The Special Education major comprises the following concentrations:

- **The Deaf Education** concentration prepares candidates to work with deaf and hard-of-hearing students across inclusion, itinerant, resource room and self-contained public and residential classroom settings. Extensive field and teaching lab experiences optimize this preparation in combination with coursework in literacy, mathematics, science and social studies that help prepare students to take specific assessments to become designated as a "highly qualified" teacher in deaf education, reading and mathematics. Instructional methods are comprehensive in nature and provide the unique strategies necessary to address issues concomitant with hearing loss, including language development in both English and American Sign Language, use of bilingual-bicultural methodologies and various assistive and instructional technologies. The hierarchical coursework sequence concludes with thematic unit instruction that prepares graduates to work with the Core Curriculum to address all academic content areas, as well as transition, and students with additional needs. Graduates are eligible to apply for Ohio licensure to teach preK-12 deaf and hard-of-hearing students.

- **The Mild/Moderate Educational Needs** concentration provides students with the coursework and field experiences for teaching learners (grades K-12) who have been identified with a disability that requires mild to moderate intervention (e.g., learning disabilities, emotional and behavioral disorders, mild intellectual disabilities, ADHD, autism spectrum disorders). This program prepares candidates to teach effectively across a wide range of settings and instructional configurations, including collaborative teaching in inclusive classrooms and teaching students in more specialized arrangements (e.g., small group, pull-out instruction, self-contained classrooms and schools). Students progress through highly structured and clearly sequenced coursework and field experiences to attain initial expertise in research-validated practices for teaching reading, writing, mathematics, social studies, science, study skills and social competence to students with mild to moderate educational needs. Graduates are eligible to apply for Ohio licensure to teach K-12 students with mild/moderate disabilities.

- **The Moderate/Intensive Educational Needs** concentration is built upon extensive field-based experiences that are connected to theory and practical application of current evidence-based technologies/strategies for teaching students with significant learning and daily living needs. Students with more intensive needs include, but are not limited to, those with motor or sensory impairment, significant cognitive delays, autism spectrum disorders or multiple disabilities. The program includes preparation across curricular areas in addition to specialized coursework focused on academic accommodations, adaptive daily living skills, technology to assist with physical needs, communication and mobility, alternative assessment and transition from school to adult life. Graduates are eligible for Ohio licensure to teach K-12 students with moderate/intensive needs.

**Fully Offered At:**

Kent Campus

**Accreditation**

National Council for Accreditation of Teacher Education
Council of Education of the Deaf

**Admission Requirements**

Admission to this major is selective. To be admitted directly into the Special Education major, freshmen must have a minimum 2.750 high school GPA, and transfer students must have a minimum 2.750 overall GPA in all previous undergraduate coursework. Students who do not meet the GPA requirements of admission may enroll into the non-degree EHHS General until which time they have established a Kent State GPA of 2.750.

For admissions, the College of Education, Health and Human Services considers a student to have established a Kent State University GPA after the student has successfully completed a minimum of 12 Kent State University credit hours. Undergraduate students who have not completed a minimum of 12 Kent State University credit hours will be evaluated for admission into programs, advanced study and the professional phase based on their high school GPA for new freshmen, or transfer GPA for transfer students. Once a student has successfully completed a minimum of 12 Kent State University credit hours, only the student's Kent State overall GPA will be considered for admission into a program, advanced study and professional phase.

**English Language Proficiency Requirements for International Students:**

All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 525 TOEFL score (71 on the Internet-based version), minimum 75 MELAB score, minimum 6.0 IELTS score or minimum 48 PTE Academic score, or by completing the ELS level 112 Intensive Program. For more information on international admission, visit the Office of Global Education's admission website.

**Program Learning Outcomes**

Graduates of the Deaf Education concentration will be able to:

1. Use appropriate assessment methods and outcomes to design and evaluate individualized academic instructional activities that address the language acquisition, cognitive development and academic achievement of diverse deaf and hard-of-hearing students.
2. Implement individualized language, cognitive and academic instructional objectives and units and incorporate the use of specialized materials, accommodations and visual learning strategies that maximize learning and retention for deaf and hard-of-hearing students.
3. Plan and implement comprehensive individualized education program (IEP) elements in compliance with state and federal legislation and policy frameworks for delivering effective instructional practices.
and support services to address unique communication, learning, transition and accommodation needs of deaf and hard-of-hearing students

Graduates of the Mild/Moderate Educational Needs concentration will be able to:

1. Plan individualized educational programs for students with mild to moderate disabilities using student data, best available research evidence, and input from stakeholders, including the family.
2. Implement evidence-based practices to maximize the learning of students with mild to moderate disabilities within pre-academic, academic, and non-academic (e.g., social-emotional-behavioral, independent living, etc.) domains, as appropriate for the individual learner.
3. Use assessment methods for various purposes related to providing effective special education to students with mild to moderate disabilities (e.g., identification, eligibility, progress monitoring, evaluating and modifying instruction)

Graduates of the Moderate/Intensive Educational Needs concentration will be able to:

1. Successfully develop individualized education programs (IEP) that are compliant with state and federal legislation and based upon the unique needs of their students with moderate-to-intensive disabilities.
2. Develop behavioral intervention plans based upon the unique needs of their students with moderate-to-intensive disabilities.
3. Develop unit plans based upon the unique needs of their students with moderate-to-intensive disabilities.

University Requirements

All students in a bachelor’s degree program at Kent State University must complete the following university requirements for graduation.

NOTE: University requirements may be fulfilled in this program by specific course requirements. Please see Program Requirements for details.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits/Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Destination Kent State: First Year Experience</td>
<td>1</td>
</tr>
<tr>
<td>Course is not required for students with 25 transfer credits, excluding College Credit Plus, or age 21+ at time of admission.</td>
<td></td>
</tr>
<tr>
<td>Diversity Domestic/Global (DIVD/DIVG)</td>
<td>2 courses</td>
</tr>
<tr>
<td>Students must successfully complete one domestic and one global course, of which one must be from the Kent Core.</td>
<td></td>
</tr>
<tr>
<td>Experiential Learning Requirement (ELR)</td>
<td>varies</td>
</tr>
<tr>
<td>Students must successfully complete one course or approved experience.</td>
<td></td>
</tr>
<tr>
<td>Kent Core (see table below)</td>
<td>36-37</td>
</tr>
<tr>
<td>Writing-Intensive Course (WIC)</td>
<td>1 course</td>
</tr>
<tr>
<td>Students must earn a minimum C grade in the course.</td>
<td></td>
</tr>
<tr>
<td>Upper-Division Requirement</td>
<td>39 (or 42)</td>
</tr>
<tr>
<td>Students must successfully complete 39 upper-division (numbered 30000 to 49999) credit hours to graduate. Students in a B.A. and/or B.S. degree in the College of Arts and Sciences must complete 42 upper-division credit hours.</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hour Requirement</td>
<td>120</td>
</tr>
<tr>
<td>Some bachelor’s degrees require students to complete more than 120 credit hours.</td>
<td></td>
</tr>
</tbody>
</table>

Kent Core Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits/Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kent Core Composition (KCMP)</td>
<td>6</td>
</tr>
<tr>
<td>Kent Core Mathematics and Critical Reasoning (KMCR)</td>
<td>3</td>
</tr>
<tr>
<td>Kent Core Humanities and Fine Arts (KHUM/KFA) (min one course each)</td>
<td>9</td>
</tr>
<tr>
<td>Kent Core Social Sciences (KSS) (must be from two disciplines)</td>
<td>6</td>
</tr>
<tr>
<td>Kent Core Basic Sciences (KB/S/KLAB) (must include one laboratory)</td>
<td>6-7</td>
</tr>
<tr>
<td>Kent Core Additional (KADL)</td>
<td>6</td>
</tr>
<tr>
<td>Total Credit Hours:</td>
<td>36-37</td>
</tr>
</tbody>
</table>

Program Requirements

Major Requirements

<table>
<thead>
<tr>
<th>Major Requirements (courses count in major GPA)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 47501 CORE AND DIFFERENTIATED INSTRUCTION FOR MATHEMATICS (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>CI 47504 CORE AND DIFFERENTIATED INSTRUCTION FOR READING AND WRITING IN THE MIDDLE GRADES (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 23000 INTRODUCTION TO EXCEPTIONALITIES (DIVD) (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43010 FAMILY AND PROFESSIONAL COLLABORATION (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43030 APPLIED BEHAVIOR ANALYSIS I: THEORY AND TECHNIQUES (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 49525 STUDENT TEACHING IN SPECIAL EDUCATION (ELR)</td>
<td>9</td>
</tr>
<tr>
<td>SPED 49525 INQUIRY SEMINAR INTO PROFESSIONAL PRACTICE (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>Additional Requirements (courses do not count in major GPA)</td>
<td></td>
</tr>
<tr>
<td>CULT 29535 EDUCATION IN A DEMOCRATIC SOCIETY (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 29525 EDUCATIONAL PSYCHOLOGY (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>HED 42575 HEALTH AND LEARNING: STRATEGIES FOR STUDENTS AND TEACHERS (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 14001 BASIC MATHEMATICAL CONCEPTS I (KMCR) (min C grade)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 14002 BASIC MATHEMATICAL CONCEPTS II (KMCR) (min C grade)</td>
<td>4</td>
</tr>
<tr>
<td>UC 10097 DESTINATION KENT STATE: FIRST YEAR EXPERIENCE</td>
<td>1</td>
</tr>
<tr>
<td>Kent Core Composition (min C grade)</td>
<td>6</td>
</tr>
<tr>
<td>Kent Core Humanities and Fine Arts (minimum one course from each)</td>
<td>6</td>
</tr>
<tr>
<td>Kent Core Social Sciences (must be from two disciplines)</td>
<td>3</td>
</tr>
<tr>
<td>Kent Core Basic Sciences (must include one laboratory)</td>
<td>6-7</td>
</tr>
<tr>
<td>Concentrations</td>
<td>54-57</td>
</tr>
<tr>
<td>Choose from the following:</td>
<td></td>
</tr>
<tr>
<td>Deaf Education</td>
<td></td>
</tr>
<tr>
<td>Mild/Moderate Educational Needs</td>
<td></td>
</tr>
<tr>
<td>Moderate/Intensive Educational Needs</td>
<td></td>
</tr>
<tr>
<td>Minimum Total Credit Hours:</td>
<td>120-123</td>
</tr>
</tbody>
</table>

1 Students in the Deaf Education concentration may substitute ECED 40126 for CI 47504.
Progression Requirements
- Admission to advanced study is required prior to enrolling in upper-division education courses. Students must meet all professional requirements for admission to advanced study and have a minimum overall 2.750 GPA and minimum 3.00 GPA in the professional coursework.

Graduation Requirements
Minimum Major GPA Minimum Overall GPA
3.000 2.750

- To graduate, students in the Deaf Education concentration must pass the Sign Language Proficiency Interview (SLPI) at the intermediate level.

Deaf Education Concentration Requirements
[EH-BSE-SPED-DFED]

Concentration Requirements (courses count in major GPA)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL 19201</td>
<td>ELEMENTARY AMERICAN SIGN LANGUAGE I (min C grade)</td>
<td>4</td>
</tr>
<tr>
<td>ASL 19202</td>
<td>ELEMENTARY AMERICAN SIGN LANGUAGE II (min C grade)</td>
<td>4</td>
</tr>
<tr>
<td>ASL 29201</td>
<td>INTERMEDIATE AMERICAN SIGN LANGUAGE I (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>ASL 29202</td>
<td>INTERMEDIATE AMERICAN SIGN LANGUAGE II (min B- grade)</td>
<td>3</td>
</tr>
<tr>
<td>CI 47505</td>
<td>CORE AND DIFFERENTIATED INSTRUCTION FOR SOCIAL STUDIES AND SCIENCE (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPA 34105</td>
<td>PHONEMIC BASES OF SPEECH AND LANGUAGE (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPA 43600</td>
<td>FUNDAMENTALS OF EDUCATIONAL AUDIOLOGY (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43092</td>
<td>DEAF RESIDENTIAL SCHOOL FIELD EXPERIENCE (ELR)</td>
<td>1</td>
</tr>
<tr>
<td>SPED 43309</td>
<td>INTRODUCTION TO DEAF STUDIES (ELR) (WIC) (min B grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43310</td>
<td>LANGUAGE DEVELOPMENT FOR DEAF AND HARD-OF-HEARING STUDENTS (min B grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43311</td>
<td>INSTRUCTION OF DEAF/HARD-OF-HEARING STUDENTS WITH SPECIAL NEEDS (min B grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43313</td>
<td>LITERACY ASSESSMENT AND INTERVENTION FOR DEAF/HARD-OF-HEARING STUDENTS (min B grade)</td>
<td>6</td>
</tr>
<tr>
<td>SPED 43324</td>
<td>CURRICULUM METHODS AND MATERIALS FOR DEAF/HARD-OF-HEARING STUDENTS (min B grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43392</td>
<td>PRACTICUM:DEAF EDUCATION (ELR) (course is taken twice)</td>
<td>4</td>
</tr>
</tbody>
</table>

Additional Requirements (courses do not count in major GPA)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEC 39525</td>
<td>EDUCATIONAL TECHNOLOGY (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>Kent Core Humanities and Fine Arts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Kent Core Social Sciences</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Kent Core Additional</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Minimum Total Credit Hours: 54

Mild/Moderate Educational Needs Concentration requirements
[EH-BSE-SPED-MLDM]

Concentration Requirements (courses count in major GPA)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 47505</td>
<td>CORE AND DIFFERENTIATED INSTRUCTION FOR SOCIAL STUDIES AND SCIENCE (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>ECED 40105</td>
<td>APPROPRIATE PHONICS INSTRUCTION FOR KINDERGARTEN AND PRIMARY CHILDREN (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>ECED 40126</td>
<td>DEVELOPMENTAL READING AND WRITING:EARLY YEARS (WIC) (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>MCES 43007</td>
<td>TEACHING READING WITH LITERATURE IN MIDDLE CHILDHOOD (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPA 34210</td>
<td>SPEECH AND LANGUAGE DEVELOPMENT (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 24000</td>
<td>INCLUSIVE PRACTICES (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43022</td>
<td>INDIVIDUALIZED PROGRAMMING AND ASSESSMENT IN SPECIAL EDUCATION (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43031</td>
<td>APPLIED BEHAVIOR ANALYSIS II: APPLICATION (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43040</td>
<td>SUPPLEMENTAL AND INTENSIVE INSTRUCTION FOR LANGUAGE AND READING DIFFICULTIES (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43041</td>
<td>SUPPLEMENTAL AND INTENSIVE INSTRUCTION FOR MATHEMATICAL DIFFICULTIES (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43050</td>
<td>CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE INTERVENTION NEEDS (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43062</td>
<td>DIFFERENTIATED CORE INSTRUCTION: FRAMEWORKS AND PRACTICES (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43070</td>
<td>PLANNING AND PROGRAMMING FOR TRANSITIONS (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43992</td>
<td>FIELD EXPERIENCE IN SPECIAL EDUCATION (ELR)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 44092</td>
<td>FIELD EXPERIENCE FOR MILD/MODERATE INTERVENTION SPECIALIST (ELR)</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Requirements (courses do not count in major GPA)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 15000</td>
<td>INTRODUCTION TO HUMAN COMMUNICATION (KADL)</td>
<td>3</td>
</tr>
<tr>
<td>ENG 22071</td>
<td>GREAT BOOKS TO 1700 (KHUM) (min C grade in either course)</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 22072</td>
<td>GREAT BOOKS SINCE 1700 (KHUM)</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 22073</td>
<td>MAJOR MODERN WRITERS: BRITISH AND UNITED STATES (KHUM)</td>
<td>3</td>
</tr>
</tbody>
</table>

Kent Core Social Sciences | 3 | 57

Minimum Total Credit Hours: 57

Moderate/Intensive Educational Needs Concentration Requirements
[EH-BSE-SPED-MDIN]

Concentration Requirements (courses count in major GPA)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 40105</td>
<td>APPROPRIATE PHONICS INSTRUCTION FOR KINDERGARTEN AND PRIMARY CHILDREN (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>ECED 40126</td>
<td>DEVELOPMENTAL READING AND WRITING:EARLY YEARS (WIC) (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>MCES 43007</td>
<td>TEACHING READING WITH LITERATURE IN MIDDLE CHILDHOOD (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPA 34210</td>
<td>SPEECH AND LANGUAGE DEVELOPMENT (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>SPED 42030</td>
<td>ISSUES IN MODERATE-INTENSIVE DISABILITIES (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43021</td>
<td>ASSESSMENT FOR INDIVIDUALS WITH MODERATE TO INTENSIVE NEEDS (WIC) (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43031</td>
<td>APPLIED BEHAVIOR ANALYSIS II: APPLICATION (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43040</td>
<td>SUPPLEMENTAL AND INTENSIVE INSTRUCTION FOR LANGUAGE AND READING DIFFICULTIES (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43051</td>
<td>CHARACTERISTICS OF STUDENTS WITH MODERATE/INTENSIVE INTERVENTION NEEDS (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43063</td>
<td>CURRICULUM METHODS MODERATE/INTENSIVE INTERVENTION (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43070</td>
<td>PLANNING AND PROGRAMMING FOR TRANSITIONS (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43080</td>
<td>ASSISTIVE TECHNOLOGY FOR STUDENTS WITH DISABILITIES (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43992</td>
<td>FIELD EXPERIENCE IN SPECIAL EDUCATION (ELR)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 44309</td>
<td>AUTISM SPECTRUM DISORDERS: THEORY AND DIAGNOSIS (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 44192</td>
<td>FIELD EXPERIENCE FOR MODERATE/INTENSIVE INTERVENTION SPECIALIST (ELR)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Additional Requirements (courses do not count in major GPA)**

- CACM 11001 INTRODUCTION TO CONFLICT MANAGEMENT (DIVD) (KSS) 3
- Kent Core Humanities and Fine Arts 3
- Kent Core Additional 2
- General Elective (total credit hours depends on earning 120 credit hours, including 39 upper-division credit hours) 1

**Minimum Total Credit Hours:** 54

### Highly Qualified Teacher (HQT) Information

Students may be designated as a “highly qualified teacher” (HQT) for special education in all content areas for grades K-6 and for language arts content for grades 7-12 after meeting all licensure requirements and passing the Ohio Assessment for Educators (OAE) reading exams. The reading coursework required for the Special Education major will help prepare students to take the OAE reading exams.

Taking additional arts and sciences coursework is optional for students who would like to be designated as HQT for mathematics, science and/or social studies for grades 7-12. Students interested in pursuing this designation should work with their advisor on course selection and scheduling within their four-year plan of study.

### Licensure Information

Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. See Ohio Department of Education-Educator Preparation website for more information on assessments specific to licensure type. Taking and passing the licensure tests prior to graduation is encouraged but not required.

Students must apply for State of Ohio Licensure (defined by completion of all licensure program requirements) within 12 months of program completion. After 12 months, applicants must meet State approved program/licensure requirements that are in effect at the time of application. This means that students who apply after the 12 month deadline may have to take additional coursework if the content, methods courses, program requirements, or licensure requirements have changed from the catalog in force.

### Roadmaps

- Deaf Education Concentration
- Mild/Moderate Educational Needs Concentration
- Moderate/Intensive Educational Needs Concentration
Deaf Education Concentration

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses designated as critical (!) must be completed in the semester listed to ensure a timely graduation.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Semester One</strong></td>
<td></td>
</tr>
<tr>
<td>! ASL 19201</td>
<td>ELEMENTARY AMERICAN SIGN LANGUAGE I</td>
<td>4</td>
</tr>
<tr>
<td>! MATH 14001</td>
<td>BASIC MATHEMATICAL CONCEPTS I (KMCR)</td>
<td>4</td>
</tr>
<tr>
<td>UC 10097</td>
<td>DESTINATION KENT STATE: FIRST YEAR EXPERIENCE</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Kent Core Requirement</td>
<td>3</td>
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<tr>
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<td>Kent Core Requirement</td>
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</tr>
<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Semester Two</strong></td>
<td></td>
</tr>
<tr>
<td>! ASL 19202</td>
<td>ELEMENTARY AMERICAN SIGN LANGUAGE II</td>
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<tr>
<td>! MATH 14002</td>
<td>BASIC MATHEMATICAL CONCEPTS II (KMCR)</td>
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<td>! SPED 23000</td>
<td>INTRODUCTION TO EXCEPTIONALITIES (DIVD)</td>
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<td>If students are placed into developmental math courses in the first two semesters, it is suggested that MATH 14001 and/or MATH 14002 be taken during the summer.</td>
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</tr>
<tr>
<td>! ASL 29201</td>
<td>INTERMEDIATE AMERICAN SIGN LANGUAGE I</td>
<td>3</td>
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<tr>
<td>! CULT 29535</td>
<td>EDUCATION IN A DEMOCRATIC SOCIETY</td>
<td>3</td>
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<tr>
<td>SPED 43309</td>
<td>INTRODUCTION TO DEAF STUDIES (ELR) (WIC)</td>
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<td>Requirement: 2.750 overall GPA; minimum 3.000 major GPA; Note:</td>
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<tr>
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<td>apply online for Advanced Study by the second Friday of the term</td>
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<tr>
<td>! ASL 29202</td>
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<tr>
<td>! EPSY 29525</td>
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<tr>
<td>ITEC 39525</td>
<td>EDUCATIONAL TECHNOLOGY</td>
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<td>! SPA 34105</td>
<td>PHONEMIC BASES OF SPEECH AND LANGUAGE</td>
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<td><strong>Semester Five</strong></td>
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<tr>
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<td>Requirement: minimum 2.750 overall GPA and minimum 3.000 major GPA</td>
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<tr>
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<td>CORE AND DIFFERENTIATED INSTRUCTION FOR MATHEMATICS</td>
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<td>CI 47504</td>
<td>or CORE AND DIFFERENTIATED INSTRUCTION FOR READING AND WRITING IN THE MIDDLE GRADES or DEVELOPMENTAL READING AND WRITING:EARLY YEARS (WIC)</td>
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<tr>
<td>CI 47505</td>
<td>CORE AND DIFFERENTIATED INSTRUCTION FOR SOCIAL STUDIES AND SCIENCE</td>
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</tr>
<tr>
<td>SPED 43310</td>
<td>LANGUAGE DEVELOPMENT FOR DEAF AND HARD-OF-HEARING STUDENTS</td>
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<tr>
<td>! SPA 43600</td>
<td>FUNDAMENTALS OF EDUCATIONAL AUDIOLOGY</td>
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<td><strong>Semester Six</strong></td>
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<tr>
<td></td>
<td>Requirement: minimum 2.750 overall GPA; and minimum 3.000 major GPA</td>
<td></td>
</tr>
<tr>
<td>! SPED 43030</td>
<td>APPLIED BEHAVIOR ANALYSIS I: THEORY AND TECHNIQUES</td>
<td>3</td>
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<tr>
<td>SPED 43092</td>
<td>DEAF RESIDENTIAL SCHOOL FIELD EXPERIENCE (ELR)</td>
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<tr>
<td>! SPED 43313</td>
<td>LITERACY ASSESSMENT AND INTERVENTION FOR DEAF/HARD-OF-HEARING STUDENTS</td>
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<tr>
<td>! SPED 43392</td>
<td>PRACTICUM:DEAF EDUCATION (ELR)</td>
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<td>Kent Core Requirement</td>
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<td></td>
<td><strong>Semester Seven</strong></td>
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<tr>
<td></td>
<td>Note: successful completion of the Sign Language Proficiency</td>
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<td></td>
<td>Interview (SLPI) at Intermediate level or above and successful</td>
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<tr>
<td></td>
<td>completion of all NCATE assessments</td>
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<td>HED 42575</td>
<td>HEALTH AND LEARNING: STRATEGIES FOR STUDENTS AND TEACHERS</td>
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<tr>
<td>SPED 43010</td>
<td>FAMILY AND PROFESSIONAL COLLABORATION</td>
<td>3</td>
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<tr>
<td>! SPED 43311</td>
<td>INSTRUCTION OF DEAF/HARD-OF-HEARING STUDENTS WITH SPECIAL NEEDS</td>
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<td>! SPED 43324</td>
<td>CURRICULUM METHODS AND MATERIALS FOR DEAF/HARD-OF-HEARING STUDENTS</td>
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<td>! SPED 43392</td>
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<td>SPED 43981</td>
<td>STUDENT TEACHING IN SPECIAL EDUCATION (ELR)</td>
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<tr>
<td>SPED 49525</td>
<td>INQUIRY SEMINAR INTO PROFESSIONAL PRACTICE</td>
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<td><strong>Credit Hours</strong></td>
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<td><strong>Minimum Total Credit Hours:</strong></td>
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Mild/Moderate Educational Needs Concentration

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses designated as critical (!) must be completed in the semester listed to ensure a timely graduation.

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<td>BASIC MATHEMATICAL CONCEPTS I (KMCR)</td>
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<tr>
<td>UC 10097</td>
<td>DESTINATION KENT STATE: FIRST YEAR EXPERIENCE</td>
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<tr>
<td>SPED 23000</td>
<td>INTRODUCTION TO EXCEPTIONALITIES (DIVD)</td>
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<td>Kent Core Requirement</td>
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<td>Note: successful completion of Praxis Core in Reading (156 score), Writing (162 score) and Mathematics (150 score)</td>
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<td>COMM 15000</td>
<td>INTRODUCTION TO HUMAN COMMUNICATION (KADL)</td>
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<tr>
<td>! CULT 29535</td>
<td>EDUCATION IN A DEMOCRATIC SOCIETY</td>
<td>3</td>
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<tr>
<td>! MATH 14002</td>
<td>BASIC MATHEMATICAL CONCEPTS II (KMCR)</td>
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<td>SPED 43050</td>
<td>CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE INTERVENTION NEEDS</td>
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<td><strong>Credit Hours</strong></td>
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<td><strong>Credit Hours</strong></td>
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<tr>
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<td>Requirement: 2.750 overall GPA; minimum 3.000 major GPA; Note: apply online for Advanced Study by the second Friday of the term</td>
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<tr>
<td>ENG 22071 or</td>
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<td>ENG 22072 or</td>
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<td>FAMILY AND PROFESSIONAL COLLABORATION</td>
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<td>SPED 43992</td>
<td>FIELD EXPERIENCE IN SPECIAL EDUCATION (ELR)</td>
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<td><strong>Credit Hours</strong></td>
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<td>CI 47504</td>
<td>CORE AND DIFFERENTIATED INSTRUCTION FOR READING AND WRITING IN THE MIDDLE GRADES</td>
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<td>ECED 40126</td>
<td>DEVELOPMENTAL READING AND WRITING: EARLY YEARS (WIC)</td>
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<td>SPED 43062</td>
<td>DIFFERENTIATED CORE INSTRUCTION: FRAMEWORKS AND PRACTICES</td>
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<tr>
<td><strong>Semester Six</strong></td>
<td>Requirement: minimum 3.000 major GPA</td>
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<td>CI 47505</td>
<td>CORE AND DIFFERENTIATED INSTRUCTION FOR SOCIAL STUDIES AND SCIENCE</td>
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<td>MCED 40007</td>
<td>TEACHING READING WITH LITERATURE IN MIDDLE CHILDHOOD</td>
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<td>SPED 43022</td>
<td>INDIVIDUALIZED PROGRAMMING AND ASSESSMENT IN SPECIAL EDUCATION</td>
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<td>! SPED 43030</td>
<td>APPLIED BEHAVIOR ANALYSIS I: THEORY AND TECHNIQUES</td>
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<td>SPED 43041</td>
<td>SUPPLEMENTAL AND INTENSIVE INSTRUCTION FOR MATHEMATICAL DIFFICULTIES</td>
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<td><strong>Semester Seven</strong></td>
<td>Requirement: minimum 2.750 overall GPA or minimum 3.000 major GPA</td>
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<td>HED 42575</td>
<td>HEALTH AND LEARNING: STRATEGIES FOR STUDENTS AND TEACHERS</td>
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<td>SPED 43031</td>
<td>APPLIED BEHAVIOR ANALYSIS II: APPLICATION</td>
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<td>SUPPLEMENTAL AND INTENSIVE INSTRUCTION FOR LANGUAGE AND READING DIFFICULTIES</td>
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<td>SPED 43070</td>
<td>PLANNING AND PROGRAMMING FOR TRANSITIONS</td>
<td>3</td>
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<td>SPED 44092</td>
<td>FIELD EXPERIENCE FOR MILD/MODERATE INTERVENTION SPECIALIST (ELR)</td>
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<td><strong>Semester Eight</strong></td>
<td>Requirement: minimum 2.750 overall GPA or minimum 3.000 major GPA</td>
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<td>Minimum Total Credit Hours:</td>
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## Moderate/Intensive Educational Needs Concentration

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses designated as critical (!) must be completed in the semester listed to ensure a timely graduation.

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<tr>
<th>Course</th>
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<tr>
<td><strong>Semester One</strong></td>
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<td>! MATH 14001</td>
<td>BASIC MATHEMATICAL CONCEPTS I (KMCR)</td>
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| **Semester Two** |                                                                 |         |
| ! CULT 29535 | EDUCATION IN A DEMOCRATIC SOCIETY                                  | 3       |
| ! MATH 14002 | BASIC MATHEMATICAL CONCEPTS II (KMCR)                               | 4       |
| SPED 43051  | CHARACTERISTICS OF STUDENTS WITH MODERATE/INTENSIVE INTERVENTION NEEDS |         |
| Kent Core Requirement |                                                                 | 3       |
| Kent Core Requirement |                                                                 | 3       |
| Kent Core Requirement |                                                                 | 3       |
| Credit Hours |                                                             | 16      |

**First Summer Term**
If students are placed into developmental math courses in the first two semesters, it is suggested that MATH 14001 and/or MATH 14002 be taken during the summer.

| **Semester Three** |                                                                 |         |
| ! EPSY 29525 | EDUCATIONAL PSYCHOLOGY                                            | 3       |
| NURS 45070  | HEALTH CARE NEEDS FOR INDIVIDUALS WITH DISABILITIES               | 3       |
| SPED 44309  | AUTISM SPECTRUM DISORDERS: THEORY AND DIAGNOSIS                    | 3       |
| Kent Core Requirement |                                                                 | 3       |
| Kent Core Requirement |                                                                 | 3       |
| Credit Hours |                                                             | 18      |

| **Semester Four** |                                                                 |         |
| SPA 34210 | SPEECH AND LANGUAGE DEVELOPMENT                                   | 3       |
| SPED 43070 | PLANNING AND PROGRAMMING FOR TRANSITIONS                          | 3       |
| SPED 43992 | FIELD EXPERIENCE IN SPECIAL EDUCATION (ELR)                       | 3       |
| Kent Core Requirement |                                                                 | 2       |
| Kent Core Requirement |                                                                 | 3       |
| General Elective |                                                                 | 1       |
| Credit Hours |                                                             | 15      |

| **Second Summer Term** |                                                                 |         |
| ! MATH 14001 | BASIC MATHEMATICAL CONCEPTS I (KMCR)                               | 4       |
| ! MATH 14002 | BASIC MATHEMATICAL CONCEPTS II (KMCR)                               | 4       |
| SPED 43051  | CHARACTERISTICS OF STUDENTS WITH MODERATE/INTENSIVE INTERVENTION NEEDS |         |
| Kent Core Requirement |                                                                 | 3       |
| Kent Core Requirement |                                                                 | 3       |
| Kent Core Requirement |                                                                 | 3       |
| Credit Hours |                                                             | 15      |

**Special Education - B.S.E.**

| **Semester Five** |                                                                 |         |
| ! CI 47501 | CORE AND DIFFERENTIATED INSTRUCTION FOR MATHEMATICS               | 3       |
| ECED 40105 | APPROPRIATE PHONICS INSTRUCTION FOR KINDERGARTEN AND PRIMARY CHILDREN |         |
| SPED 43021 | ASSESSMENT FOR INDIVIDUALS WITH MODERATE TO INTENSIVE NEEDS (WIC)  | 3       |
| SPED 43030 | APPLIED BEHAVIOR ANALYSIS I: THEORY AND TECHNIQUES                 | 3       |
| SPED 43040 | SUPPLEMENTAL AND INTENSIVE INSTRUCTION FOR LANGUAGE AND READING DIFFICULTIES | 3       |
| Credit Hours |                                                             | 15      |

**Semester Six**
Requirement: minimum 2.750 overall and minimum 3.000 major GPA
Note: apply for student teaching

| ! CI 47504 | CORE AND DIFFERENTIATED INSTRUCTION FOR READING AND WRITING IN THE MIDDLE GRADES | 3       |
| ECED 40126 | DEVELOPMENTAL READING AND WRITING: EARLY YEARS (WIC)                  | 3       |
| SPED 43010 | FAMILY AND PROFESSIONAL COLLABORATION                                   | 3       |
| SPED 43031 | APPLIED BEHAVIOR ANALYSIS II: APPLICATION                               | 3       |
| SPED 43063 | CURRICULUM METHODS MODERATE/INTENSIVE INTERVENTION                     | 3       |
| Credit Hours |                                                             | 15      |

**Semester Seven**
Requirement: minimum 2.750 overall GPA or minimum 3.000 major GPA

| ! HED 42575 | HEALTH AND LEARNING: STRATEGIES FOR STUDENTS AND TEACHERS             | 3       |
| SPED 42030 | ISSUES IN MODERATE-INTENSIVE DISABILITIES                             | 3       |
| SPED 43080 | ASSISTIVE TECHNOLOGY FOR STUDENTS WITH DISABILITIES                   | 3       |
| SPED 44192 | FIELD EXPERIENCE FOR MODERATE/INTENSIVE INTERVENTION SPECIALIST (ELR) | 3       |
| Credit Hours |                                                             | 12      |

**Semester Eight**
Requirement: minimum 2.750 overall GPA or minimum 3.000 major GPA

| SPED 43981 | STUDENT TEACHING IN SPECIAL EDUCATION (ELR)                         | 9       |
| SPED 49525 | INQUIRY SEMINAR INTO PROFESSIONAL PRACTICE                           | 3       |
| Credit Hours |                                                             | 12      |

Minimum Total Credit Hours: 120