SPECIAL EDUCATION

- Autism Spectrum Disorder
- Emotional Behavioral Disorder
- Specific Learning Disability
- Developmental Adapted Physical Education
- Masters of Special Education

2018-20 STUDENT HANBOOK
Welcome to the Bemidji State University Professional Education Student Handbook. This handbook is specific to you, as a BSU Special Education licensure and/or Masters candidate.

**General BSU Student Handbook:** There is also a General Student Handbook for all Bemidji State University Students that describes your rights and responsibilities as a student. In addition, the General Student Handbook includes policies and procedures that relate to many aspects of your life as a student, in and out of the classroom. Whether you study on campus or online, membership in the BSU community brings with it the responsibility of becoming familiar with these policies and procedures. You can find that handbook on the BSU website at: [https://www.bemidjistate.edu/offices/student-life-success/handbook/](https://www.bemidjistate.edu/offices/student-life-success/handbook/)

Bemidji State University reserves the right to change, without notice, any of the materials (information, requirements and regulations) published in the Student Handbook. Revisions are provided to the student body and the University community through this website. If you require the Student Handbook in an alternative format, please contact the Accessibility Services Office. If you have specific questions relating to policies and procedures included in the Handbook, please contact Student Affairs.

**Bemidji – “Bemidigamaag”
the place where the current cuts across
“a river runs through it”
“opening to big water”**

**IMPORTANT GENERAL STUDENT INFORMATION**

When possible, actual documents are included. However, some information is available electronically on the BSU website, and in these cases hyperlinks are provided. If you have this handbook in digital format, you may click on the link to access the information. If you have a printed copy, you will have to type the web-address of the link into a browser URL bar.

**Bemidji State University Academic Calendars 2018**
[https://www.bemidjistate.edu/academics/affairs/academic-calendars/](https://www.bemidjistate.edu/academics/affairs/academic-calendars/)

**BSU Student Guide & Planner**

**A Reference Accommodation Handbook for Students with Disabilities**
[https://www.bemidjistate.edu/services/accessibility/resources/reference-handbook/](https://www.bemidjistate.edu/services/accessibility/resources/reference-handbook/)

**Book Orders:** Textbook purchase is the responsibility of the student. All books should be purchased prior to the first day of class.

**A.C. Clark Library:** The library’s resources are available to you as a distance student! Click or paste the following link to see all the ways you can access library materials from anywhere in Minnesota [http://www.bemidjistate.edu/library/services/distance/](http://www.bemidjistate.edu/library/services/distance/)

**American Indian Resource Center (AIRC):** The AIRC houses the Indian Studies program and the Ojibwe Language program. The Center is a place where American Indian students can gather for learning, support, and social/cultural interaction. Assistance is provided for class scheduling, as well as academic and personal counseling. The Center’s goal is to enhance recruitment, retention, and graduation of American Indian students. For more information, go to [http://www.bemidjistate.edu/airc/](http://www.bemidjistate.edu/airc/).
**Career Services**: Students needing assistance with choosing a major, résumé skills, interviewing skills, and/or internship workshops may seek assistance from Career Services. For more information, go to [http://www.bemidjistate.edu/students/services/career/](http://www.bemidjistate.edu/students/services/career/).

**Computer Support (on-and-off campus)**: Computer support services can be accessed by calling (218) 755-3777. See [https://www.bemidjistate.edu/offices/its/](https://www.bemidjistate.edu/offices/its/)

**Counseling Center**: The Counseling Center provides individuals with personal counseling, testing, consultation and referrals for a variety of life issues such as mood management, anxiety, depression, relationship concerns, grief and loss, adjustment and life transitions, alcohol and drug concerns, body and food concerns, abuse, trauma and crisis intervention. Calling for an appointment is recommended. Walk-in appointments are on a staff available basis. [https://www.bemidjistate.edu/services/health-counseling/](https://www.bemidjistate.edu/services/health-counseling/)

**Accessibility Services Office (ASO)**: Students with a documented disability who would like to request some type of accommodation may do so by contacting the Accessibility Services Office Coordinator to set up a file and determine reasonable appropriate accommodations. Faculty will only provide accommodations to students presenting a Faculty Notification Form from the ASO. [https://www.bemidjistate.edu/services/accessibility/](https://www.bemidjistate.edu/services/accessibility/)

**TRIO/Student Support Services (TRIO/SSS)**: TRIO is funded through the U.S. Department of Education and provides academic advising and counseling, college assessment, tutoring, mentoring, and developmental courses (College Orientation, Reading and Study Skills, and Life Career Planning) to eligible students. To qualify, you must meet low-income eligibility guidelines, be a first generation student and/or a student with a disability and a U.S. citizen or permanent resident alien. During the summer AAR programs, students are assisted with academic, financial aid, and personal advising. Services are designed to lead to enhanced academic skills, persisting through college to graduation, and potential for entry into graduate or professional school. Interested persons should contact TRIO/SSS. [http://www.bemidjistate.edu/students/services/triosss/](http://www.bemidjistate.edu/students/services/triosss/)

**Veterans Resource Center (VRC)**: The VRC serves veterans attending or planning to attend Bemidji State and will assist in addressing needs, answering questions, and accessing resources to facilitate and support their educational progress. The office will also assist families and dependents of veterans. The VRC, together with the Admissions and Records offices, Advising Center, TRIO, and all campus student and academic resources are especially dedicated to helping veterans readjust to civilian and academic life upon return from active duty. Persons with questions or desiring more information may contact the BSU Veterans Resource Center. [http://www.bemidjistate.edu/students/services/veterans/](http://www.bemidjistate.edu/students/services/veterans/)

**Women’s Resource Center**: The Women’s Center is affiliated with the academic program of Women’s Studies. Together they provide co-curricular programming and a variety of services that focus on the expressed needs and interests of the University women's community. The Center is located in Hobson Memorial Union (218-755-3771).

**Writing Resource Center**: The Writing Resource Center provides a student-staffed writing consultancy for students as well as a resource facility for writing and the study of writing. The Center's chief role is as a peer tutoring service to help students with their academic and some other writing. They also perform similar work on-line via web and e-mail for student writers around the world. Click the following for more information. [http://www.bemidjistate.edu/students/wrc/](http://www.bemidjistate.edu/students/wrc/)
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**SECTION 1: UNIVERSITY BACKGROUND**

**Minnesota State Colleges and Universities (MinnState):** Bemidji State University is one of 62 college and university campuses that make up Minnesota State Colleges and Universities (MinnState). A Board of Trustees governs this statewide system of community colleges, state universities, and technical colleges. MinnState is dedicated to providing students with a wide array of opportunities for life-long education in both technical and academic fields, ranging from short-course certificates to the Master’s Degree. More than 162,000 students attend Minnesota State Colleges and Universities.

**Bemidji State University:** Bemidji State University, since its founding in 1919, has been a center of intellectual, cultural, social, and economic life in northern Minnesota. Beginning as a small teachers’ college, Bemidji State has grown into a comprehensive university, part of a diverse, statewide system of higher education. As its primary strength and function, Bemidji State University delivers, at the baccalaureate and graduate levels, substantial and affordable educational opportunities that enhance student access to leadership roles and encourage responsible citizenship. Thus, poised to lead its students into the twenty-first century, the University further recognizes that sweeping changes in society and technology call for new ideas and new skills, yet grounded in shared human values.

**College Mission Statement:** Each of the three colleges at BSU has a published mission statement, which connects the mission of the college to that of the university. The College of Arts, Education, and Humanities, which includes the Department of Professional Education, prepares students for scientific inquiry, career opportunities, responsible citizenship, and life-long learning.

**Conceptual Framework:** The Department of Professional Education has developed a Conceptual Framework which is described in full on the website. [https://www.bemidjistate.edu/academics/departments/professional-education/about/conceptual-framework/](https://www.bemidjistate.edu/academics/departments/professional-education/about/conceptual-framework/)

**Professional Education - Conceptual Framework**

“Tell me and I forget, show me and I remember, involve me and I understand.” The Professional Education Department’s central aim is to produce effective teachers who are reflective professionals and champions of multicultural understanding, civic engagement and environmental stewardship.

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**We prepare teacher candidates who are:** Proficient; Collaborative, Technologically Literate, and Environmentally Aware

**Cultural Diversity:** Minnesota’s colleges and universities have accepted special roles and responsibilities in fostering diversity in our society. We are dedicated to the search for knowledge and the rights of the individual in our learning communities to pursue that search with freedom, dignity, and security, regardless of religious affiliation, race, ethnic heritage, gender, age, sexual orientation, or physical ability. 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, misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part or all of a course, as well as suspension from the University.
**Accreditation:** All teacher education programs at Bemidji State University are accredited by the [Higher Learning Commission](https://www.hlc.org) (HLC). In addition to the HLC accreditation, all teacher education programs at Bemidji State University are in the candidacy stage of accreditation through Association for Advancing Quality in Educator Preparation (AAQEP). The AAQEP is a national recognized program in teacher preparation excellence. [https://aaqep.org/](https://aaqep.org/)

**Professional Educator Licensing and Standards Board (PELSB):** Previously known as Minnesota Department of Education. PELSB has approved programs at Bemidji State University leading to teacher licensure in a variety of areas. PELSB, created in 1973, provides leadership for improvements in teacher education programs in order to assure that the state has well-qualified, professional teachers. More information is available on [https://mn.gov/pelsb/](https://mn.gov/pelsb/)

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**SECTION II: PROGRAM REQUIREMENTS**

**Academic Expectations:** Maintaining a 3.0 GPA is required throughout the program. Minnesota Teacher Licensure Examinations and National Evaluation Series info and requirements for admission and licensure: The Minnesota Teacher Licensure Examinations (MTLE) became the statewide uniform means of assessing the basic skills, pedagogical, and content-area knowledge of Minnesota K-12 teacher candidates. These new exams fully align with state Professional Educator Licensing and Standards Board (PELSB) rules and standards. Please note: A passing score on all required MTLE tests is necessary to be licensed in the state of Minnesota. All candidates must pass the required MTLE in their licensure area before being recommended and approved for a license.

The MTLE exams are delivered as computer-based tests. Each MTLE test includes multiple subtests, each with its own passing score. Subtests consist of multiple-choice, constructed-response, and/or other technology-supported test items to assess candidates’ knowledge and skills based on the test objectives. To obtain your teaching license, you will need to successfully pass basic skills, pedagogy, and content area tests specific to your particular licensure. For detailed information concerning these assessments, consult the specific tests needed for your licensure area through the MTLE website: [http://www.mtle.nesinc.com](http://www.mtle.nesinc.com)

Candidates who do not pass one or more subtests will have to retake just the portion that they did not pass. If you wish to retake a subtest, you must complete the registration process again. You may take a test or subtest as many times as needed. We suggest studying for the MTLE exams.

The MTLE pedagogy and content exams should be completed near the end of the program; we suggest that you complete the pedagogy exam after you take the pedagogy course, and then complete the content exam before student teaching.

**National Evaluation Series (NES) Basic Skills Tests:** The Basic Skills examination includes three subtests: Reading, Writing, and Mathematics. Candidates must take and pass all three subtests to qualify for a Minnesota license. You may take one, two, or all three subtests at one test appointment.
MTLE Pedagogy Tests:
The Pedagogy: Elementary (Grades K–6) examination includes two subtests. Candidates must take and pass both subtests to qualify for a Minnesota license. You may take one or both subtests at one test appointment.
The Pedagogy: Secondary (Grades 5–12) examination includes two subtests. Candidates must take and pass both subtests to qualify for a Minnesota license. You may take one or both subtests at one test appointment.

Content Area Tests
SPED Sections 1 & 2
All MTLE exams must be passed to receive a Minnesota teaching license.

Student Liability Insurance: All teacher candidates are in the classroom every semester, thus, all teacher candidates must have or purchase student liability insurance before they begin field experience/service learning hours in the classroom. You will be in multiple classrooms and must be covered in case of an accident and harmful occurrences to you or a student when you are there in the capacity of a BSU teacher candidate. (renew each academic year)

All teacher candidates must obtain liability insurance for each academic year that you are active in the program. You must renew each August (before the Fall Semester) before participating in the classroom. It is your responsibility to renew each academic year.

You may purchase liability from Education Minnesota. Education Minnesota’s Student Program (EMSP) is a pre-professional organization for college and university students planning to be teachers. EMSP insurance is $25 and is valid from September 1- August 31 each school year.
Please click on the following link to purchase liability insurance through Education Minnesota:
http://www.educationminnesota.org/member-benefits/membership/students.aspx
If you currently are teaching and have liability insurance through your school district, please note that you are required to provide Proof of Liability Insurance from your district.

E-Mail: BSU adopted a policy requiring BSU students to monitor their BSU-assigned email accounts. As a result, professor emails and other contacts should be made ONLY using your assigned BSU E-Mail account. Please identify the course name and number within the subject line of Email.

D2L Support: Information Technology Help Desk @ BSU Location: Deputy Hall 161
Office Hours: 7:30 a.m. - 5:00 p.m. Monday - Friday (summers close at 4:00 p.m.)
Phone: (218) 755-3777
E-Mail: studenthelp@bemidjistate.edu

Taskstream: Taskstream is an online set of tools used by Professional Education faculty and students to manage data. Every student in the Department of Professional Education is required to use Taskstream for the following:
• Submit Field Experience documentation
• Submitting Key and Signature Assignments as directed by your instructor

For more information contact:
Amanda Chelsey
Office/Department:
Arts, Education, and Humanities, College of
Location: Bensen Hall 331
Phone: (218) 755-3747
Email: amanda.chelsey@bemidjistate.edu

For new students, Taskstream accounts will be created a few weeks into the semester. You will receive a Welcome Email from Taskstream will be sent to your BSU email address. If you have not received a confirmation email 4 weeks into the semester, please contact Amanda Chesley at amanda.chelsey@bemidjistate.edu for assistance.

For students who have an expired Taskstream account, please contact Amanda Chesley at amanda.chelsey@bemidjistate.edu for a renewal key code. NEW NAME NEEDED
Submitting Your Work: Taskstream assignments can now be submitted through your course D2L shell. To begin, go to ‘Content’ under ‘Materials’ in the shell (Note: You can still sign in to Taskstream by logging in with your assigned username and password at https://login.taskstream.com/signon/). Please refer to the “Taskstream Guide for Students” pdf document available in your course shells.

Dispositions: Dispositions are defined as the values, commitments and professional ethics that influence behaviors towards candidates, families, colleagues and communities and affect candidate learning, motivation and development as well as the educator’s own professional growth. Dispositions have to do with values such as professional commitment, communication skills, adaptability, caring and integrity. They are patterns of behaviors and actions that occur frequently and constitute habits of mind and heart.

1. Follow professional protocol when learning issues arise in your online class.

   - Students should approach the professor first, the advisor second, and, if they feel the issue of concern is unresolved, ask to meet with the department chair. If the issue remains unresolved, the students should contact the dean.
   Note: Whenever students contact the professor or advisor they are asked to include: name and number of the course

2. Social Networking

   - Today almost all of us participate in at least some form of social networking, however, as educators, we ask you to avoid “negative” discussion on social networking sites. On social media sites, do not post negative comments toward your professors, your peers, students and teachers you work with in the classroom, the University, or any coursework. If you have concern, first approach the professor, they are the decision makers who can help you achieve the success you desire! As a teacher, consider “positive solutions” rather than focusing on negative thoughts.

   - As teachers, we are held to higher standards than many professionals because we are public employees. Check your social media profile pages to make sure that there is nothing present that would make an administrator, teacher, or student question your professionalism. Make sure your digital profile does not reveal negative comments about others, including your university and program. Inappropriate postings will damage your potential for employment because of an assumed propensity to display an unprofessional disposition. A potential employer will most likely complete a social media online search, if behavior or comments unbecoming of a professional educator is shown in your pre-service days, your opportunity for employment may be impacted. Teachers have been terminated from their positions for posting pictures of activities considered by their employers to be unprofessional, for saying anything about their students (a highly unprofessional and unacceptable breach of confidentiality and professional ethics), or for saying negative things about their schools and districts on social networking sites. Cultivate a professional habit now during your pre-service days. http://www.nea.org/home/38324.htm

   - This is the bottom line: If you are looking for a job and doing your fieldwork hours in schools, be careful what is posted across various sites. Review your social media profiles often and consider a Google search on yourself to see what is present for the public to see online. Teachers are held to “a higher standard by society in general and school districts in particular. You want teachers and administrators alike to hold you in their highest professional esteem in schools during your fieldwork time. If the end result of your field experience is that you ultimately want to be hired it is important that you present a positive image in every way, every day.
**TIER 1 & 2 REQUIREMENTS**

### TIER 1 REQUIREMENTS

Candidate must have a:

- BA or BS degree

**FOR ALL SUBJECT AREAS**

**OR**

Career & Technical Ed (CTE) Candidate or Career Pathways Course of Study Candidate teaching in in one of these areas must have a:

- AA degree
- Professional certification
- Five years of relevant work.

Candidate must have a BA or BS degree unless teaching Career and Tech Ed or Career Pathways, in which case must have AA degree, professional certification, or five years of relevant work experience.

- Good for one year (can be renewed 3 times—there are conditions under which districts can renew further.)
- District and teacher must apply jointly. District must show it could not find a Tier 2, 3, or 4 teacher.
- These teachers are not in the teacher bargaining unit nor are they earning credit toward probation. Tier 1 teachers do not have continuing contractual rights.

### TIER 2 REQUIREMENTS

Candidate must have a:

- BA or BS degree

**FOR ALL SUBJECT AREAS**

**OR**

Career & Technical Ed (CTE) Candidate or Career Pathways Course of Study Candidate teaching in in one of these areas must have a:

- AA degree
- Professional certification
- Five years of relevant work.

**AND**

TEACHER PREPARATION PROGRAM ENROLLMENT

**OR**

A MASTER'S DEGREE

**OR**

**TWO OF THE FOLLOWING:**

- Completed teacher preparation program
- Eight upper-division credits in subject area
- Training in subject-specific teaching methods.
- Passing scores on state tests in subject area
- Two or more years of experience teaching in subject area

Candidate must be enrolled in a teacher preparation program, OR have a master's degree, OR have two of the following: completed teacher preparation program; eight upper-division credits in subject area; training in subject-specific teaching methods; two years of experience teaching in subject area; passing scores on state tests in subject area.

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**Student Teaching: Tier 1 and Tier 2 Licensed Teachers FAQs**

**Do I need to student teach?** If you have an initial teaching license, through the state of Minnesota, in any area, (meaning you student taught under that discipline) you do not need to student teach.

Teacher candidates who are obtaining their initial teaching license will complete student teaching during their final semester of the program. Here are the requirements prior to student teaching:

- Teacher Candidate maintains a cumulative grade point average of 3.0 in all completed coursework.
- Teacher Candidate has completed all methods course work.
- A Teacher Candidate submits a formal cover letter and resume materials one semester in advance of the student teaching semester.
- Teacher Candidate completes the course, *Professional Teacher*.
- Teacher Candidate obtains liability insurance through a teacher professional organization.
- Teacher Candidate receives acceptable ratings on required dispositions.
How long do I student teach?
Special Education: K-12 licensure candidates, who do not have an initial teaching license, will student teach for 12 weeks in an elementary/secondary setting. If you hold an initial teaching license in any area, you are not required to student teach, the field experiences in the courses are all that is needed.

What is the edTPA?
The edTPA (Teacher Performance Assessment) is a nationally recognized performance-based, subject-specific assessment and support system and is required by the Professional Educator Licensing and Standards Board (PELSB) for initial licensure. Each higher education institution recommending teaching licenses must ensure that teacher candidates complete an edTPA in their licensure area during student teaching. Educational concepts related to what is measured in the edTPA are embedded throughout BSU programs so that candidates may feel assured as they go into student teaching that they are prepared for the edTPA.

During student teaching, the edTPA is completed in the classroom. In addition to support throughout the program related to the edTPA, webinars are provided during student teaching to guide the candidates through the edTPA process. [http://edtpa.aacte.org/](http://edtpa.aacte.org/)

When do I apply for my ASD, EBD, and SLD K-12 License?
You may apply for your Minnesota Teaching License after the following are successfully accomplished:

- Passed all Minnesota Teacher Licensure Examinations (MTLE) that include:
  - National Education Standards (NES) Basic Skills: reading, writing, and math
  - MTLE Pedagogy: 2 subtests
- Completed all course work
- Completion of an edTPA during student teaching
- Completion of student teaching with a satisfactory rating by the university supervisor and the cooperating teacher(s).
- Plan of study verified
- The application for licensure is found at the Minnesota Department of Education website [https://education.mn.gov/MDE/index.html](https://education.mn.gov/MDE/index.html)
Plan of Study: A Plan of Study (POS) documents the coursework you will complete and the order you take them in. This order of the courses is, in part, based upon the semester you begin the Special Education Program. As a part of the following courses, your instructor will help you update or revise your Plan of Study in the following courses:
- SPED 5600
- SPED 5105
- SPED 5106
- SPED 5107

The plans of study are provided on the following pages.

Some of the major components of the plans of study are as follows:
- Course sequence based on when you start the *Special Education program or the *FasTrack/Special Education program.
- Identification of your initial Special Education licensure you are seeking (ASD, EBD, SLD)
- Transfer coursework, if applicable
- Field Experiences will be documented on the forms. The state department requires us to verify the following components from the field experiences:
  - Name of the School
  - Licensure Area (identify the license you are completing)
  - Grade levels: very important, must have field experiences in k-12 settings. Our coursework is set up to address this.
  - Identify the severity of the disability; typically this is identified as either mild to moderate or moderate to severe. You need to have field experiences in both categories.

*If you have a teaching license and are adding an initial Special Education license you are in the Special Education Program. If you are obtaining your initial teaching license and it is in Special Education, you are in the FasTrack/SPED Program.

The FasTrack/SPED plans of study are in the FasTrack Handbook.

Special Education Add-On Licensure
Teachers who have a standard, full-time MN special education teaching license and want to obtain another special education license, can be recommended for ASD, EBD or SLD licensure by completing 9 credits of content coursework and field experiences specific to the new licensure area.

To add ASD Licensure:
- SPED 3660/5660 Teaching the Learner with Autism Spectrum Disorder I (3 cr)
- SPED 3665/ 5665 Social Skills (3 cr)
- SPED 6660 Teaching the Learner with Autism Spectrum Disorder II (3 cr)

To add EBD Licensure:
- SPED 3630/5630 Teaching the Learner with Emotional Behavioral Disorders I (3 cr)
- SPED 6630 Teaching the Learner with Emotional Behavioral Disorders II (3 cr)
- SPED 6930 Advanced Strategies for Special Populations (3 cr)

To add SLD Licensure:
- SPED 3620/5620 Teaching the Learner with Specific Learning Disabilities I (3 cr)
- SPED 6620 Teaching the Learner with Specific Learning Disabilities II (3 cr)
- SPED 6930 Advanced Strategies for Special Populations (3 cr)
SPECIAL EDUCATION COURSE DESCRIPTIONS

**ED 3201/5201 Language Arts 1** (3 cr). This is a survey course of various approaches to and investigation of the multiplicity of tasks involved in the teaching of elementary level reading. Emerging literacy development and assessment in the early years of learning to read is the major focus of this course. Some of the MN elementary reading standards are embedded in this course. A 20-hour approved field experience at the K-3 level is required. Prerequisites: Current standard MN teaching license or acceptance into a BSU education program or by instructor consent.

**5105 PROFESSIONAL PRACTICE IN SPECIAL EDUCATION** (1 credit) This one-credit course is designed to augment the field experiences required throughout the Special Education Licensure Program and facilitate interaction with teacher coaches/mentors. This course is taken during the candidate’s first semester in the program. Signature Assessment 1 is completed in this course. Prerequisites: Current teacher license or completion of a teaching degree or completion of ED 5100, ED 5110 enrolled in or completed ED 5350. Corequisite: SPED 5600.

**5106 PROFESSIONAL PRACTICE IN SPECIAL EDUCATION II** (1 credit) This one-credit course is designed to augment the field 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. Prerequisites: SPED 5600, SPED 5105, and consent of instructor.

**5107 PROFESSIONAL PRACTICE IN SPECIAL EDUCATION III** (2 credits) This two-credit course is designed to augment the field 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, if you are in the FasTrack program you will complete this course when you student teach. You will complete the edTPA in this course. 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. Prerequisites: SPED 5105, SPED 5106, SPED 5600, and consent of instructor.

**3600/5600 STUDY OF THE LEARNER WITH SPECIAL NEEDS** (3 credits) This is a foundation course for special education. The course provides an introductory overview of special education and characteristics and learning needs of school-age children with exceptionalities. A 15-hour approved field experience at the K-12 level is required. The course is taken simultaneously with SPED 5105. Prerequisites: Current standard teaching license or completion of a teaching degree or completion of ED 5100, ED 5110, enrolled in or completed ED 5350 or consent of instructor. Co-requisite: SPED 5105 (Exempt: Developmental Adaptive Physical Education (DAPE) program.) Consent of instructor.
SPECIAL EDUCATION COURSE DESCRIPTIONS (continued)

3620/5620 TEACHING THE LEARNER WITH SPECIFIC LEARNING DISABILITIES I (3 credits) This course is designed to introduce the candidate to the field of learning disabilities. It is a study of learners whose learning problems inhibit their ability to meet academic performance standards and developmental expectations for their age. Emphasis is placed on historical foundations, current education definitions of learning deficits, federal and Minnesota eligibility criteria for services, etiology of learning disabilities, relationship between learning disabilities and other associated conditions, impact of information processing deficits on children with learning disabilities, and social or emotional aspects of children and youth with learning disabilities. A 20-hour approved field experience at the K-6 level is required. Prerequisites: SPED 5600 and consent of instructor.

3630/5630 TEACHING THE LEARNER WITH EMOTIONAL BEHAVIORAL DISORDERS I (3 credits) The course is an introduction to the characteristics and needs of students with emotional and behavioral disorders within the context of school, family and community settings. A 20-hour approved field experience at the K-6 level is required. Prerequisites: SPED 5600 and consent of instructor.

3650/5650 COLLABORATIVE TECHNIQUES FOR SPECIAL EDUCATORS (3 credits) A study of the importance of and techniques for collaboration with parent, caregivers, community services and other support services to enhance the learning outcomes for students with special needs. A 10-hour approved field experience at the K-12 grade level is required. Prerequisites: Consent of instructor.

3655/5655 DUE PROCESS IN SPECIAL EDUCATION I: INDIVIDUAL EDUCATION PLANNING (3 credits) The course focuses on a formal set of policies and procedures to be implemented by schools and districts for children in special education programs. This course concentrates on the creation of compliant Individualized Education Plans (IEP) to meet the academic and/or emotional and behavioral needs of students receiving special education services. A 10-hour approved field experience at the K-6 grade level is required. Prerequisites: SPED 5600 and consent of instructor.

3660/5660 TEACHING THE LEARNER WITH AUTISM SPECTRUM DISORDER I: MILD TO MODERATE (3 credits) This course presents a whole-person perspective of individuals with high-functioning Autism Spectrum Disorder and surveys research-based approaches to teaching, biological and neurological information necessary for assessment, genetic research, legislation, and the CEC Code of Ethics. The course material covers birth through the age of 21 and requires 20 hours of field experience with 10 hours dedicated to birth to Pre-Kindergarten and 10 hours dedicated to Kindergarten through Grade 6. Prerequisites: SPED 5600 and consent of instructor.

3665/5665 SOCIAL SKILLS (3 credits) This course is designed to explore evidence based social skill and communication skill interventions for students diagnosed with ASD, EBD and SLD. The course requires 20 hours of field experience with students in Grades 5-8. Prerequisites: SPED 5600 and consent of instructor.

4715/5715 CURRICULUM TECHNIQUES WITH SPECIAL POPULATIONS (3 credits) The focus of the course is curricular interventions and techniques for accommodating diverse learners within the general education setting. A 20-hour approved field experience at the 6-8 grade level is required. Prerequisites: SPED 5600 and consent of instructor.
SPECIAL EDUCATION COURSE DESCRIPTIONS (continued)

6603 MATH DIFFICULTIES: DIAGNOSIS AND INTERVENTION (3 credits) The course is a study of the problems students with learning needs exhibit in mathematics and of explicit teaching practices that are proven to be successful. Diagnostic, remedial and instructional activities that meet state standards and reflect NCTM scope and sequence in mathematics are explored, developed and applied. A 10-hour approved field experience at the 5-8 level is required. Prerequisites: SPED 5600 and consent of instructor.

6605 DUE PROCESS IN SPECIAL EDUCATION II: ASSESSMENT AND REPORTING (3 credits) This course focuses on a formal set of policies and procedures to be implemented by schools and districts for children in special education programs. It concentrates on the assessment of students receiving special education services. A 20-hour approved field experience at the 9-12 grade level is required. Prerequisites: SPED 5600 and consent of instructor.

6608 READING DIFFICULTIES: DIAGNOSIS AND INTERVENTION (3 credits) The course studies the problems students with learning needs may exhibit in the area of reading and explicit teaching practices that are successful with such learners. Diagnostic, remedial and instructional best-practice strategies and activities are explored and applied. MN elementary reading standards are embedded in this course. A 20-hour approved field experience at the 5-8 grade level is required. Prerequisites: SPED 5600 and consent of instructor.

6620 TEACHING THE LEARNER WITH SPECIFIC LEARNING DISABILITIES II (3 credits) The course is designed to provide continuing study into the field of learning disabilities. It is a study of learners whose learning problems inhibit their ability to meet academic performance standards and developmental expectations for their age. Emphasis is placed on designing individual education program plans to implement developmentally appropriate instruction for students with learning disabilities or learning deficits. Teaching strategies to assist students in developing lifelong skills to transfer into general education and transition areas are studied. A 15-hour approved field experience at the 9-12 grade level is required. Prerequisites: SPED 5600, SPED 5620 and consent of instructor.

6630 TEACHING THE LEARNER WITH EMOTIONAL BEHAVIORAL DISORDERS II (3 credits) The course studies the assessment and management of behavior problems in the classroom. Techniques include functional behavioral assessments, cognitive strategies, behavior modification techniques and crisis prevention. A 20-hour approved field experience at the 9-12 level is required. Prerequisites: SPED 5600, SPED 5630 and consent of instructor.

6660 TEACHING THE LEARNER WITH AUTISM SPECTRUM DISORDER II: MODERATE TO SEVERE (3 credits) This course presents a whole-person perspective of individuals with moderate to severe Autism Spectrum Disorder and surveys research-based approaches to teaching, biological and neurological information necessary for assessment, genetic research, legislation, transition and the CEC Code of Ethics. The course material covers birth through the age of 21 and requires 20 hours of field experiences with individuals from 9th grade to the age of 21. Prerequisites: SPED 5600, SPED 5660 and consent of instructor.
<table>
<thead>
<tr>
<th>Course</th>
<th>Field Experience Assignments</th>
<th>Grade level</th>
</tr>
</thead>
</table>
| **ED 3/5201 Language Arts I** | Work one-on-one with primary students in a supervised after-school program setting.  
20 hours of field experience.                                                             | Primary (Grades 2-3) |
| **SPED 3/5600 Study of the Learner**      | Observe in different settings and at different levels. Interviews with stakeholders. 15 hours | Elementary (K-6)     
Middle (5-8) 
High School (9-12) |
| **SPED 3/5620 SLD I**      | Work one-on-one in a resource setting with a primary-grade student who qualifies for SLD services.  
Work with a small group of students in a resource setting or a regular education inclusion classroom.  
The group must include students qualified for SLD services. 20 hours | Elementary           |
| **SPED 3/5630 EBD I**      | Interview teachers, administrators, social workers about issues related to services for students diagnosed with EBD;  
observe in a Level 4 EBD setting; administer formal and informal assessments; complete structured observations. 20 hours | Elementary           |
| **SPED 3/5650 Collaboration Techniques** | Interview parent(s), general educator(s), cultural agencies, state and local agencies, and para professionals.  
Explore services provided by outside agencies such as social services, transition services, medical facilities, parent advocacy and other community service providers. 10 hours | Home and Community   |
| **SPED 5655 Due Process I** | Complete documents required for the development and implementation of IEPs and Functional Behavioral Assessments. 10 hours.  
(Mentor monitoring/quality guidance)                                                        | Elementary           |
| **SPED 3/5660 ASD I**      | Examine how to teach skills in the classroom across ages and stages.  
Examine how to plan for transition needs and services.  
Develop lesson plans based upon individual needs. 20 hours                                  | Elementary           |
| **SPED 3/5665 Social Skills** | Interview individual with ASD, EBD, or SLD (depending on licensure), parent, and sibling(s) to discover the impact on families concerning communication difficulties and social understanding.  
Complete the “Planning and Learning” section of the SpedTPA concerning building social understanding and communication in lesson plans and applying the FBA information in the lesson plans for PBIS plans concerning communication and/or social areas. The Candidate will create a teaching/training video to promote peer-acceptance and social participation. 20 hours | Middle               |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 4/5715</td>
<td>Curriculum Techniques</td>
<td>Teach strategies to students in the gen. ed. and sp. ed. settings. Collaborate with gen. ed. teachers to design accommodations for students with sp. needs in the gen. ed. classroom. 20 hours</td>
<td>Middle</td>
</tr>
<tr>
<td>SPED 6603</td>
<td>Math Difficulties</td>
<td>Develop and implement an intervention program for a student experiencing diagnosed difficulties in math. 10 hours</td>
<td>Middle</td>
</tr>
<tr>
<td>SPED 6605</td>
<td>Due Process II</td>
<td>Administer formal and informal assessments. Conducting a special education evaluation and completing documents required for special education assessment. 20 hours</td>
<td>High School</td>
</tr>
<tr>
<td>SPED 6608</td>
<td>Reading Difficulties</td>
<td>Develop and implement an intervention program for a student experiencing diagnosed difficulties in reading. Interviews and observation in remedial reading settings. 20 hours</td>
<td>Middle</td>
</tr>
<tr>
<td>SPED 6620</td>
<td>SLD II</td>
<td>Complete/ Teach three SIMS strategies (FRAME, Self-determination and Storage) in a resource setting or a regular education inclusion classroom. The group must include students qualified for SLD services. 15 hours</td>
<td>High School</td>
</tr>
<tr>
<td>SPED 6630</td>
<td>EBD II</td>
<td>Apply behavior modification techniques 20 hours</td>
<td>High School</td>
</tr>
<tr>
<td>SPED 6660</td>
<td>ASD II</td>
<td>Apply behavior modification techniques. 20 hours (Camille)</td>
<td>High School</td>
</tr>
<tr>
<td>SPED 6930</td>
<td>Experimental Advance Strategies</td>
<td>15 hours with students</td>
<td>Middle School</td>
</tr>
<tr>
<td>SPED 3/5105</td>
<td></td>
<td>Meet with mentor teacher to discuss attainment of standards.</td>
<td>Collaboration with mentor teacher</td>
</tr>
<tr>
<td>SPED 3/5106</td>
<td></td>
<td>Meet with mentor teacher to discuss attainment of standards.</td>
<td>Collaboration with mentor teacher</td>
</tr>
<tr>
<td>SPED 3/5107</td>
<td></td>
<td>Meet with mentor teacher to discuss attainment of standards. Completion of the edTPA, Special Education 10 hours of field experience</td>
<td>Collaboration with mentor teacher</td>
</tr>
</tbody>
</table>
**Teacher Mentor Information**
*(please print clearly)*

| Your Name: ____________________________________________ | Date: __________________ |
| Phone: __________________ | Cell: __________________ | Other: __________________ |
| Email: ________________________________________________ | |
| District ______________________________________________ | |
| Name of School ________________________________________ | |
| Minnesota Teaching File Folder License Number __________ | |

**Licensure area** *Check the areas that apply:*
- [ ] Autism Spectrum Disorders (ASD)
- [ ] Developmental Adaptive Physical Education (DAPE)
- [ ] Emotional or Behavior Disorders (EBD)
- [ ] Specific Learning Disability (SLD)

*The mentor must be licensed in the area in which the candidate is seeking licensure. If a mentor licensed in your area is not available in your district, please reach out to your district’s special education cooperative.*

| Current Teaching Position __________________________________ | |
| How many years have you been a teacher ________ | List all grade levels |

| Mentor Name (Please Print) _____________________________ | |
| Mentor Signature: ____________________________________ | |
| Date: _______________________________________________ | |
| Teacher Candidate Name: ________________________________ | |

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**Special Education Graduate Program: Mentor Support System**

One of the strengths of the Special Education program is the use of a Mentor Support System. Each candidate is required to choose a K-12 Mentor who is currently teaching in a K-12 public school setting. The mentor must have a minimum of three years of special education teaching experience and a standard Minnesota teaching license in the areas of SLD, EBD, ASD, and/or DAPE, depending upon the area of licensure that the teacher candidate is pursuing. The mentor, candidate, and BSU faculty member(s) work as a team to support candidates over the course of their required field experiences. These experiences are embedded within the content of each course through a variety of early and ongoing field experiences.

**Responsibilities of a Mentor:**
- provides feedback to the candidate regarding progress
- provides or assists the teacher candidate in locating observation and field experience settings
- partners with the candidate in identifying opportunities to complete course requirements involving interviewing teachers or other professionals in a K-12 setting
- acts as a mentor as needed, answering questions posed by the student around key elements of successful special education pedagogy such as motivating students, differentiating instruction, and using assessments to make instructional decisions
Signature Assessments

Signature Assessment 1 (in SPED 3/5105): A paper that combines reflections on the IEP process portfolio assignment from SPED 3/5650 and reflections on the observation assignment in SPED 3/5600. Its focus is on the due process timelines and the collaboration needed between team members.

Standards assessed: 8710.5000 Subpart 2: A2,5, 13; D4, 12

A. Foundational knowledge. A teacher of special education understands the foundations of special education, including information about students served by special education. The teacher must demonstrate knowledge of the...

(2) relationship of special education within the structure of a single, evolving and changing education system that provides, based on an individualized planning and programming process, free appropriate public education to students in special education through a continuum of services.

(5) similarities and differences among the cognitive, physical, sensory, cultural, social, emotional, behavioral, and communication needs of individuals with and without disabilities and across different disabilities

(13) roles and organizational structures of general and special education and the part they play in providing total services to all students.

D. Communication and collaboration: A teacher of special education cultivates and maintains positive, collaborative relationships with children and youth, families, educators, other professionals, and the community to support student development and educational progress. The teacher must be able to:

(4) work collaboratively with family members, including children and youth, in designing, implementing, and evaluating individual educational plans and programs;

(12) cultivate professional relationships that encourage peer observation, coaching, and systems for giving and receiving feedback from colleagues to enhance student instruction and program outcomes.

Signature Assessment 2 (SPED 3/5106):

Candidates develop a resource portfolio that includes

- the structure and features of expository texts,

- information that explains why expository text causes problems for students who struggle with reading,

- evidence-based strategies appropriate for pre-referral interventions for middle level students who struggle with content area courses due to reading difficulties.

- information about due process and pre-referral

- major learning characteristic of middle level learners and how these may exacerbate learning challenges at the middle level.

Standards Assessed: 8710.5000 B5, C3 and 8710.3200 D1b 8710.5000

B. Referral, evaluation, planning, and programming. A teacher of special education understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement. The teacher must be able to

(5) implement required pre-referral intervention procedures;

Instructional design, teaching, and ongoing evaluation. A teacher of special education understands how to provide and evaluate specially designed instruction to meet the unique needs of students in special education through individualized educational plans. The teacher must be able to apply evidence-based methods, strategies, universal design for learning, and accommodations including assistive technologies to meet individual student needs and provide access to grade level content standards.

8710.3200 Subpart C: Reading Standards

C. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:

1(d) applying a variety of reading comprehension strategies to different types of information materials and content-area texts including teaching the structures and features of expository texts
Signature Assessment 3 (SPED 3/5107):

Complete the edTPA based on the five lesson plans assigned in SPED 6620 or SPED 6630. Video recording of one lesson is required.

Standards assessed: 8710.5600 C 4,5 or 8710.5700 C 1, 3

8710.5600 (EBD)

C. Instructional design, teaching, and ongoing evaluation. A teacher of special education: emotional or behavioral disorders understands how to use individualized education program plans to design, implement, monitor, and adjust instruction for students with emotional or behavioral disorders. The teacher must be able to:

(3) provide access to grade level content standards by applying principles of universal design for learning and assistive technologies and selecting, developing, monitoring, modifying, and adjusting materials and instruction for students with emotional or behavioral disorders

(4) select, implement, evaluate, and modify evidence-based instructional strategies for social and emotional skills development for students with emotional or behavioral disorders;

Or

8710.5700 (SLD)

C. Instructional design, teaching, and ongoing evaluation. A teacher of special education: learning disabilities understands how to use individualized education program plans to design, implement, monitor, and adjust instruction for students with learning disabilities and related learning difficulties. The teacher must be able to:

(1) apply multiple evidence-based instructional practices, including those supported by scientifically-based research when available, and materials that meet the needs of students with specific learning disabilities and related learning difficulties in the areas of language development, listening comprehension, oral and written expression, reading, and mathematics;

(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;

OR:

8710.5850 (ASD)

C. (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.
# Bemidji State University

**Professional Education Department**

## PLAN OF STUDY for SPECIAL EDUCATION

### INITIAL LICENSURE ONLY. Starting Coursework

**FALL Semester**

If you are adding another SPED license, or plan on completing two licenses understand that you MUST use the ‘add-on’ licensure plan for your second / third SPED license.

Name: _______________________________ BSU I.D. #: _______________________________

Email: _______________________________ Phone #: _______________________________

### CURRENT FULL-TIME, STANDARD MN TEACHING LICENSE

This POS is not for FasTrack candidates.

**Licensure Area:**

**MN File Folder Number:**

**Expiration:**

All special education licensure candidates must take and pass the MTLE Core Skills for Special Education (Test codes 180 and 181) in order to be recommended for licensure.

---

## Sequence of Required Course Work

Courses must be taken in the order listed below. A grade of C or better is required in each course.

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 5600</td>
<td>Study of the Learner with Special Needs</td>
<td>3 cr</td>
<td>Fall 1</td>
</tr>
<tr>
<td>SPED 5105</td>
<td>Professional Practice I</td>
<td>1 cr</td>
<td>Fall 1</td>
</tr>
<tr>
<td>ED 5201</td>
<td>Language Arts I</td>
<td>3 cr</td>
<td>Fall 1</td>
</tr>
<tr>
<td>SPED 5650</td>
<td>Collaborative Techniques for Special Education</td>
<td>3 cr</td>
<td>Spring 1</td>
</tr>
<tr>
<td>SPED 5655</td>
<td>Due Process I: IEP</td>
<td>3 cr</td>
<td>Spring 1</td>
</tr>
<tr>
<td>SPED 6603</td>
<td>Math Difficulties</td>
<td>3 cr</td>
<td>Summer 1</td>
</tr>
<tr>
<td>SPED 6608</td>
<td>Reading Difficulties: Diagnosis and Intervention</td>
<td>3 cr</td>
<td>Summer 1</td>
</tr>
<tr>
<td>SPED 5665</td>
<td>Social Skills (Required for ASD Licensure only)</td>
<td>3 cr</td>
<td>Summer 1</td>
</tr>
<tr>
<td>SPED 5106</td>
<td>Professional Practice II</td>
<td>1 cr</td>
<td>Fall 2</td>
</tr>
<tr>
<td>Choose one</td>
<td>Choose the course that represents the licensure you are pursuing:</td>
<td>3 cr</td>
<td>Fall 2</td>
</tr>
<tr>
<td>SPED 5620</td>
<td>SLD I</td>
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<td>SPED 5630</td>
<td>EBD I</td>
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<td></td>
</tr>
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<td>SPED 5660</td>
<td>ASD I</td>
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<td></td>
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<td>Choose the course that represents the licensure you are pursuing:</td>
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<td>Due Process II</td>
<td>3 cr</td>
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<td>Choose one</td>
<td>Choose the course that represents the licensure you are pursuing:</td>
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<td></td>
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<tr>
<td>SPED 5715</td>
<td>Curriculum Techniques with Special Populations</td>
<td>3 cr</td>
<td>Fall 1</td>
</tr>
<tr>
<td>SPED 5107*</td>
<td>Professional Practice III (Summative Assessment)*</td>
<td>2 cr</td>
<td>Spring 2</td>
</tr>
</tbody>
</table>

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*Choose one of these two courses: SPED 5620, SPED 5630, or SPED 5660.*
A Master in Special Education Degree is optional with addition coursework (ED6100, ED6750 and ED 6850). If you are interested in a Master’s Degree in Special Education please see in addition to obtaining you license please see: https://www.bemidjistate.edu/academics/graduate-studies/masters-programs/msped/

<table>
<thead>
<tr>
<th>Institution where course was taken</th>
<th>Course number and title</th>
<th>Term</th>
<th>Grade</th>
<th>Credit</th>
<th>Replaces BSU course number and title</th>
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<th>Official Transcript</th>
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Date when Form 6 was approved:

Field Experiences

List information about field experiences completed in each of the required courses. The field experiences must be completed in settings for and with students qualified for services in the licensure area you are pursuing.

<table>
<thead>
<tr>
<th>Name of School</th>
<th>District Number</th>
<th>Licensure Area</th>
<th>Grade Level(s)</th>
<th>Dates Ranges (from-to)</th>
<th>Mild</th>
<th>Moderate</th>
<th>Severe</th>
<th>SPED course</th>
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<tbody>
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</tr>
</tbody>
</table>

Elementary Level
(Grades K-6)

Middle Level
(Grades 5-8)

Secondary Level
(Grades 9-12)

Other

List and explain coursework and/or field experiences that deviate from designed program:

Initial plan shared with candidate: Date: Signature

Completed program verification: Date: Signature

Before you can apply for your initial sp ed license, you must pass the MTLE Special Education Core Skills. You find information about how to add a sp ed license to your existing license at this site: http://www.bemidjistate.edu/academics/departments/professional-education/applying/#addition
Name: ___________________________________________ BSU I.D. #: __________________________
Email: ___________________________________________ Phone #: __________________________

### CURRENT FULL-TIME, STANDARD MN TEACHING LICENSE

This POS is not for FasTrack candidates

**Licensure Area:**

**MN File Folder Number:**

**Expiration:**

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<td>SPED 5105</td>
<td>Professional Practice I</td>
<td>1 cr</td>
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<td>Due Process I: IEP</td>
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<td>Summer 1</td>
</tr>
<tr>
<td>SPED 5620</td>
<td>Choose the course that represents the licensure you are pursuing: SLD I</td>
<td>3 cr</td>
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<tr>
<td>SPED 5630</td>
<td>EBD I</td>
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<td>Choose the course that represents the licensure you are pursuing: SLD II</td>
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<tbody>
<tr>
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<td></td>
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</tr>
<tr>
<td><strong>Middle Level</strong> (Grades 5-8)</td>
<td></td>
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</tr>
<tr>
<td><strong>Secondary Level</strong> (Grades 9-12)</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>List and explain coursework and/or field experiences that deviate from designed program:</td>
</tr>
</tbody>
</table>

Initial plan shared with candidate: _______ Date: _______ Signature ____________________________

Completed program verification: _______ Date: _______ Signature ____________________________

Before you can apply for your initial sp ed license, you must pass the MTLE Special Education Core Skills. You find information about how to add a sp ed license to your existing license at this site: http://www.bemidjistate.edu/academics/departments/professional-education/applying/#addition
**PLAN OF STUDY** for SPECIAL EDUCATION

**INITIAL LICENSURE ONLY.** Starting Coursework

**SUMMER Semester**

If you are adding another SPED license, or plan on completing two licenses understand that you MUST use the ‘add-on’ licensure plan for your second / third SPED license.

| Name: ________________________ | BSU I.D. #: __________________________ |
| Email: ________________________ | Phone #: ____________________________ |

**CURRENT FULL-TIME, STANDARD MN TEACHING LICENSE** This POS is not for FasTrack candidates

**Licensure Area:**

**MN File Folder Number:**

**Expiration:**

All special education licensure candidates must take and pass the MTLE Core Skills for Special Education (Test codes 180 and 181) in order to be recommended for licensure.

---

### Sequence of Required Course Work

Courses must be taken in the order listed below. A grade of C or better is required in each course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 5600</td>
<td>Study of the Learner with Special Needs</td>
<td>3 cr</td>
<td>Sum 1</td>
</tr>
<tr>
<td>SPED 5650</td>
<td>Collaborative Techniques for Special Education</td>
<td>3 cr</td>
<td>Sum 1</td>
</tr>
<tr>
<td>SPED 5105</td>
<td>Professional Practice I</td>
<td>1 cr</td>
<td>Sum 1</td>
</tr>
<tr>
<td>SPED 5715</td>
<td>Curriculum Techniques with Special Populations</td>
<td>3 cr</td>
<td>Fall 1</td>
</tr>
<tr>
<td>Choose one</td>
<td></td>
<td></td>
<td>Fall 1</td>
</tr>
<tr>
<td>SPED 5620</td>
<td></td>
<td></td>
<td>Fall 1</td>
</tr>
<tr>
<td>SPED 5630</td>
<td></td>
<td></td>
<td>Fall 1</td>
</tr>
<tr>
<td>SPED 5660</td>
<td></td>
<td></td>
<td>Fall 1</td>
</tr>
<tr>
<td>ED 5201</td>
<td>Language Arts I</td>
<td>3 cr</td>
<td>Spr 1</td>
</tr>
<tr>
<td>Choose one</td>
<td></td>
<td></td>
<td>Spr 1</td>
</tr>
<tr>
<td>SPED 6620</td>
<td></td>
<td></td>
<td>Spr 1</td>
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<tr>
<td>SPED 6630</td>
<td></td>
<td></td>
<td>Spr 1</td>
</tr>
<tr>
<td>SPED 6660</td>
<td></td>
<td></td>
<td>Spr 1</td>
</tr>
<tr>
<td>SPED 5106</td>
<td>Professional Practice II</td>
<td>1 cr</td>
<td>Spr 1</td>
</tr>
<tr>
<td>SPED 5655</td>
<td>Due Process I: IEP</td>
<td>3 cr</td>
<td>Sum 2</td>
</tr>
<tr>
<td>SPED 6608</td>
<td>Reading Difficulties: Diagnosis and Intervention</td>
<td>3 cr</td>
<td>Sum 2</td>
</tr>
<tr>
<td>SPED 5665</td>
<td>Social Skills (Required for ASD Licensure only)</td>
<td>3 cr</td>
<td>Sum 2</td>
</tr>
<tr>
<td>SPED 6603</td>
<td>Math Difficulties: Diagnosis and Intervention</td>
<td>3 cr</td>
<td>Fall 2</td>
</tr>
<tr>
<td>SPED 6605</td>
<td>Due Process II: Assessment and Reporting</td>
<td>3 cr</td>
<td>Fall 2</td>
</tr>
<tr>
<td>SPED 5107+</td>
<td>(and ED 5840 for additional sp ed licenses as an Independent Study course)</td>
<td>2 cr</td>
<td>Fall 2</td>
</tr>
</tbody>
</table>

*If you are working towards more than one sp ed license, you take SPED 5107 for the first license and ED 5840 (1cr) for each additional license.*
A Master in Special Education Degree is optional with additional coursework (ED6100, ED6750 and ED 6850). If you are interested in a Master's Degree in Special Education, please see in addition to obtaining your license please see:
https://www.bemidjistate.edu/academics/graduate-studies/masters-programs/msped/

<table>
<thead>
<tr>
<th>Institution where course was taken</th>
<th>Course number and title</th>
<th>Term</th>
<th>Grade</th>
<th>Credit</th>
<th>Replaces BSU course number and title</th>
<th>Credit</th>
<th>Official Transcript</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Date when Form 6 was approved:**

**Field Experiences**

List information about field experiences completed in each of the required courses. The field experiences must be completed in settings for and with students qualified for services in the licensure area you are pursuing.

<table>
<thead>
<tr>
<th>Name of School</th>
<th>District Number</th>
<th>Licensure Area</th>
<th>Grade Level(s)</th>
<th>Dates Ranges (from-to)</th>
<th>Mild Moderate Severe</th>
<th>SPED course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Other**

List and explain coursework and/or field experiences that deviate from the designed program:

Initial plan shared with candidate: ________ Date: ________ Signature ________________________________

Completed program verification: ________ Date: ________ Signature ________________________________

Before you can apply for your initial sped license, you must pass the MTLE Special Education Core Skills. You can find information about how to add a sped license to your existing license at this site:
http://www.bemidjistate.edu/academics/departments/professional-education/applying/#addition
## Licensure and MSpEd Degree Comparison

### BSU Sp Ed Licensure Program and BSU M Sp Ed Degree Program: Comparison of Requirements

<table>
<thead>
<tr>
<th>Sp Ed Licensure Program</th>
<th>M Sp Ed Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you have completed the licensure program, you can be recommended for a sp ed license</td>
<td>When you have completed the M Sp Ed Degree program, you will have a Master degree in special education, but not a license. You can obtain a sp ed license by completing the additional courses required in the licensure program.</td>
</tr>
</tbody>
</table>

**Note:** The Sp ed Licensure Program, by itself, does not provide you with a Master degree. The M Sp Ed degree program, by itself, does not provide you with a teaching license.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching license, completed teaching degree program or if you do not have a teaching degree, completed ED 3/5100, Ed 3/5110 and Ed 3/5350.</td>
<td>BA or BS degree</td>
</tr>
</tbody>
</table>

**Note:**

If you do not have a teaching license, you must complete Standards of Effective Practice (SEP) courses, all required courses in the sp ed licensure program and student teach in order to be recommended for a sp ed license.

<table>
<thead>
<tr>
<th>Application</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply for Graduate Special Student Status</td>
<td>Apply for acceptance into the M Sp Ed Degree Program</td>
</tr>
</tbody>
</table>

**Note:**

You can start to take sp ed licensure courses at the graduate level as a Graduate Special Student and apply for acceptance into the M Sp Ed program before you have completed 10 graduate credits. You can bring up to 10 graduate credits into the M Sp Ed Degree program (no undergraduate credits will transfer!).

<table>
<thead>
<tr>
<th>Courses</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 3/5600 First Course!</td>
<td>SPED 5600 First Course!</td>
</tr>
<tr>
<td>SPED 3/5650</td>
<td>SPED 5650</td>
</tr>
<tr>
<td>SPED 3/5655</td>
<td>SPED 5655</td>
</tr>
<tr>
<td>SPED 4/5715</td>
<td>SPED 5715</td>
</tr>
<tr>
<td>SPED 3/5105</td>
<td></td>
</tr>
<tr>
<td>ED 3/5201</td>
<td>ED 5201</td>
</tr>
<tr>
<td>SPED 3/5620 or SPED 3/5630 or SPED 3/5660</td>
<td>SPED 5620 or SPED 5630 or SPED 3/5660</td>
</tr>
<tr>
<td>SPED 6603</td>
<td>SPED 6603</td>
</tr>
<tr>
<td>SPED 6608</td>
<td>SPED 6608</td>
</tr>
<tr>
<td>SPED 3/5106</td>
<td></td>
</tr>
<tr>
<td>SPED 6605</td>
<td>SPED 6605</td>
</tr>
<tr>
<td>SPED 6620 or SPED 6630 or SPED 6660</td>
<td>SPED 6620 or SPED 6630 or SPED 6660</td>
</tr>
<tr>
<td>SPED 3/5107</td>
<td></td>
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<tr>
<td></td>
<td>ED 6100</td>
</tr>
<tr>
<td></td>
<td>ED 6750</td>
</tr>
<tr>
<td></td>
<td>ED 6850</td>
</tr>
</tbody>
</table>

Take and pass the MTLE Sp Ed Core Standards test. Complete and submit licensure application. Student teaches if you do not already have a teaching degree. Complete and present a project at an acceptable level of mastery.
Master of Special Education (MSpEd)

The Master of Special Education is a 36-credit degree that emphasizes application of theory to practice through field experiences completed throughout the program. Twenty-nine of the 36 credit hours required for the Master of Special Education degree are based on the Council of Exceptional Children (CEC) Professional Standards and the Minnesota Special Education Licensure Standards. The remaining seven credit hours are research-based and facilitate the planning for and development of an application project. The degree can be completed in eight semesters/sessions. Applications are accepted on an ongoing basis and the degree program can be started fall and spring semesters.

Standard 1: Learner Development and Individual Learning Differences
SPED 5600 Study of the Learner with Special Needs (3 cr)
SPED 5620 Teaching the Learner with Specific Learning Disabilities I (3 cr)
or
SPED 5630 Teaching the Learner with Emotional Behavioral Disorders I (3 cr)
or
SPED 5660 Teaching the Learner with Autism Spectrum Disorder I (3 cr)

Standard 2: Learning Environments
SPED 5715 Curriculum Techniques with Special Populations (3 credits)

Standard 3: Curricular Content Knowledge
SPED 6603 Math Difficulties: Diagnosis and Intervention (3 cr)
SPED 6608 Reading Difficulties: Diagnosis and Intervention (3 cr)

Standard 4: Assessment
SPED 6605 Due Process in Special Education II: Assessment and Reporting (3 cr)
SPED 3/5107 Professional Practice (2 cr)

Standard 5: Instructional Planning and Strategies
SPED 6620 Teaching the Learner with Specific Learning Disabilities II (3 cr)
or
SPED 6630 Teaching the Learner with Emotional Behavioral Disorders II (3 cr)
or
SPED 6660 Teaching the Learner with Autism Spectrum Disorders II (3 cr)

Standard 6: Professional Learning and Ethical Practice
SPED 5655 Due Process in Special Education I: Individual Education Planning (3 cr)

Standard 7: Collaboration
SPED 5650 Collaborative Techniques for Special Educators (3 credits)

Professional Application
ED 6100 Educational Research I (3 cr)
ED 6750 Educational Research II (2 cr)
ED 6850 Educational Research III (2 cr)

Total credit hours required for the MSpEd degree: 36

School of Graduate Forms required for the Master of Special Education

Form 1 Application: completed when applying for acceptance into the program
### Special Education Course Rotation Schedule

<table>
<thead>
<tr>
<th>Course</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
<th>Fall Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 3105/5105  Professional Practice I</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SPED 3106/5106  Professional Practice II</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SPED 3107/5107  Professional Practice III Summative Assessment</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ED 3201/5201  Language Arts I</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>SPED 3600/5600  Study of the Learner with Special Needs</td>
<td>X, X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SPED 3620/5620  SLD I</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>SPED 3630/5630  EBD I</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>SPED 3650/5650  Collaborative Techniques for Special Educators</td>
<td>X</td>
<td>X, X</td>
<td></td>
</tr>
<tr>
<td>SPED 3655/5655  Due Process I: IEP</td>
<td>X</td>
<td>X, X</td>
<td></td>
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<tr>
<td>SPED 3660/5660  ASD I</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>SPED 3665/5665  Social Skills</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>SPED 4715/5715  Curriculum Techniques with Special Populations</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>SPED 6603  Math Difficulties and Intervention</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>SPED 6605  Due Process II: Assessment</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SPED 6608  Reading Difficulties and Intervention</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SPED 6620  SLD II</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 6630  EBD II</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 6660  ASD II</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 6930. (ADD-ON license)  Advanced Strategies  (Experimental Course: 3 semesters)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ADD-ON License:  SPED 5620/5530/5660  SLD/EBD/ASD</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADD-ON License:  SPED 6620/6630/6660  SLD/EBD/ASD</td>
<td></td>
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<td>X</td>
</tr>
</tbody>
</table>

*X = sections specific for DAPE*
**Form 2** Application for Admission to Candidacy: completed with your advisor as soon as possible after admission to the program. This form functions as a plan of study for the master degree.

**Form 3** Graduate Project and Presentation Proposal Approval: This form is submitted together with your completed proposal to your committee for approval. The proposal is expected completed while taking the second research course, ED 6750.

**Form 4** Application for Graduation: This form should be submitted to the School of Graduate Studies the semester before you plan to complete the degree requirements. It is recommended that it is submitted as soon as you have received confirmation from the School of Graduate Studies that your proposal and Form 3 are approved. An academic curriculum vita is submitted at the same time.

**Form 5** Applied Master Project and Presentation Final Approval: This form is submitted together with your final paper (proposal and project) to your committee for approval. The project is expected completed while you take the last research course, ED 6850.

**Form 6 (not required)** is used to apply for changes to your approved program, changes to the membership on your committee, extension of time to complete degree requirements, and any other change that affects your master program.
Special Education Internship

Bemidji State University and Bemidji Area Schools have a partnership where teacher candidates are able to work in the school system as an intern while going to school with an education focus. The following information explains the program expectations and requirements for teacher candidates.

GOALS:
1. Provide Bemidji Area Schools with personnel who have an understanding of special education, due process, and instruction to assist special education teachers.
2. Provide an opportunity for BSU students preparing to be special education teachers to experience the special education process.

RATIONALE:
In 1993, Bemidji Area Schools and Bemidji State University developed a special education internship program that is mutually beneficial to both parties. The program provides Bemidji Area Schools with additional highly trained staff and gives the University an opportunity to provide on-the-job experience for students.

Special education teachers are required to conduct a variety of tasks beyond teaching during the school day. These include developing individual education plans (IEPs), conducting periodic reviews, assessing student performance, and managing student behavior. Because of these additional tasks, many special education teachers have limited time for direct instruction of students. In order to alleviate this problem, many school systems have hired educational assistants to help with some of these tasks. However, educational assistants are limited in what they are trained to do. Educational assistants help special education teachers manage behavior and assist with instruction, but they do not assess student needs, develop IEPs, or conduct periodic reviews. University interns, because of their specialized training, can perform some of these duties while under the direction of a licensed special education teacher. This provides the school district with another individual in the classroom who is more qualified than an educational assistant to carry out these additional tasks.

A special education internship program provides the University with an opportunity to involve students in more than just formal classroom preparation. It provides students with a variety of experiences that they will be performing as licensed special education teachers. The internship program can be tailored to the individual needs of the students and provide them with practical application of the theory presented in class. With the current emphasis on both job related experience and university/school cooperative ventures, an internship program provides both.

SCHOOL DISTRICT RESPONSIBILITIES:
1. Designate one staff member as the school liaison for the program.
2. Provide diverse settings and experiences for interns.
3. Develop a job description for the University interns.
4. Communicate any concerns about the internship program or individual interns to the SPED Intern Program Coordinator, Bemidji State University.
5. Meet with University officials on a periodic basis to review the internship program.

UNIVERSITY RESPONSIBILITIES:
1. Designate one faculty member as the SPED Intern Program Coordinator who serves as the University liaison for the program.
2. Recommend to the designated school district official the names of internship candidates who qualify for the internship positions.
3. Communicate to the designated school district official any concerns about the internship program or individual interns.
4. Meet with the designated school district official on a periodic basis to review the internship program.
PROGRAM PARTNERS:
1. The special education intern’s minimal competencies will be determined by Bemidji Area Schools before they enter the program.
2. Bemidji Area Schools, in conjunction with the University, will identify tasks that interns must perform to meet the needs of the district. These tasks may be in the areas of paperwork, assessment, instruction, or behavior management.
3. Bemidji Area Schools acknowledges that University interns may use the intern experience to meet the field experience requirements of some University special education classes.

HIRING CONDITIONS:
The University Special Education Intern Program will hire interns under the following conditions:
1. Graduate level candidates for intern positions must be enrolled in the BSU special education graduate program.
2. Undergraduate level candidates for intern positions must have completed ED 3350, Pedagogy: Planning Instruction, to be eligible for the program.
3. Candidates must have completed or be enrolled in SPED 3600 or SPED 5600, Study of the Learner with Special Needs.
4. While working as an intern, the candidate must be continually enrolled in at least one BSU special education course per semester.

HIRING PROCEDURES:
The following procedures will be followed regarding hiring University interns:
1. The designated school district official will contact the SPED Intern Program Coordinator regarding the number of intern positions available.
2. The SPED Intern Program Coordinator will screen potential candidates for the intern program and provide the school district with the names of potential interns. Candidates must have a minimum GPA of 3.0 for admission into the intern program.
3. School district personnel will interview potential candidates and make decision about hiring and placement.
4. The designated school district official will inform the SPED Intern Program Coordinator about who is hired for intern positions, where they will be placed, and with whom they will be placed.

CONDITIONS OF EMPLOYMENT FOR UNIVERSITY INTERNS:
1. Assignments will be made and evaluated every semester. Continued employment for more than one semester will depend on the need for the intern assignment, the availability of funding, and the performance of the intern. The decision to continue the employment of an intern for subsequent semesters will be made by the school district administration. The SPED Intern Program Coordinator will be notified if the employment of any intern is discontinued.
2. Interns may participate for a maximum of four University semesters (two years).
3. Interns may be placed at various sites in order to provide the greatest range of experiences possible.
4. Interns must be concurrently taking BSU special education courses while working in the internship. Individuals not concurrently taking courses will have their intern assignments with the school district discontinued.
5. Interns may be hired for up to seven hours per day. Length of the employment day will be dependent upon school district needs and University requirements. Minimum on-site involvement for the intern should be two (2) hours/day or 10 hours/week.
6. An intern’s hourly salary will be determined as follows:
   • One-half of a beginning teacher’s salary at the BA level divided by 182 days and again by seven (7) hours a day.
   • Interns will not receive benefits such as health insurance or sick leave.
   • Interns will be notified of days they are to work at the time they are hired.
7. Liability insurance coverage shall be provided to interns in the same manner that coverage is provided to other school district employees.
8. Interns are required to follow all School Board Regulations and District Administrative Procedures.
9. Concerns that interns have regarding employment should be directed to Bemidji Area Schools Director of Special Education or Director of Human Resources.
Department of Professional Education  
Special Education Internship Program Basic Information

Name:___________________________________________________________________________________

Home Phone Number:____________________ Work Phone Number: ____________________________

Address:________________________________ Email: _________________________________________

Educational Goal (Check all that apply) Age group interested in (number in order of preference):

❑ SLD Licensure
❑ EBD Licensure
❑ ASD License
❑ Master Of Special Education
❑ Elementary Education

❑ Pre-K
❑ Elementary (K-5)
❑ Middle School (6-8)
❑ High School (9-12)

Note: Include Transcript and Resume with Application

❑ Met BSU’s Special Education Internship Program Requirements
❑ Does not meet BSU’s Special Education Internship Program Requirements

BSU Course Schedule:

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10:00 am</td>
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<tr>
<td>11:00 am</td>
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<td>12:00 pm</td>
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<td>3:00 pm</td>
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</tbody>
</table>

Times Available in Bemidji School District:

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>8:00 am</td>
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Department of Professional Education
Special Education Internship Program
Form to request additional hours

Name: ____________________________________________________________________________

Home Phone Number: __________________________ Work Phone Number: __________________

Address: __________________________________________ Email: __________________________

This form must be submitted two weeks prior to dates and hours requested.

Additional Hours Requested for specific time period: __________________________________________

Reason for short term change in schedule: ________________________________________________

____________________________________________________________________________________

Use of Intern in the classroom; duties/activities that they will be engaged in during this additional time:

____________________________________________________________________________________

____________________________________________________________________________________

Additional Times Available to work at school site:

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ESY (Extended School Year)
This is held in the month of July for 4 days a week for 3 weeks from 8 am – 1 pm.

Signatures required by:

Intern: ____________________________________________________________________________

Sped Teacher: ______________________________________________________________________

Principal: _________________________________________________________________________

Special Ed. Director: __________________________________________________________________

Date approved by Special Ed. director: ________________________________________________