, field-based experience in an elementary, middle or secondary school. This practicum requires a minimum of 50 clock hours designed to assist the candidate in acquiring experience and proficiency as defined by KSDE/ISLLC knowledge and performance indicators for Standard 1 [Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school and community], Standard 2 [Advocating, nurturing, and sustaining a building climate] and instructional programs conducive to student learning and staff professional growth), and Standard 5 [Acting with integrity, fairness, and in an ethical manner].

**EDUC-6622 Educational Law
(3 credits) (Spring Semester)**

Educational Law (3) (S) Legal rights, duties, and responsibilities of building level leaders are studied in this course. The policies, laws, and regulations enacted by state, local, and federal authorities that affect P-12 schools are examined and candidates analyze how law and policy are applied consistently, fairly and ethically within the school. Special topics in this course include basic constitutional issues related to students and school personnel and identifying and applying legal concepts and theory to special education, student disciplines, student rights, personnel practices, professional negotiations, and other powers, duties and liability concerns of the principal and school system.

**EDUC-6623 Practicum in Legal, Ethical & Comm Issue@
(1 credit) (Spring Semester)**

Practicum in Legal, Ethical, and Community Issues (1) (S) This is a structured, field-based experience in an elementary, middle or secondary school. This practicum requires a minimum of 30 clock hours in the candidate's home school, designed to assist the candidate in acquiring experience and proficiency as defined by KSDE/ISLLC knowledge and performance indicators for Standard 2 [Advocating, nurturing, and sustaining a building climate and instructional programs conducive to student learning and staff professional growth], Standard 4 [Collaborating with families and community members, responding to diverse community needs and interests, and mobilizing community resources], Standard 5 [Acting with integrity, fairness, and in an ethical manner], and Standard 6 [Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context]. This final practicum section requires an additional 20 clock hours working with an administrator in a school that is demographically and structurally different than the candidate's home school.

**EDUC-6640 Partnering With Parents & the Community
(3 credits)**

Partnering With Parents and the Community (3) This course studies the principal's role in creating and sustaining school communities that support student growth and development. Candidates will understand the needs and goals of all stakeholders, including the effect poverty, disadvantages, and resources have on P-12 student learning. Candidates will create an action plan that recognizes diversity, family and student needs, and uses school and community resources to overcome barriers and build strong partnerships with the goal of student learning. Emphasis is on building candidate capacity to build and sustain positive school relationships with families, caregivers, and community partners.

**EDUC-6642 Educational Leadership
(3 credits)**

Educational Leadership (3) This course analyzes the skills necessary for effective leadership in interactions with the school, the school system, and the community. Candidates will acquire knowledge and develop an understanding of the decision-making process, creation of an appropriate organizational climate, personal and professional ethics, group facilitation and planning, communication skills, and the appropriate involvement of schools with the communities in which they serve. Emphasis is placed on collaboratively developing, articulating, implementing and supporting a vision for learning that is shared by all stakeholders.

**EDUC-6643 Practicum in the Principalship
(1 credit)**

Practicum in the Principalship (1) This is a structured, field-based experience in an elementary, middle or secondary school. This practicum requires a minimum of 50 clock hours designed to assist the candidate in acquiring experience and proficiency as defined by KSDE/ISLLC knowledge and performance indicators for Standard 1 [Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school and community], Standard 2 [Advocating, nurturing, and sustaining a building climate and instructional programs conducive to student learning and staff professional growth], Standard 3 [Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment], Standard 4 [Collaborating with families and community members, responding to diverse community needs and interests, and mobilizing community resources], Standard 5 [Acting with integrity, fairness, and in an ethical manner], and Standard 6 [Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context].

**EDUC-6680 Special Education Administration
(3 credits) (Spring Semester)**

Special Education Administration (3) (S) Candidates will learn about the instructional, legal, education, social, and emotional needs of students who qualify for services under IDEA to make instructional and resource decisions that promote their rights. Candidates will examine the legal context for supporting special education services in schools; identify instructional support processes and systems that benefit all learners; and examine and identify methods of providing supportive, equitable, culturally responsive, and inclusive school cultures [KSDE Standard 3].

**EDUC-6688 Master's Comprehensive Exams
(NULL credits) (Discretion of Department)**

Master's Comprehensive Exams (cr) \$100 Graduation fee