

1999 HOUSE EDUCATION

HB 1282


1999 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. 1282

House Education Committee

Conference Committee

Hearing Date 2-3-99

Tape Number	Side A	Side B	Meter #
Tape # 1	x		41.7 to end
Committee Clerk Signature 			

Minutes:

Chairman R. Kelsch , Vice-Chair Drovdal , Rep Brandenburg , Rep Brusegaard , Rep. Haas ,
Rep. Johnson , Rep. Nelson , Rep. Nottestad , Rep. L. Thoreson , Rep. Grumbo , Rep. Hanson ,
Rep. Lundgren , Rep. Mueller , Rep. Nowatzki , Rep. Solberg .

Chairman R. Kelsch : We will open the hearing on HB 1282 and ask the clerk to read the title.

Rep Carlson: sponsor of the bill. District 41. a bill relating to special education credentials. The bill deals with an individual licensed to teach by the Minnesota board of teaching be permitted to teach special education in Minnesota be granted a North Dakota teaching certificate. (see written attached). Why is the student qualified in Minnesota and not in North Dakota? Student did student teaching in several schools in North Dakota, but she wasn't qualified to get a teaching job in North Dakota.

Rep. Hanson : Did Moorhead State tell her, she would not teach in North Dakota?

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House Education Committee
Bill/Resolution Number Hb 1282
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Rep Carlson: In their pamphlet they state that the student can apply for a waiver to teach in North Dakota. Reads from a letter from the special education coordinator from the Fargo Public Schools. The coordinator was in support of HB 1282.

Rep. Nowatzki : Which courses would the student have to take to qualify as a special education teacher in North Dakota, how many additional hours?

Rep Carlson: The DPI will have to answer that, but the big difference is they do not meet the requirements for the elementary certificate.

Rep. Haas : I couldn't agree with you more, how would you feel if we expanded this bill to include all disciplines.

Rep Carlson: We need to encourage our young people. If others are compatible with that, I would not be adverse to that.

Rep. Haas : By that I mean all fields, we need to recognize professional people from other states.

Rep Carlson: I would be in favor of that.

End tape 1 side A

Begin tape 1 side B

Carlson continued. We don't want anyone unqualified. We want the most qualified people we can get.

Rep Brandenburg : The problem for your daughter was the teaching certificate wasn't there and she couldn't teach.

Rep Carlson: That is the way I interrupt the law.

Rep Brandenburg : She wanted to stay in North Dakota and teach but she couldn't.

Rep Carlson: She would have had to apply for the waiver and then go back and get the extra hours.

Opposition to HB 1282

Brenda Oas: Director of Special education for the North Dakota DPI. (see written attached).

Rep Brusegaard : Your argument is not that Minnesota students are not qualified but that we already have enough teachers for special education.

Oas: I'm not saying we have enough, but that we have systems for bringing people along. We train people and then they leave North Dakota.

Rep. Nowatzki : The department is training existing personnel so that they might teach students with disabilities. Is that training the same graduate level as new teachers require?

Oas: It depends on the impairment, yes.

Rep. Nowatzki : Do we have a double standard that is higher for new teachers.

Oas: The requirements are the same.

Rep. L. Thoreson : In this situation, where would this student get their education to fill that requirement and how many hours are we talking about.

Oas: Elementary and secondary education teacher certificate. We have no mechanism to recognize someone who comes in with just training in learning disabilities. For that person to get a teaching certificate they would need to fulfill the requirements for an elementary or secondary teaching certificate.

Rep. L. Thoreson : Where can they get this training?

Oas: At any college or university that offer elementary and secondary education.

Rep Brandenburg : When you have someone who has been a teacher for a number of years in another state, and they move to North Dakota, they find out that they cannot teach. You tell them that we need more time to study this. They have to go to college for another year to get their teaching certificate, yet in another state they can teach. How do we tell them we need more time. Then they want to leave.

Oas: We are not a job service agency, this is an issue of uniformity.

Rep Brandenburg : Then you say if they can teach in other states, but North Dakota would not.

Oas: That is true in some cases.

Rep Brandenburg : There are only about a dozen people that have this problem?

Oas: What I am referring to is when they have a restricted certificate in another state, we might have a half dozen, that we would reject.

Rep. Nelson : You should have been here earlier, because we have heard the growing shortage of teachers, and with the number of teachers who are reaching retirement age, what separates the special ed from the rest of education?

Oas: Because of the time frame, we are much later into the game, trying to get qualified teachers, the federal law is very strong in trying to retrain and promoting the retraining and lots of funding provided.

Rep. Nelson : If we are premature with this bill, what is your time line on reciprocity?

Oas: I don't know the time line. We have had no formal meetings yet.

Janet Placek: Executive Director of the Education Standards and Practices Board. speaks in opposition of HB 1282. (see written attached).

Rep. Mueller : What we have before us is an exception to the rule. The main concern is that they do not have a teachers certificate. Can you defend why is that so important?

Placek: We are a rural state, when the criteria was developed, it was known that special ed teachers had to be in the regular classroom, with a basic teaching certification, the special ed teacher could fulfill that need. The second issue is the seven skills that the teacher has with our students. And a special ed teacher would relate to only one of those skills.

Vice-Chair Drovdal : You say there are seven special needs that the teacher must have, it seems strange to me that the special ed wouldn't have them also because of the students they have.

Placek: That is not case.

Joe Westby: NDEA spoke in opposition of HB 1282. Concerned with reducing standards if this bill was passed. Reciprocity issue does need to be addressed.

Chairman R. Kelsch : Anyone else wishing to speak in opposition of HB 1282. Hearing none, we will close the hearing on HB 1282.

1999 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. 1282-2-15-99

House Education Committee

Conference Committee

Hearing Date 2-3-99

Tape Number	Side A	Side B	Meter #
Tape # 1		x	36.8 to 44.3
Committee Clerk Signature <i>Joan Diers</i>			

Minutes:

Chairman R. Kelsch , Vice-Chair Drovdal , Rep Brandenburg , Rep Brusegaard , Rep. Haas ,
Rep. Johnson , Rep. Nelson , Rep. Nottestad , Rep. L. Thoreson , Rep. Grumbo , Rep. Hanson ,
Rep. Lundgren , Rep. Mueller , Rep. Nowatzki , Rep. Solberg .

Chairman R. Kelsch : We will take up HB 1282, what are the wishes of the committee?

Vice-Chair Drovdal : I move a DO NOT PASS.

Rep. L. Thoreson : Second.

Chairman R. Kelsch : Discussion. The DO NOT PASS motion passes with 13 YES 2 NO 0

Absent Floor assignment Rep. L. Thoreson .

FISCAL NOTE

(Return original and 10 copies)

Bill/Resolution No.: HB 1282 Amendment to: _____

Requested by Legislative Council _____ Date of Request: 1-13-99

1. Please estimate the fiscal impact (in dollar amounts) of the above measure for state general or special funds, counties, cities, and school districts.

Narrative:

There is no fiscal impact of the above measure for the state general or special funds, counties, cities, and school districts.

2. State fiscal effect in dollar amounts:

	1997-99 Biennium		1999-2001 Biennium		2001-03 Biennium	
	General Fund	Special Funds	General Fund	Special Funds	General Fund	Special Funds
Revenues:	0	0	0	0	0	0
Expenditures:	0	0	0	0	0	0

3. What, if any, is the effect of this measure on the appropriation for your agency or department:

- a. For rest of 1997-99 biennium: n/a
- b. For the 1999-2001 biennium: n/a
- c. For the 2001-03 biennium: n/a

4. County, City, and School District fiscal effect in dollar amounts:

1997-99 Biennium			1999-2001 Biennium			2001-03 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
0	0	0	0	0	0	0	0	0

If additional space is needed, attach a supplemental sheet.

Signed Janet Placek

Typed Name Janet L. Placek

Date Prepared: 1-14-99

Department Education Standards & Practices Board

Phone Number 328-1659

Date: 2-3-99
Roll Call Vote #: 1

1999 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1282

House Education Committee

Subcommittee on _____
or
 Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Not Pass

Motion Made By Drovdal Seconded By Thoreson

Representatives	Yes	No	Representatives	Yes	No
Rep. ReaAnn Kelsch-Chairperson	✓		Rep. Dorvan Solberg	✓	
Rep. David Drovdal-Vice Chair	✓				
Rep. Michael D. Brandenburg		✓			
Rep. Thomas T. Brusegaard		✓			
Rep. C. B. Haas	✓				
Rep. Dennis E. Johnson	✓				
Rep. Jon O. Nelson	✓				
Rep. Darrell D. Nottestad	✓				
Rep. Laurel Thoreson	✓				
Rep. Howard Grumbo	✓				
Rep. Lyle Hanson	✓				
Rep. Deb Lundgren	✓				
Rep. Phillip Mueller	✓				
Rep. Robert E. Nowatzki	✓				

Total (Yes) 13 No 2

Absent 0

Floor Assignment Thoreson

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE (410)
February 3, 1999 5:59 p.m.

Module No: HR-22-1833
Carrier: L. Thoreson
Insert LC: . Title: .

REPORT OF STANDING COMMITTEE

HB 1282: Education Committee (Rep. R. Kelsch, Chairman) recommends **DO NOT PASS**
(13 YEAS, 2 NAYS, 0 ABSENT AND NOT VOTING). HB 1282 was placed on the
Eleventh order on the calendar.

1999 TESTIMONY
HB 1282

NORTH DAKOTA SPECIAL EDUCATION CREDENTIAL

Teachers of Emotionally Disturbed Students

The teacher of emotionally disturbed students shall hold a valid North Dakota Educator's Professional Certificate and a credential in teaching emotionally disturbed students.

Areas of preparation of teachers and supervisors of emotionally disturbed students include coursework below. Since not all of these are course titles, applicants should have their transcripts and course content evaluated by the Department of Public Instruction staff. The teacher of emotionally disturbed students must have a valid North Dakota Educator's Professional Certificate at the appropriate level. The coursework below should ideally be taken after a major and experience in elementary or secondary education. All candidates who are to be employed in an elementary school are required to meet the requirements for the elementary educator's professional certificate. All candidates who are to be employed in secondary schools must have either a regular elementary or secondary educator's professional certificate. Secondary SED teachers with secondary certification must have an elementary math methods and an elementary reading methods course.

1. Education of Exceptional Children (Undergraduate/graduate)

All courses below are graduate courses.

2. Introduction to the area of the Emotionally Disturbed. (Includes psychopathology of childhood and adolescence).
3. Methods of Teaching Emotionally Disturbed Children.
4. Advanced Developmental Psychology; or other courses that deal with growth and development of normal children and adolescents.
5. Behavior Management--
Application of behavioral principles to a wide variety of performance including self-care, language training, and modification of markedly deviant behavior.
6. Assessment of basic skills and learning disabilities. List other assessment courses.
7. Block A - one course required
If 3 above does not include some practicum experiences, one from the group of courses below must include direct work with children.

One of the courses must include information on basic low-level skills to provide a background for working with seriously disturbed children.

Advanced Seminar, Education of Emotionally Disturbed Children, Field Experience (in addition to Student Teaching), 3 semester hours (5 quarter hours minimum).

NORTH DAKOTA SPECIAL EDUCATION CREDENTIAL

Teachers of Students with Specific Learning Disabilities

A teacher of students with specific learning disabilities shall have a valid North Dakota Educator's Professional Certificate and the Specific Learning Disabilities Credential.

Areas of preparation of teachers and coordinators in specific learning disabilities include the following coursework. Most of the coursework should be taken at the graduate level. Since not all of these are course titles, applicants should have their transcripts and course content evaluated by the Department of Public Instruction staff. The coursework in specific learning disabilities should ideally be taken after a major and experience in elementary or secondary education. All candidates who are to be employed in an elementary school are required to meet the requirements for the elementary educator's professional certificate. All candidates who are to be employed in secondary schools must have either a regular elementary or secondary educator's professional certificate. Secondary SLD teachers with secondary certification must have an elementary math methods and an elementary reading methods course.

1. Exceptional Children - 3 semester hours (5 quarter hours) (Undergraduate/Graduate)
2. Characteristics of Specific Learning Disabilities - 2 semester hours (3 quarter hours) (Graduate)
3. Assessment Procedures - 2 semester hours (3 quarter hours) (Graduate) This should not be primarily the administration of tests but rather contain considerable experience in the use of information from tests as they relate to curriculum, adjustment, and behavior.
4. Methods and Materials in Specific Learning Disabilities - 2 semester hours (3 quarter hours) (Graduate) Intent of materials, modifying and adapting materials, problem solving methods, interventions including behavior modification and other applied learning theory.
5. At least one course in:
Child Development - 3 semester hours (5 quarter hours) (Graduate)
Language Development and Disorders - 3 semester hours (5 quarter hours) (Graduate)
6. Seminar in Student Behavior - 3 semester hours (5 quarter hours) (Graduate)
Study of student reaction to frustration, response to failure, emotional problems, and ways of managing problems in the classroom.
7. Corrective Reading Procedures - 2 semester hours (3 quarter hours) (Graduate)
Undergraduate hours in Corrective Reading must include supervised practicum.

**SPECIAL EDUCATION MAJOR
TEACHING SPECIFIC LEARNING DISABILITIES**

<u>General</u>		
Liberal Studies		45 cr.
<u>Related Field Requirements:</u>		
Psy 113	General Psychology - 3 cr.	
Psy 202	Developmental Psychology - 3 cr.	
MCS 233*	Education & Multicultural America - 3 cr.	
Phil 220*	Philosophy of Education - 3 cr.	
Spch 100	Speech Communication - 3 cr.	
		45 cr.
<u>Professional Education Requirements</u>		
Educ 205	Introduction to Education	3 cr.
Educ 205E	Intro to Education: Early Field Experience	1 cr.
Hlth 110	Personal Health	3 cr.
Educ 294	Educational Psychology	3 cr.
Educ 294L	Educational Psychology Labs	<u>1 cr.</u>
		11 cr.
<u>Classroom Teaching Exemption</u>		
Math 306	Mathematics for SpEd	3 cr.
EEEC 291	Foundations in Literacy	3 cr.
EEEC 442	Curriculum Foundations	3 cr.
EEEC 467	Practicum: Elem. Teaching	1 cr.
SpEd 445	Remedial and Corrective Reading	<u>3 cr.</u>
		13 cr.
<u>Special Education Core</u>		
SpEd 320	Educational Services for Individuals with Exceptionalities	3 cr.
SpEd 443	Consultation in Special Education	3 cr.
SpEd 470	Transitional Planning	3 cr.
SpEd 471	Behavioral and Environmental Management	3 cr.
SpEd 494*	Legal/Social Foundations of SpEd	<u>3 cr.</u>
		15 cr.
<u>Major Requirements (Specific Learning Disabilities)</u>		
SpEd 461	Educating Children and Youth with Specific Learning Disabilities	3 cr.
SpEd 413	Instructional Strategies	3 cr.
SpEd 463	Assessment Strategies: Mild Disab.	3 cr.
SpEd 463L	Mild Disab. Assessment Lab	1 cr.
SpEd 464	Educational Planning & Adaptation for Students with Learning Problems	3 cr.
SpEd 467A	Secondary Practicum: Mild Disabilities	3 cr.
SpEd 475	Teacher Communication/Consultation: SLD	3 cr.
SpEd 451B	Student Teaching: SLD	<u>10 cr.</u>
		29 cr.

*All students must complete the Minnesota Human Relations requirements.

**SPECIAL EDUCATION MAJOR
TEACHING EMOTIONAL/BEHAVIORAL DISORDERS**

<u>General</u>		
Liberal Studies		45 cr.
<u>Related Field Requirements:</u>		
Psy 113	General Psychology - 3 cr.	
Psy 202	Developmental Psychology - 3 cr.	
MCS 233*	Education & Multicultural America - 3 cr.	
Phil 220*	Philosophy of Education - 3 cr.	
Spch 100	Speech Communication - 3 cr.	
		45 cr.
<u>Professional Education Requirements</u>		
Educ 205	Introduction to Education	3 cr.
Educ 205E	Intro to Education: Early Field Experience	1 cr.
Hlth 110	Personal Health	3 cr.
Educ 294	Educational Psychology	3 cr.
Educ 294L	Educational Psychology Labs	<u>1 cr.</u>
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Math 306	Mathematics for SpEd	3 cr.
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EEEC 442	Curriculum Foundations	3 cr.
EEEC 467	Practicum: Elem. Teaching	1 cr.
SpEd 445	Remedial and Corrective Reading	<u>3 cr.</u>
		13 cr.
<u>Special Education Core</u>		
SpEd 320	Educational Services for Individuals with Exceptionalities	3 cr.
SpEd 443	Consultation in Special Education	3 cr.
SpEd 470	Transitional Planning	3 cr.
SpEd 471	Behavioral and Environmental Management	3 cr.
SpEd 494*	Legal/Social Foundations of SpEd	<u>3 cr.</u>
		15 cr.
<u>Major Requirements (Emotional/Behavioral Disorders)</u>		
SpEd 473	Emotional/Behavioral Disorders	3 cr.
SpEd 478	Educational Interventions: E/BD	3 cr.
SpEd 413	Instructional Strategies	3 cr.
SpEd 463	Assessment Strategies: Mild Disab.	3 cr.
SpEd 463L	Mild Disab. Assessment Lab	1 cr.
SpEd 464	Educational Planning & Adaptation for Students with Learning Problems	3 cr.
SpEd 467A	Secondary Practicum: Mild Disabilities	3 cr.
SpEd 451C	Student Teaching: E/BD	<u>10 cr.</u>
		29 cr.

*All students must complete Minnesota Human Relations requirements.

SPAN 497 Independent Study in Spanish: Advanced Level (1-2)**Fall:** Demand, **Spring:** Demand

Selected project as agreed upon by student and instructor. May be repeated for a total of 4 credits.

Requires approval of department chair upon presentation of proposal. **Prerequisite:** SPAN 301 or SPAN 311**SPAN 498 Senior Project (2)****Spring:** All Years

Individualized project designed for summation and integration of the undergraduate curriculum. Student will work with the instructor on designing and preparing a senior portfolio and preparing for an oral summative examination on the portfolio. Additional reading of primary and secondary sources required.

Prerequisite: SPAN 302**Special Education****SPED 320 Educational Services for Individuals with Exceptionalities (3)****Fall:** All Years, **Spring:** All Years

Introduction to the recognition, incidence and educational needs of individuals with exceptionalities. A wide range of educational services are studied with emphasis on the shared responsibility of all education professionals.

SPED 412 Mental Retardation (3)**Fall:** All YearsOverview of the definitions, characteristics, associated disabilities and medical aspects of persons with cognitive disabilities. **Prerequisite:** SPED 320**SPED 413 Instructional Strategies (3)****Fall:** All Years, **Spring:** All YearsCurriculum planning and classroom teaching techniques for students with disabilities will be examined. Topics will include adaptation of instruction, assessment and designing individualized educational plans, as well as various content and learning problems. **Prerequisite:** SPED 320**SPED 417 Educating Student with Severe Disabilities (3)****Spring:** All YearsExamination of the definitions, characteristics, instructional methods/techniques, and educational programming for learners with severe disabilities. Also explored are typical and atypical motor development with mobility techniques and prosthetic and technical devices. **Prerequisite:** SPED 412**SPED 420 Education of Diverse Learners (2)****Fall:** All Years, **Spring:** All Years

Introduction to the recognition of diverse learning and educational needs of students. A range of curriculum, educational services, and adaptations for students with diverse needs will be studied with emphasis on the shared responsibility of all educational professionals.

SPED 421 The Gifted Child (2)**Fall:** Demand, **Spring:** Demand

Definition, identification, and current school program for the child with superior ability or special talents.

Prerequisite: SPED 320**SPED 422 Curriculum and Methods for the Gifted (2)****Fall:** Demand, **Spring:** DemandExploration of ways to construct a curriculum suitable for the education of gifted students at elementary and secondary levels. **Prerequisite:** SPED 421**SPED 423 Young Children with Disabilities and Their Families (3)****Fall:** All Years

Examination of the program models and approaches to services for young children with disabilities and their families. Research on the efficacy of early intervention and aspects of family systems is reviewed. Current issues in service provision, teaming, and individual program plans are also included in the course.

Prerequisite: SPED 320**SPED 424 Assessment in Early Childhood Special Education (3)****Spring:** All Years

Examines assessment instruments and procedures with infants, toddlers, pre-schoolers with disabilities. Approaches to identification, screening, assessment selection and programming are explored.

Prerequisite: SPED 423**SPED 426 Infant Strategies (3)****Spring:** All Years

This course overviews knowledge and skills necessary to be effective professionals in working with families and infants and toddlers with disabilities and those at risk for disabilities. Emphasis is placed on parent-professional collaboration, interagency and interdisciplinary planning, and design of effective individual family service plans.

Prerequisite: SPED 423**SPED 427 Instructional Strategies: Preschool (3)****Fall:** All YearsThe focus of this course will be knowledge and skills required to design and implement individual and group instructional programs for children with special needs from 3-6 years. The development of instructional objectives and systematic teaching strategies in motor, cognitive, social, communication and self-care skills will be emphasized. **Prerequisite:** SPED 423

SPED 442 Creative Activities for Individuals with Disabilities (2)**Fall:** Demand, **Spring:** Demand

Creative activities for individual with disabilities; practical experiences in the areas of art, music, drama and their interrelationships. *Prerequisite:* SPED 320

SPED 443 Consultation and Collaboration in Special Education and Human Services (3)**Fall:** All Years, **Spring:** All Years

Understanding and development of professional consultation and collaboration skills to initiate and apply appropriate and effective teaming techniques for assessment, intervention, and evaluation via transdisciplinary approaches for special needs students/clients and their care-givers.

SPED 445 Remedial and Corrective Reading (3)**Fall:** All Years, **Spring:** All Years

The causes, assessment, and correction of reading difficulties are analyzed. Specific strategies poor readers can use to read better are described. Explicit instructional methods are presented.

SPED 446 Remedial and Corrective Reading Clinic (1)**Fall:** Demand, **Spring:** Demand

Supervised practice in remediating children with reading disabilities at the primary, intermediate, and secondary level. *Prerequisite:* SPED 445

SPED 451B Student Teaching: SLD (8-10)**Fall:** All Years, **Spring:** All Years

Student teaching in public school elementary level setting for pupils with specific learning disabilities. Students will spend 320-400 hours in schools. *Prerequisite:* SPED 461 SPED 464 SPED 475

SPED 451C Student Teaching: E/BD (8-10)**Fall:** All Years, **Spring:** All Years

Student teaching in public school self-contained setting for pupils with Emotional/Behavioral Disorders. Students will spend 320-400 hours in schools. *Prerequisite:* SPED 464, SPED 473, SPED 478

SPED 451D Student Teaching: MMMH (8-10)**Fall:** All Years, **Spring:** All Years

Student teaching in public school elementary or secondary setting for pupils with mild/moderate disabilities. Students will spend 320-400 hours in schools. *Prerequisite:* SPED 412, SPED 413, SPED 456

SPED 451E Student Teaching: ECSE (8-10)**Fall:** All Years, **Spring:** All Years

Student teaching in public school setting for young children with disabilities. Students will spend 320-400 hours in schools. *Prerequisite:* SPED 412, SPED 417, SPED 456

SPED 451H Student Teaching: MSMH (8-10)**Fall:** All Years, **Spring:** All Years

Student teaching in an elementary or secondary setting for pupils with moderate/severe disabilities. Students will spend 320-400 hours in schools.

Prerequisite: SPED 412, SPED 427, SPED 467E**SPED 456 Functional Curriculum Development/ Inclusive Classroom (3)****Spring:** All Years

In-depth coverage of assessment and educational programming with a functional life-skills focus including strategies for curriculum development in inclusive classrooms. *Prerequisite:* SPED 412

SPED 456L Field Experience: Mental Retardation (2)**Spring:** All Years

Field experience in assessment and curriculum development with a functional and inclusionary focus. Students will spend 200 hours in schools. Should be taken concurrently with SPED 456.

SPED 459 Communication Programming for Persons with Severe Disabilities (3)**Fall:** All Years

This course covers issues related to communication program and decision-making models for communication programming for individuals with severe disabilities. The emphasis is on assessing an individual's communication skills, selecting appropriate components for the communication system and planning intervention strategies. *Prerequisite:* SPED 412

SPED 461 Educating Children and Youth with Specific Learning Disabilities (3)**Fall:** All Years, **Spring:** All Years

An introduction to definition, assessment, characteristics, and educational strategies for children and youth with specific learning disabilities.

Prerequisite: SPED 320**SPED 463 Assessment Strategies: Mild Disabilities (3)****Fall:** All Years, **Spring:** All Years

Assessment of scholastic achievement and aptitude, social behavior, and instructional effectiveness through the use of norm referenced individualized test instruments and informal instructor designed procedures. Course includes report writing, establishment of objectives, participation in the development of IEPs, and review of basic statistical and measurement concepts. *Prerequisite:* SPED 320 or SPED 445 or SPED 471

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SPED 463L Mild Disabilities Assessment Lab (1)**Fall:** All Years, **Spring:** All Years

Field experience in assessment and remediation of the academic and behavioral skills of students with mild disabilities. Students will spend 150 hours in schools.

SPED 464 Educational Planning and Adaptation for Students with Learning Problems (3)**Fall:** All Years, **Spring:** All Years

Educational and transitional adaptations for learning disabled or emotional/behavioral disordered secondary students based on individual cognitive, affective, and behavioral characteristics.

Prerequisite: SPED 463**SPED 467A Secondary Practicum—Mild Disabilities (3)****Fall:** All Years, **Spring:** All Years

Directed practicum experience in secondary level special education resource room setting. 225 hours field experience. **Prerequisite:** SPED 464

SPED 467E Practicum: Young Child Disabilities (2)**Fall:** All Years, **Spring:** All Years

Directed practicum experience in early childhood special education. **Prerequisite:** SPED 423

SPED 467I Practicum: Infant/Interagency Services (2)**Fall:** All Years, **Spring:** All Years

Field experience in inter-agency planning and service delivery to infants and toddlers with disabilities and their families. Experience in assessment and individual plan development are included.

Prerequisite: SPED 424, SPED 426**SPED 468B Practicum: SLD (4)****Fall:** All Years, **Spring:** All Years

Directed practicum experience in specific learning disabilities teaching with emphasis on advanced assessment techniques and interprofessional consultation and collaboration. Students will spend 200-300 hours in schools. **Prerequisite:** SPED 464, SPED 475

SPED 468C Practicum: E/BD (4)**Fall:** All Years, **Spring:** All Years

Directed practicum experience in a self-contained setting for children and/or youth with emotional behavioral problems. Students will spend 200 - 300 hours in schools. **Prerequisite:** SPED 464, SPED 478

SPED 468D Practicum: MMMH (4)**Fall:** All Years, **Spring:** All Years

Directed practicum experience in an elementary or secondary classroom serving students with mild/moderate disabilities. Students will spend 200-300 hours in school. **Prerequisite:** SPED 463, SPED 456

SPED 468E Practicum: ECSE (4)**Fall:** All Years, **Spring:** All Years

Directed practicum serving students in early childhood special education. **Prerequisite:** SPED 424, SPED 426

SPED 468H Practicum: MSMH (4)**Fall:** All Years, **Spring:** All Years

Directed practicum in an elementary or secondary classroom serving students with moderate to severe disabilities. **Prerequisite:** SPED 412, SPED 456

SPED 469 Internship (3-10)**Fall:** Demand, **Spring:** Demand

Directed field experience working with individuals with disabilities.

SPED 470 Transitional Planning (3)**Fall:** All Years, **Spring:** All Years

Transitional planning for secondary students with disabilities including transitional assessment, programming and planning. Students will also acquire knowledge of post secondary service options and funding sources. **Prerequisite:** SPED 412, SPED 461, SPED 473

SPED 471 Behavior and Environment Management (3)**Fall:** All Years, **Spring:** All Years

Application of learning theory and applied behavior analysis to teaching and to the problem of altering maladaptive behavior. Specific variables related to classroom and community based instruction of individuals with a variety of learning characteristics are included. **Prerequisite:** SPED 320

SPED 472 Educational Diagnosis and Programming (3)**Fall:** Demand, **Spring:** Demand

Principles and practices of diagnostic-prescriptive programming for children with disabilities. **Prerequisite:** SPED 320

SPED 473 Emotional/Behavioral Disorders (3)**Fall:** All Years

Identification, assessment, and programming for students with Emotional/Behavioral Disorders. Course includes operation of program models of educational and other treatment agents. **Prerequisite:** SPED 320

SPED 474 Management of Challenging Behavior (2)**Fall:** Demand, **Spring:** Demand

Student will demonstrate an understanding of how nonaversive intervention strategies can be used to manage challenging behavior.

Prerequisite: SPED 471

SPED 475 Informal Assessment/Teaching Strategies: Students with Learning Disabilities (3)**Fall:** All Years, **Spring:** All Years

Informal assessment techniques and teaching strategies across the core content areas and in social skills for elementary and secondary students with specific learning disabilities. *Prerequisite:* SPED 461, SPED 463

SPED 478 Educational Interventions: Emotional/Behavioral Disorders (3)**Spring:** All Years

Program design, intervention techniques, and management strategies for student with Emotional/Behavioral Disorders. *Prerequisite:* SPED 473

SPED 490 Special Topics (1-3)**Fall:** Demand, **Spring:** Demand

Advanced treatment of selected topics.

Prerequisite: SPED 412 or SPED 461 or SPED 473**SPED 494 Legal/Social Foundations of Special Education (3)****Fall:** All Years, **Spring:** All Years

This course overviews the educational, sociological, legal, and historical frameworks of special education services within the context of public school systems. It includes research on the efficacy of special education; national and state reform and renewal efforts in general and environment professional preparation, litigation and legislation, and best practices in curriculum for all learners. Issues related to families in a changing educational system are also addressed.

Prerequisite: SPED 412 or SPED 461 or SPED 473**SPED 495 Special Problems (1-3)****Fall:** Demand, **Spring:** Demand

Directed field experience, reading, or research in special education. May be repeated up to 6 credits.

Prerequisite: SPED 412 or SPED 461 or SPED 473**Speech****SPCH 100 [E] Speech Communication (3)****Fall:** All Years, **Spring:** All Years

The theory and practice of oral communication in public and interpersonal situations, stressing both content and delivery.

SPCH 105 [E] Beginning Oral Interpretation (3)**Fall:** All Years, **Spring:** All Years

The theory and practice of the oral presentation of literature, critical listening and constructive criticism; performances include poetry, prose and drama.

SPCH 140 Dance for the Stage I (3)**Fall:** All Years

A beginning course in dance technique with units in jazz, ballet, tap, and musical theatre forms.

SPCH 150 Technical Theatre Methods (3)**Fall:** All Years

The theory and practice of working with stage equipment; the methods and procedures of scenery construction, stage rigging, and scene shifting.

SPCH 160 Theatre Practicum (1)**Fall:** All Years, **Spring:** All Years

Training in the technical phases of theatre production: experience in set construction, painting, properties, backstage organization, light, sound, and costumes. Participation in theatrical production.

Prerequisite: SPCH 150**SPCH 161 Forensics (1)****Fall:** All Years, **Spring:** All Years

Practical experience in public speaking, oral interpretation, and/or Lincoln-Douglas debate for inter-collegiate tournaments and on-campus activities.

SPCH 162 R/TV/Film Practicum (1)**Fall:** All Years, **Spring:** All Years

Practical experience in radio, television, or film activities.

SPCH 210 [E] Introduction to Communication Theory (3)**Spring:** All Years

Through lecture, writing, and discussion, students will explore the discipline of communication including basic theories of interpersonal, group, intercultural, and organizational communication.

SPCH 211 [E] Argumentation and Debate (3)**Fall:** All Years

The course will present the principle theories and skills of argumentation and debate on questions of fact, value and policy.

SPCH 212 [E] Introduction to Rhetoric (3)**Fall:** All Years

Examines the theory of rhetoric from its beginnings in classical times to its contemporary development.

TESTIMONY ON HB 1282
HOUSE EDUCATION COMMITTEE
February 3, 1999
by Brenda K. Oas, Director of Special Education
328-2277
Department of Public Instruction

Chairperson Kelsch and Members of the House Education Committee,

My name is Brenda Oas. I am Director of Special Education for the North Dakota Department of Public Instruction. On behalf of the Department, I am here to speak in opposition to HB 1282.

The language in HB 1282 appears to be intended to address the prerequisite requirement in North Dakota that teachers in some areas of special education have elementary or secondary teaching certificates. In addition to this basic preparation, the North Dakota special education credential for teachers who work with students who have specific learning disabilities or emotional disturbance requires additional graduate level training beyond this basic preparation in elementary or secondary education. This requirement has been in place since the late 1970s.

As you are probably aware, North Dakota is considered to be a net exporter of teachers in that the state trains approximately 3.5 times the number for whom there will be position openings in any given year. This means that new teachers often go looking for jobs out of state or, if they do stay in the state, they may take positions as substitute teachers, paraprofessionals or enter some other line of work.

While we have shortages in some areas of special education, these are not considered to be severe shortages when compared with national figures. For example, in reviewing recent material published in California in October of 1998, there were over 4000 special education positions that could not be filled with qualified personnel. In North Dakota, the positions that are not filled at all are only in specialized ancillary areas such as speech-language pathology, occupational therapy or physical therapy. In these instances, special education units and school districts may address student needs through a contractual arrangement with personnel who work in medical care.

For typical special education teaching positions, we are generally able to fill positions with qualified personnel or individuals who can obtain some type of temporary approval under the condition that they will meet remaining requirements within a specified period of time. For the most recent school year, North Dakota schools had 47 personnel who were at some stage in the process of completing additional requirements before they are considered to be eligible for a special education credential. There are some exceptional cases that may occur very late in the hiring period for the school year, typically in late August. These instances also occur in other teaching areas in which there is no plentiful supply of individuals with teaching degrees (e.g., high school mathematics, science, or music).

With declining enrollments in many small school districts, we are attempting to implement training programs that focus on broadening the training of existing personnel so that they might serve students with a range of disabilities. This effort will also help to address long-term personnel issues in some locations. Part of the rationale is that persons who do not have to travel as much are more likely to stay in a position. Some special education units and school districts do an excellent job of recruiting and retaining personnel. Others are not as successful.

The US Department of Education provides grant funds to recruit and train personnel in special education areas. Our office will be distributing approximately \$63,000 within the next few months to prospective special education teachers or those who have temporary approvals so that they might complete training requirements. These funds are to support college tuition and other costs related to completing the special education credentials.

In summarizing the North Dakota landscape, the presumption in the HB 1282 seems to be that North Dakota has severe shortages of personnel in special education that cannot be addressed through the existing system. This is not the case. If the bill were addressing the areas in which we have significant shortages such as speech language pathology, we might be supportive.

I would add that I do concur that it would be helpful to have reciprocity with neighboring states in special education. In the majority of cases we are able to award special education teaching credentials to personnel from other states. However, there is a small percentage of individuals who do not meet North Dakota's requirements (particularly if trained in a state that does not require prerequisite training in elementary or secondary education).

The US Congress has recognized the value of reciprocity in training special education personnel and has included the following section in the 1997 amendments to the Individuals with Disabilities Education Act (IDEA). Section 653 of IDEA includes the requirement that states develop improvement strategies and includes this language:

"the State will work to develop collaborative agreements with other States for the joint support and development of programs to prepare personnel for which there is not sufficient demand within a single State to justify support or development of such a program of preparation;

the State will work in collaboration with other States, particularly neighboring States, to address the lack of uniformity and reciprocity in the credentialing of teachers and other personnel. [*Individuals with Disabilities Education Act, June, 1997*]

We are moving to address these requirements in the federal law. We are already working with a college in Colorado and one in Minnesota to address the first part of this requirement as we focus on our need for sign language interpreters for students with deafness. We are preparing to offer \$200,000 grant funding from the federal funds that we receive to local special education units so that they might access training in low incidence disability areas such as orthopedic impairments, autism, deafness, or vision impairments. In some cases this training is not available in North Dakota and will be accessed from other states.

We will also be addressing the uniformity and reciprocity issues targeted in the federal law. However, we will be doing so through a very deliberative process with all of our neighboring states, and ultimately with all states. This requires time. I would suggest that the approach to addressing reciprocity in HB 1282 is premature. A more thorough and deliberative process that looks at the reciprocity issue very broadly would be preferable.

I would be happy to answer questions that committee members might have.
Madam Chairperson and Members of the House Education Committee



Education Standards and Practices Board
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Bismarck, ND 58505-0080
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Testimony of
Janet L. Placek

On
House Bill 1282

M. Chairman, member of the committee, I am Janet L. Placek, Executive Director of the Education Standards and Practices Board. I would like to speak in opposition to House Bill 1282 for the following reasons:

1. You will be hearing House Bill 1274 at a later date which provides an avenue for teachers with valid teaching certificates from all states a period of time to meet North Dakota standards while they are teaching in North Dakota. HB 1282 is more restrictive and limiting than HB 1274.

2. We are presently working on a certification reciprocity agreement with all states which will enable us to put together a total system for reciprocity in all areas of certification not just special education. We will propose to include this reciprocity agreement into HB 1274.

3. The Education Standards and Practices Board has in place Administrative Rule 67.1-02-04 to provide interim/emergency certificates to those people who do not have the pedagogical background. Criteria to receive this certificate includes a shortage area at the local level and in the content area, request by the local school district, and commitment by the instructor to pursue the professional education courses for any additional years of contracted time.

We need to continue this standards of quality for our students and the public in North Dakota. The Education Standards and Practices Board asks for a do not pass on this bill.

Thank you for your consideration given to this testimony. I will entertain any questions as this time. For further information, I can be reached at 328-1659 or jplacek@state.nd.us.