

FW: Committee on Teacher Education - Fast-Track Special Education License in Exceptional Needs: Mild Intervention (P-12) Transition to Teaching Initial Licensure Program (Online)

Jensen, Maria <jensen5@indiana.edu>

Mon 12/6/2021 10:50 AM

To: Education Exec Assoc Dean <ead4educ@indiana.edu>

From: Shedd, Jill Denise <jshedd@indiana.edu>

Sent: Friday, December 3, 2021 5:35 PM

To: Jensen, Maria <jensen5@indiana.edu>

Cc: Daley, Sharon Lynn <shdaley@indiana.edu>; Brannan, Ana Maria <brannana@indiana.edu>

Subject: Re: Committee on Teacher Education - Fast-Track Special Education License in Exceptional Needs: Mild Intervention (P-12) Transition to Teaching Initial Licensure Program (Online)

Maria -

I have done my best to provide the information that you have requested. Technically, this is a program change to the *Graduate Initial License in Secondary Special Education Exceptional Needs - Mild Intervention (Fast Track)* - <https://education.indiana.edu/programs/graduate/licensure/fast-track-secondary-special-education-initial-license.html>. I have attached a "track changes" document to this existing graduate initial license program to inform/complement the program sheet that the Committee on Teacher (CTE) approved and that I shared with you.

This program change has been made in response to significant changes generated by the Indiana Department of Education (IDOE) with respect to a new requirement of schools that teachers in special education classes are required to have a special education license, rather than a license in another area and/or on an emergency permit. Given the significant shortage of special education teachers in the state of Indiana, school corporations have been using a variety of licensed and non-licensed individual to meet the needs of children. The IDOE in late spring/early summer announced that school corporations no longer could be using an array of individuals in special education classes, and the corporations must have licensed special education teachers in these classrooms. The IDOE has given school corporations a very short timeline to comply with this mandate (based on a federal Department of Education mandate to the state).

To facilitate meeting this need, the special education faculty re-visited the *Graduate Initial License in Secondary Special Education Exceptional Needs - Mild Intervention (Fast Track)* program. Also, given scholarships for candidates studying to earn a special education license available through the IDOE, the faculty made the decision to modify the existing graduate special education initial license in two ways -- to make it a P-12 license and to modify it into a transition to teaching (T2T) program, which required the changes noted at the bottom of the proposal that I sent. Additionally, making the program a T2T program opens this special education license opportunity to a significantly larger population, rather than a more limited license addition program that would be open only to licensed teachers.

Maria, if you need additional rationale, I would encourage you to reach out to Ana Maria Brannan, whom I have copied. She also should be invited to the Policy Council to discuss this program.

I will do my best to get CTE minutes to you by Tuesday.

Thank you, Maria.

Jill

Jill D. Shedd

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From: Jensen, Maria <jensen5@indiana.edu>

Sent: Thursday, December 2, 2021 5:46 PM

To: Shedd, Jill Denise <jshedd@indiana.edu>

Cc: Daley, Sharon Lynn <shdaley@indiana.edu>

Subject: FW: Committee on Teacher Education - Fast-Track Special Education License in Exceptional Needs: Mild Intervention (P-12) Transition to Teaching Initial Licensure Program (Online)

Hi Jill,

The Agenda Committee had questions regarding the attached program.

1. Is this a new program or a program change (see bottom of proposal)?
2. If this is a program change there are no track changes. Please provide.
3. There is no rationale or explanation/need for this program.
4. Please provide the meeting minutes.

Please provide this information by Tuesday, December 7th in order to have this for the December PC meeting. Let me know if you have any questions.

Best,
Maria

From: Shedd, Jill Denise <jshedd@indiana.edu>

Sent: Tuesday, November 30, 2021 2:23 PM

To: Jensen, Maria <jensen5@indiana.edu>

Cc: Daley, Sharon Lynn <shdaley@indiana.edu>

This program sheet is effective for all students starting at IUB beginning ~~Summer 2021~~ fall 2022.



INDIANA UNIVERSITY

SCHOOL OF EDUCATION
Office of Teacher Education
Bloomington

GRADUATE INITIAL LICENSE IN SECONDARY P-12 SPECIAL EDUCATION: EXCEPTIONAL NEEDS – MILD INTERVENTION (FAST-TRACKT2T)

This residency licensure program is a collaborative effort between school corporations and the Indiana University School of Education-Bloomington to prepare individuals employed by school corporations and recommended to earn initial certification in secondary special education (Exceptional Needs – Mild Intervention). All courses will be offered online. Integral to the program will be a seminar each semester with a faculty facilitator and mentoring by a teacher mentor assigned by the school corporation. The focus of the program is to integrate instruction in special education with teaching experiences as individuals are working in the classroom.

The program requires individuals have a half-time or full-time teaching position in special education in the school corporation (or working as a paraprofessional) and a bachelor's degree from an accredited university.

July 2021

Commented [SJD1]: P-12. This is an important change the faculty made to meet the needs of schools better and to provide the candidates with greater professional/career options.

Commented [SJD2]: There will not be seminars each semester, but field experiences and a student teaching semester.

Commented [SJD3]: A job is not required, but would be beneficial.

ADMISSION REQUIREMENTS

- ONE of the following:
 - Baccalaureate degree from an accredited postsecondary educational institution with a grade point average of at least 3.0 on a 4.0 scale; OR
 - Graduate degree from an accredited postsecondary educational institution
- Completed online application that includes:
 - Transcripts
 - Two letters of recommendation (One letter must be from the school corporation in which you are employed.)
 - Resume

Note: A master's degree in special education can be obtained with an additional 6-10 credits. Individuals who wish to obtain a master's degree must apply separately to the master's degree program. The maximum number of credits that can be earned as a non-degree student and still be used toward a master's degree is 15 credits. Students should apply for the master's degree before earning more than 15 credits in order to use initial licensure credits toward a master's degree.

LICENSE INFORMATION

Testing Requirements

Individuals pursuing a Secondary P-12 Special Education license must take the following licensure tests:

- Principles of Learning and Teaching: Grades PreK 7-12 (Test Code 56254) (Passing Score: 157)
- Special Education: Core Knowledge and Mild to Moderate Applications (Test Code 5543) (Passing Score 155)

Information regarding how to register along with when and where the tests are offered can be found at <https://www.ets.org/praxis/register>

Other Requirements

- CPR/AED/Heimlich Certification
- Suicide Prevention Training

For more information, visit the Graduate Initial License in Special Education webpage: <https://education.indiana.edu/spedlicense>

Commented [SJD4]: This will be revised, once approved by Policy Council.

PROGRAM COURSEWORK

248 credits/3.0 GPA

A grade of B or higher is required in each course.

| Course | Description | Credits |
|---------------------------|---|---------|
| EDUC-K 500 | Topical Workshop in Special Education: Seminar (Zoom Meeting) | 1 |
| EDUC-K 500 | Topical Workshop in Special Education: Assistive Technology | 4 |
| EDUC-K 500 | Topical Workshop in Special Education: Executive Weekend, In-person | 1 |
| EDUC-K 548 500 | Families, School and Society Topical Workshop in Special Education: Transitions and Families | 3 |
| EDUC-K 505 | Introduction to Special Education | 3 |
| EDUC-K 515 | Foundations of Dyslexia: Identification and Assessment OR | 3 |
| EDUC-K 570-547 | Advanced Study of Content Reading and Literacy Intensive Reading Interventions and Supports for Students with Dyslexia | 3 |
| EDUC-K 535 | Assessment that Supports Instruction in Special Education Assessment and Remediation I (P- EDUC-K 505) | 3 |
| EDUC-K 536 | Assessment and Remediation II (P- EDUC-K 505) <u>Individualized Instruction for Students with Mild to Moderate Disabilities</u> | 3 |
| EDUC-K 553 | Management of Academic and Social Behavior | 3 |
| EDUC-S 555 | Diversity and the Communities of All Learners | 3 |
| EDUC-M 550 | Supervised Student Teaching (Fall Semester) | 4 |
| EDUC-M 550 | Supervised Student Teaching (Spring Semester) | 1 |

Commented [SJD5]: Changed to EDUC-M501 Special Education Integrated Seminar & Field Experience (Laboratory/Field Experience)

Commented [SJD6]: Changed to EDUC-M501 Special Education Integrated Seminar & Field Experience (Laboratory/Field Experience)

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Commented [SJD7]:

Fast-Track Special Education License in Exceptional Needs: Mild Intervention (P-12) Transition to Teaching Initial Licensure Program (Online)

Program Sheet

Admission Requirements

Applicants must meet one of the following:

1. A baccalaureate degree from an accredited postsecondary educational institution with a grade point average of at least 3.0 on a 4.0 point scale, OR
2. Both a baccalaureate degree from an accredited postsecondary educational institution in the subject area that the individual intends to teach with a grade point average of at least 2.50 on a 4.0 point scale, and five (5) years of professional experience related to the subject area of the degree

All applicants must complete an online application that includes:

- Transcripts
- Two letters of recommendation*
- Resume

*If the applicant is already working/teaching in a school, one letter of recommendation should be from an administrator (e.g., principal, special education director/coordinator).

PROGRAM COURSEWORK
24 credits/3.0 GPA
A grade of B or higher is required in each course.

| Fall I | 7 credits |
|--|------------------|
| EDUC-K 505 <i>Introduction to Special Education for Graduate Students</i> | 3 |
| EDUC-K 535 <i>Assessment that Supports Instruction in Special Education</i> | 3 |
| EDUC-M 501 <i>Special Education Integrated Seminar & Field Experience (Laboratory/Field Experience)</i> | 1 |
| Note: EDUC-M 501: <i>Special Education Integrated Seminar & Field Experience</i> requires students to attend regularly scheduled synchronous (live) virtual meetings. | |
| Spring I | 7 credits |
| EDUC-K 553 <i>Classroom Management and Behavior Support</i> | 3 |
| EDUC-K 536 <i>Individualized Instruction for Students with Mild to Moderate Disabilities</i> | 3 |
| EDUC-M 501 <i>Special Education Integrated Seminar & Field Experience (Laboratory/Field Experience)</i> | 1 |
| Note: EDUC-M 501: <i>Special Education Integrated Seminar & Field Experience</i> requires students to attend regularly scheduled synchronous (live) virtual meetings. | |
| Summer I | 6 credits |
| EDUC-K 548 <i>Families, School and Society</i> | 3 |
| EDUC-K 515 <i>Foundations of Dyslexia: Identification and Assessment</i> | 3 |
| Fall II | 4 credits |
| EDUC-K 570 <i>Intensive Reading Interventions and Supports for Students with Dyslexia</i> | 3 |
| EDUC-M 550 <i>Student Teaching in Special Education (Practicum)</i> | 1 |

Summary of Changes

- Now a T2T program – IDOE offering full scholarships for T2T programs
- Extending from secondary to a P-12 licensure program
 - Since T2T requires 24 credit hours, must reduce program from 28 to 24 credits
 - Since T2T requires 6 credits of reading content, adding a reading class (K570)