

M.A. IN EDUCATION (INTERVENTION SPECIALIST-INITIAL LICENSE)

2024-25 Program Information

School of Graduate and Professional Studies



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HELLO, WE ARE MVNU.

And we are here to help you succeed.

Since 1993, MVNU's School of Graduate and Professional Studies program has helped thousands of graduates jumpstart their future.

Our programs will bring your strongest skills and abilities to light. You will create lifelong connections, learn to strive in and out of the classroom, and discover who you were truly meant to be.

- + **Quality** – Our award-winning programs are expertly crafted and continually updated to keep our students ahead of the game.
- + **Convenience** – Life doesn't come with a pause button, so our classes are offered online one at a time, to fit into your busy schedule.
- + **Enriching Environment** – Learn from professors who care about your personal, professional, and educational growth.
- + **Affordability** – Payment is made on a course-by-course basis and our advisors will work with you on a variety of financial aid options.

*You are brighter than you know
— don't put your future on hold.*





M.A. IN EDUCATION (INTERVENTION SPECIALIST- INITIAL LICENSE)

MVNU is proud to offer a master's degree program leading to initial Ohio licensure as an Intervention Specialist for Mild/Moderate Disabilities. The ISM program is specifically designed for individuals who have earned a bachelor's degree but who do not have a teaching license. This comprehensive program leads to a first teaching license in the area of special education. The program is for individuals with an interest in and commitment to serving pupils with disabilities.

In addition to providing an outstanding academic experience that's facilitated by seasoned faculty members with years of experience as educators and/or administrators, MVNU encourages future teachers to reach for something more in their classroom and career, as well as in the lives of the students they serve.

“The program’s entirely online format makes it a perfect choice for busy adults seeking a career in education. Coursework facilitated by experienced teachers and administrators prepares candidates to work as an Intervention Specialist and addresses topics such as universal design for learning, assessment and data-driven decision making, high-impact instructional practices, and IEP writing.”

JESSICA GRUBAUGH, Ed.D.

Dean, Jetter School of Professional Studies

PROGRAM DESIGN AND CURRICULUM

What can I look forward to in the Intervention Specialist (ISM) Program?

- + 53 credit hours taught entirely online.
- + A hands-on approach to learning with an emphasis on teaching. You'll be in a real classroom within the first year!
- + 16 credit hours of field and clinical experience that equip students to effectively serve this unique population.
- + Completion of both degree and licensure requirements in approximately 2.5 years (or 27 months).
- + Courses facilitated by qualified faculty with experience in assisting students with disabilities.
- + A supportive, intentionally Christian learning environment.
- + A cohort-based model that both supports and maximizes student learning.



**100%
online**

**27 month
completion**

**Field
Experience**

PROGRAM DESIGN AND CURRICULUM

Time Commitment

The ISM program is a blend of classroom and field experience that will provide candidates with both the knowledge and confidence needed to serve the special population of students with mild/moderate disabilities, with instruction offered entirely online in a supportive cohort group.

The field and clinical experiences are scheduled individually during the day and provide the candidate with actual classroom experiences necessary to becoming a highly-qualified intervention specialist teacher. Clinical and field experience courses include:

- + PELC6002: Inclusive Practices Field Experience
- + PELC6012: Urban/Diverse Field Experience (to be completed in an urban district with a diverse student population)
- + ISPC6062: Exceptional Learners Field Experience
- + PELC6099: Student Teaching (minimum of 12 weeks, full time)

ADMISSION REQUIREMENTS

In order to qualify for admission to the ISM program, you must have earned a baccalaureate degree from a regionally accredited college or university with a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale.

Applicants with a cumulative GPA of 2.0-2.99 may be granted probationary admission to the program. A candidate admitted with probationary status is required to submit a letter detailing his/her improvement plan for success and must earn a minimum grade of B-minus or better in the first three courses.

Students enrolled in the ISM program must be able to:

- + Complete the "Preventing Sexual Harassment" online training session (required of all MVNU faculty, staff, and students) and abide by the university's policies in this area;
- + Attend a course through its entirety; and
- + Have a computer for use and understand the basic use of the computer. Students are expected to have basic knowledge and understanding of Microsoft Office (or programs similar). (As an MVNU student, you will have access to Microsoft Office 365.)

Applicants from countries and U.S. territories in which English is not the primary language must also provide recent evidence of proficiency in English by scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking, and listening of at least 20; or scoring 550 or above on the written TOEFL (Test of English as a Foreign Language) with subscores in both writing and reading of at least 50. All tests of English proficiency must have been taken in the last 2 years to be considered for acceptance.



ONLINE
APPLICATION
AVAILABLE

GRADUATION & LICENSURE REQUIREMENTS

Graduate students must meet the degree requirements as stated in the Catalog under which they first enrolled. Students must earn their degree within a maximum of six (6) years from the first date of enrollment at the University. Students who withdraw from the University for more than six (6) months will meet the graduation requirements as stated in the catalog under which they resume enrollment. Students changing majors or programs must meet requirements as stated in the Catalog that is current at the time they make such changes. Upon awarding of the degree, students have an additional three (3) years to apply for the teaching license. After three (3) years, additional coursework and/or other conditions may be required for licensure.

Students must also successfully complete all coursework, field experiences, and student teaching with a minimum cumulative grade point average of 3.0, as well as satisfy each of the following additional requirements:

1. Pass Ohio Assessments for Educators
 - + Special Education – 043;
 - + Foundations of Reading – 190; and
 - + Assessment of Professional Knowledge: Multi-Age – 004.
2. Complete field experiences in a variety of settings that encompass a range of ages, levels of ability, and disability types (includes diversity)
3. Pass BCII and FBI background check



FIELD
EXPERIENCE

FINANCIAL INFORMATION

Course-by-course payment is due no later than the first day of each course.

The ISM program has been designed with both affordability (\$498/credit hour) and student convenience in mind. Payment is made on a course-by-course basis and our financial aid advisors will work with you on a variety of financial aid options, including employer tuition reimbursement.

Although financing your college education can seem overwhelming, you may be able to reduce your cost if you are proactive and fully explore your financial aid opportunities. You can pay for your degree in many different ways, so taking the time to apply for financial assistance from as many sources as possible is worth the effort.

In addition to completing your online application for admission, you should also complete the Free Application for Federal Student Aid (FAFSA) online at studentaid.gov. MVNU's school code is 007085. Filling out the FAFSA is an important step in the financial aid process and is required for any financial aid to be awarded.

Finally, please be reminded that applications that contain incorrect information will delay the approval process, so accuracy is extremely important!



COURSE-
BY-COURSE
PAYMENTS

M.A. IN EDUCATION (INTERVENTION SPECIALIST-INITIAL LICENSE)

TUITION COSTS

COURSE NUMBER	COURSE NAME	CREDITS	TUITION
EDTC6001	Introduction to Graduate Studies	1	\$498
PELC6102	History & Philosophy Student Learning & Licensure Fee	2	\$996 \$100
PELC6053	Educational Psychology CAEP Fee	3	\$1,494 \$100
PELC6023	Instructional Design & Effective Teaching	3	\$1,494
PELC6113	Inclusion & Inclusive Practice	3	\$1,494
PELC6002	Inclusive Practices Field Experience Clinical Course Fee	2	\$996 \$300
PELC6063	Classroom Management & Behavior Analysis	3	\$1,494
PELC6193	Content Area Reading CAEP Fee	3	\$1,494 \$100
PELC6062	Diagnostic Assessment & Progress Monitoring	2	\$996
EDUC6032	Multiculturalism in Education	2	\$996
PELC6012	Urban/Diverse Field Experience Clinical Course Fee	2	\$996 \$300
PELC6022	Technology for Educators	2	\$996
PELC6082	Leadership & Ethical Practice	2	\$996
PELC6032	Action Research	2	\$996
ISPC6123	Behavior Analysis and Learning Environments	3	\$1,494
ISPC6013	Individualized Instructional Strategies: Mathematics	3	\$1,494
ISPC6132	Individualized Educational Planning for Exceptional Learners	2	\$996
ISPC6062	Exceptional Learners Field Experience Clinical Course Fee	2	\$996 \$300
PELC6081	Instructional Design II	1	\$498
PELC6091	Student Teaching Seminar	1	\$498
PELC6099	Student Teaching Clinical Course Fee	9	\$4,482 \$850
	Assessment Fee		\$75
	TOTAL	53	\$28,519

- Program schedule and costs are subject to change and are provided for students during the enrollment process.
- Clinical Course Fees are applied to stipends provided to P-12 Cooperating Teachers, University Supervisors, and Portfolio Assessors.
- Course-by-course payment is due no later than the first night of each course.
- Any additional courses required for licensure are not included in the total program cost.
- Costs do not include any undergraduate or reading courses required for licensure.
- Textbook costs are not included in the total cost of the program.

Additional costs include:

- BCII/FBI background checks (\$50-\$60)
- Ohio Educator Assessments (\$109-\$139 per exam)
- Pre Service Teacher Permit (\$75)
- Ohio teaching license application (\$80 for 2-year Resident Educator License)

*A \$100 Graduation Fee is charged to all students, regardless of degree type, when the Registrar's Office receives their Intent to Graduate Form.



HANDS-ON LEARNING

COURSE DESCRIPTIONS

Introduction to Graduate Studies - EDTC6001

A course to introduce the graduate candidate to the MVNU learning management platform, electronic portfolio system, and library services. Candidates will complete an intensive review of APA style and formatting guidelines and develop skills for success in a graduate program.

History and Philosophy of Education - PELC6102

An overview of the social, historical, and philosophical foundations of education with an emphasis on current moral, social, and political issues. Research reading and writing are undertaken to increase skills in writing an acceptable academic paper. Special emphasis is given to the needs of America's very diverse students, teachers, and classrooms.

Educational Psychology - PELC6053

A study of student development, including differences based on domains. Domains of development are examined to understand how they can/should/do influence instruction and to understand ways students learn at various points in their development. These domains include physical, cognitive, personality and emotional, and moral and spiritual development. Emphasis is given to culture and to reference groups of 'different' to consider responsive, inclusive instruction. Major learning theories and implications for instruction are introduced. This course emphasizes applying development knowledge and integrating research-based instruction on motivation, social interaction, active engagement in learning, and assessment of learning.

Inclusion and Inclusive Practices - PELC6113

This course provides an overview of the characteristics of students with disabilities and other special needs. An introduction to the foundational elements of special education law and policies is also provided. A framework for universal design for learning and inclusive teaching practices is provided. Special emphasis is given to practical teaching and learning strategies for learners with exceptionalities. Other topics include co-teaching models, collaboration, individual education plans, assessment and referral for service, and student diversity.



Instructional Design and Effective Teaching - PELC6023

A study of methods employed to plan and deliver effective instruction to improve student learning. Course content includes the examination of instructional strategies to advance the learning of all students, including those with disabilities. Candidates are introduced to research issues regarding the use of evidence-based methods supported by professional literature. Special emphasis is given to research-based classroom instruction.

Inclusive Practices Field Experience - PELC6002

Observation and supervised field experience in a public or private school at the level and in the subject area of the anticipated license. Students will develop and teach lessons under the supervision of a cooperating teacher and MVNU supervisor. Seventy-five (75) clock hours are required. Special emphasis is given to inclusive teaching practices in the P-12 setting.

Classroom Management & Behavior Analysis - PELC6063

A survey of theories and research that focus on the types of classroom conditions and student behaviors that contribute to productive learning environments for all students. Research issues such as controlling variables in the classroom that cause various behaviors are reviewed. Emphasis will be placed on student motivation to achieve, positive behavior support, development of appropriate social and classroom behaviors, and the use of appropriate technologies to support motivation and behavioral growth for all students, including those with disabilities.

Content Area Reading - PELC6193

A study of developmental reading as an instructional approach designed to teach systematically the basic skills and competencies needed for effective reading in conventional materials and nonfiction trade books. Emphasis is given to developing and extending reading skills common to all or unique to various content areas.

Assessment & Progress Monitoring - PELC6062

This course introduces students to state assessments, provides explanation of how these tests are monitored and recorded, and discusses their impact on a district's evaluation. Candidates will learn to determine student needs and present levels of performance based on assessment information and how to create progress monitoring systems to be implemented at the classroom level. In addition, candidates will discuss legal and ethical aspects of measurement, testing, and assessment, as well as how assessment processes are used for the identification, program planning, and placement of students with exceptional learning needs. Candidates will examine data sources, practice data analysis and interpretation skills, and improve their professional data literacy.



**15 CREDIT
HOURS OF FIELD
AND CLINICAL
EXPERIENCE**

Multiculturalism in Education - EDUC6032

This course provides a context for exploring variables of culture such as race, socio-economic status, gender, etc. and the effects these issues have on teaching and learning. Theories of multiculturalism and issues of equity, social justice, and diversity are explored and examined in the context of the 21st century classroom through a Christian worldview.

Urban/Diverse Field Experience - PELC6012

Observation and supervised field experience in an urban diverse public or private school at the level and in the subject area of the anticipated license. Students will develop and teach lessons under the supervision of a cooperating teacher and MVNU supervisor. Seventy-five (75) clock hours are required.

Technology for Educators - PELC6022

Candidates explore practical technology integration concepts using productivity tools, multimedia tools, and emerging technologies to design authentic, learner-driven activities and environments that recognize and accommodate learner variability. The course addresses the International Society for Technology in Education (ISTE) Standards for Teachers and prepares candidates to facilitate learning with technology to support student achievement of the ISTE Standards for Students.

Ethical Practice and Leadership in Education - PELC6082

An overview and description of ethical issues and leadership practices in public and private school settings. Candidates will examine individual professional leadership roles and best practice. Case studies detailing legal issues and moral dilemmas that educators encounter in school settings are included.

Action Research - PELC6032

An introductory study of basic qualitative and quantitative research methods, designs, and reporting strategies. Special emphasis is given to action research and value-added assessment, including methods of interpreting data aligned with value-added progress dimension.

Individualized Instructional Strategies:

Mathematics - ISPC6013

Candidates learn to select evidence-based instructional strategies in mathematics for learners with exceptional needs. Candidates will develop lesson plans based on specialized, evidence-based instructional practices.



**QUALIFIED
PROFESSORS
WITH EXPERIENCE**

Behavior Analysis and Learning Environments - ISPC6123

Candidates will extend their assessment knowledge and skills to long-term planning (including transition planning), classroom and behavior management, and monitoring student progress and performance. Emphasis will be placed on student motivation to achieve, positive behavior support, development of appropriate social and classroom behaviors, and the use of appropriate technologies to support motivation and behavioral growth. This course requires candidates to work with a child in grades 6-12 for a total of fifteen (15) contact hours.

Exceptional Learners Field Experience - ISPC6062

Candidates use instructional strategies, curriculum, and materials designed to meet the needs of exceptional learners in a school setting. They adapt and use instructional strategies designed to meet the needs of learners with exceptional needs through curriculum, materials, and assistive technologies and develop lesson plans based on specialized, evidence-based instructional practices.

Instructional Design II - PELC6081

A study of the process of curriculum development to encourage the intellectual, social, and personal development of all learners. Special emphasis is given to instructional design and curriculum development in selected disciplines and grade levels with a unit plan as an authentic final assessment. This course is taken concurrently with PELC-6091 (Student Teaching Seminar) and PELC-6099 (Student Teaching).

Individualized Educational Planning for Exceptional Learners - ISPC6132

This course will provide candidates with an overview of the legal and historical foundations of the IEP document. Candidates will conduct an in-depth analysis of the IEP document, including the creation of measurable goals, data analysis, progress monitoring, test accommodations, and transition planning. In addition, candidates will discuss legal and ethical aspects of measurement, testing, and assessment, as well as how assessment processes are used for the identification, program planning, and placement of students with exceptional learning needs. Candidates will develop strategies for collaborative management of the IEP document, as well as leadership and advocacy skills related to IEP meetings specifically and their role as an Intervention Specialist generally.

Student Teaching Seminar - PELC6091

A seminar addressing issues of inquiry, research, school law, educational policy, and professional ethics, as well as orienting students to the responsibilities, structure, and activities of the profession.

Student Teaching - PELC6099

A full-time student teaching assignment for twelve (12) weeks.



WHAT OUR STUDENTS ARE SAYING:

“I enjoy the relationships I have developed with the other students in my cohort and all of my professors have been excellent. The professors are personable, flexible, and willing to answer the multitude of questions I have asked regarding education.”

AMY RIEDEL

Master of Arts in Education Intervention
Specialist (Initial License), 2019

“The professors helped very much along the way. They prepared us for real world experience with teaching. Not only did they prepare us with pedagogy, but they made it applicable to best practice.”

DARCY HAHN

Master of Arts in Education Intervention
Specialist (Initial License), 2016

RANKINGS



COURSE START DATES AND DEADLINES



Start your journey to success!

Contact your Enrollment Counselor or [visit our website](#) for more information about getting started.

STEPS FOR APPLYING TO MVNU ONLINE

1. **Complete your application.** (There is no application fee!)
2. **Request official transcripts** to be sent to MVNU from each college or university where you've received your bachelor's degree. Please have your transcripts sent to:

Mount Vernon Nazarene University
Attn: SGPS Admissions
800 Martinsburg Road
Mount Vernon, OH 43050

Official Electronic Transcripts should be sent to
SGPSApplication@mvnu.edu.

*Additional materials may be required based on individual situations.

3. **Fill out the FAFSA** at studentaid.gov if you plan to use Federal Student Aid.
MVNU Code: **007085**
4. Once all transcripts have been submitted, you will **receive an admission decision** (typically within one week).
5. **Review your admission decision** with your Enrollment Counselor to understand transfer credits and program requirements.
6. **Complete a Registration Agreement Form** to be scheduled for classes.
7. **Schedule an initial advising meeting** with SGPS Education Coordinator.
8. **Receive course schedule and official Financial Aid award.**
9. **Start your classes!**



QUESTIONS?
1-800-839-2355
MVNU.EDU/SGPS

 MVNU/ONLINE