Butler University Major: Middle/Secondary Education
Butler University Minor: Diverse Learner (required)
Butler University Degree: Bachelor of Science (COE)
License: Spec. Ed. Mild Intervention Teaching Content Area
Grades: 5-12

### SECTION A. GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>12 hours</th>
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<tbody>
<tr>
<td>FYS First-Year Seminar – Self, Community, and the World</td>
<td>6 hours</td>
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<tr>
<td>(courses must be completed with a grade of “C” or better)</td>
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<tr>
<td>GHS Global and Historical Studies</td>
<td>6 hours</td>
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<tr>
<td>ICR Indianapolis Community Requirement (ED 228S)</td>
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<tr>
<td>BCR Butler Cultural Requirement (8 events prior to graduation)</td>
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<tr>
<td>WAC Writing across the Curriculum (ED434WC)</td>
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<td>SAC Speaking across the Curriculum (ED434WC)</td>
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<td>SJD Social Justice and Diversity (ED 398)</td>
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### 6 Areas of Inquiry: 12 hours

1. TI: Text and Ideas - Humanities 0-3 hours
   (exempt for students with history, English or world language concentration)

2. PCA: Perspectives in the Creative Arts – Fine Arts 3 hours

3. SW: Perspectives in the Social World – Social Sciences 0 hours
   College of Education students are exempt from this area of inquiry

4. NW: The Natural World – Natural Sciences 5 hours

5. AR: Analytical Reasoning 0-3 hours
   (exempt for students with mathematics concentration)

6. PWB: Physical Well Being 1 hour

Contact: Curriculum Coordinator, College of Education – SCMB 229
4250 Haughey Ave., Indianapolis, IN 46208  317-940-6967

Updated Fall 2020- Subject to change pending modification by the Indiana Department of Education
SECTION B. CONCENTRATION AREA COURSES

(courses must be completed with a grade of “C” or better)

NOTE: The Special Education Mild Intervention program prepares Special Educators serving middle-high school students with special and diverse needs. Special Education is the primary content area. The intention of requiring additional coursework in another academic area is to empower special educators to effectively advocate for students receiving special education services in general education contexts. This is especially important in the core academic areas that serve as gateways to high school graduation. The additional academic content will empower Special Educators with content knowledge to effectively co-plan and co-teach with general education content teachers, and to effectively support students who utilize academic support resources. Candidates will not be licensed to teach this content area.

Highest need concentrations are English, Math, Science, and ENL based on graduation requirements.

**English (24)**
EN 185: Intro to Discipline of English (3)
EN 200-level or above Writing Course (3)
EN 245, 246, 265, 266: Literature Survey (6) *pick 2
EN 390 Research Seminar (3)
EN Rhetoric or Literary Theory (3)
ED 308S Reading and Language Arts: Middle Childhood (6)

**World Language with ENL license Pathway (24)**
Minor requirements for Chinese, French, German, or Spanish with at least 12 being at the 300 or 400 level.
ED465 Second Language Acquisition and Assessment (3)*
*ENL license requires one placement of student teaching in an ENL classroom and state licensure exam. Candidates completing Middle-Secondary MI program with World Language concentration will be eligible for both MI and ENL licensure.

**Mathematics (24)**
MA 106 Calculus and Analytic Geometry I (4)
MA 107 Calculus and Analytic Geometry II (4)
MA 108/308 First-Year Problem Solving (1)
MA 200 Basics of Advanced Mathematics (3)
MA 205 Discrete Mathematics I (3)
MA 208 Calculus and Analytic Geometry (3)
MA 215 Linear Algebra (3)
ED 419 Thinking Mathematically (3)

**Sciences (23)**
NW 260-COE
NW-CH
NW-PH or NW-AS
NW-BI
ED 418S Teaching Science & Social Studies: Middle Childhood (3)

Updated Fall 2020
**Social Studies (24)**
History minor requirements, plus 1 additional HST elective
ED 418S Teaching Science & Social Studies: Middle Childhood (3)
OR
Political Science minor requirements, 1 additional PO elective
ED 418S Teaching Science & Social Studies: Middle Childhood (3)

**Health and Physical Education (25)**
PE Skills Series (3) Select three: PE 202, PE 203, PE 204, PE 205, PE 206 or PE 207
PE 127 Introduction to Physical Education, Health, Recreation and Dance (2)
PE 128 Introduction to Health Education (2)
PE 224 Coordinated School Health (2)
PE 240 Foundations of Fitness and Health (2)
PE 253 Motor Learning (2)
PE 261 Theory and Practice of Coaching (3)
PE 330 Introductory Methods for Physical and Health Education (3)
PE 321 Measurement in Physical Education (3)
PE 322 Concepts in Health Education (3)

<table>
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<tr>
<th>SECTION C. PROFESSIONAL EDUCATION COURSES</th>
<th>72 Hours</th>
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<tbody>
<tr>
<td><em>(courses must be completed with a grade of “C” or better)</em></td>
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**COE CORE I (5):**
ED 199 Exploring Educator Identity (5)
• **Must Complete COE CORE I classes with a C (2.0) or better and other accepted benchmark indicators before moving into COE CORE II.**

**COE CORE II (8):**
ED 299 Integrated Foundations of Teacher Education (6)
ED 242 Foundations of Special Education (2) *Required co-enrollment w/ ED299

• **At the completion of COE CORE II student must apply to be admitted to Teacher Education/COE CORE III.**

**COE CORE III Program Specific (44): (must be admitted to Teacher Education)**
Regardless of additional content concentration, field experiences/practicums will be a special education context.
ED 227 Introduction to Middle-Secondary Students and Schools(3)
ED 228S Content Area Literacy in Middle-Secondary Curriculum (3)
ED 243 Methods and Materials for Exceptional Learners (3)
PE 325 Adaptive Physical Education (3)
ED 398 Multilingual Learners and Their Cultural Contexts (3)
ED 408 Foundations of Effective Reading Instruction (3)
ED 454 Assistive Technology (3)
ED 479 Collaboration, Consultation with Stakeholders (3)
ED 485 Advocacy and Leadership in Special Education (3)
ED 490 Assessment of Students with Special Needs (3)
ED 491 Behavior Management for Inclusive Classrooms (3)
ED 492 Special Education Law (1)

Updated Fall 2020
ED 498    Methods for Teaching Multilingual Learners (3)
ED 327    Curriculum and Instructional Strategies for Middle Schools (3): Prerequisites ED 227S and ED 228S – Spring only--Junior year is optimal*

*Students planning on student teaching next academic year must attend information sessions and submit specific documents to the College of Education in order to ensure proper and appropriate placement.

ED 433    Content Area Methods for High School (4) – Fall only in Senior year
Prerequisite ED 327

COE CORE IV: Student Teaching Courses (15)
ED 493    Professional Practicum: Mild Intervention (3)
ED 434WC  Secondary Student Teaching Professional Seminar (2)
ED 423    Student Teaching (5)(Middle Level Student Teaching)
ED 425    Secondary Student Teaching (5) (High School)

*Candidates will be placed in a special education context at both the middle and high school setting. However, those candidates seeking dual MI and ENL licensure must have one student teaching placement in an ENL classroom for dual licensure. Students pursuing Mild Intervention and ENL licensing must also pass the state required tests in Mild Intervention as the primary area before adding the ENL license.

SECTION D. ELECTIVES

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<tr>
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<th>5-7 hours</th>
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<tr>
<td>Candidates have approximately <strong>5-7 hours</strong> of elective courses available after completing university core requirements and program requirements.</td>
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<tr>
<td>NOTE: <strong>126 hours are required for graduation from the University. At least 40 of the 126 hours needed for graduation must be in upper division courses – courses numbered 300 or above.</strong></td>
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E. TESTING REQUIREMENTS

Information will be available through the COE website and the Director of Student Personnel Services in the College of Education SCMB 105: 317-940-9331.

Content tests are required for teaching licensure in the state of Indiana. The tests measure understanding of the content and methods applicable to the specific subject areas.

edTPA for Special Education is required to be submitted to Pearson for national scoring during Phase I of Student Teaching.

F. CPR/HEIMLICH/AED and SUICIDE AWARENESS/PREVENTION

Applicants who receive an ‘initial’ teacher’s license must have successfully completed training in:
1. cardiopulmonary resuscitation that includes a test demonstration on a mannequin;
2. moving a foreign body causing an obstruction in an airway, and Heimlich Maneuver;
3. AED; and
4. suicide awareness/prevention

A copy of your CPR/Heimlich/AED certification is required for original licensure.
A certificate verifying your successful completion of a suicide awareness/prevention module is required for original licensure.

Please note: If you follow this specified plan you will have met the core curriculum course requirements, the Butler University graduation course requirements, and the initial Indiana licensing course requirements.

Updated Fall 2020