INDIANA UNIVERSITY
SCHOOL OF EDUCATION
BLOOMINGTON

GRADUATE LICENSE
IN EXCEPTIONAL NEEDS: High Incidence
(MILD INTERVENTION) Certification

The IUB graduate certification 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 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. One of the primary goals of this program is to prepare teachers to work in inclusive school and community settings. 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 final semester of the program students complete a semester student teaching in their practicum setting.

Prospective students must apply online for the graduate teacher certification 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 Jeane Novotny at jnovotny@indiana.edu, 812-856-8584, or in Education 4274)

SCOPE OF THE MILD INTERVENTION LICENSE

This license in Mild Intervention is limited to K-6 or 7-12 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 list of courses for each semester of the program.

YEAR ONE
Prerequisite course
❖ K505 Introduction to Exceptional Children (3 cr.)

First semester – 4 credits
❖ K565 Collaboration and Service Delivery (3 cr.)
❖ K500 Orientation seminar (1cr.)

Second semester – 9 credits
❖ K553 Classroom Management (3 cr.)
❖ K535 Assessment and Remediation of the Mildly Handicapped (3 cr.)
❖ S500 CoT Plus Seminar (3 cr.)

Summer – 6 credits + language Education + HQ course
❖ K548 Family, School and Society (3 cr.)
❖ 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 cr.) or
   EDUC L545 Advanced Study of the Teaching of Reading in Elementary Schools* (elementary educators only) (3 cr.)

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❖ Highly Qualified (HQ)** Course in specified content area (3cr.)

YEAR TWO
Third Semester – 9 credits + HQ course
❖ K536 Assessment and Remediation of the Mildly Handicapped II (Instructional Strategies) (3 cr.)
❖ K510 Assistive Technology in Special Education (3cr.)
❖ S500 CoT Plus Seminar (3 cr.)

Fourth Semester – 10 credits + HQ course
❖ Highly Qualified (HQ)** course in specified content area (3cr.)
❖ M550 Student Teaching in Practicum Site (Required for initial license only)

*LA course may be waived based on previous coursework
** Highly Qualified courses (9) may be waived
***Students who need to student teach can begin as early as spring II if they have 20 portfolio expectations completed.

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 situ. 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. Students wishing to complete an initial license will student teach at the completion of the program in their mentor's classroom.

Capstone Project/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/S500 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.

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/ .

For graduate certification and masters general advising, contact:
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For information and guidance about distance education, contact:
Sara Gibson
Coordinator of Distance Education and Professional Development
School of Education
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For information and guidance about special education course work, contact:
Regina Weir
School of Education, Room 3224
Bloomington, In 47405
[812] 325-1224
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Or
Dr. Gretchen Butera
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Note: Students may check on the status of their personal records OneStart: https://onestart.iu.edu/my-prd/Portal.do .

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ADVISING FORM FOR LICENSE IN
MILD INTERVENTION

Name _____ 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 Requirements

	Credit	Year	Sem	Grade
K505	3			
K565: Collaboration and Service Delivery (Fall 1)	3			
K500: Sped seminar (Fall 1)	1			
K553: Classroom Management (Spring 1)	3			
K535: Assessment and Remediation of the Mildly Handicapped I (Spring I)	3			
S500: CoT Plus Seminar (Spring I)	3			
K548: Families, School and Society (Summer I)	3			
EDUC L517 or EDUC L504 or EDUC L545* (Summer I)	3			
K510: Assistive Technology in Special Education (Fall II)	3			
K536: Assessment and Remediation of the Mildly Handicapped (Instructional Strategies) (Fall II)	3			
S500: CoT Plus Seminar (Fall II)	3			
M550: Student Teaching (Spring II or Fall III)***	10			

Please describe how you will address HQ requirement**

*LA course may be waived based on previous coursework

** HQ courses (9) may be waived

***Students may student teach after having 20 portfolio expectations completed. Required for initial license only.

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