Curriculum Proposal

ED 17-18 #27

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BSU Curriculum Forms

Form 1

Curriculum Modification Summary

College: Health, Sciences and Human Ecology (now Arts, Education and Humanities)
Department: Professional Education
Proposer: Judy Olson
Proposer’s position: Special Education Coordinator

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

The purpose of the ABS licensure is to prepare Special Education teachers to work across multiple disability areas. ABS trained teachers are prepared to provide services to students with mild to moderate needs across a variety of disability categories.

A teacher holding the Academic and Behavioral Strategist licensure is authorized to provide evaluation and specially designed instruction to eligible children and youth with disabilities from kindergarten through age 21 who have a range of mild to moderate needs in the areas of academic, behavior, social/emotional, communication, and functional performance. These students may be eligible for special education services in the primary disability areas of autism spectrum disorders (ASD), developmental cognitive disability (DCD), emotional/behavioral disorders (EBD), other health disorders (OHD), and specific learning disabilities (SLD).

The ABS license is an additional benefit to Minnesota school districts because teachers with this licensure will be prepared to provide services for students with mild to moderate needs in these disability categories. This allows districts more flexibility in terms on staffing and providing services for students. Districts may serve a broader range of students utilizing staff with this ABS license, thus avoiding the previous need to seek personnel variances for some of their teachers from the Board of Teaching (BOT).

A Plan of Study per semester is included in this packet of show endorsement planning with elementary education majors. This is not a stand alone endorsement.

Modifications proposed (specify number of each):

___Course Modification(s) (form 2)

__2__New Course(s) (form 3)

___Course Drop(s) (form 4)

___Program Modification(s) (form 5)

__2__New Program(s) (form 6)  (Undergraduate and Graduate)

___Program Drop(s) (form 7)

The modifications affect (check):

___Liberal Education

__X__Undergraduate Curriculum
__X__ Graduate Curriculum
__X__ Teacher Licensure Program(s)
Course Number:
Undergraduate: SPED 3566
Graduate: SPED 5566

Course Title: Survey of Mild Disabilities

Course Description:
This is an introductory level survey course that studies the strategies, methods and materials for educational programming necessary when teaching students with mild disabilities. This course focuses on history, etiology, characteristics, and instructional needs for individuals with mild disabilities including Autism Spectrum Disorder, Learning Disabilities, and Emotional Behavior Disorders. This course addresses learner traits relevant to specific intervention methods and instructional strategies across content areas as well as the roles of educators in inclusive settings to successfully collaborate to meet the needs of individuals with exceptionalities. Prerequisite(s): ED 3100, 3110, 3140, 3350, SPED 3600, 3650 or instructor consent.

Credits: 3

Prerequisite(s):
Undergraduate:
- ED 3100 Introduction to the Foundations of Public School Education
- ED 3110 Educational Psychology
- ED 3140 Human Relations in Education
- ED 3350 Pedagogy: Planning for Instruction
- SPED 3600 Study of the Learner with Special Needs
- SPED 3650 Collaborative Techniques for Special Educators
- Or instructor consent

Graduate:
- SPED 5600 Study of the Learner with Special Needs
- SPED 5650 Collaborative Techniques for Special Educators
- Or instructor consent

1. Reason(s) for creating this course: This course satisfies the Board of Teaching requirements so that a student may earn a teaching license as an Academic and Behavioral Strategist.

2. How often will this course be offered? This course will be include in the SPED department’s annual rotation. It will be offered fall or spring term and summer term.
3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?

Candidates who successfully complete this course will learn and practice:

A
(1) central concepts, tools of inquiry, history and context, models, theories, and philosophies that form the bases for special education practice for students with academic, behavioral, functional, social, emotional, and communication needs;
(3) educational definitions, issues related to identification, and eligibility criteria pertaining to students with emotional or behavioral disorders, specific learning disabilities, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities, including those from culturally and linguistically diverse backgrounds;
(4) etiology, characteristics, and classifications of students with emotional or behavioral disorders, specific learning disabilities, developmental cognitive disabilities, autism spectrum disorders, other health disabilities, and traumatic brain injury;
(5) similarities and differences across disabilities, including impact of coexisting conditions or multiple disabilities, on acquisition of academic, behavioral, functional, social, emotional, and communication skills and how to meet the needs in a range of service delivery models;
(6) levels of support required and a continuum of related services available for students with developmental cognitive and other disabilities to succeed in a range of environments;
(7) research-based theories of behavior and the impact of disability, gender, familial background, socioeconomic status, cultural, and linguistic factors on perceptions and interpretations of behavior for students with emotional or behavioral disorders and other disabilities;

B
(10) collaborate with teachers, specialists, and related service providers, to identify patterns of strengths and weaknesses that require systematic explicit instruction, accommodations, and modifications, including the use of assistive technology for access to the curriculum;
(11) address factors such as gender, socioeconomic status, and familial, cultural, and linguistic diversity that may influence the identification of students in the areas of specific learning disabilities, emotional or behavioral disorders, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities

C
(1) utilize principles of universal design for learning in order to meet student needs across disability areas and across settings and provide access to grade-level content standards;
(5) select and apply evidence-based instructional practices, including those supported by scientifically based research when available, for academic instruction, social skills instruction, affective education, and behavior management for students with a range of disabilities and diverse needs within a common instructional setting;

D
(1) Access services, networks, agencies, and organizations for individuals with autism spectrum disorders, developmental cognitive disability, emotional or behavioral disability, specific learning disabilities, and other health disabilities and their families
(4) Differentiate the roles and responsibilities of mental health professionals and agencies from those of school professionals in order to align services to children and youth with disabilities.

4. What are the major content areas for the course?
   Candidates who successfully complete this course will know and understand the history, etiology, characteristics, and instructional needs of individuals with mild disabilities including Autism Spectrum Disorder, Learning Disabilities, and Emotional Behavior Disorders.

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? Yes. It will be held online.

7. What is the projected maximum class size (cap)? 20

8. What qualified faculty will be available to teach this course?
   Dr. Roxanne Pickle
   Dr. Miriam White (dissertation completed July 13, 2018)
   Dr. Judy Olson
   Dr. Camille Brandt

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available? None.

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
    Amount per student: $
    For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
Special Education Course   SPED 3566/5566

Survey of Mild Disabilities

3 credits

Instructor
Email

Phone

Course Description
This is an introductory level survey course that studies the strategies, methods and materials for educational programming necessary when teaching students with mild disabilities. This course focuses on history, etiology, characteristics, and instructional needs for individuals with mild disabilities including Autism Spectrum Disorder, Learning Disabilities, and Emotional Behavior Disorders. This course addresses learner traits relevant to specific intervention methods and instructional strategies across content areas as well as the roles of educators in inclusive settings to successfully collaborate to meet the needs of individuals with exceptionalities.

Learner Outcomes
Candidates who successfully complete this course will know and understand the history, etiology, characteristics, and instructional needs of individuals with mild disabilities including Autism Spectrum Disorder, Learning Disabilities, and Emotional Behavior Disorders.

Prerequisites:
ED 3100, ED 3110, ED 3140, ED 3350, SPED 3600, SPED 3650 or instructor consent
Graduate: SPED 5600, SPED 5650 or instructor consent
Field Experiences
This course requires a 21 hour field experience, 7 hours each for SLD, ASD, EBD. You will complete these hours in an elementary, middle, and high school setting over the course of the semester. This addresses the field experience requirement for special education teacher licensing by the State of Minnesota’s Board of Teaching.

Standards Addressed
Candidates who successfully complete this course will learn and practice:

A
(1) central concepts, tools of inquiry, history and context, models, theories, and philosophies that form the bases for special education practice for students with academic, behavioral, functional, social, emotional, and communication needs;
(3) educational definitions, issues related to identification, and eligibility criteria pertaining to students with emotional or behavioral disorders, specific learning disabilities, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities, including those from culturally and linguistically diverse backgrounds;
(4) etiology, characteristics, and classifications of students with emotional or behavioral disorders, specific learning disabilities, developmental cognitive disabilities, autism spectrum disorders, other health disabilities, and traumatic brain injury;
(5) similarities and differences across disabilities, including impact of coexisting conditions or multiple disabilities, on acquisition of academic, behavioral, functional, social, emotional, and communication skills and how to meet the needs in a range of service delivery models;
(6) levels of support required and a continuum of related services available for students with developmental cognitive and other disabilities to succeed in a range of environments;
(7) research-based theories of behavior and the impact of disability, gender, familial background, socioeconomic status, cultural, and linguistic factors on perceptions and interpretations of behavior for students with emotional or behavioral disorders and other disabilities;

B
(10) collaborate with teachers, specialists, and related service providers, to identify patterns of strengths and weaknesses that require systematic explicit instruction, accommodations, and modifications, including the use of assistive technology for access to the curriculum;
(11) address factors such as gender, socioeconomic status, and familial, cultural, and linguistic diversity that may influence the identification of students in the areas of specific learning disabilities, emotional or behavioral disorders, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities

C
(1) utilize principles of universal design for learning in order to meet student needs across disability areas and across settings and provide access to grade-level content standards;
(5) select and apply evidence-based instructional practices, including those supported by scientifically based research when available, for academic instruction, social skills instruction, affective education, and behavior management for students with a range of disabilities and diverse needs within a common instructional setting;

D

(1) Access services, networks, agencies, and organizations for individuals with autism spectrum disorders, developmental cognitive disability, emotional or behavioral disability, specific learning disabilities, and other health disabilities and their families

(4) Differentiate the roles and responsibilities of mental health professionals and agencies from those of school professionals in order to align services to children and youth with disabilities

**Instructional Resources will include but may not be limited to the following:**
- podcasts
- narrated presentations (powerpoint, prezi, etc.)
- audio and visual instructor-developed lectures
- research articles
- virtual classroom
- online videos from reputable sources
- discussions
- small group work
- class chat

**Primary Readings: Custom Text Collection**

**Academic Integrity**

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

**Students with Special Needs:**
BSU is committed to making all educational programs, course materials, services and activities sponsored by the College/University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. PH: 218.755.3883 or email: disabilityservices@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800.627.3529.

**Mental Health & Counseling:**
You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns.

**Major Class Writing Expectations**

All students are expected to submit writing of professional teaching quality. Therefore, it is essential that you attend to the writing rubrics provided to guide your writing process. Students who have difficulties in professional writing are encouraged to contact the Writing Resource Center to receive assistance in skill development. Students who have difficulty with grammar, spelling, punctuation, sentence structure, and/or organization are strongly encouraged to take advantage of this opportunity.

The Writing Resource Center
Hagg-Sauer Hall 110
Phone: (218) 755-3919

**Core Assignments**

1. **Weekly Discussion Posts** (see Rubric for evaluation criteria)

   The due date for the initial posting addressing the prompt will be due by midnight every Thursday. The peer posts/responses will be due every Sunday before midnight.

   • The postings by the students must include a reference and a discussion using support from academic materials.

   • Answers to the discussion questions and responses to peer posts should display substantial thought and preparation including research references and connections to course concepts.

   • Students must reply to a minimum of three initial posts by other students for each discussion thread.

   • All original postings (not peer postings) for the discussion questions must have at least one APA References.

**Netiquette**

Keep paragraphs and messages short and to the point.
Focus on one subject per message and always include a pertinent subject title for the message, that way the user can locate the message quickly.
Reply to others by using their name and include your signature at the bottom of messages.
Be professional and respect the views and opinions of others.
Cite all quotes, references, and sources and respect copyright and license agreements.

2. **Reflective Essays**

   The student will develop 3 reflective essays with educational citations to communicate their learning from course material, supportive readings, and learning activities.
including class discussions and small group activities. Each essay must be prepared in APA format and must contain 3 or more educational citations to support their work. Prompts for each essay will be provided by the course instructor. Essays will address SLD, EBD, and ASD disability etiology, criteria, traits, and services.

Standards Addressed: A1, A3, A4

3. Survey Research Project
Candidates will prepare a presentation with no less than 5 educational citations and references to teach peers what they learned from researching one of these topics:

- Inclusive Supports for Students with Mild to Moderate ASD
- Levels of programming and types of support for Students with EBD
- An Examination of Learning Supports for Students with Mild to Moderate SLD

The final product should include 16 slides including an introduction and a reference slide. Content must reflect the standards associated with this task. The work must contain 3 images that support the content. Citations must be presented using APA format.

Standards Addressed: A7, C1, C5, D4

4. Cumulative Paper
Students will prepare a cumulative page paper reflecting on the outcomes and standards of our course, keeping evidence-based practices, learning, and behavior traits in mind for students with mild disabilities including emotional or behavioral disorders, specific learning disabilities, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities, including those from culturally and linguistically diverse backgrounds. The paper will address disability-related terminology. The paper will briefly address etiology and disability-specific characteristics.

This paper will discuss 2 or more approaches to support and guide student learning and behavior in the classroom, i.e. Collaborative Problem Solving (CPS), Positive Behavioral Interventions and Supports (PBIS), Response to Intervention, and/or other student-centered interventions and strategies.

The conclusion of your paper should reflect how your understanding of mild-disabilities has changed as a result of your class experience and how you plan to apply this knowledge to the real-world.

Prepare a no less than an 8 page paper using APA format with no less than five citations and five references. A rubric will be provided by the course instructor to guide your work.

Standards Addressed: A1, A3, A4, A7, B11

Case Study Assignment
Select one of the case studies provided in our course. Review the content carefully and complete the following tasks:
1. identify the primary strengths and needs of the student
2. identify learning needs
3. identify existing supports
4. identify ways in which collaborative planning could support the student
5. identify co-existing conditions and share how these impact student success
6. suggest evidence-based instructional practices, including those supported by scientifically based research when available, for academic instruction, social skills instruction, affective education, and behavior management

Standards Addressed: A5, A6, B10, C5

Graduate Assignment
Please choose a current scholarly issue you are interested in regarding an area of special education services for students with mild disabilities. Share this issue on our Graduate Project Discussion Board. State why the issue is important to you. Post 1 scholarly article source, 1 national or internationally authoritative blog source, and 1 scholarly video you have watched to learn more about the issue. Close with a statement of how each resource furthered your learning on your chosen topic. Respond to 2 peer postings.

Additional Assignments
The instructor has the prerogative to assign additional tasks as necessary to facilitate candidate learning and engagement.

Grades
A: 92-100  B: 82-91  C: 72-81  D: 62 - 71  F: below 62

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<th>Week</th>
<th>Topics</th>
<th>Standards Addressed</th>
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<tr>
<td>1</td>
<td>Introduction to Teaching Students with Special Needs</td>
<td>A(1) central concepts, tools of inquiry, history and context, models, theories, and philosophies that form the bases for special education practice for students with academic, behavioral, functional, social, emotional, and communication needs;</td>
</tr>
<tr>
<td>2</td>
<td>Identification and Eligibility in Special Education</td>
<td>A(3) educational definitions, issues related to identification, and eligibility criteria pertaining to students with emotional or behavioral disorders, specific learning disabilities, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities, including those from culturally and linguistically diverse backgrounds;</td>
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<tr>
<td></td>
<td>Identification and Eligibility in Special Education, continued</td>
<td>A(4) etiology, characteristics, and classifications of students with emotional or behavioral disorders, specific learning disabilities, developmental cognitive disabilities, autism spectrum disorders, other health disabilities, and traumatic brain injury;</td>
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<tr>
<td>4</td>
<td>Learning Traits and Co-Existing Conditions</td>
<td>A(5) similarities and differences across disabilities, including impact of coexisting conditions or multiple disabilities, on acquisition of academic, behavioral, functional, social, emotional, and communication skills and how to meet the needs in a range of service delivery models;</td>
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<td>5</td>
<td>Related Services and Collaboration</td>
<td>A(6) levels of support required and a continuum of related services available for students with developmental cognitive and other disabilities to succeed in a range of environments; B (10) collaborate with teachers, specialists, and related service providers, to identify patterns of strengths and weaknesses that require systematic explicit instruction, accommodations, and modifications, including the use of assistive technology for access to the curriculum;</td>
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<td>6</td>
<td>Behavior &amp; Student Engagement: What the Research Tells Us</td>
<td>A(7) research-based theories of behavior and the impact of disability, gender, familial background, socioeconomic status, cultural, and linguistic factors on perceptions and interpretations of behavior for students with emotional or behavioral disorders and other disabilities;</td>
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<tr>
<td>7</td>
<td>Cultural Competency and Effective Teaching</td>
<td>B(11) address factors such as gender, socioeconomic status, and familial, cultural, and linguistic diversity that may influence the identification of students in the areas of specific learning disabilities, emotional or behavioral disorders, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities</td>
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<tr>
<td>8</td>
<td>Meeting the Needs of Learners: Education Program and Design</td>
<td>C(1) utilize principles of universal design for learning in order to meet student needs across disability areas and across settings and provide access to grade-level content standards;</td>
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<tr>
<td></td>
<td>Date-based Decision Making</td>
<td>C(1) utilize principles of universal design for learning in order to meet student needs across disability areas and across settings and provide access to grade-level content standards;</td>
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<td>10</td>
<td>Evidence Based Practices</td>
<td>C(5) select and apply evidence-based instructional practices, including those supported by scientifically based research when available, for academic instruction, social skills instruction, affective education, and behavior management for students with a range of disabilities and diverse needs within a common instructional setting;</td>
</tr>
<tr>
<td>11</td>
<td>Learner Traits: Life Skills Curriculum</td>
<td>C(5) select and apply evidence-based instructional practices, including those supported by scientifically based research when available, for academic instruction, social skills instruction, affective education, and behavior management for students with a range of disabilities and diverse needs within a common instructional setting;</td>
</tr>
<tr>
<td>12</td>
<td>Learner Traits: Broad Academics</td>
<td>C(5) select and apply evidence-based instructional practices, including those supported by scientifically based research when available, for academic instruction, social skills instruction, affective education, and behavior management for students with a range of disabilities and diverse needs within a common instructional setting;</td>
</tr>
<tr>
<td>13</td>
<td>Learner Traits: Health and Physical Needs</td>
<td>A(5) similarities and differences across disabilities, including impact of coexisting conditions or multiple disabilities, on acquisition of academic, behavioral, functional, social, emotional, and communication skills and how to meet the needs in a range of service delivery models;</td>
</tr>
<tr>
<td>14</td>
<td>Community Supports for Students and Families</td>
<td>D(1) Access services, networks, agencies, and organizations for individuals with autism spectrum disorders, developmental cognitive disability, emotional or behavioral disability, specific learning disabilities, and other health disabilities and their families; D(4) Differentiate the roles and responsibilities of mental</td>
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</table>
health professionals and agencies from those of school professionals in order to align services to children and youth with disabilities

| 15 | Course Conclusion | Review of Primary Content Across Standards |
## Course Outline

<table>
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<tr>
<th>Discussion Rubric</th>
<th>Unsatisfactory</th>
<th>Limited</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Analysis</td>
<td>Discussion postings show little or no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or &quot;I agree&quot; or &quot;Great idea&quot;, without supporting statements with concepts from the readings, outside resources, relevant research, or specific real-life application.</td>
<td>Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research and do not consider alternative perspectives or connections between ideas. Sources are not cited.</td>
<td>Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation.</td>
<td>Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, to support important points. Well-edited quotes are cited appropriately.</td>
</tr>
<tr>
<td>Engaged Member of the Learning Community</td>
<td>Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions or comments or as new related questions or comments. Discussion postings are at midpoint or later in the module or contributions are only posted on the last day of the module.</td>
<td>Discussion postings sometimes contribute to ongoing conversations as evidenced by affirming statements or references to relevant research or, asking related questions or, making an oppositional statement supported by any personal experience or related research.</td>
<td>Discussion postings contribute to the class' ongoing conversations as evidenced by affirming statements or references to relevant research or, asking related questions or, making an oppositional statement supported by any personal experience or related research.</td>
<td>Discussion postings actively stimulate and sustain further discussion by building on peers' responses including building a focused argument around a specific issue or asking a new related question or making an oppositional statement supported by personal experience or related research.</td>
</tr>
<tr>
<td>Professional Writing, Interaction, and Etiquette</td>
<td>Written interactions on the discussion board show disrespect for the viewpoints of others. Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.</td>
<td>Some of the written interactions on the discussion board show respect and interest in the viewpoints of others. Written responses include some grammatical, spelling or punctuation errors that distract the reader.</td>
<td>Written interactions on the discussion board show respect and interest in the viewpoints of others. Written responses are largely free of grammatical, spelling or punctuation errors.</td>
<td>Written interactions on the discussion board show respect and sensitivity to peers' viewpoint. Written responses are free of grammatical, spelling or punctuation errors.</td>
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BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
  Undergraduate: SPED 3567
  Graduate: SPED 5567

Course Title: Survey of Special Education Law

Course Description:

The focus of this course is on a formal set of policies and procedures to be implemented by schools and districts for children in special education programs. This course introduces students to the referral, evaluation, planning, and programming process. This course will build an understanding of the role a teacher of special education has: being able to address academic and behavioral strategies, understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance. 20 hours of field experience. Prerequisite(s): ED 3100, 3110, 3140, 3350, SPED 3600, 3650 or instructor consent.

Credits: 3

Prerequisite(s):
  Undergraduate:
    • ED 3100 Introduction to the Foundations of Public School Education
    • ED 3110 Educational Psychology
    • ED 3140 Human Relations in Education
    • ED 3350 Pedagogy: Planning for Instruction
    • SPED 3600 Study of the Learner with Special Needs
    • SPED 3650 Collaborative Techniques for Special Educators
    • Or instructor consent

  Graduate:
    • SPED 5600 Study of the Learner with Special Needs
    • SPED 5650 Collaborative Techniques for Special Educators
    • Or instructor consent

1. Reason(s) for creating this course: This course satisfies the Board of Teaching requirements so that a student may earn a teaching license as an Academic and Behavioral Strategist.
2. How often will this course be offered? This course will be include in the SPED department's annual rotation. It will be offered fall or spring term and summer term.

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?

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

The teacher-candidate must be able to:
(1) select, administer, and interpret academic, behavioral, functional, social, emotional, and communication screening tools;
(5) evaluate one's own knowledge, strengths, and limitations in evaluation planning, administration, and interpretation of results to assemble a comprehensive team with the capacity to assess all known and suspected areas of student needs, disability, and level of severity, in the areas of specific learning disabilities, emotional or behavioral disorders, developmental cognitive disabilities, autism spectrum disorders, other health disabilities, and other related disabilities;
(6) select, administer, and interpret a variety of informal and formal assessments, including rating scales, interviews, observation checklists, direct observations, formative assessments, assistive technology considerations, and academic achievement assessments, accounting for technical adequacy, limitations, and ethical concerns;
(7) complete, as a member of a team, a systematic, functional behavioral 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;
(12) design and implement 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.

C. Instructional design, teaching, and ongoing evaluation. A teacher of special education: academic and behavioral strategist understands how to use individualized education program plans to design, implement, monitor, and adjust instruction for students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance.

The teacher-candidate must be able to:
(13) access information from functional behavioral assessments in order to develop, implement, monitor, evaluate, and revise as needed an individual positive behavioral support plan across settings and personnel

4. What are the major content areas for the course?

The basic due processes facilitation requirements of case managers of students with mild or moderate high-incidence disabilities like SLD, EBD, DCD, and ASD. Students will learn to manage the IEP process and the initial evaluation process that identifies a student for special education services.
5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? Yes. It will be held online.

7. What is the projected maximum class size (cap)? 20

8. What qualified faculty will be available to teach this course?
   Dr. Roxanne Pickle
   Dr. Miriam White (July 13, 2018)
   Dr. Judy Olson
   Dr. Camille Brandt

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available? None.

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
    Amount per student: $
    For:

   11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
Instructor:
Email:
Phone

Professional Education Mission Statement
BSU prepares teachers through inquisitive, involved, reflective practice. The framework outlining our program sets a standard that is rigorous, exemplary and innovative. The curricular structure is research based and organized around the Standards of Effective Practice. Graduates are proficient, collaborative, technologically literate and environmentally aware teachers, who work effectively in various settings with diverse learners.

COURSE DESCRIPTION
The focus of this course is on a formal set of policies and procedures to be implemented by schools and districts for children in special education programs. This course introduces students to the referral, evaluation, planning, and programming process. This course will build an understanding of the role a teacher of special education has: being able to address academic and behavioral strategies, understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance. 20 hours of field experience. Prerequisite(s): ED 3100, 3110, 3140, 3350, SPED

Access to the course’s customized digital text can be purchased from the BSU Bookstore. The customized text includes chapters from Cohen and Spencer (2015): Assessment of Children and Youth with Special Needs and from Overton (2014): Assessing Learners with Special Needs: An Applied Approach

TEACHING METHODOLOGY
- Chapter introductions
- Chapter readings with PPT presentation to extend knowledge
- Group discussions in D2L using case studies related to content
- Application of knowledge from readings and discussion to a clinical experience with students with learning, and/or emotional/behavioral deficits
- Written assignments which provides application of theory to practice

The course is offered through D2L, requiring students to have competencies in many areas of technology such as word processing; and uploading and downloading documents and files; retrieving information from the Internet; posting and reading messages from classmates; and creating and sending emails.

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

SPECIAL ACCOMMODATIONS
If you have an identified disability that may affect your performance in this class, please make an appointment with me early in the semester so that we can discuss accommodations which may be necessary to enable you to have an equal opportunity for success in this course as those who do not have a disability. The university offers a variety of accommodations to assist students with their academic work (e.g., priority registration, note-takers, out-of-class testing, taped readings). Students needing special accommodations should contact me.

BSU is committed to making all educational programs, course materials, services and activities sponsored by the College/University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. PH: 218.755.3883 or email: disabilityservices@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800.627.3529.

UNIVERSITY POLICIES AND PROCEDURES LINK
http://www.bemidjistate.edu/students/handbook/policies/
## COURSE COMPETENCIES

### 8710.5000 CORE SKILLS FOR TEACHERS OF SPECIAL EDUCATION. Subp. 2.
A teacher of special education possesses understandings and skills in special education foundations: referral, evaluation, planning, and programming processes; instructional design, teaching, and ongoing evaluation; and collaboration and communication in items A to D.

#### B. Referral, evaluation, planning, and programming. A teacher of special education: academic and behavioral strategist understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance. The teacher must be able to:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Knowledge</th>
<th>Assessment</th>
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<tbody>
<tr>
<td><strong>B. Referral, evaluation, planning, and programming: A teacher of special education understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement. The teacher must be able to:</strong></td>
<td>Parental Safeguards/ Child Find/ Pre-Referral Intervention</td>
<td>Parental Safeguards/ Child Find/ Pre-Referral Intervention</td>
</tr>
<tr>
<td>(1) select, administer, and interpret academic, behavioral, functional, social, emotional, and communication screening tools;</td>
<td>FBA and BIP</td>
<td>FBA and BIP</td>
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<tr>
<td>(5) evaluate one’s own knowledge, strengths, and limitations in evaluation planning, administration, and interpretation of results to assemble a comprehensive team with the capacity to assess all known and suspected areas of student needs, disability, and level of severity, in the areas of specific learning disabilities, emotional or behavioral disorders, developmental cognitive disabilities, autism spectrum disorders, other health disabilities, and other related disabilities;</td>
<td>WJ IV administration (3 x 10 pts) Evaluation Report</td>
<td>WJ IV administration (3 x 10 pts) Evaluation Report</td>
</tr>
<tr>
<td>(6) select, administer, and interpret a variety of informal and formal assessments, including rating scales, interviews, observation checklists, direct observations, formative assessments, assistive technology considerations, and academic achievement assessments,</td>
<td>Evaluation Report FBA and BIP WJ IV administration (3 x 10 pts)</td>
<td>Evaluation Report FBA and BIP WJ IV administration (3 x 10 pts)</td>
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<td></td>
<td>Accounting for technical adequacy, limitations, and ethical concerns;</td>
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<td>(7)</td>
<td>Complete, as a member of a team, a systematic, functional behavioral 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;</td>
<td>FBA and BIP</td>
</tr>
<tr>
<td>(12)</td>
<td>Design and implement 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.</td>
<td>Videos from MDE dealing with Integrating Multiple Sources of data Worksheet</td>
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<td></td>
<td>In order to demonstrate the candidate is able to meet this standard, the candidate will:</td>
<td></td>
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<tr>
<td></td>
<td><strong>Create an I.E.P. for a transition age student.</strong> Include information from various sources that includes services and supports necessary in the L.R.E., and integrates student's strengths and needs including family priorities and includes a grade level standards in one of the following areas (reading, writing and mathematics).</td>
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<td><em>Major Assignment</em></td>
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<tr>
<td>C. Instructional design, teaching, and ongoing evaluation. A teacher of special education: academic and behavioral strategist understands how to use individualized education program plans to design, implement, monitor, and adjust instruction for students who have mild to moderate needs in the areas of academics, behavior, social,</td>
<td>PLAAFP Goals and Objectives IEP</td>
<td>PLAAFP Goals and Objectives IEP</td>
</tr>
</tbody>
</table>
emotional, communication, and functional performance. The teacher must be able to:

(13) access information from functional behavioral assessments in order to develop, implement, monitor, evaluate, and revise as needed an individual positive behavioral support plan across settings and personnel;

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</thead>
<tbody>
<tr>
<td>FBA and BIP</td>
<td>FBA and BIP</td>
</tr>
</tbody>
</table>

**Assignment Summary**

**Discussion Board Participation**
Participate in weekly discussion on D2L. Topics will be posted by the instructor in the weekly overviews.

Assignment: Parental Safeguards/ Child Find/ Pre-Referral Intervention
Assignment: Evaluation Report
Assignment: WJ IV administration (3 x 10 pts)
Assignment: FBA and BIP
Assignment: PLAAFP
Assignment: Goals and Objectives
Assignment: IEP

**Field Experience**

**Activities:**

A. Meet with your special education mentor and talk with them
   - Parental safeguards/child find/ pre-referral
   - the assessment, planning and programing process results
   - discuss strategies that help increase the effectiveness (getting accurate data and using in in the planning and programing of the IEP) and efficiency (being efficient in creating appropriate timelines and implementation of program changes based on the data) of this process. (3 hours)

B. Observe and work in an EBD, ASD, or LD classroom and reflect on the effects of the staff and the environment and strategies implemented to help students’ behavior and academic focus. (3 hours)

C. IEP/Evaluation presentation research (3 hours)

D. Completion of the IEP (feel free to consult and work with your mentor on this) (2 hours)

E. Woodcock Johnson IV assessments (8 hours)

**Graduate Assignment:**
Complete a full evaluation report on one of the test subjects, including disability
criteria, accommodations and modifications that are appropriate based on the assessment results.

Remember that you need liability insurance before you enter the classroom. It is for your protection and is required for all field experiences. The simplest way to be covered for professional liability is via a student membership in Education Minnesota. Student program cost is $25 for the period September 1 to August 31. Other options for professional liability insurance include: 1) Association of American Educators; 2) Content specific professional organizations; 3) Private insurance companies. Verification of liability insurance purchase is required before any field experience.
BSU Curriculum Forms

Form 6
(Updated: 9.15.15)

New Program Form

Type of Program to be established:

_____ M.S.*
_____ M.A.*
_____ Applied Masters**
__X__ B.S.
_____ B.S./T.L.
_____ B.A.
_____ Minor
_____ Field of Emphasis: Stand Alone
_____ Field of Emphasis in:
__X__ Other: Courses

Program name:
Undergraduate: Professional Education, B.S. major Academic and Behavioral Strategist (Teacher Licensure)
Graduate: Academic and Behavior Strategist license

Reason(s) for new program:

In January 2012 the Minnesota Board of Teaching approved a new Special Education license: the Academic and Behavioral Strategist (ABS) license. The purpose of the ABS license is to prepare Special Education teachers to work across multiple disability areas. ABS trained teachers are prepared to provide services to students with mild to moderate needs across a variety of disability categories.

A teacher holding the Academic and Behavioral Strategist license is authorized to provide evaluation and specially designed instruction to eligible children and youth with disabilities from kindergarten through age 21 who have a range of mild to moderate needs in the areas of academic, behavior, social/emotional, communication, and functional performance. These students may be eligible for special education services in the primary disability areas of autism spectrum disorders (ASD), developmental cognitive disability (DCD), emotional/behavioral disorders (EBD), other health disorders (OHD), and specific learning disabilities (SLD).

The ABS license is an additional benefit to Minnesota school districts because teachers with this license will be prepared to provide services for students with mild to moderate needs in these disability categories. This allows districts more flexibility in terms of staffing and providing services for students. Districts may serve a broader range of students.
utilizing staff with this ABS license, thus avoiding the previous need to seek personnel variances for some of their teachers from the Board of Teaching (BOT).\textsuperscript{1}

Student learning outcomes for the program (please use the same format as for other programs in the department):

\textit{8710.5050 TEACHERS OF SPECIAL EDUCATION: Academic Behavioral Strategist}\textsuperscript{2}

\textbf{A. Foundational knowledge.} A teacher of special education understands the foundations of special education services for students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance on which to base practice. The teacher must demonstrate knowledge of the:

\begin{itemize}
\item[\textit{1}] Taken from MN Board of Teaching handout, FAQs regarding Academic Behavioral Strategist license.
\item[\textit{2}] Learner Outcomes taken from MN Rule outlining the license requirements for Academic Behavioral Strategist.
\end{itemize}
(1) central concepts, tools of inquiry, history and context, models, theories, and philosophies that form the bases for special education practice for students with academic, behavioral, functional, social, emotional, and communication needs;
(2) laws, policies, and ethical principles regarding behavior management planning and implementation of positive behavior supports for students with challenging behavior;
(3) educational definitions, issues related to identification, and eligibility criteria pertaining to students with emotional or behavioral disorders, specific learning disabilities, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities, including those from culturally and linguistically diverse backgrounds;
(4) etiology, characteristics, and classifications of students with emotional or behavioral disorders, specific learning disabilities, developmental cognitive disabilities, autism spectrum disorders, other health disabilities, and traumatic brain injury;
(5) similarities and differences across disabilities, including impact of coexisting conditions or multiple disabilities, on acquisition of academic, behavioral, functional, social, emotional, and communication skills and how to meet the needs in a range of service delivery models;
(6) levels of support required and a continuum of related services available for students with developmental cognitive and other disabilities to succeed in a range of environments;
(7) research-based theories of behavior and the impact of disability, gender, familial background, socioeconomic status, cultural, and linguistic factors on perceptions and interpretations of behavior for students with emotional or behavioral disorders and other disabilities;
(8) impact of abuse and dependency on individuals, their families, and the community;
(9) impact of information processing deficits on children and youth with specific learning disabilities and other disabilities;
(10) legal, judicial, medical, and educational systems and their terminologies and implications in serving students with disabilities;
(11) how attributions, anxiety, withdrawal, and thought disorders affect learning and behavior; and
(12) the major mental health disorders manifested during early childhood, childhood, adolescence, and adulthood and the complexities of comorbidity including behavioral manifestations of these disorders and their effects on learning and implications for instruction.

B. Referral, evaluation, planning, and programming. A teacher of special education: academic and behavioral strategist understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance. The teacher must be able to:
(1) select, administer, and interpret academic, behavioral, functional, social, emotional, and communication screening tools;
(2) design, implement, evaluate, and adjust as needed, research-based interventions based on screening results, information from families, and performance data in the context of general education instruction and prereferral interventions;
(3) consult and collaborate with school personnel and families to maintain educational supports found to be effective during prereferral interventions and needed in the general education classroom;
(4) apply decision-making procedures based on data to determine when students are not responding to interventions and should be referred for a formal, comprehensive evaluation;
(5) evaluate one's own knowledge, strengths, and limitations in evaluation planning, administration, and interpretation of results to assemble a comprehensive team with the capacity to assess all known and suspected areas of student needs, disability, and level of severity, in the areas of specific learning disabilities, emotional or behavioral disorders, developmental cognitive disabilities, autism spectrum disorders, other health disabilities, and other related disabilities;
(6) select, administer, and interpret a variety of informal and formal assessments, including rating scales, interviews, observation checklists, direct observations, formative assessments, assistive technology considerations, and academic achievement assessments, accounting for technical adequacy, limitations, and ethical concerns;
(7) complete, as a member of a team, a systematic, functional behavioral 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;
(8) integrate assessment results and information available from family, school personnel, legal system, medical, and mental health providers into the evaluation, planning, and programming process;
(9) communicate the purpose, procedures, and results of interventions, assessments, and the evaluation process to students, families, educators, and other professionals;
(10) collaborate with teachers, specialists, and related service providers, to identify patterns of strengths and weaknesses that require systematic explicit instruction, accommodations, and modifications, including the use of assistive technology for access to the curriculum;
(11) address factors such as gender, socioeconomic status, and familial, cultural, and linguistic diversity that may influence the identification of students in the areas of specific learning disabilities, emotional or behavioral disorders, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities; and
(12) design and implement 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.

C. Instructional design, teaching, and ongoing evaluation. A teacher of special education: academic and behavioral strategist understands how to use individualized
education program plans to design, implement, monitor, and adjust instruction for students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance. The teacher must be able to:

(1) utilize principles of universal design for learning in order to meet student needs across disability areas and across settings and provide access to grade-level content standards;
(2) design, implement, modify, and adjust instructional programs and processes and adapt materials and environments to enhance individual student participation and performance when serving students with a range of disabilities and diverse needs;
(3) design, implement, monitor, and adjust goals and objectives to address the individual strengths and needs of students with autism spectrum disorders, developmental cognitive disabilities, emotional or behavioral disorders, specific learning disabilities, and other health disabilities;
(4) monitor, collect, summarize, evaluate, and interpret data to document progress on skill acquisition and make adjustments to and accommodations in instruction;
(5) select and apply evidence-based instructional practices, including those supported by scientifically based research when available, for academic instruction, social skills instruction, affective education, and behavior management for students with a range of disabilities and diverse needs within a common instructional setting;
(6) apply strategies to increase functional developmental skills, academic skills, reasoning, problem solving skills, study skills, organizational skills, coping skills, social skills, self-advocacy, self-assessment, self-awareness, self-management, self-control, self-reliance, self-esteem, test-taking skills, and other cognitive strategies to ensure individual success in one-to-one, small-group, and large-group settings, including preparation for transition;
(7) modify instruction and teach skills to increase accuracy, fluency, academic vocabulary, and comprehension in reading, writing, and listening including modifying pace of instruction, introducing monitoring strategies, and providing organizational cues;
(8) modify instruction and teach skills to increase accuracy and proficiency in mathematical reasoning and calculation;
(9) collect and interpret academic progress monitoring data using a variety of assessment tools, including general outcome measures, curriculum-specific measures, and grade-level content standard measures;
(10) design, implement, monitor, and adjust instructional programs;
(11) utilize assistive technology devices, accessible instructional materials, and accommodations to strengthen or compensate for differences in perception, attention, memory, processing, comprehension, and expression;
(12) design, implement, monitor, and adjust a range of evidence-based instructional strategies and practices and develop and adapt specialized materials that facilitate student engagement and the maintenance and generalization of skills;
(13) access information from functional behavioral assessments in order to develop, implement, monitor, evaluate, and revise as needed an individual positive behavioral support plan across settings and personnel;
(14) design functional and safe school and classroom environments, utilize classroom management theories and strategies, establish consistent classroom-based positive behavioral support practices, and apply individual
positive behavioral interventions and practices to support learning, behavior, social,
and emotional needs; and
(15) collect, interpret, and use data to monitor the effectiveness of replacement
behaviors, prompts, routines, and reinforcers in changing and maintaining positive
behaviors.

D. Collaboration and communication. A teacher of special education: academic and
behavioral strategist cultivates and maintains positive, collaborative relationships with
children and youth with disabilities who have a range of mild to moderate needs in the
areas of academics, behavior, social, emotional, communication, and functional
performance, families, educators, other professionals, and the community to support
development and educational progress. The teacher must be able to:
(1) access services, networks, agencies, and organizations for individuals with autism
spectrum disorders, developmental cognitive disability, emotional
or behavioral disability, specific learning disabilities, and other health disabilities and
their families;
(2) understand the issues and resources and apply strategies needed when transitioning
and reintegrating children and youth into and out of alternative environments;
(3) provide and receive consultation and collaborate with educators, specialists,
families, paraprofessionals, and interagency professionals for the purposes of
observation, problem-solving, providing positive behavior supports, and coaching in
order to improve the academic and nonacademic performance of children and youth;
(4) differentiate the roles and responsibilities of mental health professionals and
agencies from those of school professionals in order to align services to children and
youth with disabilities;
(5) assist children and youth and families in understanding terminology and identifying
concerns, priorities, and resources during the identification of a disability and at critical
transition points across the life span;
(6) apply cultural competencies, including self-awareness of one’s personal perspectives,
when communicating and problem solving, taking into account differences in familial
background, socioeconomic status, and cultural and linguistic diversity;
(7) collaborate and actively participate with stakeholders to develop, implement, and
refine schoolwide systems of academic and behavioral supports;
(8) cultivate professional relationships that encourage peer observation, coaching, and
systems for giving and receiving feedback from colleagues to enhance student
instruction and program outcomes;
(9) access and evaluate information, research, and emerging practices relevant to the
fields of autism spectrum disorders, developmental cognitive disability, emotional
or behavioral disability, specific learning disabilities, other health disabilities,
and academic and behavioral interventions through consumer and professional
organizations, peer-reviewed journals, and other publications; and
(10) engage in continuing professional development and reflection to increase
knowledge and skill as a special educator and inform instructional practices, decisions,
and interactions with children and youth and their families.

How will the student learning outcomes be assessed (e.g., major field test, student portfolio,
departmental rubric, department-developed examination questions, etc.)?
Course written assignments, discussions projects, case study work, reflective essays on content and field experiences

Note: If courses from other departments are required for this program, please notify the chairs of those departments.

The home department/program was notified that this new program will require courses from their area: ________ (date) by _______________ (mail, email, or phone).

Please check one of the items below:

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

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

Note: If this is a joint program, the signatures of both department chairs (and both deans, if different colleges) must be provided.

Alerts:

- Attach draft catalog copy of proposed program.

- Contact the Assistant Vice-President for Academic Affairs regarding approval downstate (required for all of the above except for a minor where there is an existing major).

* MS/MA Curriculum proposals for graduate programs must indicate how the program addresses these requirements (in the draft catalog copy or elsewhere):

  a. MnSCU 50% rule: At least one-half of the required credits in a master’s degree, exclusive of a thesis, capstone, or similar culminating project, shall be credits restricted exclusively to graduate student enrollment.

  b. Competency Requirement

  c. Written Examination Requirement

**Applied Master’s Degree must address items a-c above, as well as:

  d. How the proposed capstone experience meets the capstone requirements/standards listed in the catalog.

For more information on each of these requirements refer to the current graduate catalog.
Undergraduate Program for
Academic and Behavioral Strategist (Teacher Licensure)

Elementary Education, B.S. major

Required Credits: 79
Required GPA: 2.50

I ELEMENTARY EDUCATION FOUNDATION COURSES

COMPLETE THE FOLLOWING COURSES:

- ED 3100 Introduction to the Foundations of Public School Education (3 credits)
- ED 3110 Educational Psychology (3 credits)
- ED 3140 Human Relations In Education (3 credits)
- ED 3350 Pedagogy: Planning for Instruction (3 credits)
- ED 3780 Adaptation and Management: Designing the Learning Environment (3 credits)
- ED 4799 The Professional Teacher (1 credit)
- HLTH 3400 Health and Drugs in Society (2 credits)

COMPLETE THE FOLLOWING COURSE, UP TO 12 CREDITS:

- ED 4820 Student Teaching - Elementary (1-12 credits)

II ELEMENTARY EDUCATION MAJOR COURSES

COMPLETE THE FOLLOWING COURSES:

- ED 3201 Language Arts I (3 credits)
- ED 3202 Language Arts II (3 credits)
- ED 3203 Language Arts III (3 credits)
- ED 3221 Elementary Math Methods (3 credits)
- ED 3222 Elementary Science Methods (3 credits)
- ED 3240 Social Studies in the Elementary School (3 credits)
- ED 3301 Creative Expressions (3 credits)
- ED 3302 Creative Process Foundations: Patterns (3 credits)
- HLTH 4100 Teaching Elementary School Health (2 credits)
- PHED 4200 Methods of Teaching Elementary Physical Education to Classroom Teachers (1 credit)
COMPLETE THE FOLLOWING COURSE:

- MATH 1011 Mathematics for Elementary School Teachers I (3 credits)

COMPLETE THE FOLLOWING COURSE:

- MATH 1013 Mathematics for Elementary School Teachers II (3 credits)

ACADEMIC AND BEHAVIORAL STRATEGIST

COMPLETE THE FOLLOWING COURSES:

- SPED 3600 Study of the Learner with Special Needs (3 credits)
- SPED 3650 Collaborative Techniques of the Special Educator (3 credits)
- SPED 3105 Professional Practice in Special Education (1 credit)
- SPED 4715 Curriculum Techniques in Special Populations (3 credits)
- SPED 3566 Survey of Mild Disabilities (3 credits)
- SPED 3567 Survey of Special Education Law (3 credits)

COMPLETE 4 weeks of student teaching in Level I/II special education setting (5 credits)

- ED 4840 Student Teaching Special Fields (1-12 credits)

PROFESSIONAL EDUCATION COURSES MUST BE COMPLETED

+-----------------------------------------------------------------+
Graduate License

Academic and Behavioral Strategist license

Required Credits: 21
Required GPA: 3.00

ACADEMIC and BEHAVIORAL STRATEGIST LICENSE

COMPLETE THE FOLLOWING COURSES:

- SPED 5600 Study of the Learner with Special Needs (3 credits)
- SPED 5650 Collaborative Techniques of the Special Educator (3 credits)
- SPED 5105 Professional Practice in Special Education (1 credit)
- SPED 5715 Curriculum Techniques in Special Populations (3 credits)
- SPED 5566 Survey of Mild Disabilities (3 credits)
- SPED 5567 Survey of Special Education Law (3 credits)

COMPLETE 4 weeks of student teaching in Level I/II special education setting (5 credits)
* ED 5840 Student Teaching Special Fields (1-12 credits)
BSU Curriculum Forms

**Form 8**
Updated: 09.18.15

**Signatures**

Judy Olson / Special Education Coordinator / (no date indicated)____________________
Proposer / Title / Date

Tim Goodwin / Professional Education / (no date indicated)____________________
Chair or Director / Department or Program / Date
Note: "All departmental recommendations [on curriculum] must be reviewed and approved by the department's faculty."--IFO/MnSCU Master Agreement 2009-2011, 20.A.3 (p. 80).

---

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

James Barta / Health Sciences and Human Ecology / 2.21.18____________________
Dean / College / Date

Note: If proposal is sent back to the Proposer, please notify the Curriculum Coordinator. If approved, packet goes to Academic Affairs Office.
June 2013

Frequently Asked Questions about the Academic and Behavioral Strategist (ABS) License

In January 2012 the Minnesota Board of Teaching approved a new Special Education license: the Academic and Behavioral Strategist (ABS) license.

The purpose of the ABS license is to prepare Special Education teachers to work across multiple disability areas. ABS trained teachers are prepared to provide services to students with mild to moderate needs across a variety of disability categories.

A teacher holding the Academic and Behavioral Strategist license is authorized to provide evaluation and specially designed instruction to eligible children and youth with disabilities from kindergarten through age 21 who have a range of mild to moderate needs in the areas of academic, behavior, social/emotional, communication, and functional performance. These students may be eligible for special education services in the primary disability areas of autism spectrum disorders (ASD), developmental cognitive disability (DCD), emotional/behavioral disorders (EBD), other health disorders (OHD), and specific learning disabilities (SLD).

The ABS license is an additional benefit to Minnesota school districts because teachers with this license will be prepared to provide services for students with mild to moderate needs in these disability categories. This allows districts more flexibility in terms of staffing and providing services for students. Districts may serve a broader range of students utilizing staff with this ABS license, thus avoiding the previous need to seek personnel variances for some of their teachers from the Board of Teaching (BOT).

Who is required to have an ABS license?
No one is required to hold an ABS license. Rather the ABS license is an option that allows a teacher to serve students with mild to moderate needs across multiple disability areas.

What else is required for a teacher who has an ABS license?
To renew the initial ABS license, an ABS-licensed teacher must also have a disability-specific license in one of the four licensure fields represented within the ABS license: Autism Spectrum Disorders (ASD), Developmental Disabilities (DD), Emotional or Behavior Disorders (EBD), Learning Disabilities (LD). The teacher may have the disability-specific license prior to earning the ABS license or may earn the disability-specific license within the first five-year renewal period after receiving the ABS license.

The disability-specific license allows teachers holding the ABS license to teach the full range of student needs in the age/scope of the license area that they choose (ASD, DD,
ED_17-18

EBD, or LD). This ensures that an ABS licensed teacher has both the benefit of broad preparation across multiple disability areas and a depth of expertise and understanding in at least one specific disability area.

**Will a teacher lose the ABS license after 5 years?**
An ABS license will remain valid for a teacher who:

(3) Already held full licensure in Autism Spectrum Disorders (ASD), Developmental Disabilities (DD), Emotional or Behavioral Disorders (EBD), Learning Disabilities (LD) prior to earning the ABS license and continues to meet the standard license renewal requirements.

OR

(4) Earns a full, disability-specific license in ASD, DD, EBD, or LD within the first 5-year license renewal period after being issued the ABS license.

**What are the options for acquiring an ABS license through a Minnesota Institution of Higher Education?**
Several Minnesota Institutions of Higher Education (IHE) are approved by the Board of Teaching to offer an ABS licensure program.

The approved ABS licensure IHE programs may be contacted to ascertain what requirements are necessary to obtain the ABS license. For teachers holding current special education licensure, the IHEs will conduct a transcript review to determine what requirements have been met by previous course work and plan a course of action for the courses required for the ABS license. If your district allows, some institutions will allow you to complete a clinical practicum on the job.

For teachers seeking licensure in special education, see the document titled “State Approved Special Education Teacher Licensure Programs” for a listing of currently approved programs. [http://education.state.mn.us/MDE/EdExc/Licen/SpecEdLicen/index.html](http://education.state.mn.us/MDE/EdExc/Licen/SpecEdLicen/index.html)

**What does this mean for teachers coming to Minnesota with a special education license from another state?**
Beginning January 1, 2013, the Minnesota Department of Education’s Licensing Division began issuing ABS licenses to out-of-state teacher applicants who hold similar mild-to-moderate cross-categorical or multi-categorical licenses from other states and whose preparation is essentially equivalent to the Minnesota preparation for the ABS license.

*June 2013*
Can a teacher be grandfathered into the ABS license if s/he holds one or more of the four disability-specific licenses and experience teaching in one or more of the disability areas?

No. Teachers with one or more of the four disability-specific licenses (Autism Spectrum Disorders (ASD), Developmental Disabilities (DD), Emotional or Behavioral Disorders (EBD), Learning Disabilities (LD), should contact one of the institutions with an approved ABS licensure program. These institutions are prepared to conduct an analysis of prior coursework and credentials to determine what requirements remain.

See the document titled “State Approved Special Education Teacher Licensure Programs” for a listing of currently approved programs. (http://education.state.mn.us/MDE/EdExc/Licen/SpecEdLicen/index.html)
<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
<th>Summer Two</th>
<th>Semester Three</th>
<th>Semester Four</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education Entry Requirements:</strong></td>
<td><strong>ED 3140</strong> 3 cr. Human Relations in Education</td>
<td><strong>SPED 4715</strong> 3 cr. SPED Survey of Mild Disabilities</td>
<td><strong>ED 3780</strong> 3 cr. Adaptation and Management: Designing the Learning Environment</td>
<td><strong>ED 4820</strong> 1 to 12 cr. Student Teaching, Elementary Education</td>
</tr>
<tr>
<td>- Take the MTLE Basic Skills Tests</td>
<td><strong>Prerequisites: ED 3100 and ED 3110</strong></td>
<td><strong>Prerequisites: ED 3100, ED 3110, ED 3140 and ED 3350</strong></td>
<td>May not be taken with ED 3350</td>
<td></td>
</tr>
<tr>
<td>- Have a 2.5 GPA or higher</td>
<td><strong>Take before or with ED 3350</strong></td>
<td><strong>Health and Drugs in Society</strong> 2 cr.</td>
<td><strong>HLTH 3400</strong> 2 cr. Health and Drugs in Society</td>
<td></td>
</tr>
<tr>
<td>- Complete 30 semester credits</td>
<td><strong>ED 3350</strong> 3 cr. Pedagogy: Planning for Instruction</td>
<td><strong>Prerequisites: ED 3100 and ED 3110</strong></td>
<td><strong>Prerequisites for the block are:</strong></td>
<td></td>
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<tr>
<td><strong>ED 3110</strong> 3 cr. Intro to the Foundations of Education</td>
<td><strong>Must be taken before ED 3780</strong></td>
<td><strong>MATH 1011</strong> 3 cr. Math for Elementary School Teachers II</td>
<td><strong>ED 3200</strong> 3 cr. Language Arts II</td>
<td></td>
</tr>
<tr>
<td>Corequisite: ED 3110</td>
<td><strong>Prerequisite: MATH 1011</strong></td>
<td><strong>Prerequisites: ED 3100, ED 3110, ED 3201</strong></td>
<td><strong>Prerequisites: ED 3100 and ED 3110</strong></td>
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<tr>
<td><em>20 Hours of Field Experience</em></td>
<td><strong>20 Hours of Field Experience</strong></td>
<td><strong>ED 3202</strong> 3 cr. Language Arts II</td>
<td><strong>ED 3301</strong> 3 cr. Creative Expressions</td>
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</tr>
<tr>
<td><strong>MATH 1011</strong> 3 cr. Math for Elementary School Teachers I</td>
<td></td>
<td><strong>Prerequisites: ED 3100 and ED 3110</strong></td>
<td><strong>Prerequisites: ED 3100 and ED 3110</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ED 3201</strong> 3 cr. Language Arts I</td>
<td><strong>ED 3201</strong></td>
<td><strong>ED 3201</strong> 3 cr. Language Arts I</td>
<td><strong>ED 3203</strong> 3 cr. Language Arts III</td>
<td></td>
</tr>
<tr>
<td>Corequisites: ED 3100 and ED 3110</td>
<td><strong>Prerequisites: ED 3100, ED 3110, ED 3201</strong></td>
<td><strong>Prerequisites: ED 3100 and ED 3110</strong></td>
<td><strong>ED 3221</strong> 3 cr. Elementary Math Methods</td>
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<tr>
<td><em>20 Hours of Field Experience</em></td>
<td><strong>20 Hours of Field Experience</strong></td>
<td><strong>ED 3301</strong> 3 cr. Creative Expressions</td>
<td><strong>ED 3222</strong> 3 cr. Elementary Science Methods</td>
<td></td>
</tr>
<tr>
<td><strong>ED 3302</strong> 3 cr. Creative Process Foundations</td>
<td><strong>ED 3301</strong></td>
<td><strong>Prerequisites: ED 3100 and ED 3110</strong></td>
<td><strong>ED 3240</strong> 3 cr. Social Studies in the Elem School</td>
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<tr>
<td><strong>PHED 4200</strong> 1 cr. Methods of Teaching Elem Physical Ed</td>
<td><strong>HLTH 4100</strong> 2 cr. Methods of Teaching Elem School Health</td>
<td><strong>Prerequisites: ED 3100, ED 3110, ED 3140 and ED 3350</strong></td>
<td><strong>ED 4799</strong> 1 cr. The Professional Teacher</td>
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</tr>
<tr>
<td>Take any semester prior to student teaching</td>
<td><strong>Take any semester prior to student teaching</strong></td>
<td></td>
<td><strong>Prerequisites: ED 3100, ED 3110, ED 3140 and ED 3350</strong></td>
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<tr>
<td><strong>SEMESTER ONE = 16 credits</strong></td>
<td><strong>SEMESTER TWO = 17 credits</strong></td>
<td><strong>Take the semester before student teaching</strong></td>
<td><strong>Take the semester before student teaching</strong></td>
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</tr>
</tbody>
</table>

**THE BLOCK:**

- These courses must be taken together and require 80 hours of scheduled practicum (within class time)
- **Prerequisites for the block are:**
  - ED 3100, ED 3110, ED 3140, ED 3201, ED 3202, MATH 1011 and MATH 1013

**SEMESTER THREE = 18 credits**

**Elementary Education Total = 63 credits**

You must have passing scores on the MTLE Basic Skills, Pedagogy and Content Area Tests in order to be licensed.

See the Advising Coordinator, Aspen Easterling, for information on which tests are needed for license(s).