



BEMIDJI
STATE UNIVERSITY

SPECIAL *EDUCATION*

Autism Spectrum Disorder
Emotional Behavioral Disorder
Specific Learning Disability
Master of Special Education
Certificate in Special Education
Developmental Adaptive
Physical Education



2022-23 Student Handbook



MINNESOTA STATE

Bemidji State University,
A member of Minnesota State

WELCOME

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/>

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 office in Deputy Hall, Rm. 313.

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 2022-23

<https://www.bemidjistate.edu/academics/affairs/academic-calendars/>

BSU Student Guide & Planner

<http://globaldatebooksonline.com/flipbooks/bem/>

A Reference Accommodation Handbook for Students with Disabilities

<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/>

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/>.

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/>.

Computer Support (on-and-off campus): Computer support services can be accessed by calling (218) 755-3777. See <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/>

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/>

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 forentry into graduate or professional school. Interested persons should contact TRIO/SSS. <http://www.bemidjistate.edu/students/services/trioss/>

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/>

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/>

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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.

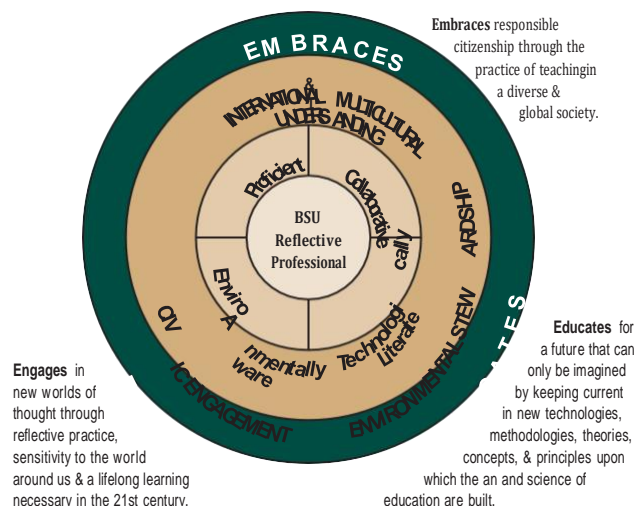
Conceptual Framework: The Department of Professional Education has developed a Conceptual Framework which is described in full on the website. <https://www.bemidjistate.edu/academics/departments/professional-education/about/conceptual-framework/>

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.

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

Conceptual Framework: Teacher as Reflective Professional



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.

Bemidji State University Professional Education 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](#) (HLC).

In addition to the HLC accreditation, all teacher education programs at Bemidji State University are fully accredited through Association for Advancing Quality in Educator Preparation (AAQEP). The AAQEP is a national recognized program in teacher preparation excellence. <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/>

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>

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 class- room. 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 the 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@bemidjstate.edu

SL&L: SL&L 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 SL&L for the following:

- Document your Field Experience
- Submit Plan of Study
- Submitting Key Assignments as directed by your instructor

For more information contact:
Amanda Chesley
Office/Department:
Arts, Education, and Humanities, College of
Location: Bensen Hall 324
Phone: (218) 755-3747
Email: amanda.chesley@bemidjstate.edu

New SL&L accounts and semester courses will be created the third week of the semester. Please view the SL&L Video Guides for Students on BSU’s website to learn how to login and submit items:
<https://www.bemidjstate.edu/academics/departments/professionaleducation/taskstream/sl-video-guides-for-students/>

SL&L Directions:

Please refer to the "SL&L Guide for Students" pdf document available in your course shells.

We also have video guides for students on BSU's

website: <https://www.bemidjistate.edu/academics/departments/professional-education/taskstream/sll-video-guides-for-students/>. If students have technical questions, please direct them to the video guide and/or Amanda Chesley.

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.

Which Bemidji State University Professional Education Program will help me to meet my goals?

I have a Minnesota teaching license but it's not in special education.



My goal is to pursue a **license in special education**



You should apply to the **School of Graduate Studies for Special Education.**

<https://www.bemidjistate.edu/academics/graduate-studies/masters-programs/msped/>

I have an undergraduate and/or graduate degrees in an area other than education.



My goal is to **obtain a teaching license.**



You should apply to the **Bemidji State University FasTrack Program.**

<https://www.bemidjistate.edu/academics/departments/professional-education/fastrack/>

I have a Minnesota teaching license in special education.



My goal is to add another special education license



You should apply to the **School of Graduate Studies for Special Education.**

<https://www.bemidjistate.edu/academics/graduate-studies/masters-programs/msped/>

FOR MORE INFORMATION
PLEASE CONTACT:
Special Education Coordinator
Miriam White
BENSEN HALL #321
PHONE: 218.755.3744



BEMIDJI
STATE UNIVERSITY

TIER 1 & 2 LICENSURE 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 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 EXCEPT CTE OR CP

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.

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 SPED 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 SPED edTPA in their licensure area during student teaching. Educational concepts related to what is measured in the SPED edTPA are embedded throughout BSU programs so that candidates may feel assured as they go into student teaching that they are prepared for the SPED edTPA.

During student teaching, the SPED edTPA is completed in the classroom. In addition to support throughout the program related to the SPED edTPA, webinars are provided during student teaching to guide the candidates through the SPED edTPA process. <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
 - MTLE Content Area Tests (these vary by content) please see the MTLE site for specific tests:
http://www.mtle.nesinc.com/PageView.aspx?f=GEN_Tests.html
- 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>

SECTION III: PLAN OF STUDY AND COURSE WORK

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 *FastTrack/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 Conventional Special Education Program. If you are obtaining your initial teaching license and it is in Special Education, you are in the FastTrack/ SPED Program.

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 6640 Advanced Strategies for Special Populations (3 cr) OR 5107 Professional Practice III (2 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 6640 Advanced Strategies for Special Populations (3 cr) OR 5107 Professional Practice III (2 cr)

Transferring coursework from another University for licensure:

Utilizing one of the following forms:

Basic SPED transfer document: <https://www.bemidjistate.edu/mybsu/wp-content/uploads/sites/2/2017/11/2020-SubstituteTransfer-Equivalency.pdf>

FasTrack transfer document: attached

Form 6 for Master's program: <https://www.bemidjistate.edu/academics/graduate-studies/wp-content/uploads/sites/23/2019/08/Graduate-Course-Equivalency.pdf>

1. Candidates must provide an official transcript from their previous university to the Special Education Coordinator when they apply to the program.
2. Requests are submitted to the Special Education Coordinator who will then either evaluate or delegate to the appropriate licensure specialist and will forward them the transcript and syllabus for review and approval.
3. Candidates must submit transfer course syllabus that includes standards, field experience requirements, and number of hours.
4. Once the transfer course is approved, it will be documented on the student plan of study.

Master's program

Can only transfer 10 credits (max 12)

Form 2

Substituting or Transferring

You may either substitute or transfer a total of up to 10 credits from another university.

- a) Only **graduate** credits from an accredited university may be accepted.
- b) Coursework must have been completed within the past 7 years.
- c) We may substitute within our program.
- d) Depending on the student's previous coursework we may substitute BSU graduate coursework for previously taken undergrad or graduate coursework. This is to provide an alternative for prior courses taken.

For example, we may substitute SPED 6640 for SPED 5600 if the student had previously taken the course or a similar course to SPED 5600 at the undergrad level or had taken a version of this class prior to the 7-year limit.

DAPE: Here collaboration between the DAPE coordinator and SPED coordinator will happen to address the different courses

BEMIDJI STATE UNIVERSITY
Records & Registration Office
 Deputy Hall, Room 101, #12
 1500 Birchmont Dr.
 Bemidji, MN 56601
 218/755-2020 Fax: 218/755-4409
 records@bemidjistate.edu

Substitute/Transfer Course Equivalency

Complete a separate form for each major / area of emphasis / liberal education / minor / licensure endorsement and for each college.

Name: _____ **BSU ID/Star ID:** _____ **Date:** _____

Note: Once processed, a copy of this form will be mailed to your BSU student email account for your records.

This equivalency form is for courses taken at: _____
 (Specify name & location of institution)

This equivalency form will be used for my major, lib ed, minor, or endorsement (check one only and identify):

Catalog Used

_____ **Major:** _____
 _____ **Area of Emphasis:** _____
 _____ **Liberal Education** (transfer only): _____
 _____ **Minor:** _____
 _____ **Licensure Endorsement:** _____

Do you have Grad Plans submitted to Records Office: <input type="checkbox"/> YES <input type="checkbox"/> NO _____
--

Substitute/Transfer Course(s):

Transfer Subject	Transfer Course No.	Substitution/Transfer Course Title	Period Taken	Grade Rec'd	Credits Rec'd

To be used in place of:

BSU Subject i.e. ACCT	BSU Course i.e. 1101	Course Title i.e. Principles of Accounting I	Credits i.e. 3

Signature of Advisor: _____ Recommendation: Approval Denial

Signature of Dept. Chair: _____ Recommendation: Approval Denial

****Attention Department Chairs:**

A DARS equivalency won't automatically be created from this form. If you would like this equivalency to be a permanent exception for all students, email records@bemidjistate.edu with the subject of DARS RULE CREATION and indicate the equivalency you would like added in the body of the email.

COMMENTS:

For Office Use ONLY

Records: _____ **DARS:** _____ **Sent:** _____
 _____ Date _____ Initials _____ Date _____ Initials _____
Recommendation: Approval Denial

Bemidji State University – Department of Professional Education
Course Substitution Form
For FasTrack Use ONLY

Name: _____ Student ID: _____ Date: _____

Cohort Number: _____ Desired License _____

This equivalency evaluation is for courses taken at*: _____
 (University Name and Location)

Official transcripts must be on file for all content courses.

- For MN State courses, email Graduate Studies (grad@bemidjistate.edu) and state the following: “I am FasTrack teacher education student, can you pull my MN State transcripts from this university _____ and upload to ImageNow? Since, I am a FasTrack student, you do not need to review the transcripts. I need them in my file for teacher licensure purposes”. In your email to Graduate Studies include your name and tech ID.
- For non-MN State courses, request that the institution forward your official transcript to BSU.

<i>Substitute Course(s):</i>					
<i>Dept.</i>	<i>Course No.</i>	<i>Course Sub Title</i>	<i>Credits</i>	<i>Sem/Year Taken</i>	<i>Grade</i>

<i>To be used in place of BSU Course(s):</i>			
<i>Dept.</i>	<i>Course No.</i>	<i>Course Sub Title</i>	<i>Credits</i>

The course substitutions above must have been approved prior to completing the course by the appropriate Content Coordinator.

I agree that the course has been completed and has been approved as a viable course substitution.

Content Coordinator’s Signature: _____ Date: _____

After this form is signed. Student:

- 1) Please upload signed form to advising folder in Taskstream.
- 2) Please also save a signed copy for your own records.
- 3) Before teacher license application process is started, all official transcripts must be on file for all content courses.

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 15- 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. Prerequisites: Current teacher license or completion of a teaching degree or completion of ED 5100, ED 5110. 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 typically taken during the program's third semester. Prerequisites: SPED 5600, SPED 5105, if you are taking this out of order you need the 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. The fourth Key Assessment 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 the Key Assessment are required. Prerequisites: SPED 5105, SPED 5106, and all other special ed. coursework, if you are taking this out of order you need the 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 10-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 if you are taking this out of order you need the consent of instructor. Co-requisite: SPED 5105 (Exempt: Developmental Adaptive Physical Education (DAPE) program.) The first Key Assessment is in this course.

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. The second Key Assessment is in this course for students getting their SLD license. A 15-hour approved field experience at the K-6 level is required. Prerequisites: SPED 5600; if you are taking this out of order you need the 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. The second Key Assessment is in this course, for students getting their EBD license. A 15-hour approved field experience at the K-12 level is required. Prerequisites: SPED 5600; if you are taking this out of order you need the 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. Prerequisites: SPED 5600; if you are taking this out of order you need the 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. Prerequisites: SPED 5600; if you are taking this out of order you need the 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 second Key Assessment is in this course for students pursuing their ASD license. The course material covers birth through the age of 21 and requires 15 hours of field experience with students Prek-12. Prerequisites: SPED 5600; if you are taking this out of order you need the 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 is required for the ASD license but can be taken as an elective for the other licensure areas. The course requires 10 hours of field experience with students in K-12. Prerequisites: SPED 5600; if you are taking this out of order you need the 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 15-hour approved field experience at the 6-8 grade level is required. Prerequisites: SPED 5600; if you are taking this out of order you need the consent of instructor.

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 20-hour approved field experience at the 5-8 level is required. Prerequisites: SPED 5600; if you are taking this out of order you need the 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. The third Key Assessment is in this course. Prerequisites: SPED 5600 if you are taking this out of order you need the 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 15-hour approved field experience at the 5-8 grade level is required. Prerequisites: SPED 5600 if you are taking this out of order you need the 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, if you are taking this out of order you need the 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 15-hour approved field experience at the K-12 level is required. Prerequisites: SPED 5600, SPED 5630 if you are taking this out of order you need the consent of instructor.

SPECIAL EDUCATION COURSE DESCRIPTIONS (continued)

6640 ADVANCED STRATEGIES (3 credits) This is a graduate elective course where students, using scientifically based research strategies, learn to identify the characteristics of teacher-student interactions and design curricular interventions that address socio-emotional interactions, classroom organization and management, as well as instructional support to accommodate diverse learners in reading, writing, mathematics, and social skills. This course is designed to augment the field experiences done throughout the program. Its goal is to ensure that the standards listed within the field experiences are met for a licensed special educator adding an additional special education license. This course requires a 15-hour approved clinical experience that includes developing an individual application project in collaboration with a supervising teacher licensed in the area the student is seeking licensure in.

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 15 hours field experience B-21 with an emphasis on moderate to severe ASD. Prerequisites: SPED 5600, SPED 5660 if you are taking this out of order you need the consent of instructor.

Overview of Field Experiences in SPED courses

Course	Field Experience Assignments	Grade level	Severity
ED 3/5201 Language Arts I	Work one-on-one with primary students Working on LA skills. 15 hours of field experience	Primary (Grades 2-3)	Mild/mod
SPED 3/5600 Study of the Learner	Observe in different settings and at different levels. 10 hours of field experience	Elem. (k-6) Middle (5-8) High School (9-12)	Mild/mod./ severe
SPED 3/5620 SLD I	Work in a resource setting with a elementary-grade student who qualifies for SLD services 15 hours of field experience	Elem. (k-6)	Mild/mod.
SPED 3/5630 EBD I	observe in a Level 4 EBD setting; administer formal and informal assessments; complete structured observations. 15 hours of field experience.	Elem. (k-6) Middle (5-8) High School (9-12)	Mild/mod./ severe
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. birth-5 and k-6 focus 15 hours of field experience.	Pre-k Elem. (k-6) Middle (5-8) High School (9-12)	Mild/mod.
SPED 3/5665 Social Skills	Complete the "Planning and Learning" section of the Sped edTPA 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. 15 hours of field experience.	Elem. (k-6) Middle (5-8)	Mild/mod.
SPED 4/5715 Curriculum Techniques	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. 15 hours of field experience.	Middle (5-8)	Mild/mod.
SPED 6603 Math Difficulties	Develop and implement an intervention program for a student experiencing diagnosed difficulties in math. 15 hours of field experience.	Middle (5-8)	Mod/Severe
SPED 6608 Reading Difficulties	Develop and implement an intervention program for a student experiencing diagnosed difficulties in reading. 15 hours of field experience.	Middle (5-8)	Mod/Severe
SPED 6620 SLD II	Teach three specific SIMS strategies in the classroom. 15 hours of field experience.	High School (9-12)	Mod/Severe
SPED 6630 EBD II	Apply behavior modification techniques 15 hours of field experience.	Elem. (k-6) Middle (5-8) High School (9-12)	Mild/mod./ severe
SPED 6660 ASD II	Examine how to teach skills in the classroom across ages and stages. Examine how to plan for transition needs and	B- Pre-k Elem. (k-6) Middle (5-8) High School (9-12)	Mild/mod./ severe

	services. Develop lesson plans based upon individual needs. <i>15 hours of field experience.</i>		
SPED 6640 Advanced Strategies	Meet with the mentor teacher to discuss attainment of standards. Completion of the SPED edTPA <i>15 hours of field experience</i>	Middle (5-8)	Mild/mod./severe
SPED 5107 Professional Practice III	Meet with mentor teacher to discuss attainment of standards. Completion of the SPED edTPA <i>15 hours of field experience</i>	Middle (5-8)	Mild/mod./severe

Bemidji State University Professional Education Department		
PLAN OF STUDY FOR SPECIAL EDUCATION Conventional Program - Fall Start: Initial Special Education license* Category of license: SLD, EBD or ASD		Licensure Area: MN File Folder Number: Expiration:

Name: _____ **BSU ID Number:** _____ **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.**

Email: _____ **Phone Number:** _____

Course #	Course Name	Credit	Semester/Year	Grade
SPED 5105	Professional Practice I	1	Fall 1	
SPED 5600	Study of the Learner with Special Needs	3	Fall 1	
SPED 5715	Curriculum Techniques with Special Populations	3	Fall 1	
SPED 5650	Collaborative Techniques for Special Education	3	Spr 1	
SPED 5655	Due Process I: IEP	3	Spr 1	
ED 5201	Language Arts I	3	Sum 1	
SPED 6603	Math Difficulties: Diagnosis and Intervention	3	Sum 1	
SPED 5665	Social Skills <i>(Required for ASD Licensure only)</i>	3	Sum 1	
SPED 5106	Professional Practice II	1	Fall 2	
SPED 6608	Reading Difficulties: Diagnosis and Intervention	3	Fall 2	
Choose one: SPED 5620 SPED 5630 SPED 5660	<i>Choose the course that represents the licensure you are pursuing:</i> SLD I EBD I ASD I	3	Fall 2	
Choose one: SPED 6620 SPED 6630 SPED 6660	<i>Choose the course that represents the licensure you are pursuing:</i> SLD II EBD II ASD II	3	Spr 2	
SPED 5107	Professional Practice III	2	Spr 2	
SPED 6605	Due Process II: Assessment and Reporting	3	Spr 2	

If you are adding another Special Education license, you MUST use the "Already Licensed" POS.

See: <http://www.bemidjistate.edu/academics/departments/professional-education/applying/#addition>

FIELDWORK DOCUMENTATION SPECIAL EDUCATION – This chart may not be in the same order as the courses above.

Course #	Course Title	FE Hours	Grade Level(s)	License Area	District #	School(s)	Date Ranges (from-to) mm-dd-yy	MILD	MODERATE	SEVERE
SPED 5600	Study of the Learner with Special Needs	3	Elem. (K-6)							
		3	Mid. (5-8)							
		3	HS (9-12)							
SPED 5715	Curr. Techniques	15	Mid. (5-8)							
ED 5201	Language Arts I	15	Elem. (K-6)							

Only complete the one row that represents the licensure you are pursuing, leave the other 2 rows blank:

SPED 5620	SLD I	15	Elem. (K-6)							
SPED 5630	EBD I	5	Elem. (K-6)							
		5	Mid. (5-8)							
		5	HS (9-12)							
SPED 5660	ASD I	5	Elem. (K-6)							
		5	Mid. (5-8)							
		5	HS (9-12)							
SPED 5665	Social Skills	5	Elem. (K-6)							
		5	Mid. (5-8)							
		5	HS (9-12)							

Only complete the one row that represents the licensure you are pursuing, leave the other 2 rows blank:

SPED 6620	SLD II	15	HS (9-12)							
SPED 6630	EBD II	5	Elem. (K-6)							
		5	Mid. (5-8)							
		5	HS (9-12)							
SPED 6660	ASD II	5	Elem. (K-6)							
		5	Mid. (5-8)							
		5	HS (9-12)							
SPED 6603	Math Difficulties	15	Mid. (5-8)							
SPED 6608	Reading Difficulties	15	Mid. (5-8)							
SPED 5107	Prof. Prac. III	10	Mid (5-8)							

List any transfer coursework

Institution where course was taken	Course # and Title	Term/Year	Grade	Credit	Replaces BSU Course # and Title	BSU Credit	Official Transcript

*If you are adding another Special Education license, you MUST use the “Already Licensed” POS.

See: <http://www.bemidjistate.edu/academics/departments/professional-education/applying/#addition>

Testing (MTLE) Special Education (core tests)-test codes 201 and 202)* Before you can apply for your initial Special Education license, you must pass the MTLE Special Education Core Skills See hyperlink below for additional information

Have you taken all of the MTLE required tests? _____ If not, when do you plan to take the tests? _____

https://mn.gov/pelsb/assets/Special%20Education%20Teacher%20Licensure%20Testing%20Information_tcm1113-362695.pdf

*Before registering for the tests, verify the test code numbers as they may change-updates are available on the PELSBS page

Licensing Requirements

Online Request Licensure Documentation form? <https://www.bemidjistate.edu/academics/departments/professional-education/licensing/request-licensure-documentation/>

You will complete this form to request Enrollment Letters, Section 9's, Section 6's, as well as Out of State recommendations from our BSU licensing agent.

You will need to have your Plan of Study verified and signed when you submit the needed documents to BSU-Teaching. License teaching.license@bemidjistate.edu

Verification Documentation:

Initial plan shared with candidate: _____ Date: _____ Signature _____

Completed program verification: _____ Date: _____ Signature _____

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/>

**If you are adding another Special Education license, you MUST use the "Already Licensed" POS.*

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Bemidji State University Professional Education Department	
PLAN OF STUDY FOR SPECIAL EDUCATION Conventional Program - Spring Start: Initial Special Education license* Category of license: SLD, EBD or ASD	Licensure Area: MN File Folder Number: Expiration:

Name: _____ **BSU ID Number:** _____ **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.**

Email: _____ **Phone Number:** _____

Sequence of Required Special Education/Education Course Work				
<i>Courses must be taken in the order listed below. A grade of C or better is required in each course.</i>				
<i>Courses must be taken in the order listed below. A grade of C or better is required in each course.</i>	Course Name	Credit	Semester/Year	Grade
SPED 5105	Professional Practice I	1	Spr 1	
SPED 5600	Study of the Learner with Special Needs	3	Spr 1	
SPED 5650	Collaborative Techniques for Special Education	3	Spr 1	
SPED 5655	Due Process I: IEP	3	Sum 1	
ED 5201	Language Arts I	3	Sum 1	
SPED 5665	Social Skills <i>(Required for ASD Licensure only)</i>	3	Sum 1	
SPED 5106	Professional Practice II	1	Fall 1	
SPED 5715	Curriculum Techniques with Special Populations	3	Fall 1	
Choose one: SPED 5620 SPED 5630 SPED 5660	<i>Choose the course that represents the licensure you are pursuing:</i> SLD I EBD I ASD I	3	Fall 1	
Choose one: SPED 6620 SPED 6630 SPED 6660	<i>Choose the course that represents the licensure you are pursuing:</i> SLD II EBD II ASD II	3	Spr 2	
SPED 5107	Professional Practice III	2	Spr 2	
SPED 6605	Due Process II: Assessment and Reporting	3	Spr 2	
SPED 6603	Math Difficulties: Diagnosis and Intervention	3	Sum 2	
SPED 6608	Reading Difficulties: Diagnosis and Intervention	3	Sum 2	

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SPED 5715	Curr. Techniques	15	Mid. (5-8)							
ED 5201	Language Arts I	15	Elem. (K-6)							

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		5	Mid. (5-8)							
		5	HS (9-12)							
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		5	Mid. (5-8)							
		5	HS (9-12)							

Only complete the one row that represents the licensure you are pursuing, leave the other 2 rows blank:

SPED 6620	SLD II	15	HS (9-12)							
SPED 6630	EBD II	5	Elem. (K-6)							
		5	Mid. (5-8)							
		5	HS (9-12)							
SPED 6660	ASD II	5	Elem. (K-6)							
		5	Mid. (5-8)							
		5	HS (9-12)							
SPED 6603	Math Difficulties	15	Mid. (5-8)							
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Bemidji State University Professional Education Department	
PLAN OF STUDY FOR SPECIAL EDUCATION Conventional Program - Summer Start: Initial Special Education license* Category of license: SLD, EBD or ASD	Licensure Area: MN File Folder Number: Expiration:

Name: _____ BSU ID Number: _____ 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.

Email: _____ Phone Number: _____

Sequence of Required Special Education/Education Course Work				
<i>Courses must be taken in the order listed below. A grade of C or better is required in each course.</i>				
<i>Courses must be taken in the order listed below. A grade of C or better is required in each course.</i>	Course Name	Credit	Semester/Year	Grade
SPED 5105	Professional Practice I	1	Sum 1	
SPED 5600	Study of the Learner with Special Needs	3	Sum 1	
SPED 5650	Collaborative Techniques for Special Education	3	Sum 1	
SPED 5715	Curriculum Techniques with Special Populations	3	Fall 1	
Choose one: SPED 5620 SPED 5630 SPED 5660	<i>Choose the course that represents the licensure you are pursuing:</i> SLD I EBD I ASD I	3	Fall 1	
SPED 5655	Due Process I: IEP	3	Spr. 1	
Choose one:SPED 6620 SPED 6630 SPED 6660	<i>Choose the course that represents the licensure you are pursuing:</i> SLD II EBD II ASD II	3	Spr 1	
SPED 5106	Professional Practice II	1	Spr 1	
SPED 6603	Math Difficulties: Diagnosis and Intervention	3	Sum 2	
ED 5201	Language Arts I	3	Sum 2	
SPED 5665	Social Skills <i>(Required for ASD Licensure only)</i>	3	Sum 2	
SPED 6605	Due Process II: Assessment and Reporting	3	Fall 2	
SPED 6608	Reading Difficulties: Diagnosis and Intervention	3	Fall 2	
SPED 5107	Professional Practice III	2	Fall 2	

FIELDWORK DOCUMENTATION SPECIAL EDUCATION – This chart may not be in the same order as the courses above.

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		3	Mid. (5-8)							
		3	HS (9-12)							
SPED 5715	Curr. Techniques	15	Mid. (5-8)							
ED 5201	Language Arts I	15	Elem. (K-6)							

Only complete the one row that represents the licensure you are pursuing, leave the other 2 rows blank:

SPED 5620	SLD I	15	Elem. (K-6)							
SPED 5630	EBD I	5	Elem. (K-6)							
		5	Mid. (5-8)							
		5	HS (9-12)							
SPED 5660	ASD I	5	Elem. (K-6)							
		5	Mid. (5-8)							
		5	HS (9-12)							
SPED 5665	Social Skills	5	Elem. (K-6)							
		5	Mid. (5-8)							
		5	HS (9-12)							

Only complete the one row that represents the licensure you are pursuing, leave the other 2 rows blank:

SPED 6620	SLD II	15	HS (9-12)							
SPED 6630	EBD II	5	Elem. (K-6)							
		5	Mid. (5-8)							
		5	HS (9-12)							
SPED 6660	ASD II	5	Elem. (K-6)							
		5	Mid. (5-8)							
		5	HS (9-12)							
SPED 6603	Math Difficulties	15	Mid. (5-8)							
SPED 6608	Reading Difficulties	15	Mid. (5-8)							
SPED 5107	Prof. Prac. III	10	Mid (5-8)							

List any transfer coursework

Institution where course was taken	Course # and Title	Term/Year	Grade	Credit	Replaces BSU Course # and Title	BSU Credit	Official Transcript

**If you are adding another Special Education license, you MUST use the “Already Licensed” POS.*

See: <http://www.bemidjistate.edu/academics/departments/professional-education/applying/#addition>

Testing (MTLE) Special Education (core tests)-test codes 201 and 202)* Before you can apply for your initial Special Education license, you must pass the MTLE Special Education Core Skills See hyperlink below for additional information

Have you taken all of the MTLE required tests? _____ If not, when do you plan to take the tests? _____

https://mn.gov/pelsb/assets/Special%20Education%20Teacher%20Licensure%20Testing%20Information_tcm1113-362695.pdf

*Before registering for the tests, verify the test code numbers as they may change-updates are available on the PELSB page

Licensing Requirements

Online Request Licensure Documentation form? <https://www.bemidjistate.edu/academics/departments/professional-education/licensing/request-licensure-documentation/>

You will complete this form to request Enrollment Letters, Section 9's, Section 6's, as well as Out of State recommendations from our BSU licensing agent.

You will need to have your Plan of Study verified and signed when you submit the needed documents to BSU-Teaching. License teaching.license@bemidjistate.edu

Verification Documentation:

Initial plan shared with candidate: _____ Date: _____ Signature _____

Completed program verification: _____ Date: _____ Signature _____

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/>

**If you are adding another Special Education license, you MUST use the "Already Licensed" POS.*

See: <http://www.bemidjistate.edu/academics/departments/professional-education/applying/#addition>

Bemidji State University Professional Education Department	<i>TIER 1 OR TIER 2 License (if applicable)</i>
PLAN OF STUDY FOR SPECIAL EDUCATION FasTrack Program - Fall Start Category of license: SLD, EBD or ASD	Licensure Area: MN File Folder Number: Expiration:

Name: _____ **BSU ID Number:** _____ **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.**

Email: _____ **Phone Number:** _____

<i>Sequence of Required Special Education/Education Course Work</i>				
<i>Courses must be taken in the order listed below. A grade of C or better is required in each course.</i>				
Course #	Course Name	Credit	Semester/Year	Grade
ED 5100	Foundations of Education	3	Fall 1	
ED 5110	Educational Psychology	3	Fall 1	
ED 5350	Pedagogy	3	Spr 1	
ED 5780	Adaptations and Management	3	Spr 1	
ED 5140	Human Relations	3	Spr 1	
SPED 5105	Professional Practice I	1	Sum 1	
SPED 5600	Study of the Learner with Special Needs	3	Sum 1	
SPED 5650	Collaborative Techniques for Special Education	3	Sum 1	
<i>Choose one:</i> SPED 5620 SPED 5630 SPED 5660	<i>Choose the course that represents the licensure you are pursuing:</i> SLD I EBD I ASD I	3	Fall 2	
ED 5201	Language Arts I	3	Fall 2	
SPED 5106	Professional Practice II	1	Spr 2	
SPED 5715	Curriculum Techniques with Special Populations	3	Spr 2	
<i>Choose one:</i> SPED 6620 SPED 6630 SPED 6660	<i>Choose the course that represents the licensure you are pursuing:</i> SLD II EBD II ASD II	3	Spr 2	
Health 5400	Health and Drug	2	Sum 2	
SPED 5655	Due Process I: IEP	3	Sum 3	
SPED 6603	Math Difficulties: Diagnosis and Intervention	3	Sum 3	
SPED 5665	Social Skills <i>(Required for ASD Licensure only)</i>	3	Sum 2/3	
SPED 6605	Due Process II: Assessment and Reporting	3	Fall 3	
SPED 6608	Reading Difficulties: Diagnosis and Intervention	3	Fall 3	

<i>List any transfer coursework</i>							
Institution where course was taken	Course # and Title	Term/Year	Grade	Credit	Replaces BSU Course # and Title	BSU Credit	Official Transcript

Testing (MTLE)

Pedagogy (elementary or secondary-test codes 012, 013 or 014, 05)

Special Education (core tests)-test codes 201 and 202)

240 is the passing score on all MTLE tests. See hyperlink below for additional information.

Before you can apply for your initial Special Education license, you must pass the MTLE Special Education Core Skills See hyperlink below for additional information.

Have you taken all of the MTLE required tests?_____ If not, when do you plan to take the tests? _____

https://mn.gov/pelsb/assets/Special%20Education%20Teacher%20Licensure%20Testing%20Information_tcm1113-362695.pdf

*Before registering for the tests, verify the test code numbers as they may change-updates are available on the PELSB page

Licensing Requirements

Online Request Licensure Documentation form? <https://www.bemidjistate.edu/academics/departments/professional-education/licensing/request-licensure-documentation/>

You will complete this form to request Enrollment Letters, Section 9's, Section 6's, as well as Out of State recommendations from our BSUlicensing agent. You will need to have your Plan of Study verified and signed when you submit the needed documents to BSU-Teaching. License teaching.license@bemidjistate.edu

Verification Documentation:

Initial plan shared with candidate:_____Date:_____Signature_____

Completed program verification:_____Date:_____Signature_____

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/>

If you are adding another Special Education license, you MUST use the “Already Licensed” POS.

See: <http://www.bemidjistate.edu/academics/departments/professional-education/applying/#addition>

Bemidji State University Professional Education Department	<i>TIER 1 OR TIER 2 License (if applicable)</i>
PLAN OF STUDY FOR SPECIAL EDUCATION FasTrack Program - Spring Start Category of license: SLD, EBD or ASD	Licensure Area: MN File Folder Number: Expiration:

Name: _____ BSU ID Number: _____ All special education licensure candidates must take and pass the
 Email: _____ Phone Number: _____ MTLE Core Skills for Special Education (Test codes 180 and 181)
 in order to be recommended for licensure.

Sequence of Required Special Education/Education Course Work				
<i>Courses must be taken in the order listed below. A grade of C or better is required in each course.</i>				
Course #	Course Name	Credit	Semester/Year	Grade
ED 5100	Foundations of Education	3	Spr 1	
ED 5110	Educational Psychology	3	Spr 1	
SPED 5105	Professional Practice I	1	Sum 1	
SPED 5600	Study of the Learner with Special Needs	3	Sum 1	
ED 5140	Human Relations	3	Sum 1	
ED 5350	Pedagogy	3	Fall 1	
ED 5780	Adaptations and Management	3	Fall 1	
SPED 5655	Due Process I: IEP	3	Spr 2	
ED 5201	Language Arts I	3	Spr 2	
SPED 5106	Professional Practice II	1	Sum 2	
SPED 6605	Due Process II: Assessment and Reporting	3	Sum 2	
SPED 5650	Collaborative Techniques for Special Education	3	Sum 2	
SPED 6608	Reading Difficulties: Diagnosis and Intervention	3	Fall 2	
<i>Choose one:</i> SPED 5620 SPED 5630 SPED 5660	<i>Choose the course that represents the licensure you are pursuing:</i> SLD I EBD I ASD I	3	Fall 2	
SPED 5715	Curriculum Techniques with Special Populations	3	Fall 2	
<i>Choose one:</i> SPED 6620 SPED 6630 SPED 6660	<i>Choose the course that represents the licensure you are pursuing:</i> SLD II EBD II ASD II	3	Spr 3	
SPED 6603	Math Difficulties: Diagnosis and Intervention	3	Spr 3	
ED 5799	The Professional Teacher Must be at Face to Face in Nov/Dec.	1	Spr 3	

Health 5400	Health and Drugs	2	Sum 1	
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SPED 5107	Professional Practice III	2	Fall 3	
ED 5640	Student Teaching	12	Fall 3	

FIELDWORK DOCUMENTATION SPECIAL EDUCATION

Course #	Course Title	FE Hours	Grade Level(s)	License Area	District #	School(s)	Date Ranges (from-to) mm-dd-yy	MILD	MODERATE	SEVERE
SPED 5600	Study of the Learner with Special Needs	3	Elem. (K-6)							
		3	Mid. (5-8)							
		3	HS (9-12)							
SPED 5715	Curr. Techniques	15	Mid. (5-8)							
ED 5201	Language Arts I	15	Elem. (K -6)							

Only complete the one row that represents the licensure you are pursuing, leave the other 2 rows blank:

SPED 5620	SLD I	15	Elem. (K -6)							
SPED 5630	EBD I	5	Elem. (K -6)							
		5	Mid. (5-8)							
		5	HS (9-12)							
SPED 5660	ASD I	5	Elem. (K -6)							
		5	Mid. (5-8)							
		5	HS (9-12)							
SPED 5665	Social Skills	5	Elem. (K -6)							
		5	Mid. (5-8)							
		5	HS (9-12)							

Only complete the one row that represents the licensure you are pursuing, leave the other 2 rows blank:

SPED 6620	SLD II	15	HS (9-12)							
SPED 6630	EBD II	5	Elem. (K -6)							
		5	Mid. (5-8)							
		5	HS (9-12)							
SPED 6660	ASD II	5	Elem. (K-6)							
		5	Mid. (5-8)							
		5	HS (9-12)							
SPED 6603	Math Difficulties	15	Mid. (5-8)							
SPED 6608	Reading Difficulties	15	Mid. (5-8)							
SPED 5107	Prof. Prac. III	10	Mid (5-8)							
ED 5840	Student Teaching	12 weeks								

List any transfer coursework							
Institution where course was taken	Course # and Title	Term/Year	Grade	Credit	Replaces BSU Course # and Title	BSU Credit	Official Transcript

Testing (MTLE)

Pedagogy (elementary or secondary)-test codes 012, 013 or 014, 05)

Special Education (core tests)-test codes 201 and 202)

240 is the passing score on all MTLE tests. See hyperlink below for additional information.

Before you can apply for your initial Special Education license, you must pass the MTLE Special Education Core Skills See hyperlink below for additional information.

Have you taken all of the MTLE required tests?_____ If not, when do you plan to take the tests? _____

https://mn.gov/pelsb/assets/Special%20Education%20Teacher%20Licensure%20Testing%20Information_tcm1113-362695.pdf

*Before registering for the tests, verify the test code numbers as they may change-updates are available on the PELSBS page

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Licensing Requirements

Online Request Licensure Documentation form? <https://www.bemidjistate.edu/academics/departments/professional-education/licensing/request-licensure-documentation/>

You will complete this form to request Enrollment Letters, Section 9’s, Section 6’s, as well as Out of State recommendations from our BSU licensing agent.

You will need to have your Plan of Study verified and signed when you submit the needed documents to BSU-Teaching. License teaching.license@bemidjistate.edu

Verification Documentation:

Initial plan shared with candidate:_____ Date:_____ Signature_____

Completed program verification:_____ Date:_____ Signature_____

A Master in Special Education Degree is optional with addition coursework (ED 6100, ED 6750 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/>

Bemidji State University Professional Education Department	<i>TIER 1 OR TIER 2 License (if applicable)</i>
PLAN OF STUDY FOR SPECIAL EDUCATION FasTrack Program - Summer Start Category of license: SLD, EBD or ASD	Licensure Area: MN File Folder Number: Expiration:

Name: _____ **BSU ID Number:** _____ **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.**

Email: _____ **Phone Number:** _____

<i>Sequence of Required Special Education/Education Course Work</i>				
<i>Courses must be taken in the order listed below. A grade of C or better is required in each course.</i>				
Course #	Course Name	Credit		Grade
SPED 5600	Study of the Learner with Special Needs	3	Sum 1	
SPED 5105	Professional Practice I	1	Sum 1	
SPED 5650	Collaborative Techniques for Special Education	3	Sum 1	
ED 5100	Foundations of Education	3	Fall 1	
ED 5110	Educational Psychology	3	Fall1	
ED 5780	Adaptations and Management	3	Spr 1	
ED 5350	Pedagogy	3	Spr 1	
ED 5140	Human Relations	3	Spr1	
Health 5400	Health and Drug	2	Sum 2	
ED 5201	Language Arts I	3	Sum 2	
<i>Choose one:</i>	<i>Choose the course that represents the licensure you are pursuing:</i>		Fall 2	
SPED 5620	SLD I	3		
SPED 5630	EBD I			
SPED 5660	ASD I			
SPED 5655	Due Process I: IEP	3	Fall 2	
SPED 5106	Professional Practice II	1	Spr 2	
SPED 5715	Curriculum Techniques with Special Populations	3	Spr 2	
<i>Choose one:</i>	<i>Choose the course that represents the licensure you are pursuing:</i>		Spr 2	
SPED 6620	SLD II	3		
SPED 6630	EBD II			
SPED 6660	ASD II			
SPED 6603	Math Difficulties: Diagnosis and Intervention	3	Sum 3	
SPED 5665	Social Skills <i>(Required for ASD Licensure only)</i>	3	Sum 2/3	
SPED 6605	Due Process II: Assessment and Reporting	3	Sum 3	
SPED 6608	Reading Difficulties: Diagnosis and Intervention	3	Fall 3	

List any transfer coursework							
Institution where course was taken	Course # and Title	Term/Year	Grade	Credit	Replaces BSU Course # and Title	BSU Credit	Official Transcript

Licensing Requirements

Testing (MTLE)

Pedagogy (elementary or secondary-test codes 012, 013 or 014, 05)

Special Education (core tests)-test codes 201 and 202)

240 is the passing score on all MTLE tests. See hyperlink below for additional information.

Before you can apply for your initial Special Education license, you must pass the MTLE Special Education Core Skills See hyperlink below for additional information.

Have you taken all of the MTLE required tests? _____ If not, when do you plan to take the tests? _____

https://mn.gov/pelsb/assets/Special%20Education%20Teacher%20Licensure%20Testing%20Information_tcm1113-362695.pdf

*Before registering for the tests, verify the test code numbers as they may change-updates are available on the PELSB page

Online Request Licensure Documentation form? <https://www.bemidjistate.edu/academics/departments/professional-education/licensing/request-licensure-documentation/>

You will complete this form to request Enrollment Letters, Section 9's, Section 6's, as well as Out of State recommendations from our BSU licensing agent.

You will need to have your Plan of Study verified and signed when you submit the needed documents to BSU-Teaching. License teaching.license@bemidjistate.edu

Verification Documentation:

Initial plan shared with candidate: _____ Date: _____ Signature _____

Completed program verification: _____ Date: _____ Signature _____

A Master in Special Education Degree is optional with addition coursework (ED 6100, ED 6750 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/>

Bemidji State University Professional Education Department	
PLAN OF STUDY FOR SPECIAL EDUCATION for Already Licensed Adding ASD - SPECIAL EDUCATION LICENSURE Category of license: ASD	Licensure Area: MN File Folder Number: Expiration:

Name: _____ **BSU ID Number:** _____ **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.**

Email: _____ **Phone Number:** _____

Course #	Course Name	Credit	Semester/Year	Grade
SPED 5660	ASD I	3	Fall 1	
SPED 6660	ASD II	3	Spr 1	
SPED 5665	Social Skills	3	Sum 1	

FIELDWORK DOCUMENTATION SPECIAL EDUCATION: 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.

Course #	Course Title	FE Hours	Grade Level(s)	License Area	District #	School(s)	Date Ranges (from-to) mm-dd-yy	MILD	MOD	SEVERE
SPED 5660	ASD I	5	Elem. (k-6)							
		5	Mid. (5-8)							
		5	HS (9-12)							
SPED 6660	ASD II	5	B - 6							
		5	Mid. (5-8)							
		5	9-21							
SPED 6640	Social Skills	5	Elem. (k-6)							
		5	Mid. (5-8)							

Completed program verification: _____ **Date:** _____
Signature

You find information about how to add a Special Education license to your existing license at this site: <http://www.bemidjistate.edu/academics/departments/professional-education/applying/#addition>

*If this is your second or third Special Education license, you MUST use the "Already Licensed" POS.
See: <http://www.bemidjistate.edu/academics/departments/professional-education/applying/#addition>

Bemidji State University Professional Education Department

PLAN OF STUDY FOR SPECIAL EDUCATION

for Already Licensed Adding EBD - SPECIAL EDUCATION LICENSURE

Category of license: EBD

Licensure Area:

MN File Folder Number:

Expiration:

Name:

BSU ID Number:

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.

Email:

Phone Number:

Course #	Course Name	Credit	Semester/Year	Grade
SPED 5630	EBD I	3	Fall 1	
SPED 5630	EBD II	3	Spr 1	
SPED 6640 or SPED 5107	Advanced Strategies or Professional Practice III	3 2	Sum 1	

FIELDWORK DOCUMENTATION SPECIAL EDUCATION: 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.

Course #	Course Title	FE Hours	Grade Level(s)	License Area	District #	School(s)	Date Ranges (from-to) mm-dd-yy	MILD	MOD	SEVERE
SPED 5630	EBD I	5	Elem. (k-6)							
		5	Mid. (5-8)							
		5	HS (9-12)							
SPED 6630	EBD II	5	Elem. (k-6)							
		5	Mid. (5-8)							
		5	HS (9-12)							
SPED 6640	Adv. Strategies	15	Mid (5-8)							
SPED 5107	Prof. Prac. III	10	Mid (5-8)							

Completed program verification:

Signature _____

Date: _____

You find information about how to add a Special Education license to your existing license at this site:

<http://www.bemidjistate.edu/academics/departments/professional-education/applying/#addition>

*If this is your second or third Special Education license, you MUST use the "Already Licensed" POS.

See: <http://www.bemidjistate.edu/academics/departments/professional-education/applying/#addition>

Bemidji State University Professional Education Department	
PLAN OF STUDY FOR SPECIAL EDUCATION for Already Licensed Adding SLD - SPECIAL EDUCATION LICENSURE Category of license: SLD	Licensure Area: MN File Folder Number: Expiration:

Name: _____ **BSU ID Number:** _____ **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.**

Email: _____ **Phone Number:** _____

Sequence of Required Special Education/Education Course Work				
<i>Courses must be taken in the order listed below. A grade of C or better is required in each course.</i>				
Course #	Course Name	Credit	Semester/Year	Grade
SPED 5620	ASD I	3	Fall 1	
SPED 6620	ASD II	3	Spr 1	
SPED 6640	Advance Strategies or Professional Prac. III	3	Sum 1	
SPED 5107		2		

FIELDWORK DOCUMENTATION SPECIAL EDUCATION: 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.

Course #	Course Title	FE Hours	Grade Level(s)	License Area	District #	School(s)	Date Ranges (from-to) mm-dd-yy	MILD	MOD	SEVERE
SPED 5620	SLD I	15	Elem. (k-6)							
SPED 6620	SLD II	15	HS (9-12)							
SPED 6640	Adv. Strategies or	15	Mid. (5-8)							
SPED 5107	Prof. Practice III	10								

Completed program verification: _____ **Signature** _____ **Date:** _____

You find information about how to add a Special Education license to your existing license at this site: <http://www.bemidjistate.edu/academics/departments/professional-education/applying/#addition>

**If this is your second or third Special Education license, you MUST use the "Already Licensed" POS.*
See: <http://www.bemidjistate.edu/academics/departments/professional-education/applying/#addition>

Teacher Mentor Information (please type in)

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 special education teacher _____ List all grade levels

Mentor Name (Please Print) _____

Mentor Signature: _____

Date: _____

Teacher Candidate Name: _____

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 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.

*If the mentor has an ABS license during the final courses where the teacher candidate is in a moderate to severe setting, the teacher candidate will need to contact their advisor to address how to handle the situation at that time.

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



Save As PDF & Email
Completed Document To
FASTRACK: fastrack@bemidjistate.edu
or
DLiTE: dlite@bemidjistate.edu

PEDL (DLiTE or Fastrack) - Teacher Mentor Application

Your Name: _____ Date: _____

Semester You Will Begin Mentoring (circle one) Fall or Spring Year _____

Your Student Mentee's Name _____ Student ID number _____

Current Employment: District _____ Name of Public School _____

Teacher MN Teaching License File Number _____

Circle your current MN licenses:

Elementary k-6	SPED ASD k-12	SPED SLD k-12	SPED EBD k-12
Social Studies 5-12	Math 5-12	Health 5-12	Physical Ed k-12
Comm Arts & Lit 5-12	Physics 9-12	Chemistry 9-12	Life Science 9-12
Middle 5-8 Science	Earth Science 9-12	Library Media k-12	Technology Ed 5-12
Other(s) _____			

Current Teaching Position _____

Grade Level(s) _____

**Please note: The mentor teacher must be licensed in the area the candidate is seeking licensure. For example: If the candidate is earning a 9-12 chemistry license their mentor must have a 9-12 chemistry license. If the mentor is earning a k-12 EBD license, the mentor must have an EBD license.*

How many years have you been a teacher:

List all experience levels:

Explain why you feel you would make a good mentor for a FasTrack or DLiTE Student:

How would you rate your technology skills? _____

How much experience do you have with other distance education programs? _____

Please identify the program if applicable _____

How many teacher education students have you mentored in the past? _____

.....
Home Address: _____

Phone: (____) _____ **Cell:** (____) _____ **Other:** (____) _____ **Zip Code** _____

Email: (please print clearly) _____

.....
*My current Principal is aware of my desire to serve as a mentor in this program and is supportive of my assuming this role.

Principal Name (Please Print) _____

Principal Signature: _____ Date: _____

Teacher Mentor Name (Please Print) _____

Teacher Mentor Signature: _____ Date: _____

Rev 11- 20

Special Education Key Assessment Plan

Overview

The following are descriptions of the Key Assessments used throughout the special education graduate program and aligned standards assessed. Each of the three programs: Autism Spectrum Disorder (ASD) Emotional and Behavioral Disorders (EBD) and Specific Learning Disorder (SLD) will utilize four Key Assessments that are assignment currently a part of specific courses at four points during the teacher candidates' programs. The first focuses on addressing and understanding the various disability areas and is placed in the first course all students in the special education program begin with. The second Key Assessment is placed in the first of two methods courses in each of the three disability areas (ASD, EBD SLD and is focused on developing and implementing an appropriate Individualized Education Plan (IEP). The third Key Assessment includes developing an Initial Evaluation Report and the fourth Key Assessment and the Fourth Key Assessment is based on a Summary of the University Supervisors' 3 observation ratings on PELSB standards included the Danielson observation protocol.

- Scoring (this applies to all 4 Key Assessments)

Each student will be scored separately on each standard which will be recorded in SL&L using the following rubric. The grade on the assignment and score on each standard are assessed and recorded independently.

1 – Not Yet/Absent	2 – Needs Improvement	3 – Proficient	4 – Highly Proficient	5 Expert
Below minimal expectations of teacher candidate at this stage of training	Shows some skills, but below expectations of teacher candidate at this stage of training	Is on target for teacher candidate at this stage of training	Exceeds expectations for teacher candidate at this stage of training	Far exceeding expectations showing exceptional skills for a teacher candidate

Key Assessment 1: Study Learner with Special Needs (SPED 5600)

- Assignment Description

Students will define the characteristics of students in the 13 different disabilities areas recognized by federal and state standards as being eligible for special education and related services.

They will describe the educational implications and discuss the 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.

- Standards Assessed.

2.A.4. definitions, characteristics, and educational implications for students with disabilities eligible for special education services

2.A.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.

Key Assessment 2: Content (Methods Courses)

In each of the three Methods courses a content specific key assessment will be used to assess selected standards for that content license. In Special Education, the focus will be on developing and implementing an appropriate Individualized Education Plan (IEP) for students in three specific disability areas (ASD, EBD, and SLD).

- Assignment Description.

SPED 5660 ASD I: Lesson Plan Series. Lesson plans integrates evidence-based interventions in language development, reading, writing, social engagement, and mathematics.

- Standards Assessed.

- 3.C.1. integrate knowledge of evidence-based instruction, including scientifically based-research interventions in language development, reading, writing, and mathematics with characteristics of autism spectrum disorders in order to design, implement, monitor, and adjust instruction aligned with grade-level content standards;
- 3.C.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.

- SPED 5630 EBD I - Individualized Education Plan- The IEP must be based on ongoing evaluation, and demonstrates an understanding how to design, implement, monitor, and adjust instruction for students with emotional and behavioral disorders. The IEP will also include a functional behavior assessment and an individual positive behavior support plan.

- Standards Assessed.

- 3.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;
- 3.C.2.- access information from functional behavioral assessments in order to develop, implement, monitor, evaluate, and revise as needed an individual positive behavior support plan across settings and personnel.

SPED 5620 SLD I - Individualized Education Plan- Based on assessment results that include multiple sources of data, students will select, integrate, and interpret appropriate source of data

and determine the needs of the students, continuing service needs, and transition services. Students will consider a range of educational placements and required levels of support in the least restrictive environment. Students will focus on student strengths, needs and family priorities

- Standards Assessed.
 - 3.B.5** : - select, integrate, and interpret appropriate sources of data relevant for determining the needs of students and compliance with legal requirements for eligibility, continuing service, transition services, and exit of special education services;
 - 3.B.8** : - design individualized education program plans, considering a range of educational placement options and required levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and nonacademic goals.
 - 3.C.2** : - use multiple sources of data, including basic psychological processes and links to achievement, to understand persistent lack of progress, inform instruction, and select accommodations and assistive technologies, as well as determine appropriate participation in district and statewide assessments.

Key Assessment 3: Due Process in Special Education II (SPED 6605)

- Assignment Description: Initial Evaluation Report

Students will prepare an Initial Evaluation Report that includes a description of the procedural safeguards and include referral and evaluation requirements. The Evaluation report will integrate multiple sources of alternate instruction efforts implemented prior to the referral for evaluation, current student data including grade-level data. They will select technically adequate assessment measures and procedures, design and support and implement a comprehensive, multidisciplinary evaluation using unbiased assessment measures. Students will analyze data and write an comprehensive Evaluation Report
- Standards Assessed.
 - 2.B.2- satisfy the due process, data privacy, procedural safeguards, and ethical requirements of the referral, evaluation, planning, and programming processes of special education;
 - 2.B.4- integrate multiple sources of student data relative to progress toward grade-level content standards from prior prevention and alternate instruction efforts into the referral process;
 - 2.B.6- design, facilitate, and support a comprehensive, multidisciplinary evaluation process using unbiased assessment measures;
 - 2.B.7- select and use assessment measures and procedures that are technically adequate and appropriate for the student and specific assessment purpose, including assistive technology supports where appropriate;

Key Assessment 4: Professional Practice in Special Education III – (student teaching) (SPED 5107)

- **Assignment Description.**
Completed observations during student teaching. During the 12 weeks of student teaching, University Supervisors (US) observe teacher candidates 3 times collecting evidence of competency for each standard and recording the information on a student teacher observation form based on the Charlotte Danielson model. The US also conducts team meetings with the Cooperating Teacher (CT). Based on the three observations, the US then aggregates the scores for each of these 8 standards. All students will implement evidence-based instruction, demonstrate their knowledge of the subject matter, the use of task analysis, and collect performance data that they use to sequence instruction and accelerate the rate of learning. Additional competencies are listed below in the disability specific standards:
- **Standards Assessed (including 1 core standard and 3 disability specific standards).**
 - **2.C.4** All special education teachers will use evidence-based instruction, knowledge of subject matter, grade-level content standards, task analysis, and student performance data to sequence instruction and accelerate the rate of learning;
- **ASD Specific Standards**
 - 3.C.10- design, implement, monitor, and adjust a range of instructional strategies that promote the generalization of skills across staff, materials, and environments;
 - 3.C.12- provide sequential instruction on grade-level content standards, adjusting when necessary for breadth, depth, and complexity, for students participating in alternate assessments.
- **EBD Specific Standards**
 - **3.C.7-** apply individual positive behavioral interventions and support practices for managing behavior and meeting specific educational and social needs, design a functional and safe classroom, and establish consistent classroom routines for students with emotional or behavioral disorders; and
- **SLD Specific Standards**
 - 3.C.4- apply specialized methods, including universal design for learning, accessible instructional materials, assistive technology, task analysis, multisensory methods, modifying the scope and pace of instruction, use of feedback, ration of student response, and schedules of practice and review, for delivering developmentally and culturally appropriate instruction and services to meet student needs related to increasing demands of grade-level curriculum.
 - 3.C.5- apply knowledge of prerequisite skills, instructional language, learning progressions, and student strengths and weaknesses to design and adjust instruction

Licensure and MSpEd Degree Comparison

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

Sp Ed Licensure Program	M Sp Ed Degree
When you have completed the licensure program, you can be recommended for a sp ed license	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.
<p>Note: The Sp ed Licensure Program, by itself, does not provide you with a Master degree. The MSpEd degree program, by itself, does not provide you with a teaching license.</p>	
Prerequisites	Prerequisites
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.	BA or BS degree
<p>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.</p>	
Application	Application
Apply for Graduate Special Student Status	Apply for acceptance into the M Sp Ed Degree Program
<p>Note: Sped course work taken at the undergraduate level will not transfer into the Master's Degree program.</p>	
Courses	Courses
SPED 3/5600 First Course!	SPED 5600 First Course!
SPED 3/5650	SPED 5650
SPED 3/5655	SPED 5655
SPED 4/5715	SPED 5715
SPED 5105	
ED 3/5201	
SPED 3/5620 or SPED 3/5630 or SPED 3/5660	SPED 5620 or SPED 5630 or SPED 5660
SPED 6603	SPED 6603
SPED 6608	SPED 6608
SPED 5106	
SPED 6605	SPED 6605
SPED 6620 or SPED 6630 or SPED 6660	SPED 6620 or SPED 6630 or SPED 6660
SPED 5107	SPED 5107
	ED 6100
	ED 6750
	ED 6850
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

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

Form 2 Application for Admission to Candidacy: completed with your advisor as soon as possible after admittance to the program. This form functions as a plan of study for the Master's degree. ED 6100 or after your first 12 credits

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.

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 Course Rotation Schedule

Courses may be canceled if we do not have 10 students enrolled in the course. Keep in mind that courses that do not make will be canceled a month prior to the start of the semester. Thus you need to enroll in the courses early.

Course	Spring Semester	Summer Semester	Fall Session
SPED 5105 Professional Practice I	X	X	X
SPED 5106 Professional Practice II	X	X	X
SPED 5107 Professional Practice III Summative Assessment	X	X	X
ED 3201/5201 Language Arts I	X		X
SPED 3600/5600 Study of the Learner with Special Needs	X, X	X	X
SPED 3620/5620 SLD I			X
SPED 3630/5630 EBD I			X
SPED 3650/5650 Collaborative Techniques for Special Educators	X	X, X	
SPED 3655/5655 Due Process I: IEP	X	X, X	
SPED 3660/5660 ASD I			X
SPED 3665/5665 Social Skills		X	
SPED 4715/5715 Curriculum Techniques with Special Populations	X		X
SPED 6603 Math Difficulties and Intervention	X	X	
SPED 6605 Due Process II: Assessment		X	X
SPED 6608 Reading Difficulties and Intervention		X	X
SPED 6620 SLD II	X		
SPED 6630 EBD II	X		
SPED 6660 ASD II	X		
SPED 6640. (ADD-ON license) Advanced Strategies		X	

X = sections specific for DAPE

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)

- SLD Licensure
- EBD Licensure
- ASD License
- Master Of Special Education

- Elementary Education

Age group interested in (number in order of preference):

- _____ Pre-K
- _____ Elementary (K-5)
- _____ Middle School (6-8)

- _____ High School (9-12)

Note: Include Transcript and Resume with Application

<input type="checkbox"/> Met BSU's Special Education Internship Program Requirements <input type="checkbox"/> Does not meet BSU's Special Education Internship Program Requirements
--

BSU Course Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 am					
10:00 am					
11:00 am					
12:00 pm					
1:00 pm					
2:00 pm					
3:00 pm					

Times Available in Bemidji School District:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am					
9:00 am					
10:00 am					
11:00 am					
12:00 pm					
1:00 pm					
2:00 pm					
3:00 pm					

**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:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am					
9:00 am					
10:00 am					
11:00 am					
12:00 pm					
1:00 pm					
2:00 pm					
3:00 pm					

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: _____

