

Re: Program Revisions for Masters in Special Education

Date: March 1, 2010

From: Dr. Gretchen Butera, Associate Professor of Special Education

Program Change Description

We are proposing a revised program of study for students who are completing a masters degree in special education and do NOT need to meet the graduate certification (teacher licensing requirements). (See Appendix A for the current and proposed Program of Study forms.) We have redesigned the masters program to be in concert with the newly approved graduate certification program. The revised program will continue to require 36 credit hours and 6 credit hours outside the special education department. Below are the suggested changes in detail.

- 1) Require a 1 credit orientation seminar in the fall that will provide students with guidance needed to complete the program (such as using the online/hybrid environment, participating in CoT/ SPEDFIST seminars and completing the revised CoT/SPEDFIST portfolio; See Appendix B for a syllabus.) In addition, a 1 credit seminar will be required in the fall of year II. The purpose of this seminar is to provide students with research support toward their capstone project/thesis.
- 2) Require two “on the books” courses K535 (Assessment and Remediation of the Mildly Handicapped I) and K536 (Assessment and Remediation of the Mildly Handicapped II) expanding the assessment and instruction components of the program for high incidence disabilities (The first course will be a prerequisite for the second); See Appendix C for syllabus.
- 3) Require all students to demonstrate that they are “highly-qualified” in one of four content areas (language arts, mathematics, science, or social studies) in addition to

special education. See Appendix E for documents related to highly qualified determination.

4) Require masters students to develop a program of study that allows them to specialize in one or more specialty areas to complete masters coursework. The specialty areas are described as “tracks” and consist of courses currently “on the books” or newly developed courses. Tracks include: Autism, Behavior Specialist, and Instructional Strategies. Additional tracks to be developed include: Transitions, Early Childhood and Intense (severe) Disabilities.

5) Eliminate the required K595 practicum course. Instead students will have field assignments embedded in all course work. (K595 will continue to be offered in the masters program as part of the specialty “tracks”)

6) Eliminate the current course requirement for K525 (Introduction to Mild Disabilities (Currently the ill-named instructional methods course is the only instructional strategies/assessment course offered in the program. It will be replaced with K535 and K536. K525 will continue to be offered as part of the masters program specialty “tracks”).

7) Eliminate current requirements for graduate students to complete K522 (Social Skills Instruction) and K520 (Introduction to Behavior Disorders). (K522 and K520 will continue to be offered in the masters program as part of the specialty “tracks.”)

8) Require the current K541 (Transitions) course for secondary education majors only.

9) Require masters students to take a research methods course; Y510 Action Research or Y520 Strategies for educational inquiry

Appendices are available upon request.



INDIANA UNIVERSITY
SCHOOL OF EDUCATION
BLOOMINGTON

Masters in Special Education

The IUB masters program in special education offers primarily online coursework with a focus on 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 teachers working with high incidence disabilities in today's classrooms. 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 complete an individualized track of four courses based on their area of interest. The program will culminate with students completing a capstone project/thesis.

Prospective students must apply online for the masters program in Exceptional Needs: Mild Intervention at <http://site.educ.indiana.edu/FutureStudents/ApplicationProcedures/tabid/4977/Default.aspx> (For more information about the application process contact Libby Tilghman, [812] 856-8552)

COURSE REQUIREMENTS

Thirty-six credits are required to complete a masters in special education. Students must have permission from a faculty advisor to take courses out of sequence. The following is a list of courses for each semester of the program.

YEAR ONE

First semester – 7 credits

- ❖ K565 Collaboration and Service Delivery (3)
- ❖ K500 SPED FIST Orientation seminar (1)
- ❖ Track I (3cr.)

Second semester – 6 credits

- ❖ K553 Classroom Management (3)
- ❖ K535 Assessment and Remediation of the Mildly Handicapped (3)

Summer – 6 credits

- ❖ Y510 Action Research (3) or Y520 Strategies for Education Inquiry (3)
- ❖ K548 Families, Schools and Society (3)

YEAR TWO

Third Semester - 7 credits

- ❖ K536 Assessment and Remediation of the Mildly Handicapped II (Instructional Strategies) (3)
- ❖ K590 Seminar (Prereq. Y510 or Y520)
- ❖ Track II (3)

Fourth Semester - 6 credits

- ❖ Track III (3)
- ❖ Track IV (3)

Summer - 4 credits

- ❖ K500 Capstone Project or K599 Thesis (4)

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 practicum with mentor teacher: This program incorporates an ongoing field based practicum 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 in K500 are focused on building a community of learners and the opportunity to reflect critically around teaching with fellow colleagues.

Tracks: The masters program in special education requires students to choose a specialty track. Students may combine specialty tracks to individualize their program or to follow only one track. The tracks students can choose from starting in the fall/spring of 2009 are: Instructional Strategies, Autism, and Behavior specialist.

Capstone Project/Thesis: All students pursuing a masters in special education will complete a capstone or thesis project.

Required Technology: All students will need regular access to a computer and a high-speed internet connection. In addition, a web cam 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/spedlist/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/~registrar>

For course registration and information about distance education, contact:

Sara Gibson
Coordinator of Distance Education and Professional Development
School of Education
Bloomington, In 47405
[812] 856-5548
slavende@indiana.edu

For information about admissions to the Masters Degree in Special Education, contact:

Libby Tilghman
Admissions Coordinator
School of Education
Bloomington, In 47405
[812] 856-8552
etilghma@indiana.edu

For information about the Masters Degree in Special Education, contact:
Susan Sloffer
Director of Matriculation, Enrollment and Records
School of Education
Bloomington, In 47405
[812] 856-8526

For information and guidance about special education course work, contact:
Regina Weir
School of Education, Room 3224
Bloomington, In 47405
[812] 325-1224
spedfist@indiana.edu

Or
Dr. Gretchen Butera
School of Education, Room 3211
Bloomington, IN 47405
[812] 856-8155
gbutera@indiana.edu

Note: Students may check on the status of their personal records OneStart: <https://onestart.iu.edu/my-prd/Portal.do>.

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**PROGRAM OF STUDY
MASTERS IN SPECIAL EDUCATION**

Name _____ Student ID # _____

Local Address _____ City _____ Zip _____

Permanent Address _____ City _____ Zip _____

Home Phone _____ Cell Phone _____ E-Mail _____

Advisor: _____

Campus Address: _____

Phone: _____

E-Mail: _____

Prerequisite

K505

I. Mild Intervention Core Requirements

K565: Collaboration and Service Delivery (Fall I)

K500: SPED FIST Orientation Seminar (Fall I)

K535: Assessment and Remediation of the Mildly Handicapped (Spring I)

K553: Classroom Management (Spring I)

Y510: Action Research or Y520: Strategies for Educational Inquiry (Summer I)

K548: Adv. Families, School and Society (Summer I)

K500: Sped Seminar (Fall II) (Y510 or Y520 Preq.)

K536: Assessment and Remediation of the Mildly Handicapped II (Fall II)

K500: Capstone Project or K599 Thesis (Summer II)

III. Specialty Track Requirements

(Write in course numbers and names below. See additional requirements*)

Track I -

Track II -

Track III -

Approved			
Signature _____			
Date _____			
Credit	Year	Sem	Grade
3			
24			
3			
1			
3			
3			
3			
3			
1			
3			
4			
12			
3			
3			
3			

Track IV -

3			
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*Students must take four specialty track courses to complete the program. One of the track courses must be taken outside the special education department. Students who have a concentration in secondary education must take K541 as a track course.

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