SPECIAL EDUCATION - B.S.E.

College of Education Health and Human Services
School of Lifespan Development and Educational Services
www.kent.edu/ehhs/ldes

Contact Information
• Program Coordinator: Sloane Burgess | sburges8@kent.edu | 330-672-0160
• Chat with an Admissions Counselor

Fully Offered
• Kent Campus

Examples of Possible Careers*

Community and social service specialists, all other
• 11.7% much faster than the average
• 105,200 number of jobs
• $46,770 potential earnings

Social and community service managers
• 17.0% much faster than the average
• 175,500 number of jobs
• $69,600 potential earnings

Social and human service assistants
• 16.8% much faster than the average
• 425,600 number of jobs
• $35,960 potential earnings

Special education teachers, all other
• 8.5% much faster than the average
• 36,600 number of jobs
• $62,820 potential earnings

Special education teachers, kindergarten and elementary school
• 2.9% slower than the average
• 193,000 number of jobs
• $60,620 potential earnings

Special education teachers, middle school
• 2.6% slower than the average
• 84,700 number of jobs
• $61,820 potential earnings

Special education teachers, secondary school
• 3.2% about as fast as the average
• 143,000 number of jobs
• $62,320 potential earnings

Substitute teachers, short-term
• 2.6% slower than the average
• 619,400 number of jobs
• $29,370 potential earnings

Teaching assistants, except postsecondary
• 3.6% about as fast as the average
• 1,395,900 number of jobs
• $28,900 potential earnings

*Note
Source of occupation titles and labor data is from the U.S. Bureau of Labor Statistics' Occupational Outlook Handbook. Data comprises projected percent change in employment over the next 10 years; nation-wide employment numbers; and the yearly median wage at which half of the workers in the occupation earned more than that amount and half earned less.

Description
A Bachelor of Science in Education degree in Special Education prepares students to become special education teachers (sometimes also referred to as Intervention Specialists), although some graduates may work with individuals with disabilities in non-school settings.

Special educators teach individuals with many kinds of disabilities including learning disabilities, emotional and behavioral disorders, ADHD/other health impairments, intellectual disabilities, autism spectrum disorder, hearing impairments, and multiple disabilities.

Special educators may co-teach with general education teachers in academic classrooms, teach small groups of students in a resource room, or teach students individually in highly specialized classrooms or programs designed specifically to meet the needs of students with disabilities. Special education majors who do not want to become teachers will often work with adults with disabilities in residential and/or vocational programs.

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 to Intensive Dual License concentration prepares candidates to work with individuals (kindergarten through age 21) who have a wide variety of support needs in a broad array of settings (e.g., general education classrooms, self-contained classrooms, alternative
schools and community-based programs). Candidates in this concentration progress through highly-structured coursework and extensive field experiences to learn evidence-based practices to teach academic, social adaptive and life-skills. Successful completion of this program enables candidates to be eligible for licensure in both Mild/Moderate Educational Needs (e.g., learning disabilities emotional and behavioral disorders, ADHD) as well as Moderate/Intensive Educational Needs (e.g., intellectual disabilities, autism spectrum disorders, physical disabilities) through the State of Ohio.

**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 requirement at the time of admission for this major will be admitted to the EEND General non-degree program until which time they have established a Kent State GPA of 2.750. They may then submit a change of program to declare this major.

**Current Kent State and Transfer Students:** Active Kent State students who wish to change their major must have attempted a minimum 12 credit hours at Kent State and meet all admission criteria listed above to be admitted. Students who have not attempted 12 credit hours at Kent State will be evaluated for admission based on their high school GPA for new students or transfer GPA for transfer students. Transfer students who have not attempted 12 credit hours of college-level coursework at Kent State and/or other institutions will be evaluated based on both their high school GPA and college GPA.

**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, minimum 48 PTE score or minimum 100 DET score; or by completing the ESL 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 program will be able to:

1. Demonstrate knowledge of: 1) learner development and individual learning differences, 2) the learning environment, 3) curricular content knowledge, 4) assessment, 5) instructional planning and evidence-based intervention strategies, and 6) professional learning and practice, and collaboration.
2. Demonstrate the dispositions necessary to be successful special educational teachers/professionals.
3. Demonstrate preparation for the profession by successfully completing the Ohio Assessment for Educators (OAE) Special Education Assessments required for their Special Education License type.

**Professional Licensure Disclosure**
This program is designed to prepare students to sit for applicable licensure or certification in Ohio. If you plan to pursue licensure or certification in a state other than Ohio, please review state educational requirements for licensure or certification and contact information for state licensing boards at Kent State’s website for professional licensure disclosure.

**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.

**Destination Kent State: First Year Experience**
- Course is not required for students with 25 transfer credits, excluding College Credit Plus, or age 21+ at time of admission.

**Diversity Domestic/Global (DIVD/DIVG)**
- Students must successfully complete one domestic and one global course, of which one must be from the Kent Core.

**Experiential Learning Requirement (ELR)**
- Students must successfully complete one course or approved experience.

**Writing-Intensive Course (WIC)**
- Kent Core (see table below)
- Students must earn a minimum C grade in the course.

**Upper-Division Requirement**
- 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.

**Total Credit Hour Requirement**
- Some bachelor’s degrees require students to complete more than 120 credit hours.

**Kent Core Requirements**

<table>
<thead>
<tr>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kent Core Composition (KCMP)</td>
<td>6</td>
</tr>
<tr>
<td>Kent Core Mathematics and Critical Reasoning (KMCRR)</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 (KBS/KLAB) (must include one laboratory)</td>
<td>6-7</td>
</tr>
<tr>
<td>Kent Core Additional (KADL)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Credit Hours:**
- 36-37

**Program Requirements**

**Major Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 47501</td>
<td>TEACHING MATHEMATICS IN EARLY AND MIDDLE GRADES (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>CI 47504</td>
<td>TEACHING READING AND WRITING IN MIDDLE GRADES (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 23000</td>
<td>INTRODUCTION TO EXCEPTIONALITIES (DIVD) (min C grade)</td>
<td>3</td>
</tr>
</tbody>
</table>
### Deaf Education Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 43010</td>
<td>FAMILY AND PROFESSIONAL COLLABORATION (min C grade)²</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43030</td>
<td>APPLIED BEHAVIOR ANALYSIS I: THEORY AND TECHNIQUES (min C grade)²</td>
<td>3</td>
</tr>
<tr>
<td>SPED 44492</td>
<td>STUDENT TEACHING IN SPECIAL EDUCATION (ELR)</td>
<td>9</td>
</tr>
<tr>
<td>SPED 49525</td>
<td>INQUIRY SEMINAR INTO PROFESSIONAL PRACTICE (min C grade)</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CULT 29535</td>
<td>EDUCATION IN A DEMOCRATIC SOCIETY (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 29525</td>
<td>EDUCATIONAL PSYCHOLOGY (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 14001</td>
<td>BASIC MATHEMATICAL CONCEPTS I (KMCR) (min C grade)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 14002</td>
<td>BASIC MATHEMATICAL CONCEPTS II (KMCR) (min C grade)</td>
<td>4</td>
</tr>
<tr>
<td>UC 10097</td>
<td>DESTINATION KENT STATE: FIRST YEAR EXPERIENCE</td>
<td>1</td>
</tr>
</tbody>
</table>

**Kent Core Composition (min C grade)**

Kent Core Humanities and Fine Arts (minimum one course from each)

Kent Core Social Sciences (must be from two disciplines)

Kent Core Basic Sciences (must include one laboratory)

Kent Core Additional

**Concentrations**

Choose from the following:

- Deaf Education
- Mild to Intensive Dual License

Minimum Total Credit Hours: 123-125

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1. Students in the Deaf Education concentration may substitute ECED 40126 for CI 47504.
2. Teacher candidates are only permitted to repeat a field experience course once. Please see Repeating Field Experience Courses in Teacher Education Programs policy for details.

### Mild to Intensive Dual License Concentration requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 4311</td>
<td>INSTRUCTION OF DEAF/HARD-OF-HEARING STUDENTS WITH SPECIAL NEEDS (min B grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 4313</td>
<td>LITERACY ASSESSMENT AND INTERVENTION FOR DEAF/HARD-OF-HEARING STUDENTS (min B grade)</td>
<td>6</td>
</tr>
<tr>
<td>SPED 4324</td>
<td>CURRICULUM METHODS AND MATERIALS FOR DEAF/HARD-OF-HEARING STUDENTS (min B grade)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 4392</td>
<td>PRACTICUM: DEAF EDUCATION (ELR) (course is taken twice)</td>
<td>2</td>
</tr>
<tr>
<td>SPED 48880</td>
<td>DEAF EDUCATION TEACHING LABORATORY (course is taken three times)</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETEC 39525</td>
<td>EDUCATIONAL TECHNOLOGY (min C grade)</td>
<td>3</td>
</tr>
<tr>
<td>HED 42575</td>
<td>HEALTH AND LEARNING: STRATEGIES FOR STUDENTS AND TEACHERS (min C grade)</td>
<td>3</td>
</tr>
</tbody>
</table>

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Special Education - B.S.E
SPED 44192  FIELD EXPERIENCE FOR MODERATE/ INTENSIVE INTERVENTION SPECIALIST (ELR)  1  3
SPED 44309  AUTISM SPECTRUM DISORDERS: THEORY AND DIAGNOSIS (min C grade)  3
SPED 44951  CREATING LEGALLY DEFENSIBLE INDIVIDUAL FAMILY SERVICE PLANS AND INDIVIDUALIZED EDUCATION PROGRAMS (WIC) (min C grade)  3

Additional Requirements (courses do not count in major GPA)
PACS 11001  INTRODUCTION TO CONFLICT MANAGEMENT (DIVD) (KSS)  3
ENG 22071  GREAT BOOKS TO 1700 (KHUM) (min C grade in either course)  3
  or ENG 22072  GREAT BOOKS SINCE 1700 (KHUM)  3
  or ENG 22073  MAJOR MODERN WRITERS: BRITISH AND UNITED STATES (KHUM)  3

Minimum Total Credit Hours: 60  
  1  Teacher candidates are only permitted to repeat a field experience course once. Please see Repeating Field Experience Courses in Teacher Education Programs policy for details.

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.

Progression Requirements
Admission to advanced study is required prior to enrolling in select upper-division education courses. Students must meet all professional requirements for admission to advanced study and have a minimum overall 2.750 GPA.  

To manage enrollment and deliver high-quality programs, the faculty will select the most qualified applicants for admission based upon evaluation of academic success (overall GPA) at Kent State University, non-academic criteria and other specific program criteria.

Please be aware that reapplication may be necessary if postponing advanced study coursework or if withdrawn for one year or more.  
  1  Undergraduate students who have not completed a minimum of 12 Kent State University credit hours will be evaluated for advanced study and professional phase based on their high school GPA for new freshmen or transfer GPA for transfer students.

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.

Roadmaps
- Deaf Education Concentration
- Mild to Intensive Dual License 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>Semester One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>! ASL 19201</td>
<td>ELEMENTARY AMERICAN SIGN LANGUAGE I 4</td>
</tr>
<tr>
<td>! MATH 14001</td>
<td>BASIC MATHEMATICAL CONCEPTS I (KMCR) 4</td>
</tr>
<tr>
<td>UC 10097</td>
<td>DESTINATION KENT STATE: FIRST YEAR EXPERIENCE 1</td>
</tr>
<tr>
<td>Kent Core Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Kent Core Requirement</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Two</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>! ASL 19202</td>
<td>ELEMENTARY AMERICAN SIGN LANGUAGE II 4</td>
</tr>
<tr>
<td>! MATH 14002</td>
<td>BASIC MATHEMATICAL CONCEPTS II (KMCR) 4</td>
</tr>
<tr>
<td>! SPED 23000</td>
<td>INTRODUCTION TO EXCEPTIONALITIES (DIVD) 3</td>
</tr>
<tr>
<td>Kent Core Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Kent Core Requirement</td>
<td>3</td>
</tr>
</tbody>
</table>

| First Summer Term | |
| Credit Hours | 17 |
| Semester Three | |
| Requirement: minimum 2.750 overall GPA by end of term |
| ! ASL 29201  | INTERMEDIATE AMERICAN SIGN LANGUAGE I 3 |
| ! CULT 29535 | EDUCATION IN A DEMOCRATIC SOCIETY 3 |
| ! SPED 43306 | FUNDAMENTALS OF AUDIOLOGY FOR STUDENTS WITH HEARING LOSS 3 |
| SPED 43309   | INTRODUCTION TO DEAF STUDIES (ELR) (WIC) 3 |
| Kent Core Requirement | 3 |
| Kent Core Requirement | 3 |

| Semester Four | |
| Credit Hours | 18 |
| Semester Five | |
| Requirement: minimum 2.750 overall GPA |
| ! ASL 29202  | INTERMEDIATE AMERICAN SIGN LANGUAGE II 3 |
| ! EPSY 29525 | EDUCATIONAL PSYCHOLOGY 3 |
| ETEC 39525   | EDUCATIONAL TECHNOLOGY 3 |
| SPED 43307   | LISTENING, LANGUAGE AND PHONEMIC DEVELOPMENT FOR INDIVIDUALS WITH HEARING LOSS 3 |
| Kent Core Requirement | 3 |

<p>| Semester Five | |
| Credit Hours | 15 |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 47504 or ECED 40126</td>
<td>TEACHING READING AND WRITING IN MIDDLE GRADES or DEVELOPMENTAL READING AND WRITING: EARLY YEARS</td>
<td>3</td>
</tr>
<tr>
<td>CI 47505 or MCED 30002</td>
<td>INTEGRATED SOCIAL STUDIES AND SCIENCE or INTEGRATED SOCIAL STUDIES AND SCIENCE IN MIDDLE CHILDHOOD</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43010</td>
<td>FAMILY AND PROFESSIONAL COLLABORATION</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43310</td>
<td>LANGUAGE DEVELOPMENT FOR DEAF AND HARD-OF-HEARING STUDENTS</td>
<td>3</td>
</tr>
<tr>
<td>Kent Core Requirement</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SPED 48880</td>
<td>DEAF EDUCATION TEACHING LABORATORY</td>
<td>1</td>
</tr>
</tbody>
</table>

Credit Hours: 16

**Semester Six**

**Requirement:** minimum 2.750 overall GPA

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>CI 47501</td>
<td>TEACHING MATHEMATICS IN EARLY AND MIDDLE GRADES</td>
<td>3</td>
</tr>
<tr>
<td>! SPED 43030</td>
<td>APPLIED BEHAVIOR ANALYSIS I: THEORY AND TECHNIQUES</td>
<td>3</td>
</tr>
<tr>
<td>! SPED 43313</td>
<td>LITERACY ASSESSMENT AND INTERVENTION FOR DEAF/HARD-OF-HEARING STUDENTS</td>
<td>6</td>
</tr>
<tr>
<td>! SPED 43392</td>
<td>PRACTICUM: DEAF EDUCATION (ELR)</td>
<td>1</td>
</tr>
<tr>
<td>SPED 48880</td>
<td>DEAF EDUCATION TEACHING LABORATORY</td>
<td>1</td>
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</table>

Credit Hours: 14

**Semester Seven**

**Requirement:** minimum 2.750 overall GPA. Note: successful completion of the Sign Language Proficiency Interview (SLPI) at Intermediate level or above and successful completion of all NCATE assessments

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 42575</td>
<td>HEALTH AND LEARNING: STRATEGIES FOR STUDENTS AND TEACHERS</td>
<td>3</td>
</tr>
<tr>
<td>! SPED 43311</td>
<td>INSTRUCTION OF DEAF/HARD-OF-HEARING STUDENTS WITH SPECIAL NEEDS</td>
<td>3</td>
</tr>
<tr>
<td>! SPED 43324</td>
<td>CURRICULUM METHODS AND MATERIALS FOR DEAF/HARD-OF-HEARING STUDENTS</td>
<td>3</td>
</tr>
<tr>
<td>! SPED 43392</td>
<td>PRACTICUM: DEAF EDUCATION (ELR)</td>
<td>1</td>
</tr>
<tr>
<td>SPED 48880</td>
<td>DEAF EDUCATION TEACHING LABORATORY</td>
<td>1</td>
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<tr>
<td>Kent Core Requirement</td>
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<td>2</td>
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<tr>
<td>Kent Core Requirement</td>
<td></td>
<td>3</td>
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</tbody>
</table>

Credit Hours: 16

**Semester Eight**

**Requirement:** minimum 2.750 overall GPA and 3.000 major GPA

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPED 44492</td>
<td>STUDENT TEACHING IN SPECIAL EDUCATION (ELR)</td>
<td>9</td>
</tr>
<tr>
<td>SPED 49525</td>
<td>INQUIRY SEMINAR INTO PROFESSIONAL PRACTICE</td>
<td>3</td>
</tr>
</tbody>
</table>

Credit Hours: 12

Minimum Total Credit Hours: 123
### Mild to Intensive Dual License 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.

#### Semester One

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MATH 14001</td>
<td>BASIC MATHEMATICAL CONCEPTS I (KMCR)</td>
<td>4</td>
</tr>
<tr>
<td>SPED 23000</td>
<td>INTRODUCTION TO EXCEPTIONALITIES (DIVD)</td>
<td>3</td>
</tr>
<tr>
<td>UC 10097</td>
<td>DESTINATION KENT STATE: FIRST YEAR EXPERIENCE</td>
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</table>

Kent Core Requirement 3

Credit Hours 14

#### Semester Two

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CULT 29535</td>
<td>EDUCATION IN A DEMOCRATIC SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>MATH 14002</td>
<td>BASIC MATHEMATICAL CONCEPTS II (KMCR)</td>
<td>4</td>
</tr>
<tr>
<td>SPED 43050</td>
<td>CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE INTERVENTION NEEDS</td>
<td>3</td>
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</tbody>
</table>

Kent Core Requirement 3

Credit Hours 16

#### First Summer Term

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

Credit Hours 0

#### Semester Three

Requirement: minimum 2.750 overall GPA by end of term

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 29525</td>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SPED 43051</td>
<td>CHARACTERISTICS OF STUDENTS WITH MODERATE/INTENSIVE INTERVENTION NEEDS</td>
<td>3</td>
</tr>
</tbody>
</table>

Kent Core Requirement 3

Credit Hours 15

#### Semester Four

Requirement: 2.750 overall GPA. Note: apply online for Advanced Study by the second Friday of the term

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 22071</td>
<td>GREAT BOOKS TO 1700 (KHAM)</td>
<td>3</td>
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<tr>
<td>or</td>
<td>GREAT BOOKS SINCE 1700 (KHAM)</td>
<td></td>
</tr>
<tr>
<td>ENG 22072</td>
<td>or MAJOR MODERN WRITERS: BRITISH AND UNITED STATES (KHAM)</td>
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<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PACS 11001</td>
<td>INTRODUCTION TO CONFLICT MANAGEMENT (DIVD) (KSS)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 24000</td>
<td>INCLUSIVE PRACTICES</td>
<td>3</td>
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<tr>
<td>SPED 44309</td>
<td>AUTISM SPECTRUM DISORDERS: THEORY AND DIAGNOSIS</td>
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</table>

Kent Core Requirement 2

Credit Hours 14

#### Second Summer Term

It is suggested that students take any Kent Core courses missing from semesters 1-4 during the summer.

Credit Hours 0

#### Semester Five

Requirement: minimum 2.750 overall GPA

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CI 47501</td>
<td>TEACHING MATHEMATICS IN EARLY AND MIDDLE GRADES</td>
<td>3</td>
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Credit Hours 0

#### Semester Six

Requirement: minimum 2.750 overall GPA

<table>
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<tbody>
<tr>
<td>ECED 40126</td>
<td>DEVELOPMENTAL READING AND WRITING: EARLY YEARS (KHAM)</td>
<td>3</td>
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<tr>
<td>or</td>
<td>DEVELOPMENTAL READING AND WRITING IN THE ELEMENTARY YEARS</td>
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<tr>
<td>ECED 40402</td>
<td></td>
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<tr>
<td>SPED 43040</td>
<td>LANGUAGE AND READING IN SPECIAL EDUCATION</td>
<td>3</td>
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<tr>
<td>SPED 44951</td>
<td>CREATING LEGALLY DEFENSIBLE INDIVIDUAL FAMILY SERVICE PLANS AND INDIVIDUALIZED EDUCATION PROGRAMS (WIC)</td>
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<tr>
<td>NURS 45070</td>
<td>HEALTH CARE NEEDS FOR INDIVIDUALS WITH DISABILITIES</td>
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Credit Hours 18

#### Semester Seven

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>CI 47504</td>
<td>TEACHING READING AND WRITING IN MIDDLE GRADES</td>
<td>3</td>
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<tr>
<td>ECED 40105</td>
<td>APPROPRIATE PHONICS INSTRUCTION FOR KINDERGARTEN AND PRIMARY CHILDREN</td>
<td>3</td>
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<td>or</td>
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<td></td>
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<tr>
<td>ECED 40302</td>
<td>or APPROPRIATE PHONICS INSTRUCTION AND WORD STUDY</td>
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<tr>
<td>! SPED 43021</td>
<td>ASSESSMENT FOR SPECIAL EDUCATION</td>
<td>3</td>
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<tr>
<td>SPED 43030</td>
<td>APPLIED BEHAVIOR ANALYSIS I: THEORY AND TECHNIQUES</td>
<td>3</td>
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<tr>
<td>! SPED 43062</td>
<td>CURRICULUM METHODS MILD/MODERATE INTERVENTION</td>
<td>3</td>
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<tr>
<td>! SPED 44092</td>
<td>FIELD EXPERIENCE FOR MILD/MODERATE INTERVENTION SPECIALIST (ELR)</td>
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</table>

Credit Hours 18

#### Semester Eight

Requirement: minimum 2.750 overall GPA and minimum 3.000 major GPA

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>SPED 44492</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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Credit Hours 12

Minimum Total Credit Hours: 125