



The IUB graduate certification and masters program in special education offers primarily online coursework leading to a license in High Incidence disabilities (Mild Intervention) and a master's degree in Special Education. 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 focuses on 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.

The Masters component of the program offers an introduction to research and provides the framework for completing a capstone project of the student's choosing. **At least 6 credit hours of the Masters degree must be from courses taken outside of Special Education.** Students pursue an individualized emphasis by taking four courses based on an area of interest.

For questions about the program 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 Students Today; CoT stands for Community of Teachers. Students in both programs take seminars together)

### YEAR ONE

#### **Prerequisite (does not count toward 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 (3)
- ❖ **S500** CoT Seminar (3)

### **Summer – 3 credits + Language Education + HQ (highly qualified) course**

- ❖ **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)  
**(Recommend independent summer work on portfolio expectations if student seeks to student teach in the spring)**

## **YEAR TWO**

### **Fall semester - 9 credits**

- ❖ **K536** Assessment and Remediation of the Mildly Handicapped (Instructional Strategies) (3)
- ❖ **K510** Assistive Technology in Special Education (3)
- ❖ **S500** CoT Seminar (3)

### **Spring semester - 3 credits**

- ❖ **M550** Student Teaching in Practicum Site\*\*\* (3)

### **Summer – 6 credits**

- ❖ Emphasis Course (3)
- ❖ **Y510** Action Research or **Y520** Strategies for Education Inquiry (Thesis Option) (3)

## **YEAR THREE**

### **Fall Semester - 7 credits**

- ❖ **K590** Capstone project OR **K599** Thesis (3) PLUS **K500** Culminating Seminar (1) \*\*\*\*
- ❖ Emphasis Course (3)

### **Spring Semester - 3 credits + HQ courses if needed**

- ❖ Emphasis Course (3)

\*The language education course requirement can be waived based on previous coursework. If not waived, students can choose from two Lang Ed courses (see above) to satisfy this requirement.

\*\* Highly Qualified courses (9) may be waived.

\*\*\*Students may complete the certification requirements prior to completing the masters. If earning an initial license, student could begin student teaching as early as spring Year Two if the student has completed 20 portfolio expectations.

\*\*\*\*The Capstone/Thesis course may be taken earlier depending on individual student progress. Please consult advisor.

## **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 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 for Licensure: All students will complete a portfolio for their license 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. Students will complete portfolio expectations each semester of a CoT seminar.

Emphasis Area: The Masters 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 Masters 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 MASTERS 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: \_\_\_\_\_

<b>Approved</b>
_____
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  
 K500: Capstone Project OR K599 Thesis (3) PLUS K500 Culminating  
 Seminar (1)\*\*\*

Credit	Year	Sem	Grade
3			
39			
3			
2			
3			
3			
3			
3			
3			
3			
3			
3			
3			
3			
4			

**II. Highly Qualified Requirement \*\*\*\***

Indicate below how you plan to satisfy the HQ requirement –

**III. Specialty Emphasis Requirements**

Emphasis Course I -	3			
Emphasis Course II -	3			
Emphasis Course III -	3			
Emphasis Course IV -	3			
<b>Total</b>	48			

Students must take four emphasis courses to complete the program. **One of the emphasis courses 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. The Lang Ed course will count as an emphasis course.

\*Lang Ed course may be waived

\*\*Students who need to student teach can begin as early as spring Year Two if they have 20 portfolio expectations completed.

\*\*\*Consult advisor about when to enroll in the Capstone/Thesis course.

\*\*\*\* HQ courses may be waived