



Miami University
Department of Educational Psychology
201 McGuffey Hall (513) 529-6621

Mild-Moderate Intervention Specialist Program
Special Education Multi-Aged Licensure
Educational Psychology (EDP)

The Special Education major leads to a Bachelor of Science Degree in Education with Ohio two year provisional licensure as an Intervention Specialist in the area of Mild-Moderate special needs. The Mild-Moderate Intervention Specialist can teach children in grades Kindergarten through 12th grade.

The Mild-Moderate Intervention Specialist is an educator who has expertise in designing and implementing educational programs and services for children and youth needing mild to moderate support in the general education classroom and other educational settings.

INTERESTS

An interest in working with others in a teaching and supportive role is essential for this profession. Students who major in special education will study the causes and intervention strategies for persons who have various exceptionalities. Course work will provide opportunities for exploring relevant social and legal issues concerning persons with exceptionalities and ways in which educators may impact these trends and issues.

CAREER OPPORTUNITIES

The career opportunities for Intervention Specialist teachers are excellent. The demand for teachers with this expertise and licensure continues to increase, as there are serious shortfalls in the field currently and a great number of teachers preparing to retire within the next decade. As a consequence, the placement rate for graduates from this program is close to 100%. Intervention Specialists may assume a variety of roles in the school, depending on the support needs of the students served. He/she may serve students in any of the following ways: teach collaboratively with the general education teacher, serve as consultant or collaborative teacher to several classroom teachers, work with small groups of children in a resource room or in the general education classroom, and in some cases, teach in a self-contained classroom.

As services for persons with exceptionalities are needed in many settings outside of the school system, there are many additional opportunities for Intervention Specialists. They can work with children and adults with developmental and emotional disabilities in residential or community services. Jobs in these areas can include case managers, leisure directors, program coordinators, direct service providers, and behavioral support specialists. Many Intervention Specialists provide private tutoring in academic areas for persons with learning disabilities or other mild disabilities.

Admission or Transfer Requirements

Admission to the special education program is limited to those who are eligible for admission to teacher preparation programs and have completed 30 semester hours with a grade point average of 2.5 or above, including EDP 201 Human Development and Learning in Social and Educational Contexts (MPF), EDP 256 Psychology of the Learner with Exceptionality, and EDP 220 Field Experience in Special Education, as well as 100 hours of service experience with persons with exceptionality. Students with a GPA below 2.5 may still apply if special circumstances exist. A one-page essay declaring a statement of intent to become an Intervention Specialist is also required.

To enter this teacher licensure program, you must complete an application from the Educational Psychology Department, 201 McGuffey Hall. Transfer students may be admitted to the special education program only if they have completed 30 semester hours with a grade point average of 2.5 or above (4.0 scale) for all college work attempted, including courses in educational psychology, and are eligible for admission to the special education program. Otherwise, they will be considered pre-special education majors until these requirements are met.

The Department of Educational Psychology is committed to admitting transfer students to the special education major. However, there is limited space available and they will be admitted as cohort space permits.

Cohorts

A cohort is a group of students in a common year designated to take instructional (methods) courses in a common group of related teaching fields, as well as complete their student teaching during the same academic year. Selection is limited for each cohort to ensure quality instruction.

Selection to a Cohort

Special Education Majors: Students must declare a pre-major in Special Education at the time of university admission or soon thereafter. After declaring a pre-major, students must apply to the cohort by **February 15** of their **sophomore year**. For students taking classes in a non-traditional path, applications may be submitted once the above stated criteria are met, and may be submitted on alternative dates if such is necessary to proceed with academic programming. Applications may be obtained from the Department of Educational Psychology, 201 McGuffey Hall.

Applicants are selected by the special education faculty for each cohort on the basis of potential for academic and professional success. Cohort size is limited to no more than 35 per year. In the event of competitive applications, the following factors will be considered by the Special Education faculty:

- Demonstrated interest in the field
- Academic performance
- Essay content and structure
- Potential contributions to diversity (breadth of experience, geography, ideology, lifestyle, race/ethnicity, socio-economic status, world view)

Applicants will be notified of their acceptance to the cohort in writing on or before March 15; some applicants may be placed on a waiting list. In the event of a conditional admission to the cohort, the applicant must meet the conditional requirements by the designated date in order to remain in the cohort. Failure to do so will result in removal from the cohort.

Note: Admission to Miami University, the School of Education, Health & Society, or to a pre-major neither implies nor guarantees selection to a cohort group.

Benchmarking, Key Assessments and Professional Dispositions

Teacher candidates in Special Education are monitored throughout their tenure in the program through a system of Benchmarks, Key Assessments and professional dispositions.

Benchmarks include admission criteria to the program as well as key assessments, performance in field experiences and in student teaching.

Key assessments are administered in designated classes including EDP 220, EDP 496, EDP 495 and 459, and EDP 471 as well as student teaching.

Professional Dispositions describe expected professional behavior for teacher licensure candidates in pre-professional educational settings.

Students who experience significant difficulty meeting the benchmarks and/ or professional dispositions will receive faculty advising for improvement. Should a teacher candidate not make progress or develop professional behavior in accordance with dispositions, the program reserves the right to counsel the student out of the major.

Minor and Thematic Sequence:

Students interested in completing a minor (18 semester hours) or a thematic sequence (EDP 1= 9 semester hours) in special education may apply at any time. Applicants will be admitted until the cohort is full.

Miami Plan for Liberal Education (Mild-Moderate Intervention Specialist, Special Education)

Foundation	Course	Hours	Course Title
IA	ENG 111	3	College Composition
IB	ENG 112	3	Composition & Literature
IIA	Fine Arts	3	Choice
IIB	EDL 204	3	Sociocultural Foundations in Education
IIC	EDP 201	3	Human Dev. & Learning in Social & Educational Contexts
IIC	SPA 223	3	Theories of Language Development
IIIA	U.S. Cultures	3	Choice

IIIB	World Cultures	3	Choice
IV A or B	Bio/Phys. Science	9	Choice
V	MTH 115	4	Math for Elementary School Teachers
Thematic Sequence		9	Choice
Senior Capstone		3	Choice (EDP 471)

Note: remember the historical perspectives requirement of the Miami Plan

Professional Education Requirements

All of the following:

- EDP 201 Human Development & Learning in Social & Educational Contexts (3), MP IIIA
- EDL 204 Sociocultural Studies in Education (3), MP IIB
- EDL 318 School Organization & Curriculum Leadership in Education (3)
- EDP 256 Psychology of Learners with Exceptionality (3)
- EDP 494 Assessment, Evaluation & Educational Planning for Learners
With Exceptionality (3)
- EDP 221, 222 Technology in Education, Lab (1, 2)

Mild-Moderate Intervention Specialist

All of the following:

- EDP 491 Characteristics of Learners with Mild to Moderate Disabilities (3)
- EDP 495 Inclusion & Adaptations for Mild-Moderate & Gifted Needs: Multi-Age (3)
- EDP 459 Practicum: Mild-Moderate Needs (1)
- EDP 419 Student Teaching (16)

One of the following:

- ENG 262 Children's Literature (3)
- GER 231 (MPF) Folk & Literary Fairy Tales (3)
- RUS 137 (MPF) Russian Folklore (3)
- CLAS 121 (MPF) Introduction to Classical Mythology (3)

Content Pedagogy – Middle Childhood

All of the following:

- EDT 246M Foundations in Reading, Language & Literacy (3)
- EDT 346 Reading Instruction for Middle Childhood (3)
- EDT 442M Phonics & Reading Improvement for Middle Childhood (3)
- EDP 471 Literacy Seminar – Clinical (3) (capstone)
- EDP 472 Literacy Seminar – Practicum (3)
- EDT 436 Middle Childhood Language Arts
- EDT 311 Junior Field Experience and Praxis

Intervention Specialist Core

All of the following:

- SPA 223 Theories of Language Development (3)
- EDP 220 Field Experience in Special Education (1)
- EDP 444 Teaching Social & Affective Skills to Children & Youth with Exceptionalities (3)
- EDP 478 Consultation & Collaboration in Special Education (3)
- EDP 496 Behavioral Interventions: Theory, Principles and Techniques (3)

Reading Core (shown above in Mild-Moderate)

EDT 246M
EDT 346M
EDT 442M
EDP 471
EDP 472

Suggested Electives: KNH 232 (2) (Health Issues of Children & Youth): SPA 427 (3) (Alternative Communication Systems for the Severely Handicapped): SPA 248 (American Sign Language)

For more information, contact the Special Education Faculty Advisor for Undergraduates

Molly Kelly-Elliott (513) 529-1711 kellyem1@muohio.edu
201 McGuffey Hall

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
SPECIAL EDUCATION MAJOR – UNDERGRADUATE
MILD-MODERATE LICENSURE**

Suggested Course of Study

**Freshman Year
First Semester**

ENG 111 (3)
Fine Art (IIA) (3)
Bio Science* (IVA) (3-4)
SPA 223 (IC) (3)
US Cultures (3)

*(may include a lab)
15-16 hours

**Sophomore Year
First Semester**
Early Field Block

EDP 256 (3)
EDP 220 (1)
EDT 246M (3)
EDL 318M (3)
MTH 116 * (4)
Science (2-3) *

16-17 hours
* Must be taken after noon

**Junior Year
First Semester***

**EDT 346M (3)
**EDT 311 (3)
**EDT 436 (3)
Elective Choice:
ENG 262, GER 231, RUS 137
Or CLAS 121 (3)
KNH 232 (2) (recommended class)

**Freshman Year
Second Semester**

ENG 112 (3)
EDP 201 (3)
World Cultures (IIIB) (3)
MTH 115 (V) (4)
Physical Science* (IVB) (3-4)

*(may include a lab)
16-17 hours

**Sophomore Year
Second Semester**

EDP 491 (3)
EDP 444 (3)
EDP 478 (3)
EDP 221/222 (3)
EDL 204 (3)
Thematic Sequence (3)

18 hours

**Junior Year
Second Semester***

**EDP 496 (3)
**EDP 495 (3)
**EDP 494 (3)
**EDT 442 (3)
**EDP 459 (3)
**EDP 472 (3)

Thematic Sequence (3)
** Must be taken concurrently
*Semesters may be reversed
Other classes must be after 12 PM
17 Hours

Senior Year
First Semester

EDP 471 (capstone) (3)
EDP 454 (3)
Thematic Sequence (3)
Electives (6-8 hrs)

Approx. 16 Hours

Recommended elective: SPA 427

** Must be taken concurrently
*Semesters may be reversed
18 Hours

Senior Year
Second Semester

EDP 419 – student teaching

16 Hours

TOTAL HOURS: approx. 129

1/09