

Approved 2/27/19 JT			
5-12 Instructional Strategist I: Mild and Moderate	COMPLETE SHADED FIELDS IN THIS COLUMN	Add links to online course syllabi, or submit course syllabi in separate folder	Notes
<b>INSTITUTION NAME</b>	William Penn University		
<b>UNDERGRADUATE OR GRADUATE?</b>	Undergraduate		
<b>NEW OR REVISED?</b>	Revised		
<b>STATE CORE REQUIREMENTS</b>			
The applicant must complete pre-student teaching field-based experiences in special education.	EDSP 100 Introduction to Exceptional Learner, 3 credits EDSP 390 Special Education Practicum, 1 credits		
Student teaching. Each applicant for an Iowa license with a special education instructional endorsement must file evidence of completing an approved student teaching program in special education. This experience must be full-time in an approved special education classroom. An approved special education classroom is one which is recognized by the state in terms of the respective state rules for special education. This special education student teaching experience shall qualify for each special education instructional endorsement sought on an original application for Iowa licensure if at the same grade level.			
The applicant must meet the requirements to add an endorsement in rule 282—13.29(272)			
<b>STATE CONTENT REQUIREMENTS</b>	<b>INSTITUTIONAL REQUIREMENTS (course title, credits)</b>		
Option 1:			
(1) Foundations of special education. The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, exceptional child, and including individuals from culturally and linguistically diverse backgrounds.	EDSP 100: Introduction to Exceptional Learner, 3 credits		3
(2) Characteristics of learners. Preparation which includes various etiologies of mild and moderate disabilities, an overview of current trends in educational programming for mild and moderate disabilities, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming, and includes the general developmental, academic, social, career and functional characteristics of individuals with mild and moderate disabilities as the characteristics relate to levels of instructional support required, and the psychological and social-emotional characteristics of individuals with mild and moderate disabilities.	EDSP 100: Introduction to Exceptional Learner, 3 credits EDSP 387 Differentiated Instruction Methods and Strategies 5-12, 3 credits EDSP 390 Special Education Practicum, 1 credits		4
(3) Assessment, diagnosis and evaluation. Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.	EDSP 360 Diagnosis of Treatment of Reading Difficulties, 3 credits EDSP 370 Educational Assessment, 3 credits;		6
(4) Methods and strategies. Methods and strategies which include numerous models for providing curricular and instructional methodologies utilized in the education of the mildly and moderately disabled, and sources of curriculum materials for individuals with disabilities. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques, including appropriate assistive technology. The focus of these experiences is for students at the 5-12 level. This preparation must include alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction.	EDUC 203 Foundations of Reading, 3 credits EDSP 360 Diagnosis of Treatment of Reading Difficulties, 3 credits EDSP 387 Differentiated Instruction Methods and Strategies 5-12, 3 credits		3

(5) Managing student behavior and social interaction skills. Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.	EDSP 270 Behavior Management, 2 credits	2
(6) Communication and collaborative partnerships. Awareness of the sources of unique services, networks, and organizations for individuals with disabilities including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.	EDSP 280 Collaboration Strategies, 2 credits;	2
(7) Transitional collaboration. Sources of services, organizations, and networks for individuals with mild and moderate disabilities, including career, vocational and transitional support to postsecondary settings with maximum opportunities for decision making and full participation in the community.	EDSP 290 Transition Education, 2 Credits	2
(7) Student teaching. Student teaching in a 5-12 mild and moderate special education program.	EDSP 401 Secondary Strategist I Student Teaching, 7 credits	
<b>Endorsement Credit Hour Total:</b>	29 credits	
<b>Option 2:</b> To obtain this endorsement, the applicant must hold a valid Iowa license with either a K-8 or 5-12 special education instructional endorsement and must meet the following basic requirements in addition to those set out in paragraph 14.2(2)"c."		
Adolescent growth and development with emphasis on the emotional, physical, and mental characteristics of adolescent age children, unless completed as part of the professional education core.	PSYC 303 Developmental and Educational Psychology, 3 credits (Professional Core 5-12)	
(2) Adolescent reading or secondary content area reading.	EDUC 360 Content Area of Reading, 1 credit (Professional Core 5-12)	
(3) Secondary or adolescent reading diagnosis and remediation.	EDSP 360 Diagnosis of Treatment of Reading Difficulties, 3 credits	
(4) Methods and materials for teaching adolescents with mathematics difficulties or mathematics for the secondary level special education teacher.	EDSP 387 Differentiated Instruction Methods and Strategies 5-12, 3 credits (Professional Core 5-12)	
(5) Secondary methods unless completed as part of the professional education core.	EDSP 387 Differentiated Instruction Methods and Strategies 5-12, 3 credits (Professional Core 5-12)	
Other (if applicable):	EDSP 390 Special Ed Practicum, 1 credit	
<b>Endorsement Credit Hour Total:</b>	5 Credits + what is met in professional core	