SPECIAL EDUCATION MILD/MODERATE NEEDS INITIAL LICENSURE PREPARATION - NON-DEGREE

Description
The Special Education Mild/Moderate Needs Initial Licensure Preparation non-degree program will prepare students to obtain an initial teacher license in Special Education Mild/Moderate Educational Needs (Ohio Intervention Specialist). Completion of the coursework is a prerequisite to being recommended by Kent State University for licensure, and licenses are granted by the Ohio Department of Education (see 'Licensure Information' below).

The Mild/Moderate licensure preparation program is designed for individuals who have a bachelor's degree and want to become licensed through the State of Ohio to teach students with mild/moderate disabilities. Students with mild/moderate disabilities are distinguished from students with more severe disabilities by greater participation in the general academic curriculum. Mild/moderate disabilities include learning disabilities, emotional and behavioral disorders, ADHD, mild intellectual disabilities, and (in certain cases) autism spectrum disorder.

The non-degree program is not a master's degree program. If you are interested in a master's degree in Special Education from KSU in addition to licensure, you must be fully admitted into the master's program and complete the prescribed coursework on the master's degree plan of study form in addition to the courses prescribed for Licensure. Completing a master's degree in special education in addition to licensure will in most cases require an additional 15-18 credit hours.

Fully Offered At:
- Kent Campus

Admission Requirements
- Bachelor's degree from an accredited institution
- Minimum 3.00 GPA
- Official Transcripts
- Goal Statement
- Two letters of recommendation
- Questions in Anticipation of Licensure form
- Praxis Core tests in reading, writing, and mathematics

Program Learning Outcomes
Completers of this non-degree program will be able to:
- demonstrate knowledge of: learner development and individual learning differences; the learning environment; curricular content knowledge; assessment; instructional planning and strategies, and professional practice and collaboration.
- demonstrate the dispositions necessary to be a successful special education teacher/professional
- demonstrate preparation for the profession by successfully completing the Ohio Assessment for Educators (OAE) Special Education Assessment.

Program Requirements

Licensure Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CI 57501</td>
<td>TEACHING MATHEMATICS IN EARLY AND MIDDLE GRADES</td>
<td>3</td>
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<tr>
<td>ECED 50105</td>
<td>APPROPRIATE PHONICS INSTRUCTION FOR KINDERGARTEN AND PRIMARY CHILDREN</td>
<td>3</td>
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<tr>
<td>or MCED 50005</td>
<td>EFFECTIVE USE OF PHONICS IN READING</td>
<td>3</td>
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<tr>
<td>SPED 24000</td>
<td>INCLUSIVE PRACTICES</td>
<td>3</td>
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<tr>
<td>SPED 53010</td>
<td>FAMILY AND PROFESSIONAL COLLABORATION</td>
<td>3</td>
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<tr>
<td>SPED 53021</td>
<td>ASSESSMENT FOR SPECIAL EDUCATION</td>
<td>3</td>
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<tr>
<td>SPED 53030</td>
<td>APPLIED BEHAVIOR ANALYSIS I: THEORY AND TECHNIQUES</td>
<td>3</td>
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<tr>
<td>SPED 53031</td>
<td>APPLIED BEHAVIOR ANALYSIS II: APPLICATION</td>
<td>3</td>
</tr>
<tr>
<td>SPED 53040</td>
<td>LANGUAGE AND READING IN SPECIAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>SPED 53050</td>
<td>CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE INTERVENTION NEEDS</td>
<td>3</td>
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<tr>
<td>SPED 53062</td>
<td>CURRICULUM METHODS MILD/MODERATE INTERVENTION</td>
<td>3</td>
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<tr>
<td>SPED 53070</td>
<td>PLANNING AND PROGRAMMING FOR TRANSITIONS</td>
<td>3</td>
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<td>SPED 63092</td>
<td>FIELD EXPERIENCE IN SPECIAL EDUCATION</td>
<td>3</td>
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<tr>
<td>SPED 63200</td>
<td>INTRODUCTION TO EXCEPTIONALITIES</td>
<td>3</td>
</tr>
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<td>SPED 63992</td>
<td>STUDENT TEACHING IN SPECIAL EDUCATION</td>
<td>8</td>
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</tbody>
</table>

1 All initial teacher licensure candidates are required to demonstrate basic competency in reading, writing and mathematics prior to admission. To demonstrate these competencies, students are required to take the Praxis Core tests in Reading, Mathematics, and Writing unless exempted by GRE scores fewer than five years old at the time of application. In order to gain exemption from Praxis CORE requirements, a student must achieve at or above the 50th percentile scores on the GRE Verbal, Quantitative, and Analytical Writing tests. Students who have not taken the GRE are strongly encouraged to take the Praxis CORE tests to demonstrate these competencies, rather than GRE. Further information is available in the Office of Graduate Student Services, 418 White Hall.

Competency Test Equivalents:
- Reading: GRE Verbal Reasoning/Praxis CORE Reading
- Mathematics: GRE Quantitative Reasoning, Praxis CORE Mathematics
- Writing: GRE Analytical Writing, Praxis CORE Writing
SPED 64951  DEVELOPING AN INDIVIDUALIZED FAMILY SERVICE PLAN AND INDIVIDUALIZED EDUCATION PROGRAM  3

SPED 69525  INQUIRY PROFESSIONAL PRACTICE  3

Choose from the following:  6
CI 57504  TEACHING READING AND WRITING IN MIDDLE GRADES
CI 67310  THEORY AND PRACTICE IN THE TEACHING OF READING
CI 67312  TEACHING WRITING AS A PROCESS
or CI 67330  READING IN CONTENT AREAS
CI 67319  DIAGNOSIS AND REMEDIATION IN READING

Minimum Total Credit Hours:  59

1 Student teaching is taken after completion of all licensure coursework and in conjunction with the Inquiry to Professional Practice course.

**Progression Requirements**
- Must maintain a minimum 3.000 overall GPA.

**Graduation Requirements**
- Minimum 3.000 overall GPA
- Minimum 3.000 major GPA

**Licensure Information**
Candidates seeking Ohio teaching licensure are required to pass specific requirements in order to apply for licensure from the Ohio Department of Education (ODE). The candidate must earn the qualifying score on the Ohio Assessments for Educators. Students should consult the Special Education Department for specific program requirements and refer to the Ohio Department of Education - Educator Preparation website for more information on assessments specific to licensure type.