

BACHELOR OF SCIENCE IN EDUCATION IN SPECIAL EDUCATION: INTERVENTION SPECIALIST MILD/MODERATE NEEDS K-12

Introduction

Candidates of the program are prepared for careers as intervention specialists who provide enhanced social skills of those with a disability, reinforcement-based behavioral interventions, inclusion strategies, and assistive technology to individuals with exceptionalities. Each of our degree programs prepares candidates to successfully pass the Ohio licensure exam which will result in the corresponding Intervention Specialist Licensure. The YSU student chapter of Council for Exceptional Children (CEC) participates in multiple college, university, and community events to advocate for individuals with exceptional learning needs.

Welcome

Our Special Education (Mild-Moderate Licensure) program is designed to prepare graduates with the knowledge, skills, and dispositions to best serve in schools and agencies in the area. Our Special Education program seeks to meet the educational and service needs of Northeast Ohio and Western Pennsylvania. Our program is exemplified by the quality and diversity of classroom instruction, field experiences, program options, student, faculty, and graduates in the community. YSU has a long history of producing accomplished graduates who have served the area as Special Education teachers, Intervention Specialists, and Special Education Professionals. We have a strong connection with our alumni, program supervisors, schools and agencies, and others who support students with exceptional learning needs in the Youngstown area.

Undergraduate candidates will find a unique educational experience that prepares them for employment and/or advanced study in Special Education. For more information, review our website and contact Special Education faculty with any questions.

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For specific questions about the Intervention Specialist (Mild/Moderate) Licensure Option in Special Education program, please contact the program director.

Intervention Specialist License (K-12)

The Intervention Specialist program requires a minimum of 121 s.h. The BS in Education degree requires the courses listed on the curriculum sheet. Licensure also requires passing the Ohio Assessments for Educators Exams prior to student teaching.

The Learning Outcomes for this program align with the seven Standards of the Council for Exceptional Children (CEC):

- Candidates will analyze learners to determine unique needs using the principles and theories of human development.

- Candidates will prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
- Candidates will individualize instruction to meet the unique learning, communication, social and behavior needs of students with exceptional learning needs.
- Candidates will develop and use appropriate technology adaptations for all individuals with exceptional learning needs.
- Candidates will demonstrate reinforcement-based classroom management interventions with students with exceptional learning needs.
- Candidates will evaluate the progress of students with exceptional learning needs on their IEP goals to inform the adjustment of learning and behavior plans

COURSE	TITLE	S.H.
FIRST YEAR REQUIREMENT -STUDENT SUCCESS		
YSU 1500	Success Seminar	1-2
or SS 1500	Strong Start Success Seminar	
or HONR 1500	Intro to Honors	
General Education Requirements		
ENGL 1550	Writing 1	3-4
or ENGL 1549	Writing 1 with Support	
ENGL 1551	Writing 2	3
CMST 1545	Communication Foundations	3
Mathematics Requirement		
MATH 2665	Foundations of Middle School Mathematics 2	4
Arts and Humanities (6 s.h.)		
MUHL 2621	Music Literature and Appreciation	3
Arts and Humanities elective		
Natural Sciences (2 courses, 1 with lab) (7 s.h.)		
Social Science (6 s.h.)		
PSYC 1560	General Psychology	3
HIST 2605	Turning Points in United States History 1	3
or HIST 2606	Turning Points in United States History 2	
Social and Personal Awareness (6 s.h.)		
COUN 1587	Introduction to Health and Wellness in Contemporary Society	3
PSYC 3758	Lifespan Development	3
Subject Area Curriculum		
TCED 1500	Introduction to Becoming a Teacher First Year Experience Course BCOE	3
ENGL 2651	Introduction to Language	3
ENGL 3703	Literature for Young Children	3
	OR ENGL 3704 Literature Middle School Readers	
	OR ENGL 3705 Young Adult Literature	
SPED 3715	Characteristics and Needs of Children and Youth with Mild/Moderate Disabilities	3
MATH 3767	Algebra/Geometry for Middle School Teachers 1	4
SPED 4828	Education for Children and Youth with Emotional Behavior Needs	4
SPED 4853	Diagnosis and Intervention in Mathematics for Special Education	3
SPED 4866	Assessment and Referral of Exceptional Children and Youth for the Intervention Specialist	3
SPED 4867	Intervention and Remediation of Receptive/Expressive Language Dysfunction	3
SPED 4868	Mild/Moderate Disabilities Practicum	4
Professional Education Curriculum		
EDFN 1501	Introduction to Education	3
EDFN 3708	Education and Society	3

PSYC 3709	Psychology of Education	3
SPED 2630	Individuals with Exceptionalities in Society	3
TERG 2610	Reading Application in Content Areas Middle Years	3
TERG 3701	Phonics in Reading Instruction	3
TERG 3702	Developmental Reading Instruction	3
TERG 3703	Assessment and Instruction in Reading	3
Preclinical Curriculum		
SPED 4854	Cross-Curricular Interventions	4
SPED 4835	Classroom Management for Exceptional Children and Youth	4
SPED 4851	Transition Planning, Social Skill Development and Health-Related Issues	3
SPED 4864	Service Coordination, Collaboration, and Consultation for Students with Special Needs	3
Student Teaching		12
SPED 4849	Supervised Student Teaching: Mild Moderate/Disabilities	
SPED 4869	Student Teaching Seminar for Special Education	
Total Semester Hours		122-124

BCOE Notes:

Advisement:

- It is highly recommended that all teacher candidates meet with an academic advisor every semester.
- Freshmen, athletes, and students on warning and probation are required to meet with an advisor before registration.
- At the completion of 30 SH any teacher candidate who: 1) was required to and has not passed PRAXIS Core Exam(s), or 2) holds a GPA of 2.25 or below will be referred to Central Advising for advising and career services. If at a later date the teacher candidate passes all required parts of the Praxis Core Exam and attains a GPA of 2.25 or higher that student may return to BCOE for advising.

Important Notes:

- Neither admission to the University nor declaration of a major related to a teaching field guarantees admission to the BCOE's Teacher Education Programs or candidacy for a teaching license.
- Formal Admission to Teacher Education (Upper-Division) is required before teacher candidates are allowed to enroll in certain junior and senior level courses in BCOE.
- Undetermined education majors must declare a major before applying for admission to a Teacher Education Program.
- Admission to a Teacher Education Program is obtained upon satisfactory completion of the following requirements:

____ Minimum completion of 50 SH

____ Minimum 2.75 overall GPA

- Meet one of the following criteria:

____ Overall GPA 3.4 or better, OR

____ ACT scores of Reading-21, English-18, Math-22, AND/OR

____ SAT scores of Reading-450, Writing-430, Math-520, AND/OR

____ Praxis CORE scores, Reading-156, Writing-162, Math-150

(Attach a copy of your CORE scores to the application)

- "B" average or better (A-C, B-B) for:

____ ENGL 1550 ____ ENGL 1551

If failure to meet "B" average above must also complete:

____ ENGL 2601 grade of "B" or better. If you receive a "C" or below you will need to retake the course.

- "B" average or better (B-B-B, A-B-C) across the following:

____ EDFN 1501 ____ CMST 1545

____ SPED 2630 ____ SPED 3715

If student does not have a "B" average, student will be required to retake one or more of these courses until the "B" average is achieved.

- A grade of "C" or better is required in all required major courses. Courses taken as "CR/NC" will not count towards the major
- Professional education and block courses may only be repeated one time.
- Minimum requirements for teaching licenses are determined by the Ohio Department of Education; if those requirements change, they become effective immediately at Youngstown State University. (YSU Undergraduate Catalog).

Upper-Division Application Process

- Upper division application and forms must be printed from the BCOE website.
- After completing a minimum of 50 SH, submit the following:
 - Upper Division application
 - Good Moral Character Statement
 - copy of BCI & FBI clearances
 - schedule an upper division interview with the BCOE Office of Student Services, room 2101, no later than:
- Upper Division Application Deadline
 - September 1—to register for Upper Division Courses for Spring
 - February 1—to register for Upper Division courses for Summer & Fall
- Each completed application is reviewed and approved by the Upper Division Admission and Retention Committee. If all requirements are met, the teacher candidate may register for Upper Division courses for the following semester. Upper Division courses are the courses designated with the "+" symbol. Applications submitted after the deadline will not be processed until the end of the respective semester.

Program Notes:

- If Math concentration is chosen, Math GER is not required. If Science concentration is chosen, Natural Science GER is fulfilled through subject area curriculum. If Language Arts concentration is chosen, Arts & Humanities GER is fulfilled through subject area curriculum. If Social Studies concentration is chosen, Social Sciences GER is fulfilled through subject area curriculum.
- Candidates will not be permitted to take the following professional education courses more than twice: EDFN 1501, EDFN 3708, PSYC 3709, SPED 2630, TERG 2601, 3701, 3702, 3703, 2610, 3711, TEMC 4802, SED 4800, ECIS 2629, ECIS 3700, all preclinical experience courses, student teaching, and student teaching seminar.
- If the program is concerned regarding teacher candidate performance in the preclinical experience, as determined by CPAST criteria, the program coordinator may require the teacher candidate to complete an additional preclinical experience prior to the student teaching experience.

Preclinical Application with Request for Graduation Evaluation

- Preclinical application is completed on TaskStream. Directions are available on the BCOE website.
- Preclinical application and graduation evaluation request must be submitted one year prior to the intended preclinical semester no later than:

- **September 1**—for Fall preclinical
- **February 1**—for Spring preclinical
- Preclinical candidates are screened for eligibility based on GPA and course completion.

Student Teaching:

- Prerequisites:
 - BCOE Upper Division and Senior status,
 - Overall 2.75 GPA
 - Minimum of 2.67 GPA in subject area curriculum and professional education courses with no grade less than a “C” (each computed individually),
 - Passage of OAE test(s) and ACTFL tests for foreign language.
- Instructions for completing the Student Teaching Application and Forms are available on BCOE website. The application and forms must be completed and printed from the BCOE website and submitted to the BCOE Office of Student Services no later than:
 - September 1—to Student Teach the following Spring Semester
 - February 1—to Student Teach the following Fall Semester

Graduation Process:

- Apply for graduation during the first three weeks of the semester you plan to graduate. Graduation evaluation must be completed in advance of application for graduation.

Completing a Bachelor of Science in Education without Licensure:

- Teacher candidates who choose to graduate without licensure must apply for approval in the BCOE Office of Student Services.
- Once approved, teacher candidates graduating without licensure must take TCED 4830 (3 SH) capstone in place of student teaching.

Year 1

Fall		S.H.
YSU 1500	Success Seminar	1
ENGL 1550 or ENGL 1549	Writing 1 or Writing 1 with Support	3-4
EDFN 1501	Introduction to Education	3
Natural Science with Lab		4
TCED 1500	Introduction to Becoming a Teacher First Year Experience Course BCOE	3
MUHL 2621	Music Literature and Appreciation	3
Semester Hours		17-18

Spring

ENGL 1551	Writing 2	3
CMST 1545	Communication Foundations	3
Natural Science Elective		3
PSYC 1560	General Psychology	3
MATH 2665	Foundations of Middle School Mathematics 2	4
Semester Hours		16

Year 2

Fall		
SPED 2630	Individuals with Exceptionalities in Society	3
HIST 2605 or HIST 2606	Turning Points in United States History 1 or Turning Points in United States History 2	3
TERG 2610	Reading Application in Content Areas Middle Years	3
PSYC 3758	Lifespan Development	3
MATH 3767	Algebra/Geometry for Middle School Teachers 1	4
Semester Hours		16

Spring

SPED 3715	Characteristics and Needs of Children and Youth with Mild/Moderate Disabilities	3
COUN 1587	Introduction to Health and Wellness in Contemporary Society	3
ENGL 2651	Introduction to Language	3
PSYC 3709	Psychology of Education	3
TERG 3701	Phonics in Reading Instruction	3
ENGL 3703 or ENGL 3704 or ENGL 3705	Literature for Young Children or Literature for Middle School Readers or Young Adult Literature	3

Semester Hours 18

Year 3

Fall

EDFN 3708	Education and Society	3
SPED 4828	Education for Children and Youth with Emotional Behavior Needs	4
SPED 4866	Assessment and Referral of Exceptional Children and Youth for the Intervention Specialist	3
TERG 3702	Developmental Reading Instruction	3
SPED 4867	Intervention and Remediation of Receptive/ Expressive Language Dysfunction	3

Semester Hours 16

Spring

SPED 4868	Mild/Moderate Disabilities Practicum	4
TERG 3703	Assessment and Instruction in Reading	3
Arts & Humanities Elective		3
SPED 4853	Diagnosis and Intervention in Mathematics for Special Education	3

Semester Hours 13

Year 4

Fall

SPED 4851	Transition Planning, Social Skill Development and Health-Related Issues	3
SPED 4835	Classroom Management for Exceptional Children and Youth	4
SPED 4854	Cross-Curricular Interventions	4
SPED 4864	Service Coordination, Collaboration, and Consultation for Students with Special Needs	3

Semester Hours 14

Spring

SPED 4849	Supervised Student Teaching: Mild Moderate/ Disabilities	10
SPED 4869	Student Teaching Seminar for Special Education	2

Semester Hours 12

Total Semester Hours 122-123