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

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

Description
The Special Education Moderate/Intensive Needs Initial Licensure Preparation non-degree program will prepare students to obtain an initial teacher license in Special Education Moderate/Intensive 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 Moderate/Intensive licensure preparation program is designed for individuals who have a bachelor’s degree and want to teach students requiring intensive and ongoing special education support. Most often, these will be students with intellectual disabilities, autism spectrum disorder, multiple disabilities and complex health impairments.

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
Applicants will be assessed holistically, considering academic credentials; standardized test scores of reading, writing and mathematics; academic or professional references; non-academic criteria; and other specific program criteria .

• Bachelor’s degree from an accredited institution
• Minimum 3.000 GPA
• Official Transcripts
• Goal Statement
• Two letters of recommendation
• Questions in Anticipation of Licensure form
• Praxis Core tests in reading, writing, and mathematics

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

Program Learning Outcomes
Completers of this non-degree program will be able to:

1. 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.
2. Demonstrate the dispositions necessary to be a successful special education teacher/professional
3. Demonstrate preparation for the profession by successfully completing the Ohio Assessment for Educators (OAE) Special Education Assessment.

Program Requirements
Licensure Requirements

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<th>Code</th>
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<th>Credit Hours</th>
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<tr>
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<td>TEACHING MATHEMATICS IN EARLY AND MIDDLE GRADES</td>
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<tr>
<td>ECED 50105</td>
<td>APPROPRIATE PHONICS INSTRUCTION FOR KINDERGARTEN AND PRIMARY CHILDREN</td>
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<tr>
<td>or MCED 50005</td>
<td>EFFECTIVE USE OF PHONICS IN READING</td>
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<td>SPED 53010</td>
<td>FAMILY AND PROFESSIONAL COLLABORATION</td>
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<td>SPED 53021</td>
<td>ASSESSMENT FOR SPECIAL EDUCATION</td>
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<td>SPED 53030</td>
<td>APPLIED BEHAVIOR ANALYSIS I: THEORY AND TECHNIQUES</td>
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<td>SPED 53040</td>
<td>LANGUAGE AND READING IN SPECIAL EDUCATION</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 53070</td>
<td>PLANNING AND PROGRAMMING FOR TRANSITIONS</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 63200</td>
<td>INTRODUCTION TO EXCEPTIONALITIES</td>
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INTRODUCTION TO EXCEPTIONALITIES

STUDENT TEACHING IN SPECIAL EDUCATION

FIELD EXPERIENCE IN SPECIAL EDUCATION

ASSISTIVE TECHNOLOGY FOR STUDENTS WITH DISABILITIES

KINDERGARTEN AND PRIMARY CHILDREN

APPROPRIATE PHONICS INSTRUCTION FOR KINDERGARTEN AND PRIMARY CHILDREN

EFFECTIVE USE OF PHONICS IN READING

LANGUAGE AND READING IN SPECIAL EDUCATION

CHARACTERISTICS OF STUDENTS WITH MODERATE/INTENSIVE INTERVENTION NEEDS

CURRICULUM METHODS MODERATE/INTENSIVE INTERVENTION

PLANNING AND PROGRAMMING FOR TRANSITIONS

ASSISTIVE TECHNOLOGY FOR STUDENTS WITH DISABILITIES

FIELD EXPERIENCE IN SPECIAL EDUCATION

STUDENT TEACHING IN SPECIAL EDUCATION

INTRODUCTION TO EXCEPTIONALITIES

KINDERGARTEN AND PRIMARY CHILDREN

APPROPRIATE PHONICS INSTRUCTION FOR KINDERGARTEN AND PRIMARY CHILDREN

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LANGUAGE AND READING IN SPECIAL EDUCATION

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FIELD EXPERIENCE IN SPECIAL EDUCATION

STUDENT TEACHING IN SPECIAL EDUCATION

INTRODUCTION TO EXCEPTIONALITIES
SPED 64309  AUTISM SPECTRUM DISORDERS: THEORY AND DIAGNOSIS  3

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 or CI 67330  TEACHING WRITING AS A PROCESS READING IN CONTENT AREAS

CI 67319  DIAGNOSIS AND REMEDIATION IN READING

Minimum Total Credit Hours:  62

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 major GPA
- Minimum 3.000 overall 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.