Curriculum Proposal

ED 19-20 #37

<table>
<thead>
<tr>
<th>Packet Contents</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Summary</td>
<td></td>
</tr>
</tbody>
</table>

New Course

| 1.2 SPED 6640 Advanced Strategies with Special Populations (3 credits) |  |

1.16 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.):

Once students complete their initial special education license they have completed all of the core special education course available at Bemidji State University. The state department (PELSB) requires students to have field experience in all three grade level settings; k-5, 6-8, and 9-12. For SLD and EBD licenses we only offer 2 focused methods courses dealing with the disability area and so the field experiences addressed are k-5 and 9-12, we needed to provide them with field experience in the middle grades (6-8). We needed a new course that the students could take so they were not retaking a course they have already completed. This was very frustrating for students, understandably so, and we knew we could deepen their understanding and strengthen their ability to utilize research-based strategies with the students they work with by creating this course.

Modifications proposed (specify number of each):
_____ Course Modification(s) (form 2)
_x_ 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
_____ Undergraduate Curriculum
_x_ Graduate Curriculum
_x_ Teacher Licensure Program(s)
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
  Undergraduate:
  Graduate: SPED 6640

Course Title: Advanced Strategies with Special Populations

Course Description:
This course uses scientifically based research strategies to identify the characteristics of teacher-student interactions and design curricular interventions that address socio-emotional interactions, classroom organization and management, as well as instructional support to accommodate diverse learners in reading, writing, mathematics, and social skills. This course requires a 20-hour approved field experience that includes developing an individual application project in collaboration with a supervising teacher licensed in the area the student is seeking licensure in. Prerequisite(s): Initial Special Education license already completed or instructor consent.

Credits: 3

Prerequisite(s):
  Undergraduate:
  Graduate: Initial Special Education license already completed or instructor consent.

1. Reason(s) for creating this course:
Once students complete their initial special education license they have completed all of the core special education course available at Bemidji State University. The state department (PELSB) requires students to have field experience in all three grade level settings; k-5, 6-8, and 9-12. For SLD and EBD licenses we only offer 2 focused methods courses dealing with the disability area and so the field experiences addressed are k-5 and 9-12, we needed to provide them with field experience in the middle grades (6-8). We needed a new course that the students could take so they were not retaking a course they have already completed. This was very frustrating for students, understandably so, and we knew we could deepen their understanding and strengthen their ability to utilize research-based strategies with the students they work with by creating this course.

2. How often will this course be offered? Annually, Spring semester

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
  - Students will evaluate current literature and efficiently and effectively summarize a small body of literature.
• Students will identify key points of information that is most helpful to them professionally.
• Students will identify and differentiate teacher-student interactions and they will internalize behaviors and dispositions that lead to desirable teacher-student interactions and thus incorporating positive examples in their classrooms and in teacher leadership positions.
• Students will apply the UDL format to develop targeted interventions and strategies that they will use in their classrooms to better address the needs of their students.

4. What are the major content areas for the course?
   • Knowledge of curricular research-based interventions
   • Application of concept mapping
   • Evaluate teacher-student interactions
   • Completion of a modified edTPA

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? Online, D2L shell

7. What is the projected maximum class size (cap)? 25

8. What qualified faculty will be available to teach this course? Dr. Camille Brandt, Dr. Margaret Lubke, Dr. Roxanne Pickle, Dr. Janine Wahl

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?

   **SUBSCRIPTION TO THE TEACHSTONE WEBSITE**

   CLASS Dimensions Guide, Teachstone (https://store.teachstone.com/class-dimensions-guide/)

   CLASS Video Library Access, Teachstone (1 month/$25, 3 months $75) (https://store.teachstone.com/class-video-library-1-month/)

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).
N/A
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.
Bemidji State University  
SPED 6640  
Advanced Strategies with Special Populations  
Spring 2020, online  3 Credits  

Contact Information:  
Instructor:  
Office:  
Office hours:  
Phone:  
Email:  

Professional Education  
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:  
This course uses scientifically based research strategies to identify the characteristics of teacher-student interactions and design curricular interventions that address socio-emotional interactions, classroom organization and management, as well as instructional support to accommodate diverse learners in reading, writing, mathematics, and social skills. This course requires a 20-hour approved field experience that includes developing an individual application project in collaboration with a supervising teacher licensed in the area the student is seeking licensure in.

Prerequisites:  
Initial Special Education license already completed or instructor consent.

Textbook/Materials:  
*This is an ebook or website, depending on which version you’d like to read. Freely available to download on this website, here: http://www.udlcenter.org/aboutudl/udlguidelines/downloads  
By going to this website, you can also read the content of the text by using the right hand menu bars to navigate it.  
Recommended: Williams, J.M., Bizup, & J Style: Lessons in Clarity and Grace, (12th Edition) Previous editions may be used.
Grading:
In order to mimic current best practices in elementary and secondary schools, grades for this
course will be issued according to a standards-based, or competency–based, method.
A: 100 – 90%  B: 89 – 80%  C: 79 – 70%  D: 69 – 60%
A score below 60% will earn a grade of F and zero credits.
Professional Education’s Grade policy: Students who receive a grade lower than 2.0 (D or F) in
any course which is part of their licensure program must re-take the course until they receive a
2.0 (C).

Learning Outcomes:
- Students will evaluate current literature and efficiently and effectively summarize a small
  body of literature.
- Students will identify key points of information that is most helpful to them professionally.
- Students will identify and differentiate teacher-student interactions and they will internalize
  behaviors and dispositions that lead to desirable teacher-student interactions and thus
  incorporating positive examples in their classrooms and in teacher leadership positions.
- Students will apply the UDL format to develop targeted interventions and strategies that
  they will use in their classrooms to better address the needs of their students.

Major Content Areas:
1) Knowledge of curricular research-based interventions
2) Application of concept mapping
3) Evaluate teacher-student interactions
4) Completion of a modified edTPA

Outline/Assignments:
Ongoing weekly discussions
- Systematic Curricular Interventions Literature Review
- Research Article Content Mapping
- Effective Teaching Strategies & Video Training
- Modified edTPA

Topics/Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Establish Lit Review Question and conduct Systematic Literature Review using Google Scholar and My Library</td>
</tr>
<tr>
<td>Week 2</td>
<td>Review Articles Complete Meta Analysis Chart with Concept Mapping</td>
</tr>
<tr>
<td>Week 3</td>
<td>Meta Analysis of Articles and Concept Mapping Summary Article with Reference List</td>
</tr>
<tr>
<td>Week 4</td>
<td>Video Training Socio Emotional Interactions &amp; Strategies: (Supportive Relationships and Teacher and Peer Negativity)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Video Training Socio Emotional Interactions &amp; Strategies: (Sensitivity to Academic and Emotional needs and Emphasis on Students’ interests, responsibility and autonomy)</td>
</tr>
<tr>
<td>Week 6</td>
<td>Video Training Classroom Organization &amp; Management Strategies (Management of Behavior)</td>
</tr>
<tr>
<td>Week 7</td>
<td>Video Training Classroom Organization &amp; Management Strategies (Increasing productivity and Using a variety of Instructional Formats.)</td>
</tr>
<tr>
<td>Week 8</td>
<td>Video Training Instructional Support Strategies (Concept Development)</td>
</tr>
</tbody>
</table>
Week 9 Video Training Instructional Support Strategies (Quality Feedback)
Week 10 Video Training Instructional Support Strategies (Language Modeling)
Week 11 Focus Student Assessment (FBA and BIPs)
Week 12 Universal Design for Learning (UdL) Lesson Plan DESIGN
Week 13 Universal Design for Learning (UdL) Lesson Plan TEACH
Week 14 Universal Design for Learning (UdL) Lesson Plan TEACH
Week 15 Universal Design for Learning (UdL) Lesson Plan ASSESS
Week 16 Summary Presentations & Summary Discussions Webinar

**Time expectations:**

<table>
<thead>
<tr>
<th>Instruction Delivery Mode</th>
<th>Hours of in class “Seat Time” per credit</th>
<th>Expected hours of course work outside of class per credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Experience</td>
<td>Total of 20 hours throughout course</td>
<td>20 hours</td>
</tr>
<tr>
<td>Online</td>
<td>class discussions and readings 3 hours a week</td>
<td>2 hours/credit/week for 15 weeks</td>
</tr>
</tbody>
</table>

**Academic Integrity: BSU Policy Statement**

Bemidji State University fosters the high standards of academic integrity and the highest regard for truth and honesty. The attempt by students to present as their own any work not actually performed by them; collusion, fabrication, and cheating on examinations, papers, and other course-related work; stealing, duplicating, or selling examinations; substituting for others in class discussions or examinations; producing other students’ papers or projects’; knowingly furnishing false or misleading academic information to University officials or an official University records; and altering such information on official University records are considered violations of academic integrity and destructive to the central mission of the University.

Established academic integrity policies, procedures, and sanctions are communicated in classes and publications such as the student/faculty guides, and during orientation programs. For more information see the Student Handbook on Rights and Responsibilities and Code of Conduct.

Students who violate academic integrity shall, after due process, be subject to University sanctions that may include failure on assignments and examinations in courses, and suspension or expulsion.

**Extended Leave Procedure:**

If student has to be away from class from an extended period of time (more than two class sessions) for medical emergencies or a funeral, you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave. You are to make arrangements with your instructors of when to complete any assignments due during the leave period. You can complete a leave form as this website [https://www.bemidjistate.edu/offices/student-life-success/extended-absence/](https://www.bemidjistate.edu/offices/student-life-success/extended-absence/)

**Students with Special Needs:**

We would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please forward your request as soon as possible. It is also possible to contact Disability Services, Decker Hall 202. Phone: 218/755-3883 or E-mail address
disabilityservices@bemidjistate.edu. Also available through the Minnesota Relay Service at 1-800-627-3529.

**Tutor.com:**
The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the “HelpLinks” menu.

**All students will receive 15 hours of tutoring at no cost.** Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.

**Mental Health and Counseling**
Students 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 and can include stress relief services. They can be reached in Cedar Hall, First Floor. Phone: (218) 755-2053.

**Accessibility statement**
Upon request this document can be made available in alternate formats. Please contact the instructor or the Office for Student Disabilities (755-3883).

**Standards assessed:** 8710.5600 C 4,5 or 8710.5700 C 1, 3 or 8710.5850 B6, C10, C12

**CONTEXT FOR LEARNING-SIGNATURE ASSESSMENT/edTPA**

**Standards addressed based on disability licensure area**
SLD: 3.C.5 : - apply knowledge of prerequisite skills, instructional language, learning progressions, and student strengths and weaknesses to design and adjust instruction;
EBD: 3.C.6 : - apply ethical and legal considerations in the selection and use of behavioral interventions that are generally available;
Create a context for learning that addresses unique and individualized student attributes and manipulation of the environment and/or materials to meet the need of the student.

**TASK 1-PLANNING-lesson plan and prompts in commentary**
SLD: 3.C.4 : - apply specialized methods, including universal design for learning, accessible instructional materials, assistive technology, task analysis, multisensory methods, modifying the scope and pace of instruction, use of feedback, ration of student response, and schedules of practice and review, for delivering developmentally and culturally appropriate instruction and services to meet student needs related to increasing demands of grade-level curriculum;
EBD: 3.C.5 : - select, implement, evaluate, and modify evidence-based instructional strategies for social and emotional skills development for students with emotional or behavioral disorders;
Complete signature assessment-lesson plan format that includes an instructional strategy to promote generalization.

**TASK 2-INSTRUCTION-video tape evidence and prompts in commentary**
SLD: 3.C.8 : - instruct students in how to self-monitor, use effective learning strategies, and accommodate for strengths and weaknesses as well as generalize new skills to educational and noneducational settings;
**EBD: 3.C.7**: Apply individual positive behavioral interventions and support practices for managing behavior and meeting specific educational and social needs, design a functional and safe classroom, and establish consistent classroom routines for students with emotional or behavioral disorders; and complete signature assessment—video tape and commentary prompts highlighting sequence, instruction, and activities that meet standards and adjustments during instruction.

**Field Experience Focus Student Assessment**
Students will observe and rate a Field Experience Focus student using the teacher-student interactions techniques learned in the video training along with collecting interview, and behavior incident data for the focus student and significant adults in his or her school day.

**Field Experience Time Requirement—20 hours.** This course requires a 20-hour approved field experience that includes developing an individual application project in collaboration with a supervising teacher / mentor / coach licensed in the area the student is seeking licensure in.

Students will complete the log with date, time, names of collaborators and activities engaged in for each task related to the field experience. Student will include all work done “in the field” (discussions with mentor, observations, cum file review, etc. and direct work with the student). The field experience log must be completed and submitted to the D2L Assignment Submission Folder and to Taskstream in order to obtain a grade for the course.

Keep in mind that sessions spent with a focus student should never exceed 60 minutes (due to attention, fatigue, …), so the maximum time you will get approved for each entry in the field experience log that reflects work with the focus student, is 60 minutes. If students, for example, list that they worked on summarizing information for 90 minutes in one session, only 60 minutes will be considered towards meeting field experience hours. If you, for example, write in your log that you, between 3/2/19 and 3/25/19 worked for 15 hours doing spelling, the field experience log will not be approved, you will be short hours, and you will have to ‘be in the field’ for more hours.

This is how students are expected to log your Field Experience hours and record your activities:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 2</td>
<td>8:15-9:00</td>
<td>Reviewed spelling words using card match</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Did RAP strategy with soc. st. reading assignment pg. 113 in student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>textbook</td>
</tr>
<tr>
<td>Feb 3</td>
<td>11:30-12:15</td>
<td>Reviewed spelling words using splicing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outlined Chpt. 5 science using the Unit Organizer</td>
</tr>
</tbody>
</table>

Review the completed document/log with your mentor and ask him/her to add a comment about your work and to sign and date the document (two places). Scan and submit the completed document to the D2L Assignment Submission Folder and to the course’s Taskstream site. You will find the Field Experience Log on D2L. Do also remember to add the field experience information to Section VI on your licensure Plan of Study.

It’s important to note that the 20 hours for this class are the assignments associated with planning instruction for your focus learned. In total, you will likely accumulate 20 hours between planning and delivering instruction, but don’t fret over making up hours or worry about going over. Your main focus should be on using our learning activities to help you plan and implement instruction for your focus learner.
This will blend into your modified edTPA work.

**A specific log and parent permission form will be provided in the D2L shell.**

**Discussion Boards**
The discussion boards in this class are reserved for helping each other think through our planning tasks in this class. Each week, you’ll be responsible for letting us know what you are reading, contemplating, or planning for your focus learner. You’ll conclude each post with a question to the class as a request for resources to support your own planning or to further your thinking about your learner. If you are a practicing teacher, you can post how the course content is effecting your own planning and instructional practices, and focus your questions toward your own practice as well, outside of just the scope of your plans for the focus learner.  

**Your initial posts are due each Monday night by midnight for the previous week. You’ll be responsible for responding to at least 2 of your colleagues by the following Monday evening** as well. Discussion participation will be tracked in D2L and represents **10% of your overall grade in this course.**

**Learning Outcomes:** Students will find the discussion helpful and make opportunities to discuss their learning and experience and seek and provide support from colleagues.

**Systematic Curricular Interventions Literature Review using Meta Analyses techniques**

**Learners will** conduct a systematic literature review and use a *Meta Analysis* technique to synthesize educational literature addressing curricular interventions for diverse learners in the areas of socio-emotional interactions, classroom organization and management, and instructional support. It is a method to systematically summarize statistical findings, demographic characteristics, and other outcome measures in a provided Excel chart. Students will review 10-15 articles on an approved topic related to serving students who are served in special education at the middle school level. The articles selected must address the effective teaching components included in the Course Content Framework. Students will also write a 1-2 page summary of their Meta-Analysis and include references in the electronic version of their Excel chart. Specific directions are included in D2L.


**Learning Outcomes:** Students will be up to date on current literature and efficiently and effectively summarize a small body of literature.

**Research Article Content Mapping**

**Learners will** use the concept behind Content Mapping in order to ‘watch themselves think,” make sense of the content of Literature Review articles and integrate new information within their current knowledge base. For each of their 10-15 research articles, students will record required information for each article in their Meta-Analysis Excel Chart. The last three rows focus on 3 concepts of Content Mapping (Points of Greatest Interest, New to You Information, and Quotes with page number(s).) Using this procedure is an efficient and elegant way to identify and incorporate new information into one’s professional knowledge base. Students
may be uncomfortable at first, because is a new way to unpack text, however, by the conclusion of the course, students will see the relative power of this strategy. An added benefit, teachers can introduce the procedure to their students and thus equip their students with an effective learning tool.

It is noted here that when we use the word ‘text’ or ‘reading’ in this class we use the expanded definition that is embedded in the Common Core standards for English/Language Arts. In the 21st century, text refers to any media that can be viewed, listened to, or conventionally read in order to make meaning about a topic.

**Learning Outcome:** Students will pull out key points of information that is most helpful to them professionally.

**Effective Teaching Strategies & Video Training**

This course will provide specific information on each of the components included in the Effective Teaching Course Content Framework. Instruction on each component will be followed by short 3-5 minute videos that demonstrate each of the components followed by longer 20-30 minute videos of classroom interactions. Students will identify and differentiate the quality of teacher-student interactions on multiple components included in the Course Content Framework. Student ratings of the longer videos will be compared with those of the instructor. The goal for student ratings, on a 7-point scale, is for them to be within 1 point of the instructor ratings.

**Learning Outcomes:** Students will identify and differentiate teacher-student interactions and they will internalize behaviors and dispositions that lead to desirable teacher-student interactions and thus incorporating positive examples in their classrooms and in teacher leadership positions.

**NOTE:** CHECKOUT THE TEACHSTONE WEBSITE BUT WAIT UNTIL WE START THIS UNIT TO SET UP AND ACTIVATE A SUBSCRIPTION TO THE TEACHSTONE WEBSITE


CLASS Video Library Access, Teachstone (1 month/$25, 3 months $75) ([https://store.teachstone.com/class-video-library-1-month/](https://store.teachstone.com/class-video-library-1-month/))

Universal Design for Learning – UDL Lesson Plan ---tie to the edTPA requirement—Design, Modify, Evaluate Curricular interventions focusing on the needs of diverse learners in socio-emotional interactions, reading, writing, math in the areas of, classroom organization and management, and instructional support. An emphasis will be placed on Instructional Support interventions.

Finally, based on the literature review, video training and focus student assessment, students will develop and implement a targeted intervention including 3-5 classroom lessons using the UdL procedures.
Learning Outcomes: Students will use the UDL format to develop targeted interventions and strategies that they will use in their classrooms to better address the needs of their students.

Design
For focus learner(s), students will adapt the 3-5 Lesson Plans that makes the grade level content more accessible to the student. Our units will be based on the principles of Universal Design for Learning. The required form and rubric for this unit is located in the D2L shell.

Teach/Present
It is highly possible that students enrolled in the class are teaching and will be able to teach the UDL unit that they design to a group including their focus learner, in an inclusion setting. If possible, they will collaborate with the general educator to pursue this requirement. It gives students a real sense of how lesson plans work out in the end for the students. By choosing this course of action, you will submit a Reflection of how the instruction went that includes a debriefing with the general educator.

If it’s not possible for students to teach your lesson to an inclusion class, instead, they will host a presentation for their colleagues about how to better adapt instruction using the principles of UdL. In this case, they will submit your presentation materials including a powerpoint or prezi and the feedback received from colleagues. A natural place for this to happen might be during a Child Study or Child Find team meeting near the end of the school year when the docket of child issues isn’t as pressing. In this case, students submit the provided participant evals for your conversation as documentation of your fulfillment of this course requirement.

Assess
As part of the unit design, students will include a statement about their focus learner’s current levels of performance and how this unit is designed to capture a new round of data for the teacher to use to determine if the learner has met expectations.
The following rubric will be used to assess the targeted intervention/classroom lessons as well as the Meta-Analysis Summary.

edTPA Assignments
1. A video tape (10 minutes) of the candidate teaching a learner who has an IEP in the category that is aligned to the new license.
2. Complete and submit a reflection on teaching.
3. Complete and upload mentor teacher evaluation-teacher licensed in the focused disability area.

Proof of Liability Insurance
If students work in the school setting and have liability through their employer, as proof of liability insurance please submit a word doc to the Assignment Submission Folder where students state their position, name, the name of your school and district and the name and phone number of a supervisor. If students do not have liability insurance through an employer and have to purchase insurance, they must submit the proof of insurance provided by the insurer. Proof of insurance must include name and the duration of its duration (effective and expiration date). No assignments related to the field experience should be started nor will any assignments
associated with the field experience be considered until proof of insurance is submitted to the Assignment Submission Folder. This may result in a student receiving zero points on assignments that were submitted on time but not reviewed by the instructor because proof of insurance was not submitted.

**Field Experience Log**

Students will complete the log with date, time, names of collaborators and activities engaged in for each task related to the field experience. Student will include all work done “in the field” (discussions with mentor, observations, cum file review, etc and direct work with the student). Your mentor must be licensed in the area that you are seeking licensure in through completion of this course. The field experience log must be completed and submitted to the D2L Assignment Submission Folder and to Taskstream in order to obtain a grade for the course.

Keep in mind that sessions spent with a focus student should never exceed 60 minutes (due to attention, fatigue, …), so the maximum time you will get approved for each entry in the field experience log that reflects work with the focus student, is 60 minutes. If students, for example, list that they worked on summarizing information for 90 minutes in one session, only 60 minutes will be considered towards meeting field experience hours. If you, for example, write in your log that you, between 3/2/16 and 3/25/16 worked for 15 hours doing spelling, the field experience log will not be approved, you will be short hours, and you will have to ‘be in the field’ for more hours.

This is how students are expected to log your Field Experience hours and record your activities:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 2</td>
<td>8:15-9:00</td>
<td>Reviewed spelling words using card match</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Did RAP strategy with soc. st. reading assignment pg. 113 in student textbook</td>
</tr>
<tr>
<td>Feb 3</td>
<td>11:30-12:15</td>
<td>Reviewed spelling words using splicing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outlined Chpt. 5 science using the Unit Organizer</td>
</tr>
</tbody>
</table>

Keep the completed document/log with your mentor and ask him/her to add a comment about your work and to sign and date the document (two places). Scan and submit the completed document to the D2L Assignment Submission Folder and to the course’s Taskstream site. You find the Field Experience Log on D2L. Do also remember to add the field experience information to Section VI on your licensure Plan of Study.

It’s important to note that the 20 hours for this class are the assignments associated with planning instruction for your focus learned. In total, you will likely accumulate 20 hours between planning and delivering instruction, but don’t fret over making up hours or worry about going over. Your main focus should be on using our learning activities to help you plan and implement instruction for your focus learner.

A specific log and parent permission form will be provided in the D2L shell.
Accountability:

<table>
<thead>
<tr>
<th>Type of Assignment</th>
<th>% of overall grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artifacts (Liability Insurance, Field Experience Log)</td>
<td>5%</td>
</tr>
<tr>
<td>Content Mapping of Research Articles included in the Meta-Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Meta Analysis Chart of Research Articles and Summary</td>
<td>20%</td>
</tr>
<tr>
<td>Video Ratings</td>
<td>20%</td>
</tr>
<tr>
<td>UdL Lesson Plan</td>
<td>15%</td>
</tr>
<tr>
<td>Discussion Board Participation</td>
<td>10%</td>
</tr>
<tr>
<td>edTPA assessment</td>
<td>10%</td>
</tr>
</tbody>
</table>

PLEASE NOTE. YOU MUST COMPLETE ALL ASSIGNMENTS AND DISCUSSION ITEMS TO EARN A GRADE IN THIS CLASS.

Required Technology:
Personal computers must be compatible with D2L regarding browser and plug-in requirements. A web page of requirements and downloads is available with BSU Online Services.

Microsoft Word: Students should be able to use Microsoft Word effectively. Your written assignments will be submitted via MS Word.

Internet & Email Access: Students must be able to use the Internet, have access to and check the BSU email, and be able to access online assignments.

Brightspace D2L: Student must be able to access and navigate Brightspace D2L for information about course, updates, feedback, grades and to submit assignments.

Screencasting or Movie Sharing: At several points throughout the semester, you will have the option of either Talking out or Writing out your Maps via MS Word. Both options are equally valid and the choice is really up to you, about your preference and comfort level doing so. I would encourage you to try both, so that you can feel the benefits of both pathways to inform your future lesson planning as teachers. If you haven’t ever used your CaptureSpace Lite account associated with your STAR ID, you can see a demonstration video in the Content/Overview section of D2L Brightspace. As an alternative, you can use something like the video recorder on your phone to submit assignments as well.

Taskstream: If Taskstream is required for this course, it will be announced in class via D2L. However, at this point, Field Experience Logs must be submitted to Taskstream by the end of the semester.

Professor Rights & Responsibilities:
- The professor will make every effort to return email and phone in a reasonable amount of time, within 24 hours – during the work week.
- The professor will post final grades by the date indicated on the calendar for the semester.
- Current course grades will be available throughout the course within 48 hrs of the assigned due date. Specific feedback will be offered for students on assignments scoring below a 3.0 or B in order support them attaining their academic goal for this class.
• The professor of the course reserves the right to change or modify this syllabus as needed. Changes will be announced in class and/or via D2L.
• The professor will communicate to students in this class through D2L if for any reason there is a change to these responsibilities.
• The Professor reserves the right to revise schedule and due dates as needed but students will be notified as such by D2L and/or in class.

Student Academic Rights & Responsibilities:
http://www.bemidjiSTATE.edu/students/handbook/policies/academic_integrity/rights_responsibilities.cfm
Students who cease attending class (by not participating in discussions and/or turning in work) will be required to repay financial aid
http://www.bemidjiSTATE.edu/students/financial_aid/R2T4%20Policy%20Revised%20Feb%206%202012.pdf

Student Code of Ethics:
http://www.bemidjiSTATE.edu/academics/catalog/10catalog/GradCatalog/Frontpages/sectionIV/rights.html
BSU Curriculum Forms

Form 8
Updated: 09.18.15

Signatures

Miriam White / Assistant Professor / Sept. 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 / 9.25.2019
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 SPED 6640 are:
How does this course fit into the other program requirements?
   This course is only required for students adding a second license in Special Education in either SLD or EBD.
Is this a new requirement or does it replace anything
   The requirement has been in place, however, the Special Education committee feel this is a much stronger, more appropriate way to address the requirement for students obtaining a second, or third license from BSU in special education.

I had provided this information on the curriculum form for the prompt:
Reason for creating the course:
Once students complete their initial special education license they have completed all of the core special education courses available at Bemidji State University. The state department (PELSB) requires students to have field experience in all three grade level settings; k-5, 6-8, and 9-12. For SLD and EBD licenses we only offer 2 focused methods courses dealing with the disability area and so the field experiences addressed are k-5 and 9-12, we needed to provide them with field experience in the middle grades (6-8). We needed a new course that the students could take so they were not retaking a course they have already completed. This was very frustrating for students, understandably so, and we knew we could deepen their understanding and strengthen their ability to utilize research based strategies with the students they work with by creating this course.

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