

Articulation Agreement between Minot State University and Certification Central for a Pathway from Special Education Technician to BSEd with Major in Special Education

Introduction: This articulation agreement formally recognizes that Minot State University (hereinafter MiSU) and Certification Central (hereinafter CC) are both North Dakota Educator Preparation Programs (hereinafter EPPs) approved by the ND Education Standards and Practices Board (hereinafter ND ESPB), which agree to work together to provide educational opportunities for the students of their programs. See Appendix A for full descriptions of CC and MiSU.

Purpose: The purpose of this agreement is to provide a description and sequence of coursework that students will complete at CC for the Special Education Technician (SPED TECH) program and MiSU sequentially to earn a BSEd in Education with major in Special Education (BSED SPED) from MiSU.

Goal and Objectives:

There is a nationwide shortage of special education professionals, including ND; this effort seeks to address this problem. The collaborative effort set forth in this articulation agreement will maximize existing resources between CC and MiSU to prepare special education personnel to meet the needs of students with disabilities in ND schools.

This goal connects to the current Bush PIPELINE grant project between CC and to develop a seamless special education teacher pipeline that addresses the national teacher shortage. This articulation agreement's goal will be achieved through:

1. Detailed mapping of curricular competencies and student learning outcomes aligned to the Council for Exceptional Children Professional Preparation Standards, and ND ESPB EPP Program Approval Standards between CC's SPED TECH coursework and MiSU's BSED SPED coursework.
2. Offering required coursework in flexible and distance delivery formats to support candidates to remain working in their school jobs while training.
3. Working collaboratively to resolve barriers to coursework acceptance from an alternative EPP to an NDUS EPP.
4. Partnering with local school districts and special education units to recruit and retain candidates.
5. Increasing the number of qualified special education professionals in ND and beyond.
6. Improving the quality of education for students with disabilities.

Special Education Technician Requirements

The Special Education Technician (SPED TECH) was a position created during the 67th ND Legislative Assembly and is intended to be a mid-level position between a special education paraprofessional and a fully licensed special education teacher.

To obtain a Certificate of Completion for the Special Education Technician, the North Dakota Department of Public Instruction requires the following training:

- a. 40-semester hours of college education or an equivalent under Century Code 15.1-13-10 in the area of special education that aligns with the Council for Exceptional Children preparation standards for paraeducators, including: learner development and individual differences, legal/ethical practices, behavior management, curricular content knowledge, assessment, instructional planning and strategies, and collaboration; and
- b. A two-credit transcribable practicum minimum of one hundred clock-hours of fieldwork experience which is supervised by a licensed special education teacher.

Appendix B lists the program of study for the SPED TECH program at CC.

Pathway Procedure: Appendix C outlines the coursework that will be accepted from CC as a package, not as 1:1 equations to individual courses. MiSU's prior learning assessment process will be used to verify these credits from CC and the 50% tuition and fees charge per the MiSU policy will be waived.

State Approval and Accreditation: Both CC and MiSU are EPPs approved by the ND ESPB. The teacher education programs at MiSU are also accredited by the Council for the Accreditation of Education Preparation (CAEP).

Longevity of Agreement: This agreement will begin for the 2023-24 academic year. This agreement will be in effect for five years and reviewed annually. Appendices can be updated as needed. If the program is terminated, students who have begun the program and are in the process of completion will be allowed to finish as stipulated by this memorandum. This document represents an ongoing commitment between the organizations and can be reviewed at any time at the request of either party.

Termination or Revisions: MiSU and CC agree to provide at least 90 days advance written notification of their intent to terminate this agreement. All revisions and amendments to this agreement require written approval by those who sign this agreement or their successors.

Notices: All notices concerning this memorandum of agreement and understanding shall be in writing and will be considered to have been given at the time of receipt of notice by the other Party.

1. Notices to Certification Central:

Dr. Katherine Terras, CEO

2. Notices to MiSU:

Dr. Laurie Geller, Vice President for Academic Affairs

Dr. Holly Pedersen, Special Education Professor

Insurance: The Parties agree to provide each other proof of insurance upon request.

Independence of the Parties: The Parties are independent contractors. Nothing contained in this Agreement will constitute either Party the agent, partner, or legal representative of the other

Party for any purpose or constitute the Parties as partners. Neither Party has any right, power, or authority to create any obligation or responsibility on behalf of the other.

Advising: The Program Director at CC will be the primary source of information for students concerning the SPED TECH program and the MiSU Special Education Department Chair (in collaboration with the BSEd SPED Program Director and the TEU Head) will be the primary source of information for students concerning the BSED SPED degree. The CC Program Director and the MiSU Special Education Department Chair will communicate as necessary in order to provide consistent and clear advising to students seeking to move from the CC SPED TECH to the BSED SPED degree at MiSU.

Enrollment/Registration: CC students will complete their SPED TECH coursework and, in their last module at CC, apply as BSED SPED degree seeking students at MiSU.

Tuition, Fees and Payment: Students enrolled in courses offered by CC will be charged and pay all CC tuition and fees. Students enrolled in courses offered by MiSU will be charged and pay all MiSU tuition and fees. A scholarship at CC does not transfer to MiSU and vice versa.

Effective Date: This Memorandum of Understanding is effective on the date signed below.

Signatures

For Certification Central:

Katherine Terras 01/26/2024
Dr. Katherine Terras, Chief Executive Officer Date

Mark Reinhart 02/01/2024
Mr. Mark Reinhart, Chief Operating Officer Date

For Minot State University:

Dr. Steven Shirley 02/01/2024
Dr. Steven W. Shirley, President Date

Laurie Geller 02/01/2024
Dr. Laurie Geller, Vice President for Academic Affairs Date

Dr. Lisa Borden-King, TEU Head Date

Holly J. Pedersen 02/07/2024
Dr. Holly Pedersen, Special Education Professor Date

Appendix A: Descriptions of CC and MiSU Programs

Minot State University

The purpose of the Bachelor of Science in Education with a Major in Special Education is to prepare beginning special education teachers for students receiving special education preK through 12th grade. The program is approved by the North Dakota Education Standards and Practices Board (ND ESPB) and the Council for the Accreditation of Educator Preparation (CAEP).

The BSEd in Special Education is a practice-based program with an emphasis on clinical practice and apprenticeship. The paraprofessional to teacher track (PTP) allows candidates currently employed as special education paraprofessionals to complete their degree while maintaining their position. Candidates not employed as paraprofessionals will complete their degree on campus through a combination of traditional and online coursework with enhanced clinical practicum opportunities. The seven student learning goals of the program align with the teacher preparation standards of the Council for Exceptional Children (CEC) Initial K-12 Practice Based Standards.

Certification Central

CC is an alternative teacher preparation program established to train and mentor special educators and behavior technicians. CC offers competency-based programs aligned to national teaching standards. Learners demonstrate competencies through authentic, performance-based assessments to make them career ready. CC's programs are approved by the North Dakota Education Standards and Practices Board (ND ESPB).

In North Dakota, a special education technician (SPED TECH) Certificate of Completion is awarded by the Department of Public Instruction. SPED TECH is a position between a paraprofessional and a licensed special education teacher. SPED TECHs work under the supervision of a licensed special education teacher. Because SPED TECHs have formal training in special education, they may be responsible for the following: (a) conduct academic and behavioral screenings following specified screening protocols developed by the supervising special education teacher; (b) perform documented tasks developed by the supervising special education teacher; (c) document student progress toward meeting goals/objectives and report this information to the supervising special education teacher; (d) assist the supervising special education teacher with regulatory paperwork as directed; (e) participate in multidisciplinary team meetings with a special education teacher or a special education provider; (f) prepare materials, assist with scheduling, and maintain space or equipment; and/or (g) complete other duties as assigned by the supervising special education teacher in consultation with the local administrator. Technicians cannot be a teacher of record; consequently, they may not complete the following: (a) make independent decisions regarding changes to a student's individualized education program (IEP); (b) conduct and interpret evaluations consisting of standardized diagnostic test/formal assessments unless otherwise qualified to do so, and/or (c) disclose confidential information orally or in writing unless authorized by the supervising special education teacher.

Appendix B: Certification Central Special Education Technician Program of Study

This program is comprised of a Special Education Core and a Special Education Technician Core. The Special Education Core is comprised of a 15-credit equivalency that provides learners the foundational knowledge of special education. The Special Education Technician Core is a 27-credit equivalency that equips learners with the skills and dispositions to become a successful special education technician. Certification Central is a practice-based program that leverages on-the-job training by adding a lab to each module. This provides learners the opportunity to anchor their learning into an applied educational setting, which can be completed while on-the-job in an educational setting.

Special Education Core		
Module	Title	Credit Equivalent
SPED Module 1	Learner Development & Individual Learning/Cultural Differences	3
SPED Module 1L	Learner Development & Individual Learning/Cultural Differences Lab	2
SPED Module 2	Legal/Ethical Practices & Professional Learning	3
SPED Module 2	Legal/Ethical Practices & Professional Learning Lab	2
SPED Module 7	Collaboration, Consultation, & Supervision	3
SPED Module 7L	Collaboration, Consultation, & Supervision Lab	2
Special Education Technician Core		
SPED TECH 101	Individualized Education/Family Service Programs	3
SPED TECH 101L	Individualized Education/Family Service Programs Lab	2
SPED TECH 102	Behavior Management in Educational Settings	3
SPED TECH 102	Behavior Management in Educational Settings Lab	2
SPED TECH 103	Curriculum Based Evaluations for Assessment	3
SPED TECH 103L	Curriculum Based Evaluations for Assessment Lab	2
SPED TECH 104	High Leverage Practices for High Incidence Disabilities	3
SPED TECH 104L	High Leverage Practices for High Incidence Disabilities Lab	2
SPED TECH 110	Special Education Technician Practicum	7
	TOTAL CREDITS	42

Appendix C: Curriculum Alignment

The credits from CC are approved as a whole package at MSU through the Prior Learning Assessment (PLA) process and not by individual courses. A student who has completed the CC SPED TECH program and has been granted the DPI Special Education Technician Certificate will have met the credit requirements for MiSU classes in Column A and must complete the MiSU coursework in Column B to complete the BSEd degree.

Column A MSU Courses Already Completed from CC SPED Technician Program	Column B MSU Remaining Coursework for Completion of the Bachelor's Degree
SPED 110 Introduction to Exceptional Children-3 cr	ED 320 Curriculum, Planning & Assessment-2 cr
SPED 141 Development of Young Children-2 cr	ED 380 Technology in Teaching-2 cr
SPED 201 Applied Behavior Analysis for Teachers-3 cr	ELED 352 Foundations of Reading- 3 cr
SPED 233 Experience In SPED-1 cr	MATH 277 Mathematics for Elementary Teachers-3 cr
SPED 310 Intro to Intellectual Disability and ASD-3 cr	SS 283 Diversity in America-3 cr
SPED 410 Intro Learning & Emotion/Behav Disab-3 cr	SPED 202 Intro to Sensory Disabilities-3 cr
SPED 420 Inclusive Practices-3 cr	SPED 302 Language and Communication Interventions-3 cr
SPED 445 Collaboration in Special Education-3 cr	SPED 379 Leadership in SPED-3 cr with ED 284L Clinical III-0.5
PSY 255 Child & Adolescent Psychology-3 cr or SPED 140 Human Development-3 cr	SPED 340 Assessment in SPED-4 cr
ED 260 Educational Psychology-2 cr	SPED 441 Methods for High Incidence Disabilities-3 cr
ED 260L Clinical I-0 cr	SPED 442 Methods for Low Incidence Disabilities-3 cr
ED 282 Managing the Learning Environment-2 cr	SPED 444 Transition to Adult Life-3 cr
ED 282L Clinical II-0.5 cr	SPED 494 Practicum in Special Education-1 cr
ED 284 Teaching Diverse Learners-2 cr	ED 324L Fall Experience-0 cr
ED 322 Data Driven Integrated Instruction-2 cr	ED 484 Student Teaching Seminar: K-12-2 cr
ED 321L Clinical IV-0.5 cr	ED 495 Student Teaching, Special Areas-5 cr (12 weeks)
ED 323L Clinical V-0.5 cr	General Education Credits: 38
SPED 494 Practicum in Special Education-3 cr	Major Credits: 43.5
ED 494 Student Teaching K-12-5cr	41.5 credits from CC + 81.5 credits from MSU = 123
Total Transfer Credits: 41.5	Total Credits Remaining: 81.5

Appendix D: Sample Program of Study*

*Coursework is semester based. Students have flexibility regarding how much load they take each semester.

	Summer	Fall	Spring
Year 1	Ensure ability to meet competency in math, reading and writing for admission to teacher education through coursework grades or Praxis 1.	Sped 202 ED 320 Sped 379 ED 284L Apply to Teacher Education	Sped 302 MATH 277 ELED 352
Year 2	Sped 299 or SS 283 ED 380	Sped 340 Sped 441 Sped 494 ED 324L Sped 442 Sped 444 Sped 494	ED 484 Student Teaching Seminar ED 495 Student Teaching Apply for Special Education Authorization through ND ESPB and begin completing general education requirements while teaching.
General Education	<i>Required Core:</i> ENG 110 ENG 120 COMM 110 MATH 103, 104 or 210	<i>Foundational Content:</i> Humanities 1 Humanities 2 Lab Science 1 Lab Science 2 Social Science 1 Social Science 2 History	<i>Developmental Content:</i> will be met through required coursework listed on this grid plus: PSR3: Wellness Course – choice of student