

EDUCATION (EDUC)

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

EDUC-DPROF Diversity Proficiency
(NULL credits) (Both Fall & Spring Semesters)
Elementary, special education, and secondary education candidates engage in a range of field experiences throughout their programs. This proficiency evaluates the depth, breadth, and duration of these experiences and additional learning opportunities so that future teachers have observed and practiced in a variety of settings where differences are encountered. Candidates submit a reflection artifact in their student teaching application that accounts for work in different settings with experience supporting students with diverse backgrounds (ex: socioeconomic, culture, race, language, religion, ability, lived experiences, family structure, etc.). Activities will support a broadened understanding of the dignity of all persons and the roles of service, advocacy, and collaboration in the teaching profession.

EDUC-101 St Joseph Cupertino Practicum
(NULL credits) (Both Fall & Spring Semesters)
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. Admission in the St. Joseph of Cupertino program is required.

EDUC-2200 Introduction to Education
(2 credits) (Both Fall & Spring Semesters)
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)
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.
Corequisite(s): EDUC-2200.

EDUC-2209 Theology Methods for Elementary Education
(2 credits) (Fall Semester)
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
(2 credits) (Both Fall & Spring Semesters)
The course is designed for candidates to understand and implement the central concepts, tools of inquiry, and structures of the arts (visual arts, music, dance, movement, and theater) to plan, implement, and assess curricular learning experiences that engage all learners in critical thinking, creativity, collaborative problem solving, and communication.

EDUC-2214F Field Exp Integrated Art & Music Methods
(NULL credits) (Both Fall & Spring Semesters)
Transportation for field experience is the responsibility of the student.
Corequisite(s): EDUC-2214.

EDUC-2220 Science of Learning & Teaching
(3 credits) (Both Fall & Spring Semesters)
A basic introduction to the psychology and science of learning with a focus on the major factors that influence child and adolescent development. Content will explore learning theories, mindset and motivation, phases of child development, student behavior, memory and metacognition, parent involvement, thinking biases, and teacher efficacy. Attention is given to how the research on the science of learning is applied in a PreK-12 classroom to support student learning. Students will receive instruction on foundations of visual communication to create an original project explaining an aspect of content presented in the course. (VC)

General Education Categories: Visual Communication

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

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 K-6 environment, and the 6-12 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)**

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)**

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)**

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-3309 Instructional & Assessment of Found Liter
(4 credits) (Both Fall & Spring Semesters)**

This course examines the theory and practice of teaching and assessing foundational reading skills in the elementary classroom with a focus on the Science of Reading. The course content explores the research behind the Science of Reading to support developing readers and provides strategies, tools, and resources for candidates to teach foundational reading and writing in the PreK-6 classroom. Emphasis is placed on the following: word structure, early literacy skills (including print awareness, letter knowledge, and phonological awareness), decoding and word recognition skills (including phonics, irregular word reading, and multisyllabic word reading), and reading fluency.

Corequisite(s): EDUC-3303 and EDUC-3314.

**EDUC-3312 School As Community
(3 credits) (Both Fall & Spring Semesters)**

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)**

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)**

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-3315 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)**

Transportation for field experience is the responsibility of the student. Co-requisite: EDUC-3314 and EDUC-3303.

**EDUC-3315 Int El Ed Fld Exp
(1 credit) (Both Fall & Spring Semesters)**

Required supervised practicum in a partnership school to learn and apply the theories of pedagogy in the elementary PreK-6 classroom. Students will spend four hours a week in their placement school to accomplish a range of learning activities such as lesson planning, small group instruction, whole-class instruction, professional development activities, and ongoing reflection of one's growth. Particular emphasis is given to planning, teaching, assessing, and reflecting on learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving across the elementary curricular subjects.

Corequisite(s): EDUC-3303 and EDUC-3314.

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

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.

Prerequisite(s): Acceptance into Teacher Education Program.

Corequisite(s): EDUC-3319, EDUC-3301, and EDUC-3307.

**EDUC-3318 Adv Elem Education Field Experience
(2 credits) (Both Fall & Spring Semesters)**

Required supervised practicum in a partnership school to learn and apply the theories of pedagogy in the elementary PreK-6 classroom. Students will spend six hours a week in their placement school to accomplish a range of learning activities such as lesson planning, small group instruction, whole-class instruction, professional development activities, and ongoing reflection of one's growth. Particular emphasis is given to planning, teaching, assessing, and reflecting on learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving across the elementary curricular subjects. Students will plan and teach a multi-lesson unit to integrate the practices of lesson planning, instructing, assessing, reflecting, and adapting teaching to the needs of their students.

Corequisite(s): EDUC-3301 and EDUC-3319.

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

The purpose of this course is for pre-service teachers to understand developmentally appropriate, research-based theories and practices that support the integrated language arts in the elementary classroom. Candidates use a variety of appropriate instructional and assessment strategies (promoting fluency, vocabulary, reading comprehension, listening comprehension, and writing) while engaging students in their own growth. Candidates demonstrate an understanding of the impact of external factors (e.g. language, culture, and socioeconomic differences) on student learning and apply this understanding to plan appropriate integrated learning experiences across the curricular subjects for the PreK-6 learner. Course content will present research-based strategies and tools to promote effective literacy instruction that meets elementary standards in foundational reading including literary and informational texts, writing, speaking and listening. 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)**

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 KØ6 and KØ12 learning classrooms. Co-requisite: EDUC-3320F. Pre- or

Prerequisite(s): EDUC-2222 and acceptance into the Teacher Education Program.

Corequisite(s): EDUC-2226.

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

Transportation for field experience is the responsibility of the student.

Corequisite(s): EDUC-3320.

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

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)**

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)**

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)**

Transportation for field experience is the responsibility of the student.

Corequisite(s): EDUC-3324.

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

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)**

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 Literacy in the Secondary Classroom
(2 credits) (Both Fall & Spring Semesters)**

The purpose of this course is for pre-service teachers to learn, understand, and apply literacy strategies to their secondary content area. This course will prepare pre-service teachers with instructional strategies to help their students read and write effectively in the secondary content area. The course assesses the secondary major's effectiveness in applying reading, writing, speaking, and listening skills in discipline-specific curriculum to support the success of all learners.

Corequisite(s): EDUC-3333.

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

Transportation for field experience is the responsibility of the student.

Corequisite(s): EDUC-3332.

**EDUC-3333 Literacy in Secondary Classroom Fid Exp
(1 credit) (Both Fall & Spring Semesters)**

Required supervised practicum in a partnership school taken concurrently with EDUC-3332. Students will work directly with secondary students (6th-12th grade) for a minimum of fifteen classroom hours supporting instruction in whole group, small group, or direct instruction/tutoring. Students will complete a six-hour Science of Reading training to support their understanding of research-based practices for literacy acquisition. Assessment of student learning is measured by the completion of the field experience handbook and website portfolio. Transportation for field experience is the responsibility of the student.

Corequisite(s): EDUC-3332.

**EDUC-3340 Foundations Montessori Education
(2 credits) (Spring Semester)**

In this course, students will study the educational philosophy of Dr. Maria Montessori and her prominent discoveries of the human person from birth to adulthood. Course participants will examine The Four Planes of Development, the Sensitive Periods of learning, and the relationship of respect between the child, the adult, and the prepared environment. To learn how to create an educational atmosphere that respects the whole child, students will explore the five areas of the traditional Montessori classroom and the corresponding educational materials. Additionally, course participants will identify the major steps in the creation of The Catechesis of the Good Shepherd and describe the spiritual relationship between God and the child within the Atrium environment. Ten hours of field experience in a Montessori environment are required.

**EDUC-3341 Theory of Classical Education
(3 credits) (Spring Semester)**

This course is an introduction to the theory and history of classical education. Students will gain an understanding of the history and philosophy of classical education, with an emphasis on both modern theorists of classical education and the ancient and medieval sources which they draw upon. Students will also learn and contrast classical theories of reading with critical theories of reading. Special attention will be paid to the 20th century movement away from classical education and to the various movements advocating for a return to classical education.

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

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 & Practicum
Meth & Media Practicum
(1 credit) (Both Fall & Spring Semesters)**

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)**

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 Meeting the Needs of All Learners
(2 credits) (Both Fall & Spring Semesters)**

This course is a survey of learner diversity, student needs, and instructional and assessment techniques to meet the needs of all learners. Students will learn and apply individual differences and learner profiles 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 to support individual and collaborative learning, and these experiences encourage positive social interaction, active engagement in learning, and self-motivation.

Prerequisite(s): Education major.

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

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)**

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)**

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 Superv Stud Teach Indiv Exceptionalities
(10 credits) (Discretion of Department)**

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)**

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)**

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)**

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 Secondar School
(10 credits) (Both Fall & Spring Semesters)**

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)**

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)**

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)**

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)**

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)**

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)**

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)**

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)**

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 Development K-12
(3 credits) (Spring Semester)**

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)**

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)**

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)**

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)**

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-5550 Theory of Characteristic Indiv W Except**(3 credits) (Fall Semester)**

The student will explore characteristics, assessment, and the 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 are 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.

EDUC-5551 Theory Assessment of Indiv W Exception**(3 credits) (Fall Semester)**

The student will understand the critical role of assessing the exceptional learner for identifying a student's strengths and needs throughout educational settings. The student will examine the common tests and evaluation systems used in public school special education and their relationship to writing and monitoring an IEP. Emphasis is placed on the significance of professional responsibility and ethical practice in special education. The course also addresses specific diagnostic procedures and the evaluation of data as part of the instructional process.

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

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-5553 Applic of Behavior & Classroom Managemen**(3 credits) (Spring Semester)**

The student will demonstrate knowledge and skill in the use of problem solving models, including Positive Behavioral Interventions and Supports (PBIS) within Multi-Tier System of Support (MTSS) framework, conducts Functional Behavioral Assessments (FBA) and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrates cultural sensitivity in the development and use of social skills curricula; and promotes the self-determination skills of all learners.

EDUC-5554 K-6 SPED Practicum & Reflection**(3 credits) (Spring Semester)**

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 plan for and implement effective instruction, Positive Behavior Intervention Supports, and services based on learner needs and informed by data. The student will complete a Student Success Plan that includes conducting a Functional Behavior Analysis, developing a Behavior Improvement plan, implementation, and evaluating data and collaborate with the special education team to determine effectiveness.

EDUC-5555 Theory Building School, Family Partnersh**(3 credits) (Summer)**

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 of diverse backgrounds with disabilities. Students will 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 Community Resource Project.

EDUC-5556 Appl Methd & Strat Indiv W Exceptional**(3 credits) (Fall Semester)**

Candidates will understand critical elements of language and literacy; identify and use evidence-based interventions to meet the instructional needs specific to reading, writing, math and other content areas; and include the principles of universal design for learning and the use of technology to support literacy and to make data-based decisions. Candidates will participate in a variety of activities to demonstrate knowledge and skills to meet the academic and behavioral needs of learners in primary through secondary levels. Candidates will learn educational programming techniques, implementation, and evaluation of appropriate interventions in a variety of roles including consultation and co-teaching.

EDUC-5557 6-12 SPED Practicum & Reflection**(3 credits) (Fall Semester)**

This course provides organized observation and instruction of the student with exceptionalities in various 6-12 learning situations. The candidate will complete the Elements of Reading Project, which includes understanding learner characteristics, Individual Education Programs (IEP), the effect of learning environments, and utilizing technology for effective assessment, instructional planning, and implementation.

**EDUC-5558 Appli of Transition Services Ind Except
(3 credits) (Spring Semester)**

This course is designed to help students acquire the knowledge base needed to promote students with disabilities to successfully transition to adulthood. The course is organized around problems of practice including understanding the barriers to transition throughout a student's education, important legislation, models of practice, and assessment and planning. The role of the family and interagency collaboration is addressed. In this course, students have opportunities to reflect on processes to empower successful transition of students with disabilities to employment, postsecondary education, and independent living.

**EDUC-5560 Foundations in Student Affairs
(2 credits) (Summer)**

This course provides an introduction to the foundations and principles of the student affairs profession. Graduate students will critically examine student learning and developmental theories, research on desired college student outcomes (ie. involvement, retention, engagement), and the theories related to this research. Additionally, graduate students will evaluate how person-environment interactions impact students in the collegiate environment. The relationship of theory-to-practice will be explored to prepare students for professional practice in the field.

**EDUC-5561 Practicum in Student Affairs
(1 credit) (Summer)**

This theory-based and practiced-centered course will introduce students to the organization, governance, and administration of higher education within the U.S. This course examines the function and responsibilities of major administrative divisions of a college or university and the major tasks of administration: planning, programming, budgeting, staffing, managing. Furthermore, students will analyze internal structures of colleges and universities in order to understand how administrators and staff make decisions and develop the leadership capacity to enact and respond to change in these complex organizations. Students will be introduced to the major professional organizations, associations, and journals of the field, Catholic and non-Catholic.

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

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)**

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)**

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)**

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)**

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)**

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 Tchr
(3 credits) (Fall Semester)**

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 Tchr
(3 credits) (Fall Semester)**

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)**

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)**

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)**

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)**

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)**

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)**

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)**

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)**

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-5590 Integrating Creative Exper for Prac Tchr
(3 credits) (Summer)**

The teacher candidate will understand and demonstrate how to effectively integrate creative experiences into the PreK-6 classroom. Course content will examine current research on the benefits of art, music, movement, and creativity on PreK-6 learners and explore strategies, tools, and resources for integrating these into cross-curricular learning experiences. Candidates will demonstrate the integration of elements of visual arts, music, dance, theater, movement, and physical activity to plan, implement, and assess learning experiences that support critical thinking, creativity, collaborative problem solving, and communication.

**EDUC-5591 Instruction & Assessment of Found Litera
(3 credits) (Spring Semester)**

This course examines the theory and practice of teaching and assessing foundational reading skills in the elementary classroom, with a focus on the Science of Reading. The course content explores the research behind the Science of Reading to support developing readers and provides strategies, tools, and resources for candidates to teach foundational reading and writing in the PreK-6 classroom. Emphasis is placed on the following: word structure, early literacy skills (including print awareness, letter knowledge, and phonological awareness), decoding and word recognition skills (including phonics, irregular word reading, and multisyllabic word reading), and reading fluency.

**EDUC-5610 Higher Education Admin & Governance
(2 credits) (Discretion of Department)**

This theory-based and practiced-centered course will introduce students to the organization, governance, and administration of higher education within the U.S. This course examines the function and responsibilities of major administrative divisions of a college or university and the major tasks of administration: planning, programming, budgeting, staffing, managing. Furthermore, students will analyze internal structures of colleges and universities in order to understand how administrators and staff make decisions and develop the leadership capacity to enact and respond to change in these complex organizations. Students will be introduced to the major professional organizations, associations, and journals of the field, Catholic and non-Catholic.

**EDUC-5611 Practicum Higher Educ Administration
(1 credit) (Discretion of Department)**

Students will be required to complete 50 clock hours at the office of their practicum. Students will build on proficiencies developed in their coursework. The goal of this practicum is for the student to practice the application of the theory and research in an area of the college environment related to student affairs, development, or services (e.g. Student Life, Student Success, Admissions, Advancement, Athletics, etc.). Students should be involved in meaningful activities in the field pertaining to the personal, faith, or leadership development of students, student retention initiatives, student success outcomes, program development that facilitate senses of belonging, integration into academic and residential life of the college, and the facilitation of meaningful life-long friendships. Students will be required to make connections between academic theory and practice as they perform these meaningful activities. Students will be paired with a mentor in the division of student life, student success, athletics, admissions, or another appropriate co-curricular area of the college. The mentor will hold the title of associate director, director, dean, vice provost, vice president, provost, or chief executive officer. Any mentors whose job positions are outside one of these levels or areas will require prior approval from one of the faculty members in the higher education concentration.

**EDUC-5620 Foundations of Catholic Higher Education
(2 credits) (Discretion of Department)**

This course examines the history and development of the university from its Greek and Roman influence to its roots in the Medieval Ages to its current form. Students will engage with key texts that define the university at each major period of its evolution up to its current form. This course will foster critical and analytical thinking about higher education generally, and Catholic higher education specifically, with a view to prepare students to make thoughtful contributions regarding the purpose and evolution of higher education. This course will include a specific focus on students' reactions to and critiques of assigned reading.

**EDUC-5770 Pilot Test Course
(3 credits) (Discretion of Department)**

NULL

**EDUC-5999 Prior Learning Portfolio Assessment
(NULL credits) (Both Fall & Spring Semesters)**

Benedictine College awards graduate credit after an assessment of a prior learning portfolio developed by an applicant seeking credit for successful completion of non-accredited professional formation, certification or credential programs. Not all graduate programs accept prior learning credits (e.g., programs that require licensure). Before considering or pursuing prior learning credits, the student should consult with the appropriate department chair. Application for prior learning credit, normally done within the first semester of enrollment in graduate studies at Benedictine College, is through enrollment in a zero-credit course in the academic department in which the credit is being sought and payment of the fee for portfolio review. Prior learning credit is not transferable; nor can it be awarded to complete a degree after a student leaves the College.

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

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-6581 Supervised SPEC Tchng Capstone
(3 credits) (Summer)**

Supervised teaching experience combined with seminar discussions. Topics will include: study of the school community; classroom management and behavior management; candidate's professional disposition and behavior in the school community and as a collaborator in the special education process; communication skills to enhance collaboration and consultation among school professionals; implementing IEPs, delivering instruction, and evaluating IEP implementation; parent/ family relationships; diagnosis of disability conditions; recommended teaching techniques and curriculum organization; dynamics of co-teaching and common instructional models in SPED. Candidates will complete the IEP Case Study Project in support of KSDE Adaptive Standards 1-8, and they will be evaluated a minimum of three times during this course using the Benedictine College Special Education Teaching Instrument, and supervising mentors will facilitate conversations about career goals and ongoing professional development. IEP Case Study Project

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

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)**

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)**

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)**

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 Issuey@
(1 credit) (Spring Semester)**

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)**

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)**

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)**

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) (Summer)**

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

EDUC-6699 MA SPED Comp Exam**(NULL credits) (Discretion of Department)**

NULL