

Circulated: 11/17/2022
Comments Due: 12/1/2022
2223-239

Submit on blue paper

COURSE / CURRICULUM MO
COLLEGE Education and Human Development

****COURSE CHANGE**

- ☐ Create new course
☐ Eliminate course
☐ Modify existing course (mark all that apply):
☐ Title ☐ Description ☐ Prerequisite
☐ Course content
☐ Course number (old course number to be deleted)
☐ Credit Hours ☐ Term offered
☐ Contact Hours
☐ Method of instruction (see table on reverse)
☐ Web-centric
☐ Web-based (definitions on reverse)

Requested Course change effective date: (Semester/Year)

Implemented by Registrar, effective:

**reviewed by Undergraduate Council if it has broad impact

PROGRAM CHANGE

Program Name: Intervention Specialist

- ☐ Minor change to program requirements/checksheet
☐ Change program name
☐ *Create new program and new program code (check one):
☐ degree ☐ major ☐ minor
☐ specialization ☐ certificate
☒ *Major change to program requirements/checksheet
☐ *Program to be available 100% online
☐ *Add, delete, modify program matriculation requirements
☐ *Suspend admission to and/or eliminate a program

Requested Program effective date: Fall 2023 (Semester/Year)

Implemented by Registrar, effective:

*reviewed by Undergraduate Council

CATALOG DESCRIPTION for a new or modified course, OR BRIEF OVERVIEW of program change (limit 675 characters):

A new updated checksheet has been created to represent the changes where courses are within the sequence. Additionally, three new courses were developed, two courses are no longer going to be offered, and one course requirement on the checksheet is being removed. Requirements related to state licensure exams (OAEs) were changed on the checksheet to align with when courses are being offered. Several courses have more than 50% of content changed due to changes where they are offered in the sequence. Course numbers were also changed to align with where the courses are offered within the program.

(If this is a new course or if the "Method of instruction" box is checked above):

Maximum Class Size Grading method: ☐ A/F ☐ S/U only ☐ A/B/C/NC (No Credit) ☐ S/NC (No Credit)

Method(s) of Instruction and contact hours

*See page two for Methods of Instruction definitions and approved combinations

What other colleges or departments/programs may be affected by this proposal? **PEHE, ARTE, HDFS**

**Please attach comments from affected units and circulate them with the curriculum modification request.

	Position	Name (print or type)	Signature	Date
1	Proposer Tel: 419- 372-7311 Position: Assistant Teaching Professor	Megan R. Thompson	<u>Megan Thompson</u> Megan Thompson (Oct 18, 2022 10:05 EDT)	
ADEQUATE LIBRARY MATERIALS ARE AVAILABLE (For NEW COURSE or NEW PROGRAM only):				
2	Dean, University Libraries			
APPROVED:				
3	Chair or School/Program Director	Trinka Messenheimer	<u>Trinka Messenheimer</u> Trinka Messenheimer (Oct 18, 2022 12:34 EDT)	
4	Chair, College/School Curriculum Committee	Megan R. Thompson	<u>Megan Wilson</u> Megan Wilson (Oct 19, 2022 07:31 EDT)	
5	Dean of College	Dawn Shinew	<u>Brian Campbell</u> Brian Campbell (Oct 19, 2022 10:30 EDT)	
6	Secretary, UGC (major changes only)	Sarah Meussling		
ACTIONS OF UNDERGRADUATE COUNCIL ARE REVIEWED BY THE FACULTY SENATE COMMITTEE ON ACADEMIC AFFAIRS (CAA).			Materials sent to CAA on:	
7	Provost/VPAA	Glenn Davis		
REVIEWED AND IMPLEMENTED BY:				
8	Registrar	Betsy Winters		

To: Undergraduate Program Council

The following changes are reflected within the program modification form and additional documents:

- Program Check Sheet
 - Course sequence
 - Course numbers
 - Ohio Assessment for Educators (OAE) requirements
 - Removal of three courses
 - Addition of four courses (3 new, 1 reinstated)
- Course Changes (description and/or number)
 - EDIS 2550: Applied Behavior Analysis
 - EDIS 3100: Second Year Field Experience
 - EDIS 3030: Assessment and Diagnosis (*formerly EDIS 4530*)
 - EDIS 3050: Phonics Instruction (*formerly EDIS 4110*)
 - EDIS 3060: Adapting Curriculum and Instruction (*formerly EDIS 4440*)
 - EDIS 3500: Third Year Field Experience (*formerly EDIS 4100*)
 - EDIS 3510: Social, Emotional, and Behavioral Supports in Schools (*formerly EDIS 4480*)
 - EDIS 3520: Physical and Medical Management (*formerly EDIS 4460*)
 - EDIS 4420: Reading and Writing Assessment
 - EDIS 4450: Math Instruction and Assessment
 - EDIS 4740: Assistive Technology (*formerly EDIS 3210*)
 - EDIS 4400: Fourth Year Field Experience
 - EDIS 4770: Transitions (*formerly EDIS 3330*)
 - EDIS 4780: Consultation and Collaboration (*formerly EDIS 3320*)
 - EDIS 4790: Roles and Responsibilities (*formerly EDIS 3000*)
- Removed Courses
 - PEHE/ARTE/HDFS requirement
 - EDIS 4120: Content Literature
 - EDIS 4410: Reading and Writing Instruction
- New Courses
 - EDIS 3010: Foundations of Reading
 - EDIS 3040: Explicit Instruction
 - EDIS 4730: Vocabulary, Comprehension, and Writing
- Reinstated Course
 - EDIS 2310: Introduction to Educating Students with Disabilities.

Tier 1: Outgoing Students									
Old Course Num	New Course Num	Fall 2023	Spring 2024		Fall 2024		Spring 2025	Fall 2025	Spring 2026
x	EDIS 2310	FR (1 section)	FR		FR		FR	FR	FR
EDIS 2500	EDIS 2500	FR (1 section)			FR			FR	
EDIS 3000	EDIS 4790							SR	
EDIS 3100	EDIS 3100	SO			SO			SO	
EDIS 3330	EDIS 4770							SR	
EDIS 3320	EDIS 4780							SR	
EDFI 3020	EDFI 3020	SO			SO			SO	
x	EDIS 3010	SO- special topics listed			SO			SO	SO
EDIS 3210	EDIS 4740		JR				JR		JR
EDIS 4460	EDIS 3520		JR		JR			JR	
EDIS 2550	EDIS 2550	SO			SO			SO	
x	EDIS 3040		SO				SO		SO
EDIS 4100	EDIS 3500		JR		JR			JR	
EDIS 4110	EDIS 3050		JR	SO			SO		SO
EDIS 4120	x		JR						
EDIS 4530	EDIS 3030		JR	SO			SO		SO
x	EDIS 4730						JR		JR
EDIS 4400	EDIS 4400	SR			SR			SR	
EDIS 4410	x	SR			SR				
EDIS 4420	EDIS 4420	SR			SR		JR		JR
EDIS 4440	EDIS 3060	SR	SO		SR		SO		
EDIS 4450	EDIS 4450	SR			SR		JR		JR
EDIS 4480	EDIS 3510	SR			SR	JR		JR	
PE/ARTE/HDFS	x	JR							
EDIS 4920	EDIS 4920		SR				SR		SR
EDIS 4930	EDIS 4930		SR				SR		SR
		*EDIS 3000 IEC			*EDIS 3000 IEC			*EDIS 3000 IEC	

PROGRAM CHANGE REQUEST FORM

This sheet is an overview of the content and format of proposals for a new undergraduate program, or for elimination or modification of an existing program. Most program changes must be reviewed by Undergraduate Council and, in some cases, by the Board of Trustees and/or the Ohio Board of Regents. As a result, a proposal for program changes should generally be prepared in consultation with the Office of the Senior Vice President for Academic Affairs and Provost. Some of the information in the proposal must be summarized on the COURSE/CURRICULUM MODIFICATION REQUEST cover sheet ("blue sheet") that will accompany it through the approval process. *Depending on the nature of the request, it may not be necessary to provide all the information below. Please use your own responses to the checkbox items on the "blue sheet" as a guide for deciding which items below are relevant to your proposal.* Please use the outline headings shown below to prepare your document; omit any that do not apply.

A. THE MODIFICATION

1. *For all proposals:* Describe briefly the nature of the proposed change.

The program checksheet is being updated to reflect changes to when courses are being taken in an effort to align with assessment data and accreditation purposes. Additionally, course numbers are also being changed to reflect where they are being offered within the program sequence. There are 8 EZ course changes that reflect changes to catalog descriptions. Three new courses are included in the checksheet and are added to the program to reflect changes that align with state and accrediting body requirements. Additionally, seven courses have more than 50% changes to syllabi to reflect changes to professional/research based knowledge and to align with state and accrediting body requirements. OAE requirements were shifted on the checksheet as well based on when courses are taken by students. Two courses are no longer going to be offered as they are being replaced with new courses that were developed. One course, EDIS 2310 will be added back into our program as a requirement. This was eliminated as a requirement a few years ago but we have since been told that as a TAG course, we must require it.

The ARTE, HDFS, or PEHE course for the program is being removed due to no longer being a requirement through the state.

The curriculum modification process is intended to change program requirements as represented in the Undergraduate Catalog and on checksheets. For this reason, all curriculum modifications for new programs or program revisions must include:

- 1.1 A checksheet that shows and highlights the proposed change(s). (Please make the *changes* on the checksheet *obvious*, preferable with revision markings).
- 1.2 Catalog pages (printed from the current version of the online catalog) showing the proposed changes. (Please use revision markings or some other device to make *changes obvious*). If a new program is being proposed, then new catalog copy should be submitted. Care should be taken to ensure that the proposed changes to the catalog match the proposed changes to the checksheet.

No changes to the catalog page will be made.

2. List courses to be taken out of program requirements. (If courses are to be eliminated from course inventory, submit a separate "course change" for that action).

ARTE 3820 OR PEHE 3330 OR HDFS 2300 - Students were to take one of these. No longer a requirement through the state.

EDIS 4410: Reading and Writing Instruction and EDIS 4120: Content Literacy are no longer going to be offered as they are being replaced with new courses.

3. List courses to be added to program requirements. (If new courses are to be added to course inventory, submit a separate "course change" for that action).

EDIS 2310- Introduction to Exceptionalities

EDIS 3010- Foundations of Reading

EDIS 3040- Explicit Instruction

EDIS 4730- Vocabulary, Comprehension, and Writing

4. *For proposals to make major changes to program requirements:* Describe any change to the sequence of courses within a major/minor/area of specialization/certificate.

There are significant changes to the sequence of courses that can be viewed on the Program Checksheet.

5. Will this change result in modification of student learning outcomes? ☐ yes ☒ no
If yes, list all changes to the student learning outcomes related to the curriculum modification and describe the plan for assessing those outcomes.

6. Program changes approved before the January deadline for the Catalog update will be recorded in the Catalog and will be in effect for checksheets in the fall of that year.

B. RATIONALE *[Required for all proposals]:*

1. Reason/Need for the change. For new programs, explain how this fits with the Academic Plan.

Currently our students are taking courses where they learn to teach and assess reading as well as specific special education strategies at the end of the program. However, upon reviewing data it was determined that this does not meet the needs of our students due to an accreditation requirement of passage of a licensure assessment. Therefore, changes to the sequence of courses are necessary in order to better prepare our students for placements but also for passing Ohio Assessment for Educator (OAE) exams for licensure. Currently our students are required to pass OAE 043: Special Education prior to entrance to methods courses in their senior year, however much of the assessment content is also taught in those methods courses. Our other OAE option also has content taught during methods courses, therefore a sequence change is necessary. While going through this process new course numbers are needed because of courses moving to different years within the course sequence. For example: Courses moving from senior year to sophomore year.

Three new courses were developed to align with requirements from the State and to support continued accreditation requirements with the licensure assessments (OAE). One general course requirement (ARTE 3820 or PEHE 3330 or HDF5 2300) is being removed from the checksheet because the course is no longer a requirement for accreditation purposes. These courses are still available if students would like to take them, but not a requirement on the checksheet moving forward. Two Intervention Specialist (EDIS) specific courses are no longer going to be offered as they are being replaced with new courses that have been submitted. Additionally, while reviewing courses and rearranging our course sequence several courses underwent a greater than 50% change to content to embed an introduction, development, mastery context across courses, and to ensure students are being exposed to topics continuously over the course of their time within the program.

Due to the shifting of courses the timing of the requirement for students to pass the Ohio Assessment for Educators has been adjusted on the checksheet. Students will now need to pass OAE 190: Foundations of Reading for entrance into their senior year Methods Block since all reading courses are now taken prior to senior year. Students will then need to pass OAE 043: Special Education as a graduation requirement which can be taken after the senior year Methods Block.

Additionally, our sequence of courses has students working with faculty across all semesters at the start of their Freshman year. This was done in an effort to support retention of students across the major.

2. Student implications (describe the basis for each estimate)
 - 2.1 Prospective demand for a new degree/major/minor (level of student interest).
No change
 - 2.2 Effect on required hours in degree/major/minor.
Additional 3 hours
 - 2.3 Number of students affected and in what way.
Current Freshman (approximately 35) will see a change in the sequence of their courses starting Fall 2023. Current Sophomores and Juniors will continue with the old course numbers to continue a phase out of the old program.
 - 2.4 Effect on elective hours of majors/minors.
No change
 - 2.5 If a degree/major/minor is to be eliminated, how will current students in the program be accommodated?
N/A
 - 2.6 If requirements for matriculation from a pre-major program are to be added or modified, how will those changes affect student enrollment and progress toward graduation?
N/A
 - 2.7 Is this a degree program whose normal time to degree is something other than four calendar years for a baccalaureate degree and two calendar years for an associate degree? If so, how many hours/years to obtain the degree?
N/A

C. IMPLICATIONS FOR EXISTING PROGRAMS [For all proposals]:

1. How will the proposed change affect the integrity of other programs to which it is related, including the demand for courses or degrees in other programs
 - 1.1 in the department/school?
No change
 - 1.2 in the college?
No change
 - 1.3 in other university departments/colleges?
No change
 - 1.4 at other universities?
No change
2. What individuals in other departments/schools/colleges, if any, have been consulted about this proposal? [attach correspondence where appropriate]
PEHE, ARTE, and HDFS were contacted about the removal of the ARTE 3820 or PEHE 3330 or HDFS 2300 requirement. Correspondence is included.



3. What effect will the proposed change have on accreditation of this program or of associated programs in the college/university?

No effect

4. What effect will the proposed change have on the ability of the department/school/college/university to meet goals for recruitment, retention, and diversity?

This change should help increase our retention as our students will be better prepared for the requirement to pass the OAE 190: Foundations of Reading to get into senior year. Also with the update to many courses to reflect more recent research and practices in the field, we should have the ability to increase our recruitment based on the strength of our courses as well as the course sequence.

D. STAFFING IMPLICATIONS/QUALIFICATIONS

1. *For new programs, or if an existing degree/major/minor/area of specialization is to be modified:* Are faculty and staff with expertise available now? ☒ yes ☐ no
If not, how will they be identified/recruited?
2. *For all proposals:* How will this change affect the allocation of faculty and staff in the department/school/college? **We are no longer offering all blocks of courses two semesters a year (Fall and Spring). Block courses are now being offered one semester per year (Fall OR Spring). This allows faculty to be available for additional courses as needed. Additionally EDIS 2310 is a large lecture course that is already offered by a faculty member and there are sufficient seats for IS students.**
3. *For all proposals:* How will this change affect faculty work load? **No change**

DI. AVAILABILITY OF RESOURCES

1. *For all proposals:* Indicate any unique space requirements for new or modified curricula, and space likely to be released by the elimination or modification of existing curricula, and space likely to be released by the elimination or modification of existing curricula.
No change
2. *For all proposals:* Indicate any new one-time or continuing costs for materials, equipment, services, or personnel directly associated with a new or modified curriculum. How will these costs be covered? Indicate any cost savings to be generated if an existing degree/major/minor/area of specialization is to be eliminated.
No change
3. *For all programs, or if an existing degree/major/minor/area of specialization is to be modified:* Indicate any unique library, computer, or instructional media resources that will be needed for new or modified curricula. Are they already available?
N/A

DII. TIMETABLE FOR IMPLEMENTATION *[For all proposals]*

1. Provide a detailed timetable for events that will occur as the proposed program change is accomplished (e.g. addition or elimination of courses, hiring of faculty).
A Transition Plan was developed with faculty to ensure current students graduate with the current checksheet. There is a two year plan for transition of the old courses and course numbers into the new courses and course numbers. Current freshman and incoming students will utilize the updated checksheet for Fall 2023.

DIII. OTHER INFORMATION

1. Provide other information that may be helpful in the review process, as appropriate.
N/A

Subject: Program change update

Date: Monday, September 12, 2022 at 8:33:42 AM Eastern Daylight Time

From: Trinka Ellen Messenheimer

To: Barbara J Bergstrom, Geoffrey Andrew Meek, Ray Schneider, John C Zibbel, Deborah Gay Wooldridge

Good morning,

The undergraduate Intervention Specialist (IS) dual licensure program is submitting program changes to align with new SPA standards and State of Ohio requirements. As well, as per university and state requirements to reduce program hours to 120, we have redesigned the IS program. This is to inform you all that the shared course requirement for PEHE 3330, ARTE 3820, and HDFS 2300 is in the proposal to be removed as a required course.

Thank you for allowing our students to be a part of your courses. Please let me know that you have received this email and if you have any questions.

Trinka

Dr. Trinka Messenheimer

Director & Professor | School of Counseling and Special Education | College of Education & Human Development | 451 Education Bldg. | **BGSU** | Bowling Green, OH 43403 | trinka@bgsu.edu

Subject: FW: Program change update

Date: Monday, September 12, 2022 at 9:12:37 AM Eastern Daylight Time

From: Trinka Ellen Messenheimer

To: Megan Rae Wilson

From: Ray Schneider <rayschn@bgsu.edu>

Date: Monday, September 12, 2022 at 9:04 AM

To: Trinka Ellen Messenheimer <trinka@bgsu.edu>

Subject: RE: Program change update

Hello Trink,

Thank you for letting us know. Confirming that I have received this message and appreciate you reaching out.

Take care,

Ray

Ray Schneider, Ph.D. | Professor and Director

School of Human Movement, Sport, and Leisure Studies

Faculty Athletics Representative

BGSU | 117 Eppler Center | Bowling Green, OH 43403

419-372-7595 | rayschn@bgsu.edu

From: Trinka Ellen Messenheimer <trinka@bgsu.edu>

Sent: Monday, September 12, 2022 8:34 AM

To: Barbara J Bergstrom <bjbergs@bgsu.edu>; Geoffrey Andrew Meek <gmeek@bgsu.edu>; Ray Schneider <rayschn@bgsu.edu>; John C Zibbel <jzibbel@bgsu.edu>; Deborah Gay Wooldridge <dgwoold@bgsu.edu>

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Trinka

Dr. Trink Messenheimer

Director & Professor | School of Counseling and Special Education | College of Education & Human Development | 451 Education Bldg. | **BGSU** | Bowling Green, OH 43403 | trinka@bgsu.edu

Subject: Re: Program change update
Date: Monday, September 12, 2022 at 9:59:26 AM Eastern Daylight Time
From: Trinka Ellen Messenheimer
To: Deborah Gay Wooldridge
Attachments: image001.png

Sorry, this proposal is just being submitted . . . so 2-3 years we will still need the courses.

Trinka

Dr. Trinka Messenheimer

Director & Professor | School of Counseling and Special Education | College of Education & Human Development | 451 Education Bldg. | **BGSU** | Bowling Green, OH 43403 | trinka@bgsu.edu

From: Deborah Gay Wooldridge <dgwoold@bgsu.edu>
Date: Monday, September 12, 2022 at 9:58 AM
To: Trinka Ellen Messenheimer <trinka@bgsu.edu>
Subject: Re: Program change update

Thanks for the update, when does this go into effect? Deborah

Deborah Wooldridge, Director and Professor

School of Family and Consumer Sciences

Pronouns: she/her/hers

What are pronouns? <https://www.mypronouns.org/what-and-why>

Social justice is the equal access to wealth, opportunities, and privileges within a society.

112 C Eppler Complex

Bowling Green, OH 43403

419-372-7851 (Office)

419-372-7854 (Fax)

From: Trinka Ellen Messenheimer <trinka@bgsu.edu>

Sent: Monday, September 12, 2022 8:33 AM

To: Barbara J Bergstrom <bjbergs@bgsu.edu>; Geoffrey Andrew Meek <gmeek@bgsu.edu>; Ray Schneider <rayschn@bgsu.edu>; John C Zibbel <jzibbel@bgsu.edu>; Deborah Gay Wooldridge <dgwoold@bgsu.edu>

Subject: Program change update

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Thank you for allowing our students to be a part of your courses. Please let me know that you have received this email and if you have any questions.

Trinka

Dr. Trinka Messenheimer

Director & Professor | School of Counseling and Special Education | College of Education & Human Development | 451 Education Bldg. | **BGSU** | Bowling Green, OH 43403 | trinka@bgsu.edu

Subject: FW: Program change update

Date: Monday, September 19, 2022 at 3:15:09 PM Eastern Daylight Time

From: Trinka Ellen Messenheimer

To: Megan Rae Wilson

Dr. Trinka Messenheimer

Director & Professor | School of Counseling and Special Education | College of Education & Human Development | 451 Education Bldg. | **BGSU** | Bowling Green, OH 43403 | trinka@bgsu.edu

From: Barbara J Bergstrom <bjbergs@bgsu.edu>

Date: Monday, September 19, 2022 at 3:07 PM

To: Trinka Ellen Messenheimer <trinka@bgsu.edu>


Subject: Re: Program change update

Thank you for the update, Trink -

Though we have enjoyed working with your students and are sorry to see them go, we understand the changes.

All the best,

Bjb

	<p>Barbara Bergstrom, MFA, PhD (<i>she, her</i>) Associate Professor</p> <p>Chair, Division of Art Education Art Education Program Coordinator, College of Education & Human Development MA in Art Education Coordinator, Graduate College Affiliate Faculty, Honors College</p> <p>School of Art College of Arts & Sciences Bowling Green State University Bowling Green, OH 43403 Office: 419.372.7021</p>
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From: Trinka Ellen Messenheimer <trinka@bgsu.edu>

Sent: Monday, September 12, 2022 8:33 AM

To: Barbara J Bergstrom <bjbergs@bgsu.edu>; Geoffrey Andrew Meek <gmeek@bgsu.edu>; Ray Schneider <rayschn@bgsu.edu>; John C Zibbel <jzibbel@bgsu.edu>; Deborah Gay Wooldridge <dgwoold@bgsu.edu>

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Trinka

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BG PERSPECTIVE (BGP) REQUIREMENTS:

Course _____ Credits _____

Must complete at least 1 course in each of the following:

English Composition and Oral Communication

Quantitative Literacy

Must complete at least 2 courses in each of the following:

Humanities and the Arts

Natural Sciences - at least one Lab Science required

Social and Behavioral Sciences

Complete total required BGP credit hours by selecting courses from any of the above categories:

UNIVERSITY REQUIREMENTS

Note: Designated courses in the Humanities and the Arts, and the Social and Behavioral Sciences domains may be used to fulfill both a BGP requirement and one of the following university requirements:

Cultural Diversity in the U.S. _____

International Perspective _____

Composition Requirement:

_____ WRIT 1120 Research Writing _____

Total BGP Credits: Must be at least 36

PROF. EDUCATION/ CURRIC. CONTENT

29 HRS

_____	EDTL 2010 Introduction to Education @	3
_____	CDIS 1230: Intro. to Communication Disorders #	3
_____	PSYC 1010: General Psychology @#	4
_____	MATH 1190 Real World Math Skills #	4
_____	HDFS 1930# OR PSYC 3030 OR PSYC 3040	3
_____	MATH 2140 @\$	3
_____	ARTE 3820 OR PEHE 3330 OR HDFS 2300^	3
_____	ENG 3420 OR 3440 OR 3450 Children's Literature	3
_____	EDFI 2980 Schools, Society & Cultural Diversity @#	3

^ EDFI 3020 & EDTL 2010 are prerequisites for PEHE 3330; ALL have a field component.

\$ Prerequisite: grade of C or better in MATH 1190

EDIS REQUIREMENTS

72 HRS

PRE-MAJOR SECOND YEAR BLOCK

15 HRS

Must be taken Concurrently

_____	EDIS 3000 Roles and Responsibilities @	3
_____	EDIS 3100 Second Year Field Experience @	3
_____	EDIS 3330 Transitions @	3
_____	EDIS 3320 Consultation and Collaboration @	3
_____	EDFI 3020 Education Psychology @	3

The following are courses not part of a block and can be taken at various points in our program.

_____	EDIS 2500 Intro to the Profession @	3
_____	EDIS 3210 Assistive Technology @	3
_____	EDIS 4460 Physical and Medical Management @	3
_____	EDIS 2550 Applied Behavior Analysis @	3

MUST BE ADMITTED TO INTERVENTION SPECIALIST PROGRAM TO MOVE FORWARD. SEE PAGE 2 FOR ELIGIBILITY REQUIREMENTS

MAJOR THIRD YEAR BLOCK (take semester before methods)

12 HRS

Must be taken Concurrently

_____	EDIS 4100 Third Year Field Experience @	3
_____	EDIS 4110 Phonics @	3
_____	EDIS 4120 Content Literacy @	3
_____	EDIS 4530 Assessment & Evaluation @	3

Eligibility Requirements for entry into methods:

* Must complete 90 hours plus 3.0 cumulative GPA

* Completion of ALL EDIS, EDTL, & EDFI courses with a grade of "C" or better except EDIS 4400, 4410, 4420, 4440, 4450, 4480, 4920, & 4930.

* All professional education/curriculum content courses completed with a passing grade

* Must demonstrate eligibility for Fall Methods by July 3.

METHODS BLOCK

18 HRS

Must be taken Concurrently

_____	EDIS 4400 Fourth Year Seminar @	3
_____	EDIS 4410 Reading & Writing Instruction @	3
_____	EDIS 4420 Reading & Writing Diagnosis @	3
_____	EDIS 4440 Adapting Curriculum & Instruction @	3
_____	EDIS 4450 Math Instruction & Assessment @	3
_____	EDIS 4480 Social, Emotional & Behavioral Supports @	3

Eligibility Requirements for entry into student teaching:

* 3.0 cumulative GPA

* EDIS 4400, 4410, 4420, 4440, 4450, 4460 ("C" or better)

* Successful completion of methods internship

STUDENT TEACHING

15 HRS

Must be taken Concurrently

_____	EDIS 4920 Student Teaching Internship	12
_____	EDIS 4930 Student Teaching Seminar	3

ALL OAE ASSESSMENTS MUST BE PASSED BEFORE GRADUATION

NOTE: ALL EDIS, EDFI, AND EDTL COURSES MUST BE TAKEN FOR A LETTER GRADE - S/U NOT PERMITTED

@ Letter grade of C or higher required

Can also count towards BGP

* See Full Eligibility Requirements on page 2

(current)

Important Information

This is a competitive program. **Your GPA is critical!** Meet with your advisor at least once per semester to ensure you are on track. The name of your advisor is in your MyBGSU account.

Be sure to read course descriptions on the BG homepage under "Academics." These tell you which courses are prerequisites for subsequent classes and whether the course contains a field experience or other necessary information.

Transition from Pre-Major to Major Requirements:

You are a pre-major in the Intervention Specialist education program until you meet criteria for program admission. See below:

- * Completed 60 hours
- * Cumulative GPA 3.0
- * Dispositions check
- * Grade of C or higher in EDFI 3020, EDTL 2010, EDIS 2500, Second year block courses, MATH 2140
- * BCI/FBI background check

Application for methods and student teaching is made at a sign-up meeting held the first week of fall semester for spring methods and the last week of fall semester for the following fall methods.

You must be fully eligible by July 3rd for fall methods and by end of fall semester for spring methods.

All teacher education majors are required to have a current and valid BCI/FBI sent to the Office of Educator Preparation and Partnership each year. It is best that these are completed at the end of Spring semester each year to be valid for the entire following school year.

BCI/FBI -

All teacher education pre-majors and majors are required to have a current and valid BCI/FBI sent to the Office of Educator Preparation and Partnership each year. It is best that these are completed at the end of the Spring semester each year to be valid for the entire following school year. Use the following address:

Office of Educator Preparation and Partnership
101 Education Building
BGSU
Bowling Green, Ohio 43403
Attention: Michelle Fry

Professional Year (Senior Year) - A valid BCI/FBI check will be required to extend through the entire academic year and is due no later than July 1st to be eligible.

IS Methods Eligibility Requirements:

- ___ Attainment of 90 semester hours
- ___ 3.0 cumulative GPA
- ___ Disposition check
- ___ BCI/FBI Background check
- ___ Passage of OAE 043
- ___ All Professional Education/Curriculum Content courses completed
- ___ All EDIS major courses completed with the exception of methods and student teaching courses

IS Student Teaching Eligibility Requirements:

- ___ All methods courses completed with a letter grade of C or better
- ___ Attainment of 105 semester hours
- ___ 3.0 cumulative GPA
- ___ Disposition check

IS Graduation Requirements:

- ___ All check sheet requirements met
- ___ Passage of ALL required OAE/National assessments required by The State of Ohio
- ___ Satisfactory final student teaching internship evaluation
- ___ Disposition check

Professional Year (Senior Year) - A valid BCI/FBI check will be required to extend through the entire academic year and is due no later than July 1st to be eligible.

(current)

Master of Academic Proficiency:

As part of our licensure and accreditation requirements, BGSU must document each teacher candidate's academic proficiency on a nationally-normed achievement measure. To successfully transition from pre-major to major, all teacher candidates will need to have evidence of academic proficiency in each category (you can use test scores from different test types, i.e. Reading and Math from ACT and writing from Praxis CORE). Please note that the change in status (pre-major to major) is based on enrollment capacity and candidates' qualifications across several criteria, including Measures of Academic Proficiency. Consequently, the Target Minimum Scores (listed below) are used as guidelines in final decisions about program admissions; scores above the Target Minimum Score will strengthen candidates' application, but candidates with scores below the Target Minimum Score also may be considered for program admission based on faculty review of all criteria.

Reading

Test Name	Target Minimum Score
ACT -Reading	21
SAT - Reading and Writing	540
PRAXIS Core - Reading	168

Mathematics:

Test Name	Target Minimum Score
ACT - Math	21
SAT - Reading and Writing	532
PRAXIS Core - Reading	162

Writing:

Test Name	Target Minimum Score
ACT - Writing	6
SAT - Essay writing dimension	5
PRAXIS Core - Writing	165

Dispositions:

Professional Dispositions are the *personal* attitudes, values, beliefs, ethics, and actions that create an environment of trust, learning, and growth in campus, school, and community settings. Dispositions influence how others, including students, peers, colleagues, instructors, staff, supervisors, and community members, perceive and respond to candidates. Dispositions will be assessed and re-mediated as needed throughout a teacher candidates program of study.

Eligibility for Professional Year Internship:

A passing score on all required Ohio Assessments for Educators (OAE) as determined each year by the Department of Education is required to be eligible for the Professional Year Internship (student teaching). (Note: OAE test requirements are subject to change, so continue to check with your program and the Ohio Department of Education for updates).

BG PERSPECTIVE (BGP) REQUIREMENTS:

Course Credits
Must complete at least 1 course in each of the following:
English Composition and Oral Communication

Quantitative Literacy

Must complete at least 2 courses in each of the following:
Humanities and the Arts

Natural Sciences - at least one Lab Science required

Social and Behavioral Sciences

Complete total required BGP credit hours by selecting
courses from any of the above categories:

UNIVERSITY REQUIREMENTS

Note: Designated courses in the Humanities and the Arts, and the Social and Behavioral Sciences domains may be used to fulfill both a BGP requirement and one of the following university requirements:

Cultural Diversity in the U.S. _____
International Perspective _____
Composition Requirement _____
WRIT 1120 Research Writing _____

Total BGP Credits: Must be at least 36

PROF. EDUCATION/ CURS&C. CONTENT

32 HRS

_____ EDTL 2010 Introduction to Education @	3
_____ CDIS 1230 Intro. to Communication Disorders #	3
_____ PSYC 1010 General Psychology @#	4
_____ MATH 1190 Real World Math Skills #	4
_____ HDFS 1930# OR PSYC 3030 OR PSYC 3040	3
_____ MATH 2140 @\$	3
_____ EDIS 2310 Introduction to Exceptionalities@	3
_____ ENG 3420 OR 3440 OR 3450 Children's Literature	3
_____ EDFI 2980 Schools, Society & Cultural Diversity @#	3
_____ EDIS 2500 Introduction to the Profession@	3

\$ Prerequisite: grade of C or better in MATH 1190

EDIS REQUIREMENTS

72 HRS

PRE-MAJOR SECOND YEAR BLOCK		12 HRS
Must be taken Concurrently		
_____ EDIS 3100 Second Year Field Experience@		3
_____ EDIS 2550 Applied Behavior Analysis @		3
_____ EDIS 3010 Foundations of Reading		3
_____ EDFI 3020 Education Psychology		3
PRE-MAJOR SECOND YEAR BLOCK		12 HRS
Must be taken Concurrently		
_____ EDIS 3040 Explicit Instruction @		3
_____ EDIS 3030 Assessment & Evaluation @		3
_____ EDIS 3050 Phonics @		3
_____ EDIS 3060 Adapting Curriculum & Instruction @		3
PRE-MAJOR THIRD YEAR BLOCK		9 HRS
Must be taken Concurrently		
_____ EDIS3520 Physical & Medical Management		3
_____ EDIS 3510 Social, Emotional & Behavioral Supports		3
_____ EDIS 3500 Third Year Field Experience		3
MUST BE ADMITTED TO INTERVENTION SPECIALIST PROGRAM TO MOVE FORWARD.		
SEE PAGE 2 FOR ELIGIBILITY REQUIREMENTS		
MAJOR THIRD YEAR BLOCK (take semester before methods)		12 HRS
Must be taken Concurrently		
_____ EDIS 4730 Vocabulary, Comprehension & Writing @		3
_____ EDIS 4450 Math Instruction & Assessment @		3
_____ EDIS 4420 Reading & Writing Assessment @		3
_____ EDIS 4740 Assistive Technology @		3

SEE PAGE 2 FOR ELIGIBILITY REQUIREMENTS FOR ENTRY INTO METHODS.

METHODS BLOCK		12 HRS
Must be taken Concurrently		
_____ EDIS 4400 Fourth Year Seminar @		3
_____ EDIS 4790 Roles and Responsibilities@		3
_____ EDIS 4780 Consultation & Collaboration @		3
_____ EDIS 4770 Transitions @		3

SEE PAGE 2 FOR ELIGIBILITY REQUIREMENTS FOR ENTRY INTO STUDENT TEACHING.

STUDENT TEACHING		15 HRS
Must be taken Concurrently		
_____ EDIS 4920 Student Teaching Internship		12
_____ EDIS 4930 Student Teaching Seminar		3
ALL OAE ASSESSMENTS MUST BE PASSED BEFORE GRADUATION		

NOTE: ALL EDIS, EDFI, AND EDTL COURSES MUST BE TAKEN FOR A LETTER GRADE - S/U NOT PERMITTED

@ Letter grade of C or higher required

Can also count towards BGP

* See Full Eligibility Requirements on page 2

Put courses for each block
in numerical order.

(proposed)

Important Information

This is a competitive program. **Your GPA is critical!** Meet with your advisor at least once per semester to ensure you are on track. The name of your advisor is in your MyBGSU account.

Be sure to read course descriptions on the BGSU homepage under "Academics." These tell you which courses are prerequi-sites for subsequent classes and whether the course contains a field experience or other necessary information.

Transition from Pre-Major to Major Requirements:

You are a pre-major in the Intervention Specialist education program until you meet criteria for program admission. See below:

- * Completed 60 hours
- * Cumulative GPA 3.0
- * Dispositions check
- * Grade of C or higher in EDFI 3020, EDTL 2010, EDIS 2500, Second year block courses, MATH 2140
- * BCI/FBI background check

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- ___ 3.0 cumulative GPA
- ___ Disposition check
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- ___ Passage of OAE 190: Foundations of Reading
- ___ All Professional Education/Curriculum Content courses completed
- ___ All EDIS major courses completed with the exception of methods and student teaching courses

****Must meet all eligibility requirements for entry into methods by the end of summer session 1.**

IS Student Teaching Eligibility Requirements:

- ___ All methods courses completed with a letter grade of C or better
- ___ Attainment of 105 semester hours
- ___ 3.0 cumulative GPA
- ___ Disposition check

IS Graduation Requirements:

- ___ All check sheet requirements met
- ___ Passage of OAE 043: Special Education
- ___ Passage of edTPA
- ___ Satisfactory final student teaching internship evaluation
- ___ Disposition check

Professional Year (Senior Year) - A valid BCI/FBI check will be required to extend through the entire academic year and is due no later than July 1st to be eligible.

(proposed)

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Subject: Re: Undergraduate Intervention Specialist Curriculum
Date: Monday, September 12, 2022 at 10:30:01 AM Eastern Daylight Time
From: Trinka Ellen Messenheimer
To: Megan Rae Wilson
CC: Kristi Kay Borchardt

This all looks terrific! With Kristi's approval I would say we are good to go . . .

Trinka

Dr. Trinka Messenheimer

Director & Professor | School of Counseling and Special Education | College of Education & Human Development | 451 Education Bldg. | **BGSU** | Bowling Green, OH 43403 | trinka@bgsu.edu

From: Megan Rae Wilson <mrwilso@bgsu.edu>
Date: Monday, September 12, 2022 at 10:26 AM
To: Trinka Ellen Messenheimer <trinka@bgsu.edu>
Cc: Kristi Kay Borchardt <kborche@bgsu.edu>
Subject: Undergraduate Intervention Specialist Curriculum

Good Morning,

This morning the UG IS Curriculum changes were presented to CSE Curriculum Committee and approved to move forward. I am including the following documents in this email:

- Program Change Forms FINAL documents (includes cover sheet, blue sheet cover, program change form, communication with PEHE/ARTE/HDFS, and checksheet)
- Transition Plan FINAL (just for your records)

I did not include the 18 PDF documents for the syllabi changes. However, I can. 😊 Instead I am including them here as a shared folder in One Drive:

[Final Syllabi Documents](#)

Once I get the go ahead from you I will submit everything to JCPC for the next full meeting.

Megan R. Wilson, M.Ed., NBCT

Assistant Teaching Professor | Graduate Coordinator- Autism Spectrum Disorder Program | School of Counseling and Special Education | College of Education and Human Development | 425 Education Bldg. | **BGSU** | Bowling Green, OH 43403 | 419-372-7311 | mrwilso@bgsu.edu

[Click here for more information related to BGSU's ASD Certification Program \(M.Ed option\)](#)