



The IUB graduate certification and Master's Degree program in special education offers primarily online coursework leading to a license in High Incidence disabilities (Mild Intervention). Based on special education professional standards, the courses in this program address the knowledge, skills, and dispositions needed for special education. The program centers on research methods, teaching methods and materials, cultural diversity, management and intervention, collaborative strategies, resource and service utilization, and other instructional approaches that can maximize student success in school and community life. Although inclusive settings are a focus for this program, this program also encompasses other types of special education arrangements for high incidence disabilities, such as resource and self-contained settings. As part of the program, students will pursue an individualized emphasis by taking four courses based on their area of interest. **At least 6 credit hours of the 36 credit hour total must be from courses taken outside of Special Education.** The program culminates with students completing a capstone project/thesis.

For questions about the program please contact the department office at:

<http://site.educ.indiana.edu/Default.aspx?alias=site.educ.indiana.edu/edci>

SCOPE OF THE MILD INTERVENTION LICENSE

This license in Mild Intervention is limited to K-6 elementary or 5-12 secondary license. Students must focus their coursework on a particular level of education. Student teaching is required for students who are seeking an initial license in special education.

COURSE REQUIREMENTS

Depending on prior experience and coursework, credits will vary to complete a license in the area of Mild Intervention. The program is recommended to be completed with a cohort group and students must have permission from a faculty advisor to take courses out of sequence. The following is a suggested sequence of courses for each semester of the program. (Note: SPEDFIST stands for Special Education for Indiana's Students Today; CoT stands for Community of Teachers. Students in both programs take seminars together).

YEAR ONE

Prerequisite course (does not count towards Master's Degree or teacher certification)

- ❖ **K505** Introduction to Exceptional Children (3) (*may be taken in first semester*)

Fall semester – 8 credits

- ❖ **K565** Collaboration and Service Delivery (3)
- ❖ **S500** SPEDFIST/CoT Orientation seminar (2)
- ❖ Emphasis Course (3)

Spring semester – 9 credits

- ❖ **K553** Classroom Management (3.)
- ❖ **K535** Assessment and Remediation of the Mildly Handicapped I (3) (Prerequisite for K510 and K536)
- ❖ **S500** CoT Seminar (3)

Summer – 6 credits + Language Education + HQ course

- ❖ **Y510** Action Research (3) **OR** **Y520** Strategies for Education Inquiry (3)
- ❖ **K548** Family, School and Society (3)
- ❖ **EDUC L517** Advanced Study of the Teaching of Secondary School Reading* (secondary educators only) or
EDUC L504 Identifying and Working with Learner Literacy Difficulties* (elementary/secondary educators) (3) or
EDUC L545 Advanced Study of the Teaching of Reading in Elementary Schools* (elementary educators only) (3)
- ❖ **Highly Qualified (HQ)**** Course in specified content area (3)

YEAR TWO

Fall Semester - 12 credits

- ❖ **K536** Assessment and Remediation of the Mildly Handicapped II (Instructional Strategies) (3)
- ❖ **K590** Capstone Project **OR** **K599** Thesis (3)
- ❖ **K510** Assistive Technology in Special Education (3)
- ❖ **S500** CoT Seminar (3)

Spring Semester - 7 credits + HQ

- ❖ Emphasis Course (3)
- ❖ **K500** Culminating Seminar (1) (Continuation from K590/K599)
- ❖ **Highly Qualified (HQ)**** course in specified content area (3)

Summer II – 6 credits

- ❖ Emphasis Course (3)
- ❖ Emphasis Course (3)

YEAR THREE

Fall Semester - 10 credits

- ❖ **M550** Student Teaching in Practicum Site*** (10)

* Language Arts course may be waived based on previous coursework

** Highly Qualified courses (9) may be waived

*** Initial License students may student teach full-time as early as spring II if they have completed 20 portfolio expectations.

REGISTRATION

Registration periods for coursework vary from semester to semester. For continuing students these usually fall around the first week in April for the fall semester, the third week in October for the spring semester, and the third week in March for summer school. New student registration typically occurs a week before the session begins. Students can obtain specific information about course offerings, schedules and registration procedures from the IU web pages.

IMPORTANT COMPONENTS TO ENROLLMENT AND EARNING CREDITS

Field-Based Experiences with Mentor Teacher: This program incorporates an ongoing field based experiences so that students can practice skills in real life settings. Finding a mentor and affiliating with this person throughout the program is one of the cornerstones of the program. Courses are designed to be completed in a practicum setting with the support of an experienced teacher. Students in the program will spend the first semester of the program finding a mentor and practicum site. Many teachers working towards certification already teach children with disabilities on an emergency license. Teachers already

in a teaching assignment may use their current classroom as a practicum site and find a mentor in this setting.

Portfolio: All students will complete a portfolio designed to reflect their understanding of high incidence disabilities and appropriate teaching strategies in high incidence special education settings.

Seminars: Seminar activities are focused on building a community of learners and the opportunity to reflect critically around teaching with fellow colleagues.

Emphasis Area: The Master program in special education requires students to choose an emphasis area of four courses. Students may combine courses from different departments or programs in the SoE or focus on a specialty area in special education. Presently, courses are offered in the specialty areas of autism, behavior specialist, early childhood education and instructional strategies. One out of the four courses chosen must be from outside the special education department.

Capstone Project/Thesis: All students pursuing a Master's Degree in special education will complete a capstone or thesis project. Students must successfully complete their research course (Y520 or Y510) prior to enrollment in the Capstone/Thesis and have approval from their advisor.

Required Technology: All students will need regular access to a computer and a high-speed internet connection. In addition, a webcam and headset is required so students can meet with instructors and fellow students online. More detailed information is available on our website regarding software requirements for the online portion of the program.

(<http://education.indiana.edu/spedfist/Newstudents/tabid/13025/Default.aspx#technology>)

Course Schedule: Students may use the course schedule included in this guide for general program planning. Exact listings, times, and locations for courses may be obtained in the *Schedule of Classes* on IU Registrar's web page: <http://www.indiana.edu/~registra/> .

**PROGRAM OF STUDY FORM FOR A MASTER'S DEGREE AND LICENSE IN
MILD INTERVENTION**

Name: _____ Student ID # _____
 Local Address: _____ City: _____ Zip: _____
 Permanent Address: _____ City: _____ Zip: _____
 Home phone: _____ Cell Phone: _____ E-mail: _____

Advisor: _____
 Campus Address: _____
 Phone: _____
 E-Mail: _____

Approved			

Signature			

Date			

Prerequisite

K505

I. Mild Intervention Core Requirements

- K565: Collaboration and Service Delivery
- S500: SPEDFIST/CoT Orientation Seminar
- K535: Assessment and Remediation of the Mildly Handicapped I
- K553: Classroom Management
- S500: CoT Seminar
- Y510: Action Research OR Y520 Strategies for Educational Inquiry
- K548: Families, School and Society
- EDUC L517 or EDUC L504 or EDUC L545*
- K510: Assistive Technology in Special Education
- K536: Assessment and Remediation of the Mildly Handicapped II
(Instructional Strategies)
- S500: CoT Seminar
- M550: Student Teaching **
- K590: Capstone Project OR K599 Thesis (3)
- K500: Culminating Seminar (1)

Credit	Year	Sem	Grade
3			
40			
3			
2			
3			
3			
3			
3			
3			
3			
3			
3			
3			
3			
4			
1			

II. *Specialty Emphasis Requirements
(Write in course numbers and names below. See additional requirements****)**

Emphasis Course I -	3			
Emphasis Course II -	3			
Emphasis Course III -	3			
Emphasis Course IV -	3			

*LA course may be waived based on previous coursework
 ** Students may student teach after having 20 portfolio expectations completed. Required for initial license only.
 *** At least 6 credit hours of the 36 credit hour total must be from courses taken outside of Special Education.
 (Y520 or Y510 may count as a course outside of Special Education).
 **** Students must take four emphasis courses to complete the program. One of these must be taken outside the special education department. Students who have a concentration in secondary education must take K541: Transitions Across a Lifespan as an emphasis course.

Please describe how you will address HQ requirement*