

BE IN SPECIAL EDUCATION INTERVENTION SPECIALIST

Programs in special education prepare pre-service candidates for initial teacher licensure as intervention specialists. These specialists work with students (ages 5-21/grades K-12) with mild/moderate or moderate/intensive educational needs. These include children and youth with specific learning disabilities, cognitive disabilities, autism, physical and health impairments, attention deficit and hyperactivity disorders, emotional disturbance, and communication and language difficulties. Preparation for preschool special education and adult services occurs at the graduate level. Majors in this program are prepared to teach in a variety of settings where services are provided to students requiring specialized interventions to experience success in the education environment.

Code	Title	Hours
University Core and General Education (Select a minimum of 36-42 hours)		36
<i>Pre-Professional Education</i>		
CI 3400	Foundations of Literacy	3
EDP 3200	Applied Psychology For Teachers	3
EDU 1700	Introduction to Education	3
ETPT 2020	Technology And Multimedia In Educational Environments	3
SPED 2040	Perspectives In The Field Of Exceptionalities	3
SPED 3130	Linguistic Analysis	3
TSOC 3000	Schooling And Democratic Society	3
<i>English/LA Cognate</i>		
ENGL above Comp II		3
Select one of the following:		3
ENGL 2710	Reading Fiction	
ENGL 2720	Reading Drama	
ENGL 2730	Reading Poetry	
ENGL 2800	Writing About Literature	
ENGL 3790	Foundations Of Literary Study	
HON 2020	Multicultural Literatures: The North American Experience-Honors-WAC	
HON 2030	Multicultural Literatures: The Non-European World-Honors-WAC	
Select one of the following		3
ENGL 3730	Folklore	
ENGL 3750	Women And Literature	
ENGL 4650	African American Writers Before The 20th Century	
ENGL 4660	African American Literature In The 20th and 21st Century	
ENGL 4690	Native American Literature And Culture	
<i>Additional Requirements</i>		
Foreign Language		6-8
AED 4140	Art Education For The Special Child	3
<i>Professional Requirements</i>		

RESM 4200	Classroom Assessment	3
EDP 3290	Life Span Development	3
SPED 4100	Field Practicum With Students With Mild/Moderate 3-4 Educational Needs	3-4
SPED 4110	Curriculum And Methodology For Students With Moderate Educational Needs	3
SPED 4240	Teaching Phonics, Contextual Reading And Writing To Learners With Special Needs	3
SPED 4260	Family And Professional Partnership In Special Education	3
CI 4470	Literacy Assessment and Remediation	3
SPED 4100	Field Practicum With Students With Mild/Moderate 3-4 Educational Needs	3-4
SPED 4340	Effective Management Of Students With Special Needs In Educational Settings	3
SPED 4980	Special Topics In Special Education	1-5
CI 4400	Reading In Middle Grades	3
SPED 4060	Specialized Intervention In Infancy And Early Childhood	3
SPED 4250	Teaching Career And Vocational Skills To Youths With Disabilities	3
SPED 4450	Methods of Teaching Students With Emotional Disturbance	3
SPED 4600	Professional Reflective Seminar	3
SPED 4930	Student Teaching In Special Education	12
<i>Mild/Moderate Intervention Specialist concentration</i>		
SPED 4370	Curriculum And Methods For Students With Mild Educational Needs	3
<i>Moderate/Intensive Intervention Specialist concentration</i>		
SPED 4210	AAC for Young Children with Disabilities	3
SPED 3670	American Sign Language I	3
SPED 4120	Curriculum And Methodology For Students With Intensive Educational Needs	3

Below is a sample plan of study. Consult your degree audit for your program requirements.

Mild-Moderate Intervention Specialist

First Term	Hours	
EDU 1000	Orientation To Education	1
ENGL 1110	College Composition I	3
MATH 1210	Mathematics For Education Majors I	3
US Diversity		3
Non-Western Diversity		3
Natural Sciences Core		3
Natural Science Laboratory		1
Hours		17
Second Term	Hours	
EDU 1700	Introduction to Education	3
Select one of the following:		3
ENGL 1130	College Composition II: Academic Disciplines And Discourse	

ENGL 2950	Science And Technical Report Writing	
ENGL 2960	Professional and Business Writing	
MATH 1220	Mathematics For Education Majors II	3
ETPT 2020	Technology And Multimedia In Educational Environments	3
SPED 2040	Perspectives In The Field Of Exceptionalities	3
Social Studies Core		3
Hours		18

Third Term

SPED 3130	Linguistic Analysis	3
Foreign Lang		3-4
English Cognate		3
English Cognate		3
Natural Science Core		3
Social Science Core		3
Hours		18-19

Fourth Term

CI 3400	Foundations of Literacy	3
EDP 3200	Applied Psychology For Teachers	3
TSOC 3000	Schooling And Democratic Society	3
Foreign Lang		3-4
English Cognate		3
Humanities Core		3
SPECIAL CONSIDERATION: Students must be accepted into Professional Education; Acceptance requires the completion of 48 hours with min 2.7 GPA, and completion of pre-professional education courses.		
Hours		18-19

Fifth Term

EDP 3290	Life Span Development	3
SPED 4100	Field Practicum With Students With Mild/Moderate Educational Needs	3
SPED 4110	Curriculum And Methodology For Students With Moderate Educational Needs	3
SPED 4240	Teaching Phonics, Contextual Reading And Writing To Learners With Special Needs	3
SPED 4260	Family And Professional Partnership In Special Education	3
Hours		15

Sixth Term

SPED 4340	Effective Management Of Students With Special Needs In Educational Settings	3
SPED 4370	Curriculum And Methods For Students With Mild Educational Needs	3
SPED 4100	Field Practicum With Students With Mild/Moderate Educational Needs	3
CI 4470	Literacy Assessment and Remediation	3
AED 4140	Art Education For The Special Child	3
Hours		15

Seventh Term

SPED 4250	Teaching Career And Vocational Skills To Youths With Disabilities	3
SPED 4980	Special Topics In Special Education	1
SPED 4450	Methods of Teaching Students With Emotional Disturbance	3
SPED 4060	Specialized Intervention In Infancy And Early Childhood	3
RESM 4200	Classroom Assessment	3
CI 4400	Reading In Middle Grades	3
Hours		16

Eighth Term

SPED 4930	Student Teaching In Special Education	12
SPED 4600	Professional Reflective Seminar	3
Hours		15
Total Hours		132-134

Moderate-Intensive Intervention Specialist

First Term		Hours
EDU 1000	Orientation To Education	1
ENGL 1110	College Composition I	3
MATH 1210	Mathematics For Education Majors I	3
US Diversity		3
Non-Western Diversity		3
Natural Science Core		3
Natural Science Lab		1
Hours		17

Second Term

EDU 1700	Introduction to Education	3
Select one of the following:		
ENGL 1130	College Composition II: Academic Disciplines And Discourse	3
ENGL 2950	Science And Technical Report Writing	
ENGL 2960	Professional and Business Writing	
MATH 1220	Mathematics For Education Majors II	3
ETPT 2020	Technology And Multimedia In Educational Environments	3
SPED 2040	Perspectives In The Field Of Exceptionalities	3
Social Studies Core		3
Hours		18

Third Term

SPED 3130	Linguistic Analysis	3
SPED 3670	American Sign Language I	3
English Cognate		3
English Cognate		3
Natural Science Core		3
Social Science Core		3
Hours		18

Fourth Term		
CI 3400	Foundations of Literacy	3
EDP 3200	Applied Psychology For Teachers	3
TSOC 3000	Schooling And Democratic Society	3
Foreign Language		3-4
English Cognate		3
Humanities Core		3
SPECIAL CONSIDERATION: Students must be accepted into Professional Education; Acceptance requires the completion of 48 hours with min. 2.7 GPA, and completion of pre-professional education courses.		

Hours 18-19

Fifth Term		
EDP 3290	Life Span Development	3
SPED 4100	Field Practicum With Students With Mild/Moderate Educational Needs	3
SPED 4110	Curriculum And Methodology For Students With Moderate Educational Needs	3
SPED 4240	Teaching Phonics, Contextual Reading And Writing To Learners With Special Needs	3
SPED 4260	Family And Professional Partnership In Special Education	3

Hours 15

Sixth Term		
AED 4140	Art Education For The Special Child	3
SPED 4100	Field Practicum With Students With Mild/Moderate Educational Needs	3
SPED 4120	Curriculum And Methodology For Students With Intensive Educational Needs	3
SPED 4340	Effective Management Of Students With Special Needs In Educational Settings	3
CI 4470	Literacy Assessment and Remediation	3

Hours 15

Seventh Term		
SPED 4210	AAC for Young Children with Disabilities	3

Hours 3

Eighth Term		
SPED 4250	Teaching Career And Vocational Skills To Youths With Disabilities	3
SPED 4060	Specialized Intervention In Infancy And Early Childhood	3
SPED 4450	Methods of Teaching Students With Emotional Disturbance	3
SPED 4980	Special Topics In Special Education	1-5
CI 4400	Reading In Middle Grades	3
RESM 4200	Classroom Assessment	3

Hours 16-20

Ninth Term		
SPED 4600	Professional Reflective Seminar	3

SPED 4930	Student Teaching In Special Education	12
Hours		15
Total Hours		135-140

1. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

2. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

3. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

4. Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

5. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.



5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

6. Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

7. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

7.1 Beginning special education professionals use the theory and elements of effective collaboration.

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.