## Curriculum Proposal

### SPED 18-19 #28

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#### Course Modifications

1. **SPED 3105/5105** Professional Practice in Special Education I (1 credits); description change
2. **SPED 3106/5106** Professional Practice in Special Education II (1 credits); description change
3. **SPED 3107/5107** Professional Practice in Special Education III (2 credits); description change
4. **SPED 3600/5600** Study of the Learner with Special Needs (3 credits); description change
5. **SPED 3620/5620** Teaching the Learner with Specific Learning Disabilities (3 credits); description change
6. **SPED 3630/5630** Teaching the Learner with Emotional Behavioral Disorders I (3 credits); description change
7. **SPED 3650/5650** Collaborative Techniques for Special Educators (3 credits); description change
8. **SPED 3655/5655** Due Process in Special Education I: Individual Education Plan (3 credits); description change
9. **SPED 3660/5660** Teaching the Learner with Autism Spectrum Disorder I: Mild to Moderate (3 credits); description change
10. **SPED 3665/5665** Social Skills (3 credits); description change
11. **SPED 4715/5715** Curriculum Techniques with Special Populations (3 credits); description change
12. **SPED 6603** Math Difficulties: Diagnosis and Intervention (3 credits); description change
13. **SPED 6605** Due Process in Special Education II: Assessment and Reporting (3 credits); description change
14. **SPED 6608** Reading Difficulties: Diagnosis and Intervention (3 credits); description change
15. **SPED 6620** Teaching the Learner with Specific Learning Disabilities II (3 credits)
16. **SPED 6630** Teaching the Learner with Emotional Behavioral Disorders II (3 credits)
17. **SPED 6660** Teaching the Learner with Autism Spectrum Disorder (3 credits)

### Signatures

1.8 **Signatures**
BSU Curriculum Forms

Form 1

Curriculum Modification Summary

College: Arts, Education and Humanities
Department: Professional Education
Proposer: Special Education Committee
Proposer’s position:
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 Special Education program, in compliance with the Minnesota Board of Teaching Program requirements must have 100 hours of pre-service field experience hours. The current number of field experience hours in the BSU SPED program is over 350 hours. In order to comply with the new rules in statute, the Special Education faculty have reduced the number of hours in the program to align more closely with the requirement. The majority of the candidates in the program are already working in their own classrooms under Tier 2 licenses and so have extensive experiences in the school setting by the very nature of their jobs. The Special Education team has revised assignments and tasks at the fieldwork site that require the candidate to focus on specific objectives and standards tied to each course. In the past, candidates were allowed to count “prep” hours toward their fieldwork requirement. As this varied with each candidate and school setting, keeping track of those prep hours was often inconsistent and not uniform. The benefit to the teacher candidate is that they can focus more closely on tasks tied to each course rather than use the time to for preparation as is currently the case. They will record actual hours were they worked directly with the learners which will simplify their recording in their logs.

Modifications proposed (specify number of each):
  ____x__ Course Modification(s) (form 2)
  ____ New Course(s) (form 3)
  ____ Course Drop(s) (form 4)
  ____ Program Modification(s) (form 5)
  ____ New Program(s) (form 6)
  ____ Program Drop(s) (form 7)
The modifications affect (check):
  ____ Liberal Education
  ____x__ Undergraduate Curriculum
  ____x__ Graduate Curriculum
  ____x__ Teacher Licensure Program(s)
Course Modification Form

Current Course Number(s):
   Undergraduate:
   Graduate:
   SPED 3105/5105
   SPED 3106/5106
   SPED 3107/5107
   SPED 3600/5600
   SPED 3620/5620
   SPED 3630/5630
   SPED 3650/5650
   SPED 3655/5655
   SPED 3660/5660
   SPED 3665/5665
   SPED 4715/5715
   SPED 6603
   SPED 6605
   SPED 6608
   SPED 6620
   SPED 6630
   SPED 6660

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

Current Course Title:
Proposed Course Title, if different:

Note: Only the graduate level of prerequisites for courses are shown below. The undergrad description is the same with undergrad course prerequisites.

Current Course Description:
**3105/5105 PROFESSIONAL PRACTICE IN SPECIAL EDUCATION** (1 credit)
This one-credit course is designed to augment the clinical experiences required throughout the Special Education Licensure Program and facilitate interaction with teacher coaches/mentors. This course is taken during the candidate's first semester in the program. Signature Assessment 1 is completed in this course. Five hours of field work for consultation and discussion with the teacher coach/mentor and other professionals in the schools regarding content in the course and tasks related to Signature Assessment 1, are required. Prerequisites: Current teacher license or completion of a teaching degree or
completion of \textit{ED 5100, ED 5110, enrolled in or completed ED 5350}. Corequisite: \textit{SPED 5600}.

\textbf{3106/5106 PROFESSIONAL PRACTICE IN SPECIAL EDUCATION II} (1 credit) This one-credit course is designed to augment the clinical experiences required throughout the Special Education Licensure Program and facilitate interaction with teacher coaches/mentors. The course is taken during the program's third semester. Signature Assessment 2 is completed in this course. Five hours of field work for consultation and discussion with the teacher coach/mentor and other professionals in the schools regarding content in the course and tasks related to Signature Assessment 2, are required. Prerequisites: \textit{SPED 5600, SPED 5105, and consent of instructor.}

\textbf{3107/5107 PROFESSIONAL PRACTICE IN SPECIAL EDUCATION III} (2 credits) This two-credit course is designed to augment the clinical experiences required throughout the Special Education Licensure Program and facilitate interaction with teacher coaches/mentors. The course is taken during the program's fifth semester together with the final courses in the program. Signature Assessment 3 is completed in this course. Ten hours of field work for consultation and discussion with the mentor teacher and other professionals in the schools regarding content in the course and tasks related to Signature Assessment 3, are required. Prerequisites: \textit{SPED 5105, SPED 5106, SPED 5600, and consent of instructor.}

\textbf{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 40-hour approved clinical experience at the K-12 level is required. The course is taken simultaneously with \textit{SPED 5105}. Prerequisites: Current standard teaching license or completion of a teaching degree or completion of \textit{ED 5100, ED 5110, enrolled in or completed ED 5350} or consent of instructor. Co-requisite: \textit{SPED 5105} (Exempt: Developmental Adaptive Physical Education (DAPE) program.) Consent of instructor.

\textbf{3620/5620 TEACHING THE LEARNER WITH SPECIFIC LEARNING DISABILITIES I} (3 credits) This course is designed to introduce the candidate to the field of learning disabilities. It is a study of learners whose learning problems inhibit their ability to meet academic performance standards and developmental expectations for their age. Emphasis is placed on historical foundations, current education definitions of learning deficits, federal and Minnesota eligibility criteria for services, etiology of learning disabilities, relationship between learning disabilities and other associated conditions, impact of information processing deficits on children with learning disabilities, and social or emotional aspects of children and youth with learning disabilities. A 40-hour approved clinical experience at the K-6 level is required. Prerequisites: \textit{SPED 5600} and consent of instructor.

\textbf{3630/5630 TEACHING THE LEARNER WITH EMOTIONAL BEHAVIORAL DISORDERS I} (3 credits) The course is an introduction to the characteristics and needs
of students with emotional and behavioral disorders within the context of school, family and community settings. A 40-hour approved clinical experience at the K-6 level is required. Prerequisites: SPED 5600 and consent of instructor.

3650/5650 COLLABORATIVE TECHNIQUES FOR SPECIAL EDUCATORS (3 credits) A study of the importance of and techniques for collaboration with parent, caregivers, community services and other support services to enhance the learning outcomes for students with special needs. A 40-hour approved clinical experience at the K-12 grade level is required. Prerequisites: Consent of instructor.

3655/5655 DUE PROCESS IN SPECIAL EDUCATION I: INDIVIDUAL EDUCATION PLANNING (3 credits) The course focuses on a formal set of policies and procedures to be implemented by schools and districts for children in special education programs. This course concentrates on the creation of compliant Individualized Education Plans (IEP) to meet the academic and/or emotional and behavioral needs of students receiving special education services. A 40-hour approved clinical experience at the K-6 grade level is required. Prerequisites: SPED 5600 and consent of instructor.

3660/5660 TEACHING THE LEARNER WITH AUTISM SPECTRUM DISORDER I: MILD TO MODERATE (3 credits) This course presents a whole-person perspective of individuals with high-functioning Autism Spectrum Disorder and surveys research-based approaches to teaching, biological and neurological information necessary for assessment, genetic research, legislation, and the CEC Code of Ethics. The course material covers birth through the age of 21 and requires 40 hours of field experience with 20 hours dedicated to birth to Pre-Kindergarten and 20 hours dedicated to Kindergarten through Grade 6. Prerequisites: SPED 5600 and consent of instructor.

3665/5665 SOCIAL SKILLS (3 credits) This course is designed to explore evidence based social skill and communication skill interventions for students diagnosed with ASD, EBD and SLD. The course requires 40 hours of field experience with students in Grades 5-8. Prerequisites: SPED 5600 and consent of instructor.

4715/5715 CURRICULUM TECHNIQUES WITH SPECIAL POPULATIONS (3 credits) The focus of the course is curricular interventions and techniques for accommodating diverse learners within the general education setting. A 40-hour approved clinical experience at the 6-8 grade level is required. Prerequisites: SPED 5600 and 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 40-hour approved clinical experience at the 5-8 level is required. Prerequisites: SPED 5600 and consent of instructor.
6605 DUE PROCESS IN SPECIAL EDUCATION II: ASSESSMENT AND REPORTING (3 credits) This course focuses on a formal set of policies and procedures to be implemented by schools and districts for children in special education programs. It concentrates on the assessment of students receiving special education services. A 40-hour approved clinical experience at the 9-12 grade level is required. Prerequisites: SPED 5600 and consent of instructor.

6608 READING DIFFICULTIES: DIAGNOSIS AND INTERVENTION (3 credits) The course studies the problems students with learning needs may exhibit in the area of reading and explicit teaching practices that are successful with such learners. Diagnostic, remedial and instructional best-practice strategies and activities are explored and applied. MN elementary reading standards are embedded in this course. A 40-hour approved clinical experience at the 5-8 grade level is required. Prerequisites: SPED 5600 and consent of instructor.

6620 TEACHING THE LEARNER WITH SPECIFIC LEARNING DISABILITIES II (3 credits) The course is designed to provide continuing study into the field of learning disabilities. It is a study of learners whose learning problems inhibit their ability to meet academic performance standards and developmental expectations for their age. Emphasis is placed on designing individual education program plans to implement developmentally appropriate instruction for students with learning disabilities or learning deficits. Teaching strategies to assist students in developing lifelong skills to transfer into general education and transition areas are studied. A 40-hour approved clinical experience at the 9-12 grade level is required. Prerequisites: SPED 5600, SPED 5620 and consent of instructor.

6630 TEACHING THE LEARNER WITH EMOTIONAL BEHAVIORAL DISORDERS II (3 credits) The course studies the assessment and management of behavior problems in the classroom. Techniques include functional behavioral assessments, cognitive strategies, behavior modification techniques and crisis prevention. A 40-hour approved clinical experience at the 9-12 level is required. Prerequisites: SPED 5600, SPED 5630 and consent of instructor.

6660 TEACHING THE LEARNER WITH AUTISM SPECTRUM DISORDER II: MODERATE TO SEVERE (3 credits) This course presents a whole-person perspective of individuals with moderate to severe Autism Spectrum Disorder and surveys research-based approaches to teaching, biological and neurological information necessary for assessment, genetic research, legislation, transition and the CEC Code of Ethics. The course material covers birth through the age of 21 and requires 40 hours of field experiences with individuals from 9th grade to the age of 21. Prerequisites: SPED 5600, SPED 5660 and consent of instructor.

Proposed Course Description, if different:
3105/5105 PROFESSIONAL PRACTICE IN SPECIAL EDUCATION (1 credit) This one-credit course is designed to augment the clinical experiences required throughout the Special Education Licensure Program and facilitate interaction with teacher coaches/mentors. This course is taken during the candidate's
first semester in the program. Signature Assessment 1 is completed in this course. Prerequisites: Current
teacher license or completion of a teaching degree or completion of ED 5100, ED 5110, enrolled in or
completed ED 5350 or consent of instructor. Corequisite: SPED 5600.

3106/5106 PROFESSIONAL PRACTICE IN SPECIAL EDUCATION II (1 credit) This one-credit
course is designed to augment the clinical experiences required throughout the Special Education Licensure
Program and facilitate interaction with teacher coaches/mentors. The course is taken during the program's
third semester. Signature Assessment 2 is completed in this course. Prerequisites: SPED 5600, SPED 5105,
and consent of instructor.

3107/5107 PROFESSIONAL PRACTICE IN SPECIAL EDUCATION III (2 credits) This two-credit
course is designed to augment the clinical experiences required throughout the Special Education Licensure
Program and facilitate interaction with teacher coaches/mentors. The course is taken during the program's
fifth semester together with the final courses in the program. Signature Assessment 3 is completed in this
course. Ten hours of field work for consultation and discussion with the mentor teacher and other
professionals in the schools regarding content in the course and tasks related to Signature Assessment 3, are
required. Prerequisites: SPED 5105, SPED 5106, SPED 5600, and consent of instructor.

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

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

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

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

3655/5655 DUE PROCESS IN SPECIAL EDUCATION I: INDIVIDUAL EDUCATION PLANNING
(3 credits) The course focuses on a formal set of policies and procedures to be implemented by schools and
districts for children in special education programs. This course concentrates on the creation of compliant
Individualized Education Plans (IEP) to meet the academic and/or emotional and behavioral needs of
students receiving special education services. A 10-hour approved clinical experience at the Kindergarten
through 6 grade (K-6) level is required. Prerequisites: SPED 5600 and consent of instructor.
3660/5660 TEACHING THE LEARNER WITH AUTISM SPECTRUM DISORDER I: MILD TO MODERATE (3 credits) This course presents a whole-person perspective of individuals with high-functioning Autism Spectrum Disorder and surveys research-based approaches to teaching, biological and neurological information necessary for assessment, genetic research, legislation, and the Council for Exceptional Children (CEC) Code of Ethics. The course material covers birth through the age of 21 and requires 20 hours of field experience with 10 hours dedicated to birth to Pre-Kindergarten and 10 hours dedicated to Kindergarten through Grade 6. Prerequisites: SPED 5600 and consent of instructor.

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

4715/5715 CURRICULUM TECHNIQUES WITH SPECIAL POPULATIONS (3 credits) The focus of the course is curricular interventions and techniques for accommodating diverse learners within the general education setting. A 20-hour approved clinical experience at the 6-8 grade level is required. Prerequisites: SPED 5600 and 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 National Council of Teachers of Mathematics (NCTM) scope and sequence in mathematics are explored, developed and applied. A 10-hour approved clinical experience at the 5-8 level is required. Prerequisites: SPED 5600 and consent of instructor.

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

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

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

6630 TEACHING THE LEARNER WITH EMOTIONAL BEHAVIORAL DISORDERS II (3 credits) The course studies the assessment and management of behavior problems in the classroom. Techniques include functional behavioral assessments, cognitive strategies, behavior modification techniques and crisis prevention. A 20-hour approved clinical experience at the 9-12 level is required. Prerequisites: SPED 5600, SPED 5630 and consent of instructor.
6660 TEACHING THE LEARNER WITH AUTISM SPECTRUM DISORDER II: MODERATE TO SEVERE (3 credits) This course presents a whole-person perspective of individuals with moderate to severe Autism Spectrum Disorder and surveys research-based approaches to teaching, biological and neurological information necessary for assessment, genetic research, legislation, transition and the Council for Exceptional Children (CEC) Code of Ethics. The course material covers birth through the age of 21 and requires 20 hours of field experiences with individuals from 9th grade to the age of 21. Prerequisites: SPED 5600, SPED 5660 and consent of instructor.

Current Credits:
Proposed Credits, if different:

Current Prerequisite(s):
Undergraduate:
Graduate:
Proposed Prerequisite(s), if different:
Undergraduate:
Graduate:

1) Reason(s) for change(s): To make the field experience hours more focused and reflective of actual face to face student interaction with the teacher candidate

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

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

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

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

Teacher Licensure programs:
SPED 3105/5105
SPED 3106/5106
SPED 3107/5107
SPED 3600/5600
SPED 3620/5620
SPED 3630/5630
SPED 3650/5650
SPED 3655/5655
SPED 3660/5660
SPED 3655/5655
SPED 3660/5660
SPED 3665/5665
SPED 4715/5715
SPED 6603
SPED 6605
SPED 6608
SPED 6620
SPED 6630
SPED 6660

Liberal Education:

The above “service area” programs/departments were notified of this modification on Jan. 7, 2019 (date) by ___email____ (mail, email, or phone).

Please check one of the items below:

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

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

Form 8
Updated: 09.18.15

Signatures

_Miriam White Ed.D. Assistant Professor Jan. 14, 2019__
Proposer / Title / Date

_Janine Wahl / Professional Education / 1.17.19_
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 J Barta / Arts, Education and Humanities / 1.16.19__
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.