# Curriculum Proposal

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## Course Modification

1.3 SPED 3105/5105 (1 credit); Professional Practice in Special Education to Professional Practice in Special Education I; description and prerequisite change,

1.6 SPED 3106/5106 (1 credit); Professional Practice in the Elementary/Middle School Setting to Professional Practice in Special Education II; description and prerequisite change,

1.9 SPED 3107/5107 (2 credits); Professional Practice in the Secondary School Setting to Professional Practice in Special Education III; description and prerequisite change,

1.12 SPED 3600/5600 Study of the Learner with Special Needs (3 credits); description and prerequisite change.

1.15 SPED 3620/5620 Teaching the Learner with Specific Learning Disabilities I (3 credits); prerequisite change.

1.18 SPED 3630/5630 Teaching the Learner with Emotional Behavioral Disorders I (3 credits); prerequisite change.

1.21 SPED 3650/5650 Collaborative Techniques for Special Educators (3 credits); prerequisite change.

1.24 SPED 3655/5655 Due Process in Special Education I: Individual Education Plan (3 credits); prerequisite change.

1.27 SPED 3660/5660 Autism Spectrum Disorder: Mild to Moderate Disabilities (3 credits) to Teaching the Learner with Autism Spectrum Disorder I: Mild to Moderate; description and prerequisite change.

1.30 SPED 3665/5665 Autism Spectrum Disorder: Social Skills Training (3 credits) to Social Skills; description and prerequisite change.

1.34 SPED 4715/5715 Instructional Techniques with Special Populations (3 credits); description and prerequisite change.

1.37 SPED 6603 Math Difficulties: Diagnosis and Intervention (3 credits); prerequisite change.

1.40 SPED 6605 Due Process in Special Education II: Assessment and Reporting (3 credits); prerequisite change.

1.43 SPED 6608 Reading Difficulties: Diagnosis and Intervention (3 credits); prerequisite change.

1.46 SPED 6620 Teaching the Learner with Specific Learning Disabilities II (3 credits); prerequisite change.

1.49 SPED 6630 Teaching the Learner with Emotional Behavioral Disorders II (3 credits); prerequisite change.

1.52 SPED 6660 Autism Spectrum Disorders: Moderate to Severe Disabilities (3 credits) to Teaching the Learner with Autism Spectrum Disorder II: Moderate to Severe; description and prerequisite change.

1.64 Signatures
BSU Curriculum Forms

Form 1 Special Education

Curriculum Modification Summary

College: Health Sciences and Human Ecology
Department: Professional Education Department
Proposer: Timothy Goodwin
Proposer’s position: Chair

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

Modifications
- Change course descriptions of eight courses (SPED 3105/5105, 3106/5106, 3107/5107, 3600/5600, 3660/5660, 3665/5665, 4715/5715, 6660)
- Change prerequisites for 17 courses: (SPED 3105/5105, 3106/5106, 3107/5107, 3600/5600, 3650/5650, 3655/5655, 4715/5715, 3620/5620, 3630/5630, 3660/5660, 3665/5665, 6603, 6605, 6608, 6620, 6630, 6660)
- Change title on six courses (SPED 3105/5105, 3106/5106, 3107/5107, 3660/5660, 3665/5665, 6660)

Advantages to Students:
- Analysis of program data suggests that candidates working on initial teaching licensure who take the SPED courses prior to completing Standards of Effective Practice (SEP) courses achieve at lower levels than those who have completed SEP courses. Optimal learning opportunities will be provided candidates by including ED 3100/5100, and ED 3110/5110, and having completed or be enrolled in ED 3350/5350 before taking the core SPED courses 3600/5600, 3650/5650 and 3655/5655 and having completed all SEP courses prior to taking the remaining SPED courses.
- Administrative directives reduced the number of times each SPED course can be offered each year. In order to provide optimal learning experiences for the candidates, this reduction necessitated a revision of the sequence in which the required SPED licensure courses should be taken. A course sequence, specific to when the candidate starts the program (spring or fall), is developed, and candidates are expected to follow this course sequence. As a result, the prerequisites for each SPED course changed.
- The current prerequisites make it possible for those with a current teaching license to take the courses but not the candidates who have completed a teaching degree but not applied for licensure yet. This suggested addition to the prerequisites makes it clear to the candidates who have completed a teaching degree but not obtained a license yet, that they can enroll in the licensure program courses.
- Autism Spectrum Disorders (ASD) licensure is now offered by BSU. The content methods courses required for ASD licensure are not reflected in the prerequisites and co-requisites for the core special education licensure courses. Adding these courses to the list of prerequisites and co-requisites will accurately represent the sequence of course
work for ASD licensure and will aid the candidates when planning their semester course work.
- The course description in the current catalog does not accurately reflect the level at which certain field experiences must be completed. This information is important for candidates to be aware of before they register for courses.
- The title change for SPED 3660/5660 and SPED 6660 will make titles of required content methods course work uniform across the licensure areas (ASD, EDB and SLD) and facilitate clear communication about courses required for special education licensure.
- The title change for SPED 3665/5665 will facilitate the inclusion of this course among the courses that can be taken by those seeking additional special education licensures and needing a documented field experience at the middle level.
- The proposed title change for SPED 3105/5105, 3106/5106 and 3107/5107 better reflects the content included and licensure standards assessed in these courses and will clearly show the order in which these courses are taken and will facilitate clear communication about the courses.

Modifications proposed (specify number of each):
___17_Course Modification(s) (form 2)
_____New Course(s) (form 3)
_____Course Drop(s) (form 4)
_____Program Modification(s) (form 5)
_____New Program(s) (form 6)
_____Program Drop(s) (form 7)

The modifications affect (check):
_____ Liberal Education
__X__Undergraduate Curriculum
__X__Graduate Curriculum
__X__Teacher Licensure Program(s)
BSU Curriculum Forms

Form 2

Course Modification Form

Current Course Number(s):
   Undergraduate: SPED 3105
   Graduate: SPED 5105

Proposed Course Number(s), if different:
   Undergraduate:
   Graduate:

Current Course Title: Professional Practice in Special Education
Proposed Course Title, if different: Professional Practice in Special Education I

Current Course Description:
This one-credit course is designed to augment the clinical experiences done throughout the program. Its main goal is to ensure that standards within the clinical experiences are met before the candidate moves ahead in the program. This course is taken together with SPED 4715/5715. Signature Assessment 1 is completed in this course. Five hours of field work for consultation and discussion with the mentor teacher and other professionals in the schools regarding content in the course and tasks related to Signature Assessment 1, are required.

Proposed Course Description, if different:
This one-credit course is designed to augment the clinical experiences required throughout the Special Education Licensure Program and facilitate interaction with teacher coaches/mentors. This course is taken during the candidate’s first semester in the program. Signature Assessment 1 is completed in this course. Five hours of field work for consultation and discussion with the teacher coach/mentor and other professionals in the schools regarding content in the course and tasks related to Signature Assessment 1, are required.

Current Credits: 1
Proposed Credits if different:

Current Undergraduate Prerequisite(s):
Prerequisites: SPED 3600 and SPED 3650; or consent of instructor.
Co-requisite: SPED 4715

Current Graduate Prerequisite(s):
Prerequisites: SPED 5600 and SPED 5750; or consent of instructor.
Co-requisite: SPED 5715
Proposed Undergraduate Prerequisite(s), if different:
Prerequisites: Current teacher license or completion of a teaching degree or completion of ED 3100, ED 3110, enrolled in or completed ED 3350 and consent of instructor.
Co-requisite: SPED 3600

Notes:
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
2. Instructor permission will be required.

Proposed Graduate Prerequisite(s), if different:
Prerequisites: Current teacher license or completion of a teaching degree or completion of ED 5100, ED 5110, enrolled in or completed ED 5350 and consent of instructor.
Co-requisite: SPED 5600

Notes:
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
2. Instructor permission will be required.

1) Reason(s) for change(s):
- Analysis of program data suggests that candidates working on initial teaching licensure who take the course prior to completing initial Standards of Effective Practice (SEP) courses achieve at lower levels than those who have. Optimal learning opportunities are thus provided by including ED 3100/5100, ED 3110/5110, be enrolled in or have completed ED 3350/5350 as prerequisites.
- MN BOT requires that signature assessments are completed in the beginning, in the middle, and at the end of a licensure program. Requiring licensure candidates to take this course the third semester they are enrolled in the program, helps meet this requirement.
- Administrative directives reduced the number of times each SPED course can be offered each year. In order to provide optimal learning experiences for the candidates, this reduction necessitated a revision of the sequence in which the required SPED licensure courses should be taken. A course sequence, specific to when the candidate starts the program (spring or fall), is developed, and candidates are expected to follow this course sequence. As a result, the prerequisites for each SPED course changed.
- The proposed title change represents the content included and licensure standards assessed in the course, shows where this course falls in relation to the other two professional practice courses, and indicates which Signature Assessment is ‘housed’ in the course.
- The change in course description clearly states where in the program the course is completed.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___ x__ No _____ If not, please drop the current course and submit a new course form for the modification.
3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.  
   Student Learning Outcomes Yes _____  No _x___
   Major Content Areas Yes _____  No _x___
   Projected Maximum Class Size (Cap) Yes _____  No _x___

4) Current Course fee(s) per student: $
for:
   Proposed Course fee(s) per student, if different: $
for:

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

   Non-licensure programs:

   Teacher Licensure programs: ASD, EBD, SLD

   Liberal Education:

   The above “service area” programs/departments were notified of this modification on 2-3-16 by information shared at the Professional Education faculty meeting and subsequent vote to accept the changes (mail, email, or phone).

   Please check one of the items below:
   _______ No comments were received from other programs or departments within one week of the notification.
   _______ Comments were received within one week of the notification, and are attached.
BSU Curriculum Forms

Form 2

Course Modification Form

Current Course Number(s):
  Undergraduate: SPED 3106
  Graduate: SPED 5106
Proposed Course Number(s), if different:
  Undergraduate:
  Graduate:

Current Course Title: Professional Practice in the Elementary/Middle School Setting
Proposed Course Title, if different: Professional Practice in Special Education II

Current Course Description:
This one-credit course is designed to augment the clinical experiences done throughout the program. Its main goal is to ensure that standards within the clinical experiences are met before the candidate moves ahead in the program. This course is taken together with SPED 6608. Signature Assessment 2 is completed in this course. Five hours of field work for consultation and discussion with the mentor teacher and other professionals in the schools regarding content in the course and tasks related to Signature Assessment 2, are required.

Proposed Course Description, if different: This one-credit course is designed to augment the clinical experiences required throughout the Special Education Licensure Program and facilitate interaction with teacher coaches/mentors. The course is taken during the program’s third semester. Signature Assessment 2 is completed in this course. Five hours of field work for consultation and discussion with the teacher coach/mentor and other professionals in the schools regarding content in the course and tasks related to Signature Assessment 2, are required.

Current Credits: 1
Proposed Credits, if different:

Current Undergraduate Prerequisite(s):
SPED 3600, SPED 3650, ED 3201, SPED 3105, SPED 4715, SPED 3655, SPED 3620 or SPED 3630 or consent of instructor.

Current Graduate Prerequisite(s):
SPED 5600, SPED 5650, ED 5201, SPED 5105, SPED 5715, SPED 5655, SPED 5620 or SPED 5630 or consent of instructor
Co-requisite: SPED 6608.
Proposed Undergraduate Prerequisite(s), if different:
Completion of the five courses listed in the Special Education Licensure Program’s Course Sequence/Plan of Study to be taken during the first and second semesters in the program, current teacher license or completion of a teaching degree or completion of all Standards of Effective Practice courses or consent of instructor. SPED 3600, SPED 3105 and consent of instructor.

Notes:
3. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
4. Instructor permission will be required.

Proposed Graduate Prerequisite(s), if different:
Completion of the five courses listed in the Special Education Licensure Program’s Course Sequence/Plan of Study to be taken during the first and second semesters in the program, current teacher license or completion of a teaching degree or completion of all Standards of Effective Practice courses or consent of instructor. SPED 5600, SPED 5105 and consent of instructor.

Notes:
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
2. Instructor permission will be required.

1) Reason(s) for change(s):
- MN BOT requires that signature assessments are completed in the beginning, in the middle, and at the end of a licensure program. Requiring licensure candidates to take this course the third semester they are enrolled in the program, helps meet this requirement.
- Administrative directives reduced the number of times each SPED course can be offered each year. In order to provide optimal learning experiences for the candidates, this reduction necessitated a revision of the sequence in which the required SPED licensure courses should be taken. A course sequence, specific to when the candidate starts the program (spring or fall), is developed, and candidates are expected to follow this course sequence. As a result, the prerequisites for each SPED course changed.
- The proposed title change represents the content included and licensure standards assessed in the course, shows where this course falls in relation to the other two professional practice courses, and indicates which Signature Assessment is ‘housed’ in the course.
- The change in course description clearly states where in the program the course is completed.
2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___x__ No ______ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? **For all Yes answers, please provide updated information on the next page.**
   - Student Learning Outcomes Yes _____ No _x____
   - Major Content Areas Yes _____ No _x____
   - Projected Maximum Class Size (Cap) Yes _____ No _x____

4) Current Course fee(s) per student: $
   Proposed Course fee(s) per student, if different: $

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

   Non-licensure programs:

   Teacher Licensure programs: ASD, EBD, SLD

   Liberal Education:

   The above “service area” programs/departments were notified of this modification on 2-3-16 by information shared at the Professional Education faculty meeting and subsequent vote to accept the changes (mail, email, or phone).
   Please check one of the items below:
   _____ No comments were received from other programs or departments within one week of the notification.
   _____ Comments were received within one week of the notification, and are attached.
BSU Curriculum Forms

Form 2

Course Modification Form

Current Course Number(s):
  Undergraduate: SPED 3107
  Graduate: SPED 5107

Proposed Course Number(s), if different:
  Undergraduate:
  Graduate:

Current Course Title: Professional Practice in the Secondary School Setting
Proposed Course Title, if different: Professional Practice in Special Education III

Current Course Description:
This two-credit course is designed to augment the clinical experiences done throughout the program. Its main goal is to ensure that standards within the clinical experiences are met before the candidate completes the program. This course is taken together with SPED 6620 or SPED 6630. Signature Assessment 3 is completed in this course (edTPA). Ten hours of field work for consultation and discussion with the mentor teacher and other professionals in the schools regarding content in the course and tasks related to Signature Assessment 3, are required.

Proposed Course Description, if different:
This two-credit course is designed to augment the clinical experiences required throughout the Special Education Licensure Program and facilitate interaction with teacher coaches/mentors. The course is taken during the program’s fifth semester together with the final courses in the program. Signature Assessment 3 is completed in this course. Ten hours of field work for consultation and discussion with the mentor teacher and other professionals in the schools regarding content in the course and tasks related to Signature Assessment 3, are required.

Current Credits: 2
Proposed Credits, if different:

Current Undergraduate Prerequisite(s):
SPED 3600, SPED 3650, ED 3201, SPED 3105, SPED 4715, SPED 3655, SPED 3620 or SPED 3630, SPED 3106 or consent of instructor.

Current Graduate Prerequisite(s):
SPED 5600, SPED 5650, ED 5201, SPED 5105, SPED 5715, SPED 5655, SPED 5620 or SPED 5630, SPED 6603, SPED 6608, SPED 5106 or consent of instructor.
Co-requisite: SPED 6620 or SPED 6630. FasTrack and Natrona candidates take this course while student teaching.
Proposed Undergraduate Prerequisite(s), if different:
Completion of all courses listed in the Special Education Licensure Program’s Course Sequence/Plan of Study to be taken during the first, second, third and fourth semesters in the program, current teacher license or completion of a teaching degree or completion of all Standards of Effective Practice courses or consent of instructor. (Exemption: Students in the FasTrack program and the WY program take this course while student teaching)
SPED 3600, SPED 3105, SPED 3106 and consent of instructor.

Notes:
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
2. Instructor permission will be required.

Proposed Graduate Prerequisite(s), if different:
Completion of all courses listed in the Special Education Licensure Program’s Course Sequence/Plan of Study to be taken during the first, second, third and fourth semesters in the program, current teacher license or completion of a teaching degree or completion of all Standards of Effective Practice courses or consent of instructor. (Exemption: Students in the FasTrack program and the WY program take this course while student teaching)
SPED 5600, SPED 5105, SPED 5106 and consent of instructor.

Notes:
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
2. Instructor permission will be required.

1) Reason(s) for change(s):
- MN BOT requires that signature assessments are completed in the beginning, in the middle, and at the end of a licensure program. Requiring licensure candidates to take this course the last semester they are enrolled in the program, helps meet this requirement.
- Administrative directives reduced the number of times each SPED course can be offered each year. In order to provide optimal learning experiences for the candidates, this reduction necessitated a revision of the sequence in which the required SPED licensure courses should be taken. A course sequence, specific to when the candidate starts the program (spring or fall), is developed, and candidates are expected to follow this course sequence. As a result, the prerequisites for each SPED course changed.
- The proposed title change represents the content included and licensure standards assessed in the course, shows where this course falls in relation to the other two professional practice courses, and indicates which Signature Assessment is ‘housed’ in the course.
- The change in course description clearly states where in the program the course is completed.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes _____ No _____ If not, please drop the current course and submit a new course form for the modification.
3) Do these modifications change any of the following? **For all Yes answers, please provide updated information on the next page.**

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

4) Current Course fee(s) per student: $

   Proposed Course fee(s) per student, if different: $

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

   Non-licensure programs:
   - Teacher Licensure programs: ASD, EBD, SLD

   Liberal Education:
   - The above “service area” programs/departments were notified of this modification on 2-3-16 by information shared at the Professional Education faculty meeting and subsequent vote to accept the changes (mail, email, or phone).

   Please check one of the items below:
   - ____ No comments were received from other programs or departments within one week of the notification.
   - ____ Comments were received within one week of the notification, and are attached.
BSU Curriculum Forms

Form 2

Course Modification Form

Current Course Number(s):
Undergraduate: SPED 3600
Graduate: SPED 5600

Proposed Course Number(s), if different:
Undergraduate: 
Graduate: 

Current Course Title: Study of the Learner with Special Needs

Proposed Course Title, if different:

Current Course Description:
This is a foundation course for special education. The course provides an introductory overview of special education and characteristics and learning needs of school-age children with exceptionalities. A 40-hour approved clinical experience at the K-12 level is required. The course can be taken simultaneously with SPED 3650/5650, and/or ED 3201/5201

Proposed Course Description, if different:
This is a foundation course for special education. The course provides an introductory overview of special education and characteristics and learning needs of school-age children with exceptionalities. A 40-hour approved clinical experience at the K-12 level is required. The course is taken simultaneously with SPED 3105/5105.

Current Credits: 3
Proposed Credits, if different:

Current Prerequisite(s):
Current standard teaching license or acceptance into a BSU education program or consent of instructor.

Proposed Undergraduate Prerequisite(s), if different
Current standard teaching license or completion of a teaching degree or completion of ED 3100, ED 3110, enrolled in or completed ED 3350 or consent of instructor.
Co-requisite: SPED 3105 (Exempt: DAPE)
Consent of instructor.

Notes:
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
2. Instructor permission will be required.
Proposed Undergraduate Prerequisite(s), if different
Current standard teaching license or completion of a teaching degree or completion of ED 5100, ED 5110, enrolled in or completed ED 5350 or consent of instructor.
Co-requisite: SPED 5105 (Exempt: DAPE)
Consent of instructor.

Notes:
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
2. Instructor permission will be required.

1) Reason(s) for change(s):
- The current prerequisites make it possible for those with a current teaching license to take the course but not the candidates who have completed a teaching degree but not applied for licensure yet. This suggested addition to the prerequisites makes it possible for these candidates to enroll in the course.
- Undergraduate students working on a teaching degree can take this course as an elective or as part of DAPE licensure requirements. Analysis of program data suggests that candidates working on initial teaching licensure who take the course prior to completing initial Standards of Effective Practice (SEP) courses achieve at lower levels than those who have. Optimal learning opportunities are thus provided by including ED 3100/5100, ED 3110/5110, and be enrolled in or have completed ED 3350/5350 as prerequisites.
   --Administrative directives reduced the number of times each SPED course can be offered each year. In order to provide optimal learning experiences for the candidates, this reduction necessitated a revision of the sequence in which the required SPED licensure courses should be taken. A course sequence, specific to when the candidate starts the program (spring or fall), is developed, and candidates are expected to follow this course sequence. As a result, the prerequisites for each SPED course changed.
- The course description in the current catalog does not accurately state with which course SPED 3600/5600 is taken.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___x__ No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   Student Learning Outcomes Yes _____ No __x__
   Major Content Areas Yes _____ No __x__
   Projected Maximum Class Size (Cap) Yes _____ No __x__

4) Current Course fee(s) per student: $
for:
Proposed Course fee(s) per student, if different: $
for:

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

Non-licensure programs: M Sp Ed

Teacher Licensure programs: ASD, EBD, SLD

Liberal Education:

The above “service area” programs/departments were notified of this modification on 2-3-16 by information shared at the Professional Education faculty meeting and subsequent vote to accept the changes (mail, email, or phone).
Please check one of the items below:

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

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

Form 2

Course Modification Form

Current Course Number(s):
  Undergraduate: SPED 3620
  Graduate: SPED 5620
Proposed Course Number(s), if different:
  Undergraduate:
  Graduate:

Current Course Title: Teaching the Learner with Specific Learning Disabilities I
Proposed Course Title, if different:

Current Course Description:
This course is designed to introduce the candidate to the field of learning disabilities. It is a study of learners whose learning problems inhibit their ability to meet academic performance standards and developmental expectations for their age. Emphasis is placed on historical foundations, current education definitions of learning deficits, federal and Minnesota eligibility criteria for services, etiology of learning disabilities, relationship between learning disabilities and other associated conditions, impact of information processing deficits on children with learning disabilities, and social or emotional aspects of children and youth with learning disabilities. A 40-hour approved clinical experience at the K-6 level is required.

Proposed Course Description, if different:

Current Credits: 3
Proposed Credits, if different:

Current Undergraduate Prerequisite(s):
SPED 3600, SPED 3650 or consent of instructor.

Current Graduate Prerequisite(s):
SPED 5600, SPED 5650 or consent of instructor.

Proposed Undergraduate Prerequisite(s), if different:
Completion of all courses listed in the Special Education Licensure Program’s Course Sequence/Plan of Study to be taken prior to enrolling in this course.
SPED 3600 and consent of instructor.

Notes:
  1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.”
2. Instructor permission will be required.

**Proposed Graduate Prerequisite(s), if different:**
Completion of all courses listed in the Special Education Licensure Program’s Course Sequence/Plan of Study to be taken prior to enrolling in this course.
SPED 3600 and consent of instructor.

Notes:
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
2. Instructor permission will be required.

1) Reason(s) for change(s):
- Administrative directives reduced the number of times each SPED course can be offered each year. In order to provide optimal learning experiences for the candidates, this reduction necessitated a revision of the sequence in which the required SPED licensure courses should be taken. A course sequence, specific to when the candidate starts the program (spring or fall), is developed, and candidates are expected to follow this course sequence. As a result, the prerequisites for each SPED course changed.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___ No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? **For all Yes answers, please provide updated information on the next page.**
   - Student Learning Outcomes: Yes ____ No ___
   - Major Content Areas: Yes ____ No ___
   - Projected Maximum Class Size (Cap): Yes ____ No ___

4) Current Course fee(s) per student: $
   Proposed Course fee(s) per student, if different: $

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

   Non-licensure programs: M Sp Ed

   Teacher Licensure programs: SLD
Liberal Education:

The above “service area” programs/departments were notified of this modification on 2-3-16 by information shared at the Professional Education faculty meeting and subsequent vote to accept the changes (mail, email, or phone).

Please check one of the items below:

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

_____ Comments were received within one week of the notification, and are attached.
BSU Curriculum Forms

Form 2

Course Modification Form

Current Course Number(s):
  Undergraduate: SPED 3630
  Graduate: SPED 5630
Proposed Course Number(s), if different:
  Undergraduate:
  Graduate:

Current Course Title: Teaching the Learner with Emotional Behavioral Disorders I
Proposed Course Title, if different:

Current Course Description:
The course is an introduction to the characteristics and needs of students with emotional and behavioral disorders within the context of school, family and community settings. A 40-hour approved clinical experience at the K-6 level is required.
Proposed Course Description, if different:

Current Credits: 3
Proposed Credits, if different:

Current Undergraduate Prerequisite(s):
SPED 3600, SPED 3650 or consent of instructor.

Current Graduate Prerequisite(s):
SPED 5600, SPED 5650 or consent of instructor.

Proposed Undergraduate Prerequisite(s), if different:
Completion of all courses listed in the Special Education Licensure Program’s Course Sequence/Plan of Study to be taken prior to enrolling in this course.
SPED 3600 and consent of instructor.

Notes:
  1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
  2. Instructor permission will be required.

Proposed Graduate Prerequisite(s), if different:
Completion of all courses listed in the Special Education Licensure Program’s Course Sequence/Plan of Study to be taken prior to enrolling in this course.
SPED 3600 and consent of instructor.
Notes:
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
2. Instructor permission will be required.

1) Reason(s) for change(s):
- Administrative directives reduced the number of times each SPED course can be offered each year. In order to provide optimal learning experiences for the candidates, this reduction necessitated a revision of the sequence in which the required SPED licensure courses should be taken. A course sequence, specific to when the candidate starts the program (spring or fall), is developed, and candidates are expected to follow this course sequence. As a result, the prerequisites for each SPED course changed.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes __x___ No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
- Student Learning Outcomes Yes _____ No __x__
- Major Content Areas Yes _____ No __x__
- Projected Maximum Class Size (Cap) Yes _____ No __x__

4) Current Course fee(s) per student: $
for:
Proposed Course fee(s) per student, if different: $
for:

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

- Non-licensure programs: M Sp Ed
- Teacher Licensure programs: EBD
- Liberal Education:

The above “service area” programs/departments were notified of this modification on 2-3-16 by information shared at the Professional Education faculty meeting and subsequent vote to accept the changes (mail, email, or phone).
Please check one of the items below:
_______ No comments were received from other programs or departments within one week of the notification.
_______ Comments were received within one week of the notification, and are attached.
BSU Curriculum Forms

Form 2

Course Modification Form

Current Course Number(s):
   Undergraduate: SPED 3650
   Graduate: SPED 5650
Proposed Course Number(s), if different:
   Undergraduate: 
   Graduate: 

Current Course Title: Collaborative Techniques for Special Educators
Proposed Course Title, if different:

Current Course Description:
A study of the importance of and techniques for collaboration with parent, caregivers, community services and other support services to enhance the learning outcomes for students with special needs. A 40-hour approved clinical experience at the K-12 grade level is required.

Proposed Course Description, if different:

Current Credits: 3
Proposed Credits, if different:

Current Undergraduate Prerequisite(s):
Current, standard teaching license or admittance into a BSU teaching licensure program and completion of or enrollment in SPED 3600 or consent of instructor

Current Graduate Prerequisite(s):
Current, standard teaching license or admittance into a BSU teaching licensure program and completion of or enrollment in SPED 5600 or consent of instructor

Proposed Undergraduate Prerequisite(s), if different:
Current teacher license or completion of a teaching degree or completion of ED 3100, ED 3110, enrolled in or completed ED 3350; completion or enrollment in SPED 3600 or consent of instructor.
Consent of instructor

Notes:
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
2. Instructor permission will be required.
Proposed Graduate Prerequisite(s), if different:
Current teacher license or completion of a teaching degree or completion of ED 5100, ED 5110, enrolled in or completed ED 5350, completion or enrollment in SPED 5600 or consent of instructor.
Consent of instructor

Notes:
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
2. Instructor permission will be required.

1) Reason(s) for change(s):
- Undergraduate students working on a teaching degree can take this course as an elective or as part of DAPE licensure requirements. Analysis of program data suggests that candidates working on initial teaching licensure who take the course prior to completing initial Standards of Effective Practice (SEP) courses achieve at lower levels than those who have. Optimal learning opportunities can be provided by including ED 3100/5100, ED 3110/5110, and be enrolled in or have completed ED 3350/5350 as prerequisites.
- Administrative directives reduced the number of times each SPED course can be offered each year. In order to provide optimal learning experiences for the candidates, this reduction necessitated a revision of the sequence in which the required SPED licensure courses should be taken. A course sequence, specific to when the candidate starts the program (spring or fall), is developed, and candidates are expected to follow this course sequence. As a result, the prerequisites for each SPED course changed.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___ x__ No ______ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   Student Learning Outcomes Yes _____ No _x___
   Major Content Areas Yes _____ No _x___
   Projected Maximum Class Size (Cap) Yes _____ No _x___

4) Current Course fee(s) per student: $
   Proposed Course fee(s) per student, if different: $

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

d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs: M Sp Ed

Teacher Licensure programs: ASD, EBD, SLD

Liberal Education:

The above “service area” programs/departments were notified of this modification on 2-3-16 by information shared at the Professional Education faculty meeting and subsequent vote to accept the changes (mail, email, or phone).

Please check one of the items below:

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

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

Form 2

Course Modification Form

Current Course Number(s):
Undergraduate: SPED 3655
Graduate: SPED 5655

Proposed Course Number(s), if different:
Undergraduate:
Graduate:

Current Course Title: Due Process in Special Education 1: Individual Education Plan
Proposed Course Title, if different:

Current Course Description:
The course focuses on a formal set of policies and procedures to be implemented by schools and districts for children in special education programs. This course concentrates on the creation of compliant Individualized Education Plans (IEP) to meet the academic and/or emotional and behavioral needs of students receiving special education services. A 40-hour approved clinical experience at the K-6 grade level is required.

Proposed Course Description, if different:

Current Credits: 3
Proposed Credits, if different:

Current Undergraduate Prerequisite(s):
SPED 3600, SPED 3650 or consent of instructor.

Current Graduate Prerequisite(s):
SPED 5600, SPED 5650 or consent of instructor.

Proposed Undergraduate Prerequisite(s), if different:
Current teacher license or completion of a teaching degree or completion of ED 3100, ED 3110, enrolled in or completed ED 3350; completion of SPED 3600; completion of or enrollment in SPED 3650; or consent of instructor.
SPED 3600 and consent of instructor.

Notes:
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
2. Instructor permission will be required.
Proposed Graduate Prerequisite(s), if different:
Current teacher license or completion of a teaching degree or completion of ED 5100, ED 5110, enrolled in or completed ED 5350; completion of SPED 5600; completion of or enrollment in SPED 5650; or consent of instructor. SPED 5600 and consent of instructor.

Notes:
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
2. Instructor permission will be required.

1) Reason(s) for change(s):
- Administrative directives reduced the number of times each SPED course can be offered each year. In order to provide optimal learning experiences for the candidates, this reduction necessitated a revision of the sequence in which the required SPED licensure courses should be taken. A course sequence, specific to when the candidate starts the program (spring or fall), is developed, and candidates are expected to follow this course sequence. As a result, the prerequisites for each SPED course changed.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___x__ No ______ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   - Student Learning Outcomes Yes _____ No __x__
   - Major Content Areas Yes _____ No __x__
   - Projected Maximum Class Size (Cap) Yes _____ No __x__

4) Current Course fee(s) per student: $
   Proposed Course fee(s) per student, if different: $

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

   Non-licensure programs: M Sp Ed
   Teacher Licensure programs: ASD, EBD, SLD
Liberal Education:

The above “service area” programs/departments were notified of this modification on 2-3-16 by information shared at the Professional Education faculty meeting and subsequent vote to accept the changes (mail, email, or phone).

Please check one of the items below:

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

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

Form 2

Course Modification Form

Current Course Number(s):
  Undergraduate: SPED 3660
  Graduate: SPED 5660

Proposed Course Number(s), if different:
  Undergraduate:
  Graduate:

Current Course Title: Autism Spectrum Disorder: Mild to Moderate Disabilities
Proposed Course Title, if different: Teaching the Learner with Autism Spectrum Disorder I: Mild to Moderate

Current Course Description:
This course presents a whole-person perspective of individuals with high-functioning Autism Spectrum, also known as essential autism, which surveys research-based approaches to teaching: biological and neurological information necessary for assessment, genetic research, legislation, and the CEC Code of Ethics. The course material contains material that covers birth through the age of 21 due to the changes that occur over time with individuals with mild to moderate autism spectrum disorder (ASD). This course requires 40 hours of field experiences; with 20 hours field experiences being dedicated to students ranging from birth to Pre-Kindergarten and 20 hours of field experiences being dedicated to Kindergarten through grade 6.

Proposed Course Description, if different:
This course presents a whole-person perspective of individuals with high-functioning Autism Spectrum Disorder and surveys research-based approaches to teaching, biological and neurological information necessary for assessment, genetic research, legislation, and the CEC Code of Ethics. The course material covers birth through the age of 21 and requires 40 hours of field experience with 20 hours dedicated to birth to Pre-Kindergarten and 20 hours dedicated to Kindergarten through Grade 6.

Current Credits: 3
Proposed Credits, if different:

Current Undergraduate Prerequisite(s):
SPED 3600, SPED 3650 or consent of instructor.
Current Graduate Prerequisite(s):  
SPED 5600, SPED 5650 or consent of instructor.

Proposed Undergraduate Prerequisite(s), if different:  
Completion of all courses listed in the Special Education Licensure Program’s Course Sequence/Plan of Study to be taken prior to enrolling in this course.  
SPED 3600 and consent of instructor.

Notes:  
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.  
2. Instructor permission will be required.

Proposed Graduate Prerequisite(s), if different:  
Completion of all courses listed in the Special Education Licensure Program’s Course Sequence/Plan of Study to be taken prior to enrolling in this course.  
SPED 5600 and consent of instructor.

Notes:  
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.  
2. Instructor permission will be required.

1) Reason(s) for change(s):  
- The first SLD and EBD courses are titled Teaching the Learner with Specific Learning Disabilities I and Teaching the Learner with Emotional Behavioral Disorders I. The suggested title change is an attempt to provide uniformity in course titles and to facilitate clear course and content communication with candidates and other stakeholders.  
- Administrative directives reduced the number of times each SPED course can be offered each year. In order to provide optimal learning experiences for the candidates, this reduction necessitated a revision of the sequence in which the required SPED licensure courses should be taken. A course sequence, specific to when the candidate starts the program (spring or fall), is developed, and candidates are expected to follow this course sequence. As a result, the prerequisites for each SPED course changed.  
- The proposed course description clarifies the content in and the purpose of the course.

2) May this modified course replace the current course for students remaining in the old curriculum?  Yes __x__  No ______  If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following?  For all Yes answers, please provide updated information on the next page.  
   Student Learning Outcomes  Yes _____  No __x__  
   Major Content Areas  Yes _____  No __x__  
   Projected Maximum Class Size (Cap)  Yes _____  No __x__
4) Current Course fee(s) per student: $
for:
Proposed Course fee(s) per student, if different: $
for:

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

   Non-licensure programs: M Sp Ed

   Teacher Licensure programs: ASD

   Liberal Education:

The above “service area” programs/departments were notified of this modification on 2-
3-16 by information shared at the Professional Education faculty meeting and subsequent
vote to accept the changes (mail, email, or phone).
Please check one of the items below:

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

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

Form 2

Course Modification Form

Current Course Number(s):
Undergraduate: SPED 3665
Graduate: SPED 5665

Proposed Course Number(s), if different:
Undergraduate:
Graduate:

Current Course Title: Autism Spectrum Disorder: Social Skills Training
Proposed Course Title, if different: Social Skills

Current Course Description:
This course presents advanced social skills and communications perspective of the
standards presented in SPED 3/5660 as well as a whole-person perspective of individuals
on the Autism Spectrum; the need for social skills training from a communicative stance,
a psycho-social stance, and a transition stance throughout life, while observing the CEC
Code of Ethics. The course contains instruction from birth to the age of 21. This course
requires 40 hours of field experiences with individuals on the Autism Spectrum from 5th
grade to 8th grade.

Proposed Course Description, if different:
This course is designed to explore evidence based social skill and communication skill
interventions for students diagnosed with ASD, EBD and SLD. The course requires 40
hours of field experience with students in Grades 5-8.

Current Credits: 3
Proposed Credits, if different:

Current Undergraduate Prerequisite(s):
SPED 3600, SPED 3650 or consent of instructor.

Current Graduate Prerequisite(s):
SPED 5600, SPED 5650 or consent of instructor.

Proposed Undergraduate Prerequisite(s), if different:
Completion of all courses listed in the Special Education Licensure Program’s Course
Sequence/Plan of Study to be taken prior to enrolling in this course.
SPED 3600 and consent of instructor.

Notes:
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
2. Instructor permission will be required.

**Proposed Graduate Prerequisite(s), if different:**
Completion of all courses listed in the Special Education Licensure Program’s Course Sequence/Plan of Study to be taken prior to enrolling in this course.
SPED 5600 and consent of instructor.

Notes:
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
2. Instructor permission will be required.

1) Reason(s) for change(s):
- New BOT requirements necessitate that candidates adding a special education license to an already-obtained special education license, need field experiences at the elementary, middle and high school level. Currently, the methods courses for SLD and EBD provide field experiences at the elementary and secondary levels only. By adding SLD and EBD licensure standards to this course, and by renaming the course to make it inclusive of more disability categories, candidates adding SLD or EBD licensure to their already-obtained special education licensure, can take this course to gain knowledge appropriate for the licensure area and to get required field experience at the middle level.
- Administrative directives reduced the number of times each SPED course can be offered each year. In order to provide optimal learning experiences for the candidates, this reduction necessitated a revision of the sequence in which the required SPED licensure courses should be taken. A course sequence, specific to when the candidate starts the program (spring or fall), is developed, and candidates are expected to follow this course sequence. As a result, the prerequisites for each SPED course changed.
- The current course description does not reflect that the course is appropriate for all sped licensure areas.
- The current title restricts the content in the course to ASD. Since this course will include content and standards for SLD and EBD as well as ASD, a change in the course’s title is necessary.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___x__ No ______ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcomes</td>
<td>_<strong>x</strong></td>
<td></td>
</tr>
<tr>
<td>Major Content Areas</td>
<td>___</td>
<td>_<strong>x</strong></td>
</tr>
<tr>
<td>Projected Maximum Class Size (Cap)</td>
<td>___</td>
<td>_<strong>x</strong></td>
</tr>
</tbody>
</table>

4) Current Course fee(s) per student: $
Proposed Course fee(s) per student, if different: $
for:

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

Non-licensure programs: M Sp Ed
Teacher Licensure programs: ASD, EBD, SLD
Liberal Education:

The above “service area” programs/departments were notified of this modification on 2-
3-16 by information shared at the Professional Education faculty meeting and subsequent
vote to accept the changes (mail, email, or phone).
Please check one of the items below:

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week of the notification.

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

Licensure Standards added to the course and addressed during the field experience and
documented in the course’s key assignment.
SLD 8710.5700 Subp. 3
A (5) impact of learning disabilities and related learning difficulties on social or emotional development,
including social skill deficits, challenging behaviors, mental health issues, juvenile delinquency, learned
helplessness, and other conditions that occur in students with learning disabilities, as well as factors that
build and support student resilience;
C (3): design, implement, monitor, and adjust instruction and supports to accelerate the rate of learning,
provide access to grade level content standards, promote social competence, and facilitate the transition to
postsecondary life;
C (6) implement, monitor, and adjust individualized education programs that integrate evaluation results
and family priorities, resources, and concerns, and assist students and their families in making choices that
impact academic, nonacademic, and transition goals;
C (7) adjust instruction based on student data and knowledge of the developmental sequence of language
and its relationship to listening and reading comprehension and oral and written expression;
C (10) support and manage the range of social, emotional, and behavioral needs of students during
academic instruction and nonacademic situations;
D (1) collaborate with students and their families in making choices that impact academic, occupational,
and other domains across the life span;
D (3) collaborate with students and their families in making choices that impact academic, occupational,
and other domains across the life span;

EBD 8710.5600 Subp. 3 (A)(6)
A (5) research-based theories of social, emotional, and behavioral development
A (10) impact of attributions, anxiety, withdrawal, and thought disorder on behavior;  
A (12) connection of functional behavioral assessments and behavior intervention plans to principles of  
individual positive behavior interventions and supports  
B (5) complete, as a member of a team, a systematic, functional behavior assessment including  
consideration of the forms and functions of behaviors, context in which behaviors occur, and antecedents  
and consequences of behaviors for the purpose of developing an individual positive behavior support plan  
C (5) select, implement, evaluate, and modify evidence-based instructional strategies for social and  
emotional skills development for students with emotional or behavioral disorders;  
C (8) construct instructional sequences to teach transition and generalization skills based on the cognitive,  
social, emotional, and academic strengths of each student and plans for transition from school to  
postsecondary training and employment  
D (10) engage in continuing professional development and reflection to increase knowledge and skill as a  
special educator and inform instructional practices, decisions, and interactions with students and their  
families
BSU Curriculum Forms

Form 2

Course Modification Form

Current Course Number(s):  
Undergraduate: SPED 4715  
Graduate: SPED 5715  
Proposed Course Number(s), if different:  
Undergraduate:  
Graduate:  

Current Course Title: Instructional Techniques with Special Populations  
Proposed Course Title, if different:  

Current Course Description:  
The focus of the course is curricular interventions and techniques for accommodating diverse learners within the general education setting. A 40-hour approved clinical experience at the 1-12 grade level is required.  

Proposed Course Description, if different:  
The focus of the course is curricular interventions and techniques for accommodating diverse learners within the general education setting. A 40-hour approved clinical experience at the 6-8 grade level is required.  

Current Credits: 3  
Proposed Credits, if different:  

Current Undergraduate Prerequisite(s):  
Prerequisites: Current, Standard Teaching License or completion of ED 3100, ED 3110 and either completion of or enrolled in ED 3350; completion of SPED 3600 and SPED 3650 or by consent of instructor.  
Co-requisite: SPED 3105  

Current Graduate Prerequisite(s):  
Prerequisites: Current, Standard Teaching License or completion of ED 5100, ED 5110 and either completion of or enrolled in ED 5350; completion of SPED 5600 and SPED 5650 or by consent of instructor.  
Co-requisite: SPED 5105  

Proposed Undergraduate Prerequisite(s), if different:  
Completion of all courses listed in the Special Education Licensure Program’s Course Sequence/Plan of Study to be taken prior to enrolling in this course.  
SPED 3600 and consent of instructor.
Notes:
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
2. Instructor permission will be required.

Proposed Graduate Prerequisite(s), if different:
Completion of all courses listed in the Special Education Licensure Program’s Course Sequence/Plan of Study to be taken prior to enrolling in this course.
SPED 5600 and consent of instructor.

Notes:
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
2. Instructor permission will be required.

1) Reason(s) for change(s):
- Content in the course and standards embedded in the course require a field experience in grades where content area courses are departmentalized and more demanding than in lower elementary grades. The field experience is thus recommended to be at the middle level. This change of the grade levels at which the field experience is to be completed, must be reflected in the course description.
- Administrative directives reduced the number of times each SPED course can be offered each year. In order to provide optimal learning experiences for the candidates, this reduction necessitated a revision of the sequence in which the required SPED licensure courses should be taken. A course sequence, specific to when the candidate starts the program (spring or fall), is developed, and candidates are expected to follow this course sequence. As a result, the prerequisites for each SPED course changed.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ______ No ___x____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   - Student Learning Outcomes Yes _____ No ___x____
   - Major Content Areas Yes _____ No ___x____
   - Projected Maximum Class Size (Cap) Yes _____ No ___x____

4) Current Course fee(s) per student: $
for:
Proposed Course fee(s) per student, if different: $
for:

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

Non-licensure programs: M SpEd

Teacher Licensure programs: ASD, EBD, SLD

Liberal Education:

The above “service area” programs/departments were notified of this modification on 2-3-16 by information shared at the Professional Education faculty meeting and subsequent vote to accept the changes (mail, email, or phone).

Please check one of the items below:

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

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

Form 2

Course Modification Form

Current Course Number(s):
   Undergraduate: SPED 6603
   Graduate: SPED 6603

Proposed Course Number(s), if different:
   Undergraduate: SPED 6603
   Graduate:

Current Course Title: Math Difficulties: Diagnosis and Intervention
Proposed Course Title, if different:

Current Course Description:
The course is a study of the problems students with learning needs exhibit in mathematics and of explicit teaching practices that are proven to be successful. Diagnostic, remedial and instructional activities that meet state standards and reflect NCTM scope and sequence in mathematics are explored, developed and applied. A 40-hour approved clinical experience at the 5-8 level is required.

Proposed Course Description, if different:

Current Credits: 3
Proposed Credits, if different:

Current Undergraduate Prerequisite(s):
   SPED 3600, SPED 3650, ED 3201, SPED 3105, SPED 4715, SPED 3655, SPED 3620 or SPED 3630 or consent of instructor.

Current Graduate Prerequisite(s):
   SPED 5600, SPED 5650, ED 5201, SPED 5105, SPED 5715, SPED 5655, SPED 5620 or SPED 5630 or consent of instructor.

Proposed Undergraduate Prerequisite(s), if different:
   Completion of all courses listed in the Special Education Licensure Program’s Course Sequence/Plan of Study to be taken prior to enrolling in this course.
   SPED 3600 and consent of instructor.

Notes:
   1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
   2. Instructor permission will be required.
Proposed Graduate Prerequisite(s), if different:
Completion of all courses listed in the Special Education Licensure Program’s Course Sequence/Plan of Study to be taken prior to enrolling in this course.
SPED 5600 and consent of instructor.

Notes:
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
2. Instructor permission will be required.

1) Reason(s) for change(s):
- Administrative directives reduced the number of times each SPED course can be offered each year. In order to provide optimal learning experiences for the candidates, this reduction necessitated a revision of the sequence in which the required SPED licensure courses should be taken. A course sequence, specific to when the candidate starts the program (spring or fall), is developed, and candidates are expected to follow this course sequence. As a result, the prerequisites for each SPED course changed.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___x__ No ______ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   Student Learning Outcomes Yes _____ No ___x___
   Major Content Areas Yes _____ No ___x___
   Projected Maximum Class Size (Cap) Yes _____ No ___x___

4) Current Course fee(s) per student: $ for:
   Proposed Course fee(s) per student, if different: $ for:

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

Non-licensure programs: M Sp Ed

Teacher Licensure programs: ASD, EBD, SLD
Liberal Education:

The above “service area” programs/departments were notified of this modification on 2-3-16 by information shared at the Professional Education faculty meeting and subsequent vote to accept the changes (mail, email, or phone).

Please check one of the items below:

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

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

Form 2

Course Modification Form

Current Course Number(s):
  Undergraduate: 
  Graduate: SPED 6605
Proposed Course Number(s), if different:
  Undergraduate: 
  Graduate: 

Current Course Title: Due Process in Special Education II: Assessment and Reporting
Course Title, if different:

Current Course Description:
This course focuses on a formal set of policies and procedures to be implemented by
schools and districts for children in special education programs. It concentrates on the
assessment of students receiving special education services. A 40-hour approved clinical
experience at the 9-12 grade level is required.

Proposed Course Description:

Current Credits: 3
Proposed Credits, if different:

Current Undergraduate Prerequisite(s):
SPED 3600, SPED 3650, ED 3201, SPED 4715, SPED 3105, SPED 3655, SPED 3620 or
SPED 3630 or consent of instructor.

Current Graduate Prerequisite(s):
SPED 5600, SPED 5650, ED 5201, SPED 5715, SPED 5105, SPED 5655, SPED 5620 or
SPED 5630 or consent of instructor.

Proposed Undergraduate Prerequisite(s), if different:
Completion of all courses listed in the Special Education Licensure Program’s Course
Sequence/Plan of Study to be taken prior to enrolling in this course.
SPED 3600 and consent of instructor.

Notes:
1. Course will also include a course message of “Student must follow their
program’s course sequence/plan of study as outlined by their advisor.
2. Instructor permission will be required.
Proposed Graduate Prerequisite(s), if different:
Completion of all courses listed in the Special Education Licensure Program’s Course Sequence/Plan of Study to be taken prior to enrolling in this course. SPED 5600 and consent of instructor.

Notes:
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
2. Instructor permission will be required.

1) **Reason(s) for change(s):**
- Administrative directives reduced the number of times each SPED course can be offered each year. In order to provide optimal learning experiences for the candidates, this reduction necessitated a revision of the sequence in which the required SPED licensure courses should be taken. A course sequence, specific to when the candidate starts the program (spring or fall), is developed, and candidates are expected to follow this course sequence. As a result, the prerequisites for each SPED course changed.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes __x___ No ______ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? **For all Yes answers, please provide updated information on the next page.**
   - Student Learning Outcomes  Yes _____ No __x___
   - Major Content Areas  Yes _____ No __x___
   - Projected Maximum Class Size (Cap)  Yes _____ No __x___

4) Current Course fee(s) per student: $
for:
Proposed Course fee(s) per student, if different: $
for:

5) Service Areas:
This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
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   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.
   
   Non-licensure programs: M SpEd
   
   Teacher Licensure programs:, ASD, EBD, SLD

   Liberal Education:
The above “service area” programs/departments were notified of this modification on 2-3-16 by information shared at the Professional Education faculty meeting and subsequent vote to accept the changes (mail, email, or phone).
Please check one of the items below:

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

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

Form 2

Course Modification Form

Current Course Number(s):
   Undergraduate: SPED 6608
   Graduate:
Proposed Course Number(s), if different:
   Undergraduate:
   Graduate:

Current Course Title: Reading Difficulties: Diagnosis and Intervention
Proposed Course Title, if different:

Current Course Description:
The course studies the problems students with learning needs may exhibit in the area of reading and explicit teaching practices that are successful with such learners. Diagnostic, remedial and instructional best-practice strategies and activities are explored and applied. MN elementary reading standards are embedded in this course. A 40-hour approved clinical experience at the 5-8 grade level is required.

Proposed Course Description, if different:

Current Credits: 3
Proposed Credits, if different:

Current Undergraduate Prerequisite(s):
   SPED 3600, SPED 3650, ED 3201, SPED 3105, SPED 4715, SPED 3655, SPED 3620 or SPED 3630 or consent of instructor.
   Co-requisite: SPED 3106.

Current Graduate Prerequisite(s):
   SPED 5600, SPED 5650, ED 5201, SPED 5105, SPED 5715, SPED 5655, SPED 5620 or SPED 5630 or consent of instructor.
   Co-requisite: SPED 5106.

Proposed Undergraduate Prerequisite(s), if different:
Completion of all courses listed in the Special Education Licensure Program’s Course Sequence/Plan of Study to be taken prior to enrolling in this course.
   SPED 3600 and consent of instructor.

Notes:
   1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
   2. Instructor permission will be required.
Proposed Graduate Prerequisite(s), if different:
Completion of all courses listed in the Special Education Licensure Program’s Course Sequence/Plan of Study to be taken prior to enrolling in this course.
SPED 5600 and consent of instructor.

Notes:
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
2. Instructor permission will be required.

Reason(s) for change(s):
- Administrative directives reduced the number of times each SPED course can be offered each year. In order to provide optimal learning experiences for the candidates, this reduction necessitated a revision of the sequence in which the required SPED licensure courses should be taken. A course sequence, specific to when the candidate starts the program (spring or fall), is developed, and candidates are expected to follow this course sequence. As a result, the prerequisites for each SPED course changed.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___x__ No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? **For all Yes answers, please provide updated information on the next page.**
   - Student Learning Outcomes Yes _____ No __x___
   - Major Content Areas Yes _____ No __x___
   - Projected Maximum Class Size (Cap) Yes _____ No __x___

4) Current Course fee(s) per student: $
for:
Proposed Course fee(s) per student, if different: $
for:

5) Service Areas:
This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
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   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs: M SpEd
   Teacher Licensure programs: ASD, EBD, SLD
Liberal Education:

The above “service area” programs/departments were notified of this modification on 2-3-16 by information shared at the Professional Education faculty meeting and subsequent vote to accept the changes (mail, email, or phone).

Please check one of the items below:

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

_____ Comments were received within one week of the notification, and are attached.
BSU Curriculum Forms

Form 2

Course Modification Form

Current Course Number(s):
   Undergraduate: SPED 6620
   Graduate: SPED 6620
Proposed Course Number(s), if different:
   Undergraduate: SPED 6620
   Graduate: SPED 6620

Current Course Title: Teaching the Learner with Specific Learning Disabilities II
Proposed Course Title, if different:

Current Course Description:
The course is designed to provide continuing study into the field of learning disabilities. It is a study of learners whose learning problems inhibit their ability to meet academic performance standards and developmental expectations for their age. Emphasis is placed on designing individual education program plans to implement developmentally appropriate instruction for students with learning disabilities or learning deficits. Teaching strategies to assist students in developing lifelong skills to transfer into general education and transition areas are studied. A 40-hour approved clinical experience at the 9-12 grade level is required.

Proposed Course Description, if different:

Current Credits: 3
Proposed Credits, if different:

Current Undergraduate Prerequisite(s):
Prerequisites: SPED 3600, SPED 3650, ED 3201, SPED 4715, SPED 3105, SPED 3655, SPED 3620 or by consent of instructor.
Co-requisite: SPED 3107 (Exempt: students in the FasTrack and Natrona programs)

Current Graduate Prerequisite(s):
Prerequisites: SPED 5600, SPED 5650, ED 5201, SPED 5715, SPED 5105  SPED 5655, SPED 5620 or by consent of instructor.
Co-requisite: SPED 5107 (Exempt: students in the FasTrack and Natrona programs)

Proposed Undergraduate Prerequisite(s), if different:
Completion of all courses listed in the Special Education Licensure Program’s Course Sequence/Plan of Study to be taken prior to enrolling in this course.
SPED 3600, SPED 3620 and consent of instructor.
Notes:
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
2. Instructor permission will be required.

Proposed Graduate Prerequisite(s), if different:
Completion of all courses listed in the Special Education Licensure Program’s Course Sequence/Plan of Study to be taken prior to enrolling in this course.
SPED 5600, SPED 5620 and consent of instructor.

Notes:
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
2. Instructor permission will be required.

1) Reason(s) for change(s):
- Administrative directives reduced the number of times each SPED course can be offered each year. In order to provide optimal learning experiences for the candidates, this reduction necessitated a revision of the sequence in which the required SPED licensure courses should be taken. A course sequence, specific to when the candidate starts the program (spring or fall), is developed, and candidates are expected to follow this course sequence. As a result, the prerequisites for each SPED course changed.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___x__  No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   Student Learning Outcomes Yes _____ No _x____
   Major Content Areas Yes _____ No _x____
   Projected Maximum Class Size (Cap) Yes _____ No _x____

4) Current Course fee(s) per student: $
   for:
   Proposed Course fee(s) per student, if different: $
   for:

5) Service Areas:
This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
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   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.
Non-licensure programs: M Sp Ed
Teacher Licensure programs: SLD
Liberal Education:

The above “service area” programs/departments were notified of this modification on 2-3-16 by information shared at the Professional Education faculty meeting and subsequent vote to accept the changes (mail, email, or phone).
Please check one of the items below:
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BSU Curriculum Forms

Form 2

Course Modification Form

Current Course Number(s):
   Undergraduate: SPED 6630
   Graduate: SPED 6630
Proposed Course Number(s), if different:
   Undergraduate: SPED 6630
   Graduate:

Current Course Title: Teaching the Learner with Emotional Behavioral Disorders II
Proposed Course Title, if different:

Current Course Description:
The course studies the assessment and management of behavior problems in the classroom. Techniques include functional behavioral assessments, cognitive strategies, behavior modification techniques and crisis prevention. A 40-hour approved clinical experience at the 9-12 level is required.

Proposed Course Description, if different:

Current Credits: 3
Proposed Credits, if different:

Current Undergraduate Prerequisite(s):
Prerequisites: SPED 3600, SPED 3650, ED 3201, SPED 4715, SPED 3105, SPED 3655, SPED 3630 or consent of instructor.
Co-requisite: SPED 3107 (Exempt: students in the FasTrack and Natrona programs)

Current Graduate Prerequisite(s):
Prerequisites: SPED 5600, SPED 5650, ED 5201, SPED 5715, SPED 5105, SPED 5655, SPED 5630 or consent of instructor.
Co-requisite: SPED 5107 (Exempt: students in the FasTrack and Natrona programs)

Proposed Undergraduate Prerequisite(s), if different:
Completion of all courses listed in the Special Education Licensure Program’s Course Sequence/Plan of Study to be taken prior to enrolling in this course.
SPED 3600, SPED 3630 and consent of instructor.

Notes:
   1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
   2. Instructor permission will be required.
Proposed Graduate Prerequisite(s), if different:
Completion of all courses listed in the Special Education Licensure Program’s Course Sequence/Plan of Study to be taken prior to enrolling in this course.
SPED 5600, SPED 5630 and consent of instructor.

Notes:
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.
2. Instructor permission will be required.

1) Reason(s) for change(s):
-Administrative directives reduced the number of times each SPED course can be offered each year. In order to provide optimal learning experiences for the candidates, this reduction necessitated a revision of the sequence in which the required SPED licensure courses should be taken. A course sequence, specific to when the candidate starts the program (spring or fall), is developed, and candidates are expected to follow this course sequence. As a result, the prerequisites for each SPED course changed.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ______ No ______ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
- Student Learning Outcomes Yes _____ No _____
- Major Content Areas Yes _____ No _____
- Projected Maximum Class Size (Cap) Yes _____ No _____

4) Current Course fee(s) per student: $
for:
Proposed Course fee(s) per student, if different: $
for:

5) Service Areas:
This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
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Non-licensure programs: M Sp Ed
Teacher Licensure programs: EBD
Liberal Education:
The above “service area” programs/departments were notified of this modification on 2-3-16 by information shared at the Professional Education faculty meeting and subsequent vote to accept the changes (mail, email, or phone).

Please check one of the items below:

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

_______ Comments were received within one week of the notification, and are attached.
BSU Curriculum Forms

Form 2

Course Modification Form

Current Course Number(s):
Undergraduate:
Graduate: SPED 6660

Proposed Course Number(s), if different:
Undergraduate:
Graduate:

Current Course Title: Autism Spectrum Disorders: Moderate to Severe Disabilities

Proposed Course Title, if different: Teaching the Learner with Autism Spectrum Disorder II: Moderate to Severe

Current Course Description:
Individuals with moderate to severe Autism Spectrum Disorder have strengths and areas of struggle resulting from various biological, neurological difficulties and often comorbid disorders. This course presents a whole-person perspective of individuals with moderate to severe on the Autism Spectrum Disorder, also known as complex autism, and surveys research-based approaches to teaching; biological and neurological information necessary for assessment, genetic research, legislation, transition and the CEC Code of Ethics. The course presents information on how to teach individuals from birth to 21 years of age. However, this course requires 40 hours of field experiences with individuals from 7th grade to the age of 21.

Proposed Course Description, if different:
This course presents a whole-person perspective of individuals with moderate to severe Autism Spectrum Disorder and surveys research-based approaches to teaching, biological and neurological information necessary for assessment, genetic research, legislation, transition and the CEC Code of Ethics. The course material covers birth through the age of 21 and requires 40 hours of field experiences with individuals from 9th grade to the age of 21.

Current Credits: 3

Proposed Credits, if different:

Current Undergraduate Prerequisite(s):
Prerequisites: SPED 3600, SPED 3650, ED 3201, SPED 4715, SPED 3105, SPED 3655, SPED 3620 or consent of instructor.
Co-requisite: SPED 3107 (Exempt: students in the FasTrack and Natrona programs)
Current Graduate Prerequisite(s):  
Prerequisites: SPED 5600, SPED 5650, ED 5201, SPED 5715, SPED 5105, SPED 5655, SPED 5620 or consent of instructor.  
Co-requisite: SPED 5107 (Exempt: students in the FasTrack and Natrona programs)

Proposed Undergraduate Prerequisite(s), if different:  
Completion of all courses listed in the Special Education Licensure Program’s Course Sequence/Plan of Study to be taken prior to enrolling in this course.  
SPED 3600, SPED 3660 and consent of instructor.

Notes:  
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.  
2. Instructor permission will be required.

Proposed Graduate Prerequisite(s), if different:  
Completion of all courses listed in the Special Education Licensure Program’s Course Sequence/Plan of Study to be taken prior to enrolling in this course.  
SPED 5600, SPED 5660 and consent of instructor.

Notes:  
1. Course will also include a course message of “Student must follow their program’s course sequence/plan of study as outlined by their advisor.  
2. Instructor permission will be required.

1) Reason(s) for change(s):  
- Administrative directives reduced the number of times each SPED course can be offered each year. In order to provide optimal learning experiences for the candidates, this reduction necessitated a revision of the sequence in which the required SPED licensure courses should be taken. A course sequence, specific to when the candidate starts the program (spring or fall), is developed, and candidates are expected to follow this course sequence. As a result, the prerequisites for each SPED course changed.  
- The second SLD and EBD courses are titled Teaching the Learner with Specific Learning Disabilities II and Teaching the Learner with Emotional Behavioral Disorders II. The suggested title is an attempt to provide uniformity in course titles and to facilitate clear communication with candidates and other stakeholders.  
- The proposed course description clarifies the content in and the purpose of the course.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes _x____  No _____  If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following?  
For all Yes answers, please provide updated information on the next page.  

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<td>Major Content Areas</td>
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<tr>
<td>Projected Maximum Class Size (Cap)</td>
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4) Current Course fee(s) per student: $
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5) Service Areas:
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   Non-licensure programs: M Sp Ed
   Teacher Licensure programs: ASD

   Liberal Education:

   The above “service area” programs/departments were notified of this modification on …. (date) by information shared at the Professional Education faculty meeting and
   subsequent vote to accept the changes (mail, email, or phone).
   Please check one of the items below:
   
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<td>ED 3/5201 Language Arts I</td>
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<tr>
<td>SPED 4/5715 Instructional Techniques</td>
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<tr>
<td>SPED 3/5107 Professional Practice III</td>
</tr>
</tbody>
</table>

* Must be taken within the same disability area: ASD, EBD or SLD
Bemidji State University  SPED 3/5665 Social Skills (3 cr)  Summer 2016

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

Contact Information

- Kirsten Fenner, Adjunct Professor
- Phone: 218-556-4105
- Email: kirstenfenner@gmail.com
- Preferred method of contact: phone or email

Course Description
This course presents advanced social skills training based on the communication foundations of the standards as well as a whole-person perspective of individuals with ASD, EBD, and/or SLD. The course is theory-based and research-based. This course requires 40 hours of field experiences with individuals from 5th to 8th grade.
Prerequisites: SPED 3/5600, SPED 3/5650, or consent of instructor.

Text:
Optional text:

Course Objectives

- Objectives / goals of the course:
  - The Candidate will explore research-based communication theories and how these theories assist in building social skills strategies.
  - The Candidate will demonstrate an understanding of research-based communication theories through writing papers on the theories and how they apply to individuals with ASD, EBD or SLD.
The Candidate will demonstrate knowledge of behaviors caused by communication difficulties through running the key assessment:

- **Standard 8710.5850 C (5)** etiology, early indicators, and core and associated characteristics of ASD, EBD, or SLD (depending on licensure) and their impact on social interaction, communication, behavior, and learning;
- **Standard 8710.5700 (6)** impact of gender, familial background, socioeconomic status, cultural, and linguistic factors on perceptions of student behavior;
- **Standard 8710.5600 (A) 5** impact of learning disabilities and related learning difficulties on social or emotional development, including social skill deficits, challenging behaviors, mental health issues, juvenile delinquency, learned helplessness, and other conditions that occur in students with learning disabilities, as well as factors that build and support student resilience;

### Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Postings</td>
<td>6 total = 60 points</td>
</tr>
<tr>
<td>Proof of Liability</td>
<td>10</td>
</tr>
<tr>
<td>Parent Permission</td>
<td>10</td>
</tr>
<tr>
<td>Family Interview Reflection</td>
<td>25</td>
</tr>
<tr>
<td>Theory Reflection</td>
<td>25</td>
</tr>
<tr>
<td>FBA</td>
<td>50</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>50</td>
</tr>
<tr>
<td>Training Presentation</td>
<td>100</td>
</tr>
<tr>
<td>PowerPoint of toolbox</td>
<td>100</td>
</tr>
<tr>
<td>Field Experience</td>
<td>Required</td>
</tr>
<tr>
<td>Grad Assignment</td>
<td>100 Points</td>
</tr>
</tbody>
</table>

**Total Points = 430**

See **Assignment Guide** posted on D2L for assignment specifics.

### Academic Integrity Statement

*BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.*

### Students with Special Needs Statement

*I would like to make sure that all the materials, discussions and activities that are accessible to you. If you would like to request accommodations or other services, please contact me as soon as possible. It is also possible to contact Disability Services, Sanford Hall, 201. Phone: 218-755-3883 or email address Disabilityservices@bemidjistate.edu. Also available through the Minnesota Relay Service at 1-800-627-3529.*
Academic Integrity Statement:
BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.

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

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

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

Field Experience
This course has 40 hours of approved experience working with students who are in 5th – 8th grade.
- Requires a parent permission form
- Requires a BSU time log
- BSU has a Taskstream form for your Mentor Teacher for comments and disposition forms
- All individuals participating in the BSU Field Experience need to have teacher insurance. If you do not have teacher liability insurance, please go to http://www.educationminnesota.org/.
- All individuals wishing to conduct their field experience in the Bemidji ISD will need to go through Miriam White. Please e-mail her at mwhite@bemidjistate.edu as soon as possible, thank you!
Standards & outcomes: 8710.5850 ASD:

Subp. 3. Subject matter standard.
A candidate for licensure as a teacher of special education: autism spectrum disorders must complete a preparation program under subpart 2, item D, that must include the candidate’s demonstration of the knowledge and skills in items A to E.

Section A.
Foundational knowledge. A teacher of special education: autism spectrum disorders understands the foundations of special education services for students with autism spectrum disorders on which to base practice. The teacher must demonstrate knowledge of the:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Activity</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3) research-based theories of neurodevelopment, social cognition,</td>
<td>Class Discussions</td>
<td>In order to demonstrate the candidate is able to meet this standard the</td>
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<tr>
<td>communication development, and learning, including their impact on</td>
<td>Reflective Paper</td>
<td>teacher will</td>
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<tr>
<td>acquisition of imitation skills and prosocial behavior;</td>
<td></td>
<td>Assess the theory paper using a rubric.</td>
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<td>Assess the discussion board for a strong knowledge of impact of the range</td>
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<td></td>
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<td>of neurological differences, communication and social understanding on</td>
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<td>learning and behavior.</td>
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<td>Theory discussions</td>
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<td>Reflection Paper</td>
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<td>(4) impact of the range of neurological differences, communication,</td>
<td></td>
<td>In order to demonstrate the candidate is able to meet this standard the</td>
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<td>and social understanding on learning and behavior;</td>
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<td>teacher will</td>
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<td>Assess the theory paper using a rubric.</td>
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<td>Assess the discussion board for a strong knowledge of impact of the range</td>
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<td>learning and behavior.</td>
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<td>Theory Reflection: Impact of ASD, EBD, or LD</td>
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<td>(whichever is your licensure area)</td>
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<td>Impact on family: Interview 1 parent, and 1</td>
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<tr>
<td></td>
<td>individual with autism if possible concerning</td>
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<td></td>
<td>the impact autism has on social interaction</td>
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<td>and communication in the family.</td>
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<td></td>
<td>Theory Reflection</td>
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<tr>
<td></td>
<td>Family Interview and Reflection Paper</td>
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<tr>
<td>(5) etiology, early indicators, and core and associated characteristics</td>
<td></td>
<td>In order to demonstrate the candidate is able to meet this standard the</td>
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<tr>
<td>of autism spectrum disorders and their impact on social interaction,</td>
<td></td>
<td>teacher will</td>
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<tr>
<td>communication, behavior, and learning;</td>
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<td>Assess the theory paper using a rubric.</td>
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<td>Assess the interview for the student’s knowledge of etiology, early</td>
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<td>indicators, and core and associated characteristics of autism spectrum</td>
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<td>disorders and their impact on social interaction, communication.</td>
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Section C.
Instructional design, teaching, and ongoing evaluation. A teacher of special education: autism spectrum disorders understands how to use individualized education program plans to design, implement, monitor, and adjust instruction for students with autism spectrum disorders. The teacher must be able to:
| (2) design, implement, monitor, and adjust evidence-based instructional methods and strategies to teach social, communication, behavioral, academic, and functional skills that are age- and ability-appropriate across environments; | Lesson Plan Training Presentation | In order to demonstrate the candidate is able to meet this standard the teacher will Assess the lesson plan using a rubric. Assess the Jing using a rubric. |
| (4) design, implement, monitor, and adjust instructional programs that promote social participation and interpersonal interactions by teaching social understanding, communication, problem-solving skills, and self-regulatory skills across environments; | Lesson Plan Training Presentation | In order to demonstrate the candidate is able to meet this standard the teacher will Assess the lesson plan using a rubric. Assess the Jing using a rubric. |
| (6) design, implement, monitor, and adjust program modifications based on factors including social, emotional, and sensory issues, diet, and medication and relationship to communication, socialization, and behavior; | FBA | In order to demonstrate the candidate is able to meet this standard the teacher will Assess the FBA using a rubric. |
| (7) apply structured teaching methods, communication systems, and instructional and environmental modifications and accommodations to develop communication, social, and behavioral competence to promote progress in general education and other instructional settings | Determine what if any modifications or accommodations the student you are working with in the Field Experience requires for communication and/or social aspects of ASD, EBD or SLD. Make sure to apply this information to the lesson plans you are creating. | In order to demonstrate the candidate is able to meet this standard the teacher will Assess the FBA using a rubric. |
| (8) design, implement, monitor, and adjust positive behavior plans as part of the individualized education program that connect challenging | FBA | In order to demonstrate the candidate is able to meet this standard the teacher will Assess the FBA using a rubric. |
behavior to the lack of specific skills and teach functionally equivalent, age-appropriate, alternative **communication, social, behavioral, and self-regulatory skills**;

| (9) design, implement, monitor, and adjust goals and objectives addressing the core features of autism spectrum disorders in **social, communication, behavior, and other areas of need identified through evaluation**; | The targeted area of need identified in the FBA will be the focus of the strategies implemented in the lesson plans | *In order to demonstrate the candidate is able to meet this standard the teacher will* Assess the lesson plan using a rubric. |

Section D.
Collaboration and communication. A teacher of special education: autism spectrum disorders cultivates and maintains positive, collaborative relationships with children and youth, families, educators, other professionals, and the community to support development and educational progress. The teacher must be able to:

| (1) promote peer acceptance, **social participation**, and achievement by training, coaching, supporting, structuring, and modeling evidence-based strategies for autism spectrum disorders to peers, parents, paraprofessionals, and other school staff; | **Training Presentation** | *In order to demonstrate the candidate is able to meet this standard the teacher will* Assess the Teacher Candidate’s creation of a Jing promoting peer acceptance, **social participation**, and achievement by training, coaching, supporting, structuring, and modeling evidence-based strategies for autism spectrum disorders to peers, parents, paraprofessionals, and other school staff using a rubric. |

| (4) consider the impact of core and associated characteristics of autism spectrum disorders on family dynamics and functioning and the perspectives of families and individuals with autism spectrum disorders when interacting and planning; | **Class Discussions** | *In order to demonstrate the candidate is able to meet this standard the teacher will* In conjunction with the family interviews, the Instructor will assess the students’ ability to contribute to the discussion about the impact of core and associated characteristics of autism spectrum disorders on family dynamics and functioning and the perspectives of families and individuals with autism spectrum disorders when interacting and planning. |

Section E. Clinical experiences. A teacher of special education: autism spectrum disorders applies the standards of effective practice through a variety of early and ongoing

| Multiple activities throughout the course will be completed in the Field Experience. | *In order to demonstrate the candidate is able to meet this standard the teacher will* 40 hours Field Experience Clinical experiences. A teacher of special education: autism spectrum disorders applies the standards of |
clinical experiences in teaching children and youth with autism spectrum disorders in birth through preschool, primary (kindergarten through grade 4), and secondary (grades 5 through 12, including transition programs) settings across a range of service delivery models. Field Experiences are 40 hours per licensure course.

effective practice through a variety of early and ongoing clinical experiences in teaching children and youth with autism spectrum disorders in birth through preschool, primary (kindergarten through grade 4), and secondary (grades 5 through 12, including transition programs) settings across a range of service delivery models.

Standards & outcomes: 8710.5600 EBD

<table>
<thead>
<tr>
<th>Standards</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8710.5600 A(5)</td>
<td>Build 1 research-based, theory-based lesson plan that is age and ability appropriate across environments and meets the needs of the student that you are working with in your field experience.</td>
</tr>
<tr>
<td>8710.5600 A(10)</td>
<td>Interview an individual with EBD, individual with EBD’s parent, sibling(s) to discover the impact on families concerning communication difficulties and social understanding and language skills.</td>
</tr>
<tr>
<td>8710.5600 A(12)</td>
<td>After running an FBA in the areas of communication and socialization, interviewing the family and the individual with EBD, and reviewing the student’s current IEP, design proposed modifications to the student’s current communication and/or socialization program. Using PBIS identify challenging behavior in communication and/or social areas. Work with the Special Education teacher concerning the possibility of adding these areas to the student’s IEP. While speaking with the Special Education teacher, ask about addressing the area(s) in your lesson plan.</td>
</tr>
<tr>
<td>8710.5600 B (5)</td>
<td>After running an FBA in the areas of communication and socialization, interviewing the family and the individual with EBD, and reviewing the student’s current IEP, design proposed modifications to the student’s current communication and/or socialization program. Complete the lesson plan explaining how you promoted social participation and interpersonal interactions by teaching social understanding and communication in your lesson plans.</td>
</tr>
<tr>
<td>8710.5600 C (5)</td>
<td>Using PBIS identify challenging behavior in communication and/or social areas. Work with the Special Education teacher concerning the possibility of adding these areas to the student’s IEP. While speaking with the Special Education teacher, ask about addressing the area(s) in your lesson plan.</td>
</tr>
<tr>
<td>8710.5600 C (8)</td>
<td>Interview an individual with EBD, individual with EBD’s parent, sibling(s) to discover the impact on families concerning communication difficulties and social understanding and language skills.</td>
</tr>
<tr>
<td>8710.5600 D (10)</td>
<td>Candidate will create a training presentation talking about one or more of the following: - promoting social participation by telling about a social skills training program to assist individuals with EBD and how to use it (Social Stories, Comic Strips, ...) - promoting social participation by telling how to use one of the theories studied to assist an individual with EBD - promoting social participation through another method learned in class The Candidate will create a training presentation to promote peer-acceptance and social participation.</td>
</tr>
</tbody>
</table>
### Standards & outcomes: 8710.5700 SLD

#### Specific Learning Disabilities

<table>
<thead>
<tr>
<th>Standards</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8710.5700 C (3)</td>
<td>Build 1 research-based, theory-based lesson plan that is age and ability appropriate across environments and meets the needs of the student that you are working with in your field experience.</td>
</tr>
<tr>
<td>8710.5700 C (6)</td>
<td>Using PBIS identify challenging behavior in communication and / or social areas. Work with the Special Education teacher concerning the possibility of adding these areas to the student’s IEP. While speaking with the Special Education teacher, ask about addressing the areas in your lesson plans. Interview an individual with SLD, individual with SLD’s parent, sibling(s) to discover the impact on families concerning communication difficulties and social understanding and language skills.</td>
</tr>
<tr>
<td>8710.5700 C (7)</td>
<td>After running an FBA in the areas of communication and socialization, interviewing the family and the individual with SLD, and reviewing the student’s current IEP, design proposed modifications to the student’s current communication and / or socialization program.</td>
</tr>
<tr>
<td>8710.5700 C (10)</td>
<td>Complete the lesson plan explaining how you promoted social participation and interpersonal interactions by teaching social understanding and communication in your lesson plan.</td>
</tr>
<tr>
<td>8710.5700 D (1)</td>
<td>Interview an individual with SLD, individual with SLD’s parent, sibling(s) to discover the impact on families concerning communication difficulties and social understanding and language skills.</td>
</tr>
</tbody>
</table>
| 8710.5700 D (3) | Candidate will create a training presentation talking about one or more of the following:  
  - promoting social participation by telling about a social skills training program to assist individuals with EBD and how to use it (Social Stories, Comic Strips, …)  
  - promoting social participation by telling how to use one of the theories studied to assist an individual with EBD  
  - promoting social participation through another method learned in class  
The Candidate will create a Training Presentation to promote peer-acceptance and social participation. |
BSU Curriculum Forms

Form 8
Updated: 09.18.15

Signatures

Timothy Goodwin / Chair of Professional Education Department / 11.08.16
Proposer / Title / Date

Timothy Goodwin / Chair of Professional Education Department / 11.08.16
Chair or Director / Department or Program / Date
Note: "All departmental recommendations [on curriculum] must be reviewed and approved by the department's faculty." --IFO/MnSCU Master Agreement 2009-2011, 20.A.3 (p. 80).

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

Troy Gilbertson / Dean of College of Health Sciences and Human Ecology/ 11.09.16
Dean / College / Date

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