LMU | Carter & Moyers School *of* Education
LINCOLN MEMORIAL UNIVERSITY

Special Education Interventionist 6-12

Initial Licensure in Special Education

Initial licensure programs in special education include 36-42 credit hours of graduate coursework. All clinical experiences must be in special education settings. NOTE: Programs of study may change at any time in response to requirements of the TDOE and LMU's departmental changes.

Interventionist 6-12 Initial Licensure

EDUC 570	Introduction to Teaching and Learning	6 credit hrs
EDUC 571	Extending/Refining the Knowledge of Teaching and Learning	6 credit hrs
SPED 530	Special Education Law, Policies, & Ethics	3 credit hrs
SPED 545	Methods of Literacy, Language & Communication **OR**	3 credit hrs
EDUC 574	Foundations of Literacy	
SPED 550	Managing Academic and Social Behavior **OR**	3 credit hrs
EDUC 572	Early Childhood and Adolescent Child Development	
SPED 560	Screening, Assessment, and Identification **OR**	3 credit hrs
EDUC 575	Phonological Awareness and Phonics	
SPED 577	Responsive Teaching for Math & Literacy Instruction **OR**	3 credit hrs
EDUC 583	STEM Math and Science Methods	
EDUC 591/3	Enhanced Clinical Experience	6 credit hrs
SPED 565	Transition and Employment for Students with Disabilities	3 credit hrs

Coursework for Completion of Special Education MEd Degree:

EDUC 504	American Education: History, Law, and Foundations	3 credit hrs
EDUC 511	Research and Statistics	3 credit hrs

Total required credit hours for MEd in Special Education with for licensure:
Special Education Interventionist 42

Praxis Required:

Special Education Interventionist: 5355
Teaching Elementary Reading: 5205
TN Early Reading Training (summative assessment)

MEd degree completion requires a passing grade on LMU's comprehensive examination and submission of all required coursework and paperwork. Comprehensive exams are given each semester; however, commencement ceremonies only take place in the fall and spring semesters. Comprehensive exams are blind scored by two independent raters, and the scores are analyzed for interrater reliability. In the event the scores are significantly different, then a third independent evaluator will rate the discrepant questions of the comprehensive examination. Each area of the comprehensive examination must have a sufficient rating. Should consensus be reached that there is an insufficient area, the candidate may be given a one-time opportunity to retake the specific section of the comprehensive exam.