# Packet Contents

<table>
<thead>
<tr>
<th>1.1</th>
<th>Summary</th>
</tr>
</thead>
</table>

## Program Add

| 1.2  | Special Education Certificate (Graduate) |

| 1.7  | Signatures |
BSU Curriculum Forms

Form 1

Curriculum Modification Summary

College: CAEH
Department: Professional Education
Proposer: Miriam White
Proposer’s position: SPED 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.):

This certificate can open a gateway for further learning in the discipline. It can also be very appealing to professionals within educational institutions who are tangentially involved in Special Education but not as their full disciplinary/professional pathway (school social workers and school counselors). It will provide fundamental knowledge of Special Educational techniques that can enhance their professional standing in a school system.

Modifications proposed (specify number of each):

_____Course Modification(s) (form 2)
_____New Course(s) (form 3)
_____Course Drop(s) (form 4)
_____Program Modification(s) (form 5)
__1__New Program(s) (form 6)
_____Program Drop(s) (form 7)

The modifications affect (check):

_____Liberal Education
_____Undergraduate Curriculum
__x__Graduate Curriculum
_____Teacher Licensure Program(s)
BSU Curriculum Forms

Form 6
(Updated: 9.15.15)

New Program Form

Type of Program to be established:
   _____ M.S.*
   _____ M.A.*
   _____ Applied Masters**
   _____ B.S.
   _____ B.S./T.L.
   _____ B.A.
   _____ Minor
   _____ Field of Emphasis: Stand Alone
   _____ Field of Emphasis in:
   _x___ Other: Graduate Certificate

Program name: Special Education Certificate

Reason(s) for new program:
Provide a certificate option utilizing the special education courses in the MAT degree program III.Elective Options (Option 1).

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

Required Certification Courses
Complete the Following Courses
   • SPED 5600 Study of the Learner with Special Needs (3 credits)
   • SPED 5650 Collaborative Techniques for Special Education (3 credits)
   • SPED 5655 Due Process I: IEP (3 credits)
   • SPED 5715 Curriculum Techniques with Special Populations (3 credits)

Program Learning outcomes for this program include:
Students will:
   • have foundational knowledge of Special Education techniques
   • have a strong foundational knowledge of special education foundations, referral, planning, and programming processes; and collaboration and communication
   • understand how to provide and evaluate designed instruction to meet the unique needs of students of special education
   • be able to direct and monitor activities of paraprofessionals, aides, volunteers and peer tutors
The above Program learning outcomes have been extracted from the following Minnesota State board of teaching core standards:

**Subp. 2.** Core skill areas.
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.

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

- **2.A.1:** role of special education within the structure of a single, evolving, and changing education system that provides, based on an individualized planning and programming process, free appropriate public education to students in special education through a continuum of services;
- **2.A.2:** relationship of special education to other components of the education system, including access to grade-level content standards, prevention efforts and early intervening services, Title 1, bilingual education, the education of English learners, Section 504 accommodations, and gifted education;
- **2.A.3:** historical and philosophical foundations, legal bases, ethical principles and standards of professional practice, principles of evidence-based practice, the effects of attitudes and expectations, and contemporary issues pertaining to the education of individuals with disabilities;
- **2.A.4:** definitions, characteristics, and educational implications for students with disabilities eligible for special education services;
- **2.A.5:** similarities and differences among the cognitive, physical, sensory, cultural, social, emotional, behavioral, and communication needs of individuals with and without disabilities and across different disabilities;
- **2.A.6:** impact of coexisting conditions, multiple disabilities, and gifts and the implications for the provision of educational services;
- **2.A.7:** impact of gender, familial background, socioeconomic status, racial, cultural, and linguistic diversity on disabilities and involvement in all aspects of special education;
- **2.A.8:** rights and responsibilities of students, parents, teachers, other professionals, and schools related to students with disabilities;
- **2.A.9:** medical terminology and educational implications of medical conditions, including the effect of medication and specialized health care in educational settings;
- **2.A.10:** standards for restrictive procedures, alternatives to using those procedures, the risks of using those procedures including medical contraindications, and principles of individual and schoolwide positive behavioral interventions and supports, including the roles of systems, data, and practices;
- **2.A.11:** the importance and utility of parent involvement in student academic achievement, and the implications for the provision of educational services;
- **2.A.12:** legal, judicial, medical, and educational systems and their terminologies and implications in serving students with disabilities; and
2.A.13: roles and organizational structures of general and special education and the part they play in providing total services to all students.

2.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:

2.B.11: assess the impact of environmental factors on assessment results and the special education evaluation, planning, and programming process;

2.B.12: assess the impact of gender, familial background, socioeconomic status, and cultural and linguistic diversity on assessment results and the special education referral, evaluation, planning, and programming process;

2.B.13: integrate multiple sources of data to develop individualized educational programs and plans;

2.B.14: produce and maintain the reports, plans, and student assessment and performance data that are required by due process procedures and the school system according to the timelines for each;

2.B.15: support the selection, acquisition, and use of assistive technology and supplementary aids and services in collaboration with parents and specialists; and

2.C. Instructional design, teaching, and ongoing evaluation: A teacher of special education understands how to provide and evaluate specially designed instruction to meet the unique needs of students in special education through individualized educational plans. The teacher must be able to:

2.C.1: adapt and modify curriculum and deliver evidence-based instruction, including scientific research-based interventions when available, aligned with state and local grade-level content standards to meet individual learner needs;

2.C.2: lead individual education plan teams through statewide assessment options to make appropriate decisions for a learner's participation within the statewide assessment system;

2.C.3: apply evidence-based methods, strategies, universal design for learning, and accommodations including assistive technologies to meet individual student needs and provide access to grade-level content standards;

2.C.4: use evidence-based instruction, knowledge of subject matter, grade-level content standards, task analysis, and student performance data to sequence instruction and accelerate the rate of learning;

2.C.5: collaborate with other professionals and parents on the design and delivery of prevention efforts, early intervening services, prereferral interventions, English learning, gifted education, and intervention strategies to promote the academic, behavioral, linguistic, communication, functional, social, and emotional competency of students;

2.C.6: apply behavioral theory, student data, evidence-based practices, and ethics in developing and implementing individual student and classroom behavior management plans;

2.C.7: design and manage positive instructional environments that convey high expectations for students to develop independence, self-motivation, self-direction, self-regulation, and self-advocacy;

2.C.8: teach in a variety of service delivery models, including the delivery of specially designed instruction in the general education classroom and collaboration with other educational professionals and paraprofessionals;
2.D.8: - direct and monitor the activities of paraprofessionals, aides, volunteers, and peer tutors;
2.D.9: - access services, networks, agencies, and organizations relevant to the needs of the children and youth and their families;
2.D.10: - access and evaluate information, research, and emerging practices relevant to the field of special education through consumer and professional organizations, peer-reviewed journals, and other publications;
2.D.11: - 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; and
2.D.12: - cultivate professional relationships that encourage peer observation, coaching, and systems for giving and receiving feedback from colleagues to enhance student instruction and program outcomes.

How will the student learning outcomes be assessed (e.g., major field test, student portfolio, departmental rubric, department-developed examination questions, etc.)?

Course assessments
- projects, papers and tests

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:

____ 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.

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.

Special Education cert

Admission requirement: Bachelor’s degree in any area

Note: This certificate does not provide a licensure through the Minnesota teacher licensing board, PELSB.

Required Credits: 12
Required GPA: 3.0

Complete the Following Courses
- SPED 5600 Study of the Learner with Special Needs (3 credits)
- SPED 5650 Collaborative Techniques for Special Education (3 credits)
- SPED 5655 Due Process I: IEP (3 credits)
- SPED 5715 Curriculum Techniques with Special Populations (3 credits)

Information Only:
No hidden prerequisites as all four courses include “Or consent of instructor.”
BSU Curriculum Forms

Form 8
Updated: 09.18.15

Signatures

_Miriam White / Assistant Professor / 09.23.2019

Proposer / Title / Date

_Porter Coggins / Professional Education / 09.25.2019

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 / Arts, Education and Humanities / 09.25.2019

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.
Good morning

The Provost’s questions for our Special Education certificate are:
1. How many courses are in the certificate?
4 (SPED 5600, SPED 5650, SPED 5655, and SPED 5715)
2. How is this different from an endorsement?
An endorsement is through PELSBE (Professional Educator Licensing and Standards Board), a certificate is through the university.
3. Is this certificate available to non-degree-seeking students?
Yes

Please let me know if this response is appropriate or if more information is needed.
Sincerely,

Miriam

Miriam White Ed.D
Assistant Professor
320 Bensen Hall
(218) 755-3744
miriam.white@bemidjistate.edu