

MEd in Special Education - High Incidence, Alternative Certification

The special education high incidence alternative certification program at WSU provides an alternative route to the special education teaching profession and is geared toward individuals who have experience working as paraprofessionals.

The program prepares reflective practitioners who possess both theoretical understanding and practical skills for teaching students with mild to moderate disabilities. Candidates receive preparation to support them in meeting teacher licensure requirements in the first 30–31 credit hours (two years). Students must complete an additional 7 credit hours for the MEd degree. Courses are offered fully online. Candidates must continue full-time employment as a special education teacher while completing their coursework. Loss of employment or continuous improvement will result in dismissal from the program.

Admission

To be considered for admission to the special education high incidence alternative certification program, applicants must meet the following requirements:

- For full admission, students must have a GPA of 2.750 or better;
- Applicants with a GPA below 2.750 are required to meet one of the following:
 - GRE scores of at least 150 in verbal reasoning, 148 in quantitative reasoning, and 3.5 in analytical writing.
 - Miller Analogies Test (MAT) score of 400 or above.
- Full admission to the WSU Graduate School;
- Signed documentation from a building or district administrator confirming the applicant has worked as a paraprofessional for at least one academic school year; and
- Letter of recommendation from a building or district level administrator that highlights the applicant's strengths as an educator.

Applications are evaluated when received for the special education high incidence alternative certification program.

Upon admission, students will be required to sign documentation that acknowledges their understanding of the following program requirements:

1. Successful completion of the first semester of coursework and submission of the fully completed and signed KSDE Form 24 to the program advisor is required to begin the required core courses.
2. Students must gain employment as a special education teacher of record at the start of their second semester and remain employed throughout the duration of their program. If employment is lost, students will not be allowed to remain in the program.
3. All preparatory and required core courses must be completed within two years.

Program Requirements

Background Check

Upon admission and prior to their first semester, all applicants admitted to this program must clear a criminal background check. There are two reasons for this requirement. First, it is part of the university's due diligence before placing students in field settings. Second, the check may alert applicants or students to issues that may subsequently affect their ability to work in their chosen field. In instances when a person's criminal history raises reasonable concerns that should be cleared to engage in the field experiences and/or subsequently obtain licensure/

endorsement, WSU may take a range of actions, including rescission of admission or dismissal from the program, depending on the nature of the concern.

For more information visit advanced programs background check requirement (https://www.wichita.edu/academics/applied_studies/CAS_Advising/Services/Advanced_Programs.php)¹.

Course	Title	Hours
Preparatory Coursework		
Taken as a cohort during the first semester of the program while still employed as a paraprofessional. If summer start, employment as a paraprofessional not required.		
CI 784	Foundations of Education for Individuals with Exceptionalities	3
or SPED 784	Foundations of Special Education	
CI 506	Introduction to the Education Profession for Special Educators	2
or SPED 506	Introduction to the Education Profession for Special Educators	
CI 556	Instructional Planning and Classroom Management	2
or SPED 556	Introduction to Instructional Planning and Classroom Management	
Required Core Courses		
Students must start full-time employment as a special education teacher.		
SPED 757A	Integrated Seminar and Mentoring I	1
or CI 557	Integrated Seminar and Mentoring	
CI 724	Introduction to Teaching Strategies for Students With Mild/Moderate Disabilities	3
or SPED 724	Introduction to Teaching Strategies for Students with High-Incidence Disabilities	
CI 796	Family and Professional Collaboration	2-3
or SPED 796	Family and Professional Collaboration	
SPED 757B	Integrated Seminar and Mentoring II	1
or CI 557	Integrated Seminar and Mentoring	
CI 815	Advanced Teaching Strategies for Students with Mild/Moderate Disabilities ³	2-3
or SPED 815	Intensive Academic Intervention	
CI 815A	Internship/Practicum: Advanced Teaching Strategies for Students with Mild/Moderate Disabilities ⁴	1
or SPED 815A	Internship/Practicum: High Incidence Learning Needs	
CI 822	Principles of Nondiscriminatory Assessment for Students With Exceptionalities	2
or SPED 822	Principles of Nondiscriminatory Assessment for Students with Exceptionalities	
CI 749A	Practicum: High-Incidence Learners ²	3
or SPED 749A	Practicum: High Incidence Learners	
CI 812	Transition across Life Span	2
or SPED 812	Transition Across the Life Span	
SPED 757C	Integrated Seminar and Mentoring III	1

or CI 557	Integrated Seminar and Mentoring	
CI 818	Positive Behavior Supports for Students With Exceptionalities ⁵	3
or CLES 721	Fundamental Elements in Behavior Change and Specific Behavior Change Procedures	
or SPED 818	Positive Behavior Supports for Students with Exceptionalities	
CI 818A	Internship/Practicum: Positive Behavior Supports ⁶	1
or SPED 818A	Internship/Practicum: Positive Behavior Supports for Students with Exceptionalities	
CAS 501	Teacher Licensure Capstone	0
Research Component		
CLES 801	Introduction to Educational Research ⁷	3
or CLES 723	Single Subject Design	
CI 862	Evidence-Based Inquiry: Capstone Project Proposal ⁸	2
or SPED 862	Capstone Research Project: Project Development	
CI 863	Evidence-Based Inquiry: Capstone Project ⁹	2
or SPED 863	Capstone Research Project: Project Completion	
Total Credit Hours		36-38

¹ Link opens new window.

² Requires a *B-* or better.

³ Must be taken with CI 815A or SPED 815A. Requires a *B-* or better.

⁴ Must be taken with CI 815 or SPED 815.

⁵ Must be taken with CI 818A or SPED 818A. Requires a *B-* or better. CLES 721 course option is only for students who are also completing the ABA Graduate Certificate program.

⁶ Must be taken with CI 818 or SPED 818, or after taking CLES 721. Requires a *B-* or better.

⁸ Requires completion of all preparatory and required core courses, as well as CLES 801 or CLES 723.

⁹ Requires completion of all preparatory and required core courses, as well as completion of CI 862 or SPED 862.

Note: Students are eligible to take Praxis exams for teacher licensure after completion of all of the preparatory and required core courses.

Applied Learning

Students in the MEd in special education - high incidence, alternative certification are required to complete an applied learning or research experience to graduate from the program. The requirements can be met by completing a capstone research project in which the emphasis is on applying professional practices to research and is directly linked to applied learning. In addition, students who graduate from the graduate program in special education must experience at least 135 hours of field experience/internship in special education classrooms.