MODERATE/INTENSIVE EDUCATIONAL NEEDS LICENSURE PREPARATION (NON-DEGREE)

College of Education, Health and Human Services
School of Lifespan Development and Educational Sciences
405 White Hall
Kent Campus
330-672-2294
www.kent.edu/ehhs/ides

Description
The Moderate/Intensive Educational Needs Licensure Preparation non-degree program is designed for individuals who have a bachelor’s degree and want to become licensed through the State of Ohio to teach students requiring intensive and ongoing special education support. Most often, these will be students with intellectual disabilities, autism spectrum disorder (ASD), multiple disabilities and complex health impairments. In addition to completing academic coursework, students will also be required to student teach and complete exams as outlined by the Ohio Department of Education (ODE) to be eligible to apply for licensure.

The non-degree program prepares students to meet highly qualified teacher (HQT) requirements for all core academic subject areas (grades K-6), as well as reading and English/language arts (grades 7-12).

The non-degree program is not a master’s degree program. Students interested in obtaining a teaching license and a master’s degree from Kent State University must also be fully admitted into the master’s degree program and complete the prescribed coursework on the Master’s degree prospectus, in addition to courses that are prescribed here for licensure.

Fully Offered At:
• Kent Campus

Admission Requirements
• Bachelor’s degree from an accredited college or university
• Minimum 3.000 undergraduate GPA on a 4.000 point scale
• Official transcript(s)
• Goal statement
• Questions in Anticipation of Licensure form
• Praxis Core (reading, writing and mathematics exams) or evidence of valid teaching license
• Two letters of recommendation

For more information about graduate admission, please visit the Graduate Studies website.

Program Learning Outcomes
Completers of this program will be able to:
• Successfully develop Individualized Education Programs (IEPs) that are compliant with state and federal legislation and based upon the unique needs of their students with moderate/intensive disabilities
• Develop behavioral intervention plans based upon the unique needs of their students with moderate/intensive disabilities
• Assess students’ strengths and needs and develop and implement evidence based interventions to address academic, social-emotional, adaptive and transition needs of students with moderate/intensive educational needs

Program Requirements
Licensure Requirements
[NDGD-MIEL]

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CI 57501</td>
<td>CORE AND DIFFERENTIATED INSTRUCTION FOR MATHEMATICS</td>
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<tr>
<td>CI 67310</td>
<td>THEORY AND PRACTICE IN THE TEACHING OF READING</td>
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<tr>
<td>CI 67319</td>
<td>DIAGNOSIS AND REMEDIATION IN READING</td>
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<tr>
<td>CI 67312</td>
<td>TEACHING WRITING AS A PROCESS</td>
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<tr>
<td>or CI 67330</td>
<td>READING IN CONTENT AREAS</td>
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<td>ECED 50105</td>
<td>APPROPRIATE PHONICS INSTRUCTION FOR KINDERGARTEN AND PRIMARY CHILDREN</td>
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<td>or MCED 50007</td>
<td>EFFECTIVE USE OF PHONICS IN READING</td>
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<tr>
<td>MCED 50007</td>
<td>TEACHING READING WITH LITERATURE IN MIDDLE CHILDHOOD</td>
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Licensure Requirements

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<tr>
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<tr>
<td>SPED 53010</td>
<td>FAMILY AND PROFESSIONAL COLLABORATION</td>
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<td>SPED 53030</td>
<td>APPLIED BEHAVIOR ANALYSIS I: THEORY AND TECHNIQUES</td>
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<td>SPED 53031</td>
<td>APPLIED BEHAVIOR ANALYSIS II: APPLICATION</td>
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<td>SPED 53040</td>
<td>SUPPLEMENTAL AND INTENSIVE INSTRUCTION FOR LANGUAGE AND READING DIFFICULTIES</td>
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<td>SPED 53070</td>
<td>PLANNING AND PROGRAMMING FOR TRANSITIONS</td>
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<td>SPED 63200</td>
<td>INTRODUCTION TO EXCEPTIONALITIES</td>
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Moderate/Intensive Core and Field Experiences Requirements

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<tr>
<td>SPED 52030</td>
<td>ISSUES IN MODERATE-INTENSIVE DISABILITIES</td>
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<td>SPED 53021</td>
<td>ASSESSMENT FOR INDIVIDUALS WITH MODERATE TO INTENSIVE NEEDS</td>
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<td>SPED 53051</td>
<td>CHARACTERISTICS OF STUDENTS WITH MODERATE/INTENSIVE INTERVENTION NEEDS</td>
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<td>SPED 53063</td>
<td>CURRICULUM METHODS MODERATE/INTENSIVE INTERVENTION</td>
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<td>SPED 53080</td>
<td>ASSISTIVE TECHNOLOGY FOR STUDENTS WITH DISABILITIES</td>
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<td>SPED 63092</td>
<td>FIELD EXPERIENCE IN SPECIAL EDUCATION</td>
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<td>SPED 63992</td>
<td>STUDENT TEACHING IN SPECIAL EDUCATION</td>
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<td>SPED 69525</td>
<td>INQUIRY PROFESSIONAL PRACTICE</td>
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<td>SPED 64309</td>
<td>AUTISM SPECTRUM DISORDERS: THEORY AND DIAGNOSIS</td>
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Minimum Total Credit Hours: 46
Prerequisites are additional coursework required for students who did not complete them earlier. Minimum 18 credit hours are required, which must include 12 credit hours of reading instruction and 3 credit hours of phonics.