

M.A. IN EDUCATION (INTERVENTION SPECIALIST – ADVANCED LICENSE)

2022-23 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 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 thrive 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 in-seat or online one at a time, one night a week to fit into your busy schedule.
- **Enriching Environment** — Learn from professors who care about your personal, professional, and educational growth.
- **Affordability** — Once you've enrolled with us, your course-by-course tuition is locked in and will not increase.

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





M.A. IN EDUCATION (INTERVENTION SPECIALIST – ADVANCED LICENSE)

MVNU offers a Master's degree program leading to Ohio licensure as an Intervention Specialist for Mild/Moderate Disabilities. The Intervention Specialist (ISP) program is specifically designed to meet the needs of teachers who have an interest in and commitment to serving students with disabilities; licensed Early Childhood Education, Middle Childhood Education, Adolescent Young Adult, or Multi-Age teachers who wish to enhance their credentials to include both Intervention Specialist licensure and a master's degree; as well as educators serving students with disabilities on a temporary or alternative special education license who wish to gain credentials needed to improve their employment options.

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 current teachers to reach for something more in their classroom and career, as well as in the lives of the students they serve.



“The program is perfect for teachers seeking to develop and enhance their skills in working with students with disabilities. The addition of a K-12 Intervention Specialist license to a teacher's credentials also increases opportunities in the job market. Courses facilitated by expert instructors with experience in teaching and administrators are conveniently online for busy teachers.”

JESSICA GRUBAUGH, Ed.D.

Program Coordinator

PROGRAM DESIGN AND CURRICULUM

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

- 30 total credit hours, delivered entirely online
- 30 clock hours of clinical practice embedded in course work and a 75 clock hour advanced practicum experience that equips candidates to effectively serve this unique population
- Completion of both degree and licensure requirements in approximately 18 months
- Courses facilitated by qualified faculty with experience in assisting students with disabilities
- A supportive, intentionally Christian learning environment; and
- A cohort-based model that both supports and maximizes student learning.

Time Commitment

The ISP 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 classroom instruction offered entirely online with a supportive cohort group. Candidates will complete 30 clock hours of clinical practice with a student with disabilities on their own time as part of their academic course work. In addition, candidates will complete a 75 clock hour advanced practicum experience in a school setting.



*100%
online*

*18 month
completion*

*Qualified
faculty*

ADMISSION REQUIREMENTS

In order to qualify for admission to the ISP 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. Candidates must also submit a copy of an Ohio teaching license (valid or expired).

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 two courses.

Students enrolled in the ISP program must be able to:

- Abide by the MVNU sexual harassment prevention policy;
- Complete each course in its entirety; and
- Understand the basic use of a 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.

**THE
BEST ONLINE
COLLEGE IN
OHIO**

(2018)

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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 advanced practicum with a minimum cumulative grade point average of 3.0, as well as satisfy each of the following additional requirements:

- Pass Ohio Assessments for Educators (Special Education–043);
- Complete clinical practice hours with students ranging from Kindergarten to Grade 12;
- Pass BCII background check (FBI check also, if in Ohio less than five years); and
- Complete research and writing project approved by an ISP faculty advisor.

**BEST ONLINE
MASTER'S IN
EDUCATION**

(2018)

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FINANCIAL INFORMATION

Tuition guarantee! Once you have enrolled, your course-by-course tuition will not increase as long as you are continuously enrolled and are making satisfactory academic progress, even if the university's charges for tuition are increased.

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

The ISP 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. Again, MVNU financial aid advisors are available to assist you with your financial aid options.

In addition to completing your online application for admission, you should also complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.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!



TUITION
GUARANTEED

M.A. IN EDUCATION (INTERVENTION SPECIALIST – ADVANCED LICENSE)

TUITION COSTS

COURSE NUMBER	COURSE NAME	CREDITS	TUITION
EDTC6001	Introduction to Graduate Studies Chalk and Wire fee	1	\$498 \$100
EDUC6012	School leadership & Ethical Practice CAEP Fee	2	\$996 \$100
EDUC6022	Consultation, Collaboration, and Cooperative Practice	2	\$996
EDUC6032	Multiculturalism in Education	2	\$996
EDUC6042	Application of Student Outcome Data on Instructional Practice	2	\$996
EDUC6093	Educator as Researcher	3	\$1,494
ISPC6103	Foundations of Special Education	3	\$1,494
ISPC6114	Curriculum, Instruction, & Assessment for Exceptional Learners	4	\$1,992
ISPC6112	Curriculum, Instruction, & Assessment Learners with Lower-Incidence Exceptionalities	2	\$996
ISPC6123	Behavior Analysis & Learning Environments	3	\$1,494
ISPC6132	Individualized Educational Planning for Exceptional learners	2	\$996
ISPC6142	Special Education Research & Writing Assessment Fee	2	\$996 \$350
ISPC6152	Advanced Practicum Clinical Course Fee	2	\$996 \$115
TOTAL		30	\$15,605

- Program schedule and costs are subject to change and are provided for students during the enrollment process.
- Course-by-course payment is due no later than the first night of each course.
- Additional costs include:
 - BCII/FBI background checks (\$50-\$60)
 - Ohio Educator Assessments (\$105-\$139 per exam)
 - Ohio teaching license application (\$160 for 4-year, Resident Educator's license)
 - Please note! Textbook costs are not included in the total cost of the program

ONE OF THE 50
BEST VALUE
CHRISTIAN
COLLEGES

(2017)

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COURSE DESCRIPTIONS

Introduction to Graduate Studies [1] - 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 format guidelines and develop skills for success in a graduate program.

School Leadership & Ethical Practice [2] - EDUC6012

An overview and analysis of leadership and ethical issues in public and private school practice. The course focuses on individual professional leadership roles; included are case studies detailing legal issues and moral dilemmas educators encounter in school settings.

Consultation, Collaboration, & Cooperative Practice [2] - EDUC6022

Theory related to appropriate consultation, collaboration, and cooperative practices will be addressed. Specific emphasis will be given to the educator's alternating role as consultant, collaborator, and cooperative partner with various stakeholders. Consultation services and collaborative and cooperative practices related to special education, literacy services, and other educational support areas will be examined.

Multiculturalism in Education [2] - EDUC6032

This course provides a context for exploring variables of culture such as race, socio-economic status, gender, etc. and the affect 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 and through a Christian worldview.

Application of Student Outcome Data on Instructional Practice [2] - EDUC6042

Standardized testing in P-12 schools generates an enormous amount of data related to student learning. This course examines the role of data and data analysis in instructional practice, including data generated by state-mandated testing, how these tests are monitored, and their impact on a district's AYP scoring. Candidates will examine data sources, practice data analysis and interpretation skills, and develop instructional strategies and curriculum modifications based on student learning outcomes in the context of their own school settings.



Educator as Researcher [3] - EDUC6093

An introduction to basic qualitative and quantitative research methods, designs, and reporting strategies. Special emphasis is given to reading and understanding educational research studies and reports. Candidates use basic applications of descriptive and inferential statistics, and/or ethnographic research skills to design action research projects for facilitating beneficial change in their classrooms or schools.

Foundations of Special Education [3] - ISPC6103

This course introduces foundational elements of special education as well as laws and policies governing the field. An overview of the characteristics of students with disabilities, special gifts and talents, and other special needs is provided. Special emphasis is given to the learning needs of exceptional learners at each developmental level. Other topics include individual education plans, inclusion, cultural and language backgrounds, and student diversity.

Curriculum, Instruction, & Assessment for Exceptional Learners [4] - ISPC6114

Candidates learn to select evidence-based instructional strategies in reading and language arts, mathematics, and content areas including science and social studies, appropriate to student needs based on assessment data. They adapt and use instructional strategies designed to meet the needs of learners with exceptional needs and gifted and talented learners through curriculum, materials, and assistive technologies. Formative and summative assessment techniques are discussed. Special attention is given to the role of culture and primary language. Candidates develop lesson plans based on specialized, evidence-based instructional practices. Candidates develop a unit plan with embedded accommodations and modifications appropriate to special populations. This course requires each candidate to work with a child in grades K-5 for a total of 15 contact hours.

Curriculum, Instruction, & Assessment for Learners with Lower-Incidence Exceptionalities [2] - ISPC6112

This course provides an overview of characteristics of children with lower-incidence exceptionalities, including traumatic brain injury, visual impairments/blindness, hearing impairments/deafness, other health impairments, significant developmental delays, and multiple disabilities. Service delivery models for these exceptional learners are discussed. Candidates examine instructional and assessment strategies appropriate for students in these disability categories.



**30 HOURS
OF CLINICAL
PRACTICE**



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Behavior Analysis & Learning Environments [3] - 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 15 contact hours.

Individualized Educational Planning for Exceptional Learners [2] - 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, leadership and advocacy skills related to IEP meetings specifically and their role as an Intervention Specialist generally.

Special Education Research & Writing [2] - ISPC6142

Each candidate will design a proposal for a capstone research project to investigate a relevant problem or issue in special education. The project may take the form of a Response to Intervention action research, a published thesis, a scholarly article to be submitted for publication, or similar research endeavor subject to the approval of the course instructor. The teacher education candidate compiles and presents the results of a capstone research project that investigated a relevant problem or issue in special education. The project is evaluated in accordance with capstone criteria. Prerequisite: EDUC6093 Educator as Researcher; Co-requisite: ISPC6152 Advanced Practicum

Advanced Practicum [2] - ISPC6152

A capstone field experience in which candidates complete a total of 75 clock hours in a special education setting under the supervision of a licensed Intervention Specialist. The candidate's action research project is also implemented during this practicum. Prerequisite: EDUC6093 Educator as Researcher; Co-requisite: ISPC6142 Special Education Research & Writing



WHAT OUR STUDENTS ARE SAYING:

“The flexibility to complete my online work as it fits into my schedule has been much appreciated. As I work full time, I spend my evenings and weekends on my graduate studies and assignments.”

MELISSA ALBERT

Master of Art in Education Intervention Specialist
Mild / Moderate (Advanced License), 2019

“Everyone was extremely helpful and provided positive and constructive feedback. One teacher even reached out when I failed a test to see what was wrong and work with me to meet my needs and still secure a good grade.”

KELLIE MOONEY

Master of Arts in Education Intervention Specialist
Mild / Moderate (Advanced License), 2018

RANKINGS



COURSE START DATES AND DEADLINES



Start your journey to success!

Contact your Enrollment Specialist or [visit our website](#) for the next available start date and more information about getting started.

STEPS FOR APPLYING TO GPS

1. **Complete your application.** (There is no application fee!)
2. **Fill out the FAFSA** if you plan to use Federal Student Aid.
3. **Request all official transcripts** to be sent to MVNU from each college or university you have attended to date. Please have your transcripts sent to:

Mount Vernon Nazarene University

Attn: GPS Admissions
800 Martinsburg Road
Mount Vernon, OH 43050

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

*Additional materials may be required based on individual situations.

4. Once all transcripts have been submitted, you will **receive an official evaluation and admission decision** (typically within one week).
5. **Review your evaluation** with your Enrollment Specialist to understand transfer credits and program requirements.
6. **Complete a Registration Agreement Form** to be scheduled for classes.
7. **Receive course schedule and official Financial Aid award.**
8. **Start your classes!**

QUESTIONS?

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