

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** | sburgess8@kent.edu | 330-672-0160
- Chat with an Admissions Counselor

Fully Offered

- **Delivery:**
 - In person
- **Location:**
 - Kent Campus

Examples of Possible Careers*

Special education teachers, preschool

- 8.3% much faster than the average
- 23,000 number of jobs
- \$61,400 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, secondary school

- 3.2% about as fast as the average
- 143,000 number of jobs
- \$62,320 potential earnings

Special education teachers, all other

- 8.5% much faster than the average
- 36,600 number of jobs
- \$62,820 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

Rehabilitation counselors

- 10.3% much faster than the average
- 120,200 number of jobs
- \$37,530 potential earnings

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

*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 (also referred to as intervention specialists), or to 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 often will work with adolescents and adults with disabilities in community, residential and/or vocational settings.

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 deaf and hard-of-hearing students in prekindergarten to 12th grade.

- The **Disability Services** concentration prepares students to work with individuals with disabilities who have a wide variety of support needs in a broad array of settings (e.g., vocational, residential, community). Students in this concentration progress through highly-structured coursework and field experiences to learn evidence-based practices to teach leisure, social, adaptive and life skills to individuals with disabling conditions. Students who complete this program are **not** eligible for licensure as a special educator/intervention specialist in the state of Ohio.
 - Students in the Disability Services concentration may apply early to the M.Ed. degree in Clinical Rehabilitation Counseling and double count 12 credit hours of graduate courses toward both degree programs. See the Combined Bachelor's/Master's Degree Program Policy in the University Catalog for more information.
- 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 (Deaf Education and Mild to Intensive Dual License concentrations only)

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 EHHS 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. Engage in professional learning and practice within ethical guidelines
2. Understand and address individual developmental and learning needs
3. Demonstrate subject matter content and specialized knowledge
4. Use assessment to understand the learning and the learning environment for data-based decision making
5. Support learning using effective instruction
6. Support social, emotional and behavioral growth
7. Collaborate with team members

In addition, graduates of the program will demonstrate:

- the dispositions necessary to be successful special educational teachers/professionals
- preparation for the profession by successfully completing the Ohio Assessment for Educators (OAE) Special Education Assessments required for their Special Education License type or being admitted to a graduate degree program or obtaining employment in a disability services field

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	1
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)	2 courses
Students must successfully complete one domestic and one global course, of which one must be from the Kent Core.	
Experiential Learning Requirement (ELR)	varies
Students must successfully complete one course or approved experience.	
Kent Core (see table below)	36-37
Writing-Intensive Course (WIC)	1 course
Students must earn a minimum C grade in the course.	
Upper-Division Requirement	39

Students must successfully complete 39 upper-division (numbered 30000 to 49999) credit hours to graduate.

Total Credit Hour Requirement	120
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Kent Core Requirements

Kent Core Composition (KCMP)	6
Kent Core Mathematics and Critical Reasoning (KMCR)	3
Kent Core Humanities and Fine Arts (KHUM/KFA) (min one course each)	9
Kent Core Social Sciences (KSS) (must be from two disciplines)	6
Kent Core Basic Sciences (KBS/KLAB) (must include one laboratory)	6-7
Kent Core Additional (KADL)	6
Total Credit Hours:	36-37

Program Requirements

Major Requirements

Code	Title	Credit Hours
Major Requirements (courses count in major GPA)		
SPED 23000	INTRODUCTION TO EXCEPTIONALITIES (DIVD) (min C grade) ¹	3
SPED 43010	FAMILY AND PROFESSIONAL COLLABORATION (min C grade) ¹	3
SPED 43030	APPLIED BEHAVIOR ANALYSIS I: THEORY AND TECHNIQUES (min C grade) ¹	3
Additional Requirements (courses do not count in major GPA)		
CULT 29535	EDUCATION IN A DEMOCRATIC SOCIETY (min C grade)	3
EPSY 29525	EDUCATIONAL PSYCHOLOGY (min C grade)	3
MATH 14001	BASIC MATHEMATICAL CONCEPTS I (KMCR) (min C grade)	4
MATH 14002	BASIC MATHEMATICAL CONCEPTS II (KMCR) (min C grade)	4
UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
Kent Core Composition (min C grade)		6
Kent Core Humanities and Fine Arts (minimum one course from each)		6
Kent Core Basic Sciences (must include one laboratory)		6-7
Concentrations		
Choose from the following:		78-83
Deaf Education		
Disability Services		
Mild to Intensive Dual License		
Minimum Total Credit Hours:		120-125

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.

Deaf Education Concentration Requirements

Code	Title	Credit Hours
Concentration Requirements (courses count in major GPA)		
ASL 19201	ELEMENTARY AMERICAN SIGN LANGUAGE I (min C grade)	4
ASL 19202	ELEMENTARY AMERICAN SIGN LANGUAGE II (min C grade)	4

ASL 29201	INTERMEDIATE AMERICAN SIGN LANGUAGE I (min C grade)	3
ASL 29202	INTERMEDIATE AMERICAN SIGN LANGUAGE II (min B- grade)	3
CI 47501	TEACHING MATHEMATICS IN EARLY AND MIDDLE GRADES (min C grade)	3
CI 47504	TEACHING READING AND WRITING IN MIDDLE GRADES (min C grade required for either course)	3
or ECED 40126	DEVELOPMENTAL READING AND WRITING: EARLY YEARS	
CI 47505	INTEGRATED SOCIAL STUDIES AND SCIENCE (min C grade required for either course)	3
or MCED 30002	INTEGRATED SOCIAL STUDIES AND SCIENCE IN MIDDLE CHILDHOOD	
SPED 43306	FUNDAMENTALS OF AUDIOLOGY FOR STUDENTS WITH HEARING LOSS (min C grade)	3
SPED 43307	LISTENING, LANGUAGE AND PHONEMIC DEVELOPMENT FOR INDIVIDUALS WITH HEARING LOSS (min C grade)	3
SPED 43309	INTRODUCTION TO DEAF STUDIES (ELR) (WIC) (min B grade)	3
SPED 43310	LANGUAGE DEVELOPMENT FOR DEAF AND HARD-OF-HEARING STUDENTS (min B grade)	3
SPED 43311	INSTRUCTION OF DEAF/HARD-OF-HEARING STUDENTS WITH SPECIAL NEEDS (min B grade)	3
SPED 43313	LITERACY ASSESSMENT AND INTERVENTION FOR DEAF/HARD-OF-HEARING STUDENTS (min B grade)	6
SPED 43324	CURRICULUM METHODS AND MATERIALS FOR DEAF/HARD-OF-HEARING STUDENTS (min B grade)	3
SPED 43392	PRACTICUM: DEAF EDUCATION (ELR) (course is taken twice) ¹	2
SPED 44492	STUDENT TEACHING IN SPECIAL EDUCATION (ELR) ¹	4-9
SPED 48880	DEAF EDUCATION TEACHING LABORATORY (course is taken three times)	3
SPED 49525	INQUIRY SEMINAR INTO PROFESSIONAL PRACTICE (min C grade)	3
Additional Requirements (courses do not count in major GPA)		
ETEC 39525	EDUCATIONAL TECHNOLOGY (min C grade)	3
HED 42575	HEALTH AND LEARNING: STRATEGIES FOR STUDENTS AND TEACHERS (min C grade)	3
Kent Core Humanities and Fine Arts		3
Kent Core Social Sciences		6
Kent Core Additional		2
Minimum Total Credit Hours:		81

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.

Disability Services Concentration Requirements

Code	Title	Credit Hours
Concentration Requirements (courses count in major GPA)		
NURS 45070	HEALTH CARE NEEDS FOR INDIVIDUALS WITH DISABILITIES (min C grade)	3
RPTM 26001	INTRODUCTION TO COMMUNITY INCLUSION FOR INDIVIDUALS WITH DISABILITIES	3

RPTM 46001	PRINCIPLES AND METHODS OF COMMUNITY INCLUSION	3	SPA 34210	SPEECH AND LANGUAGE DEVELOPMENT (min C grade)	3
SPED 24000	INCLUSIVE PRACTICES (min C grade)	3	SPED 24000	INCLUSIVE PRACTICES (min C grade)	3
SPED 43021	ASSESSMENT FOR SPECIAL EDUCATION (min C grade)	3	SPED 43021	ASSESSMENT FOR SPECIAL EDUCATION (min C grade)	3
SPED 43031	APPLIED BEHAVIOR ANALYSIS II: APPLICATION (min C grade)	3	SPED 43031	APPLIED BEHAVIOR ANALYSIS II: APPLICATION (min C grade) ¹	3
SPED 43050	CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE INTERVENTION NEEDS (min C grade)	3	SPED 43040	LANGUAGE AND READING IN SPECIAL EDUCATION (min C grade)	3
SPED 43051	CHARACTERISTICS OF STUDENTS WITH MODERATE/INTENSIVE INTERVENTION NEEDS (min C grade)	3	SPED 43050	CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE INTERVENTION NEEDS (min C grade) ¹	3
SPED 43062	CURRICULUM METHODS MILD/MODERATE INTERVENTION (min C grade)	3	SPED 43051	CHARACTERISTICS OF STUDENTS WITH MODERATE/INTENSIVE INTERVENTION NEEDS (min C grade) ¹	3
SPED 43063	CURRICULUM METHODS MODERATE/INTENSIVE INTERVENTION (min C grade)	3	SPED 43062	CURRICULUM METHODS MILD/MODERATE INTERVENTION (min C grade)	3
SPED 43070	PLANNING AND PROGRAMMING FOR TRANSITIONS (min C grade)	3	SPED 43063	CURRICULUM METHODS MODERATE/INTENSIVE INTERVENTION (min C grade)	3
SPED 43080	ASSISTIVE TECHNOLOGY FOR STUDENTS WITH DISABILITIES (min C grade)	3	SPED 43070	PLANNING AND PROGRAMMING FOR TRANSITIONS (min C grade)	3
SPED 43309	INTRODUCTION TO DEAF STUDIES (ELR) (WIC) (min C grade)	3	SPED 43080	ASSISTIVE TECHNOLOGY FOR STUDENTS WITH DISABILITIES (min C grade) ¹	3
SPED 44092	FIELD EXPERIENCE FOR MILD/MODERATE INTERVENTION SPECIALIST (ELR)	3	SPED 44092	FIELD EXPERIENCE FOR MILD/MODERATE INTERVENTION SPECIALIST (ELR) ¹	3
SPED 44192	FIELD EXPERIENCE FOR MODERATE/INTENSIVE INTERVENTION SPECIALIST (ELR)	3	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 44309	AUTISM SPECTRUM DISORDERS: THEORY AND DIAGNOSIS (min C grade)	3
Additional Requirements (courses do not count in major GPA)			SPED 44492	STUDENT TEACHING IN SPECIAL EDUCATION (ELR) ¹	4-9
ENG 22071	GREAT BOOKS TO 1700 (KHUM)	3	SPED 44951	CREATING LEGALLY DEFENSIBLE INDIVIDUAL FAMILY SERVICE PLANS AND INDIVIDUALIZED EDUCATION PROGRAMS (WIC) (min C grade)	3
or ENG 22072	GREAT BOOKS SINCE 1700 (KHUM)		SPED 49525	INQUIRY SEMINAR INTO PROFESSIONAL PRACTICE (min C grade)	3
or ENG 22073	MAJOR MODERN WRITERS: BRITISH AND UNITED STATES (KHUM)		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
PSYC 11762	GENERAL PSYCHOLOGY (DIVD) (KSS)	3	or ENG 22072	GREAT BOOKS SINCE 1700 (KHUM)	
PSYC 21211	PSYCHOLOGY OF EVERYDAY LIFE (DIVD) (KSS)	3	or ENG 22073	MAJOR MODERN WRITERS: BRITISH AND UNITED STATES (KHUM)	
General Electives (total credit hours depend on earning 120 credit hours, including 39 upper-division credit hours)		18	PACS 11001	INTRODUCTION TO CONFLICT MANAGEMENT (DIVD) (KSS)	3
Minimum Total Credit Hours:		78	Kent Core Social Sciences		3
			Kent Core Additional		2

Mild to Intensive Dual License Concentration Requirements

Code	Title	Credit Hours
Concentration Requirements (courses count in major GPA)		
CI 47501	TEACHING MATHEMATICS IN EARLY AND MIDDLE GRADES (min C grade)	3
CI 47504	TEACHING READING AND WRITING IN MIDDLE GRADES (min C grade)	3
ECED 40105	APPROPRIATE PHONICS INSTRUCTION FOR KINDERGARTEN AND PRIMARY CHILDREN (min C grade in either course)	3
or ECED 40302	APPROPRIATE PHONICS INSTRUCTION AND WORD STUDY	
ECED 40126	DEVELOPMENTAL READING AND WRITING: EARLY YEARS (min C grade in either course)	3
or ECED 40402	DEVELOPMENTAL READING AND WRITING IN THE ELEMENTARY YEARS	
NURS 45070	HEALTH CARE NEEDS FOR INDIVIDUALS WITH DISABILITIES (min C grade)	3

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.

Students completing the Disability Services concentration will not be eligible for licensure.

Progression Requirements

For students seeking teacher education licensure, 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 2.750 overall GPA¹.

For students in the non-licensure concentration, admission into the professional phase is required prior to enrolling in select upper-division courses. Successful completion of 60 credit hours with a minimum 2.750 overall GPA¹ is required for admittance into the professional phase of the major.

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 GPA¹) 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 withdrawing 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 or receive a minimum Level 2 on the American Sign Language Proficiency Interview (ASLPI).

Roadmaps

- Deaf Education Concentration
- Disability Services 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.

Semester One		Credits
!	ASL 19201 ELEMENTARY AMERICAN SIGN LANGUAGE I	4
!	MATH 14001 BASIC MATHEMATICAL CONCEPTS I (KMCR)	4
	UC 10097 DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1

Kent Core Requirement		3
Kent Core Requirement		3
Credit Hours		15
Semester Two		
!	ASL 19202 ELEMENTARY AMERICAN SIGN LANGUAGE II	4
!	MATH 14002 BASIC MATHEMATICAL CONCEPTS II (KMCR)	4
!	SPED 23000 INTRODUCTION TO EXCEPTIONALITIES (DIVD)	3
Kent Core Requirement		3
Kent Core Requirement		3
Credit Hours		17
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.		
Credit Hours		0
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
Credit Hours		18
Semester Four		
Requirement: 2.750 overall GPA. Note: apply online for Advanced Study by the second Friday of the term		
!	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
Credit Hours		15
Semester Five		
Requirement: minimum 2.750 overall GPA		
	CI 47504 TEACHING READING AND WRITING IN MIDDLE GRADES	3
	or ECED 40126 or DEVELOPMENTAL READING AND WRITING: EARLY YEARS	
	CI 47505 INTEGRATED SOCIAL STUDIES AND SCIENCE	3
	or MCED 30002 or INTEGRATED SOCIAL STUDIES AND SCIENCE IN MIDDLE CHILDHOOD	
	SPED 43010 FAMILY AND PROFESSIONAL COLLABORATION	3
	SPED 43310 LANGUAGE DEVELOPMENT FOR DEAF AND HARD-OF-HEARING STUDENTS	3
	SPED 48880 DEAF EDUCATION TEACHING LABORATORY	1
Kent Core Requirement		3
Credit Hours		16
Semester Six		
Requirement: minimum 2.750 overall GPA		
	CI 47501 TEACHING MATHEMATICS IN EARLY AND MIDDLE GRADES	3
!	SPED 43030 APPLIED BEHAVIOR ANALYSIS I: THEORY AND TECHNIQUES	3
!	SPED 43313 LITERACY ASSESSMENT AND INTERVENTION FOR DEAF/HARD-OF-HEARING STUDENTS	6

!	SPED 43392	PRACTICUM: DEAF EDUCATION (ELR)	1
	SPED 48880	DEAF EDUCATION TEACHING LABORATORY	1
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			
	HED 42575	HEALTH AND LEARNING: STRATEGIES FOR STUDENTS AND TEACHERS	3
!	SPED 43311	INSTRUCTION OF DEAF/HARD-OF-HEARING STUDENTS WITH SPECIAL NEEDS	3
!	SPED 43324	CURRICULUM METHODS AND MATERIALS FOR DEAF/HARD-OF-HEARING STUDENTS	3
!	SPED 43392	PRACTICUM: DEAF EDUCATION (ELR)	1
	SPED 48880	DEAF EDUCATION TEACHING LABORATORY	1
	Kent Core Requirement		2
	Kent Core Requirement		3
Credit Hours			16
Semester Eight			
Requirement: minimum 2.750 overall GPA and 3.000 major GPA			
	SPED 44492	STUDENT TEACHING IN SPECIAL EDUCATION (ELR)	9
	SPED 49525	INQUIRY SEMINAR INTO PROFESSIONAL PRACTICE	3
Credit Hours			12
Minimum Total Credit Hours:			123

Disability Services 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			Credits
!	MATH 14001	BASIC MATHEMATICAL CONCEPTS I (KMCR)	4
	PSYC 11762	GENERAL PSYCHOLOGY (DIVD) (KSS)	3
!	SPED 23000	INTRODUCTION TO EXCEPTIONALITIES (DIVD)	3
!	UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
	Kent Core Requirement		3
Credit Hours			14
Semester Two			
!	CULT 29535	EDUCATION IN A DEMOCRATIC SOCIETY	3
!	MATH 14002	BASIC MATHEMATICAL CONCEPTS II (KMCR)	4
	PSYC 21211	PSYCHOLOGY OF EVERYDAY LIFE (DIVD) (KSS)	3
	SPED 43050	CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE INTERVENTION NEEDS	3
	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			
!	EPSY 29525	EDUCATIONAL PSYCHOLOGY	3
!	SPED 43051	CHARACTERISTICS OF STUDENTS WITH MODERATE/INTENSIVE INTERVENTION NEEDS	3

Kent Core Requirement		3	
Kent Core Requirement		3	
Kent Core Requirement		3	
Credit Hours		15	
Semester Four			
Requirement: 2.750 overall GPA			
ENG 22071	GREAT BOOKS TO 1700 (KHUM)	3	
or	or GREAT BOOKS SINCE 1700 (KHUM)		
ENG 22072	or MAJOR MODERN WRITERS: BRITISH AND UNITED STATES (KHUM)		
or			
ENG 22073			
PACS 11001	INTRODUCTION TO CONFLICT MANAGEMENT (DIVD) (KSS)	3	
SPED 24000	INCLUSIVE PRACTICES	3	
SPED 44309	AUTISM SPECTRUM DISORDERS: THEORY AND DIAGNOSIS	3	
Kent Core Requirement		3	
Credit Hours		15	
Semester Five			
Requirement: minimum 2.750 overall GPA			
RPTM 26001	INTRODUCTION TO COMMUNITY INCLUSION FOR INDIVIDUALS WITH DISABILITIES	3	
!	SPED 43021	ASSESSMENT FOR SPECIAL EDUCATION	3
	SPED 43030	APPLIED BEHAVIOR ANALYSIS I: THEORY AND TECHNIQUES	3
!	SPED 43062	CURRICULUM METHODS MILD/MODERATE INTERVENTION	3
	SPED 44092	FIELD EXPERIENCE FOR MILD/MODERATE INTERVENTION SPECIALIST (ELR)	3
Credit Hours		15	
Semester Six			
Requirement: minimum 2.750 overall GPA			
RPTM 46001	PRINCIPLES AND METHODS OF COMMUNITY INCLUSION	3	
	SPED 43031	APPLIED BEHAVIOR ANALYSIS II: APPLICATION	3
!	SPED 43063	CURRICULUM METHODS MODERATE/INTENSIVE INTERVENTION	3
!	SPED 43080	ASSISTIVE TECHNOLOGY FOR STUDENTS WITH DISABILITIES	3
!	SPED 44192	FIELD EXPERIENCE FOR MODERATE/INTENSIVE INTERVENTION SPECIALIST (ELR)	3
Credit Hours		15	
Semester Seven			
Requirement: minimum 2.750 overall GPA			
SPED 43010	FAMILY AND PROFESSIONAL COLLABORATION	3	
SPED 43309	INTRODUCTION TO DEAF STUDIES (ELR) (WIC)	3	
General Electives		9	
Credit Hours		15	
Semester Eight			
Requirement: minimum 2.750 overall GPA and minimum 3.000 major GPA			
NURS 45070	HEALTH CARE NEEDS FOR INDIVIDUALS WITH DISABILITIES	3	
SPED 43070	PLANNING AND PROGRAMMING FOR TRANSITIONS	3	
General Electives		9	
Credit Hours		15	
Minimum Total Credit Hours:		120	

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		Credits
!	MATH 14001 BASIC MATHEMATICAL CONCEPTS I (KMCR)	4
!	SPED 23000 INTRODUCTION TO EXCEPTIONALITIES (DIVD)	3
	UC 10097 DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
	Kent Core Requirement	3
	Kent Core Requirement	3
Credit Hours		14
Semester Two		Credits
!	CULT 29535 EDUCATION IN A DEMOCRATIC SOCIETY	3
!	MATH 14002 BASIC MATHEMATICAL CONCEPTS II (KMCR)	4
	SPED 43050 CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE INTERVENTION NEEDS	3
	Kent Core Requirement	3
	Kent Core Requirement	3
Credit Hours		16
First Summer Term		Credits
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.		0
Semester Three		Credits
Requirement: minimum 2.750 overall GPA by end of term		
!	EPSY 29525 EDUCATIONAL PSYCHOLOGY	3
!	SPED 43051 CHARACTERISTICS OF STUDENTS WITH MODERATE/INTENSIVE INTERVENTION NEEDS	3
	Kent Core Requirement	3
	Kent Core Requirement	3
	Kent Core Requirement	3
Credit Hours		15
Semester Four		Credits
Requirement: 2.750 overall GPA. Note: apply online for Advanced Study by the second Friday of the term		
ENG 22071	GREAT BOOKS TO 1700 (KHUM)	3
or	or GREAT BOOKS SINCE 1700 (KHUM)	
ENG 22072	or MAJOR MODERN WRITERS: BRITISH AND UNITED STATES (KHUM)	
or		
ENG 22073		
PACS 11001	INTRODUCTION TO CONFLICT MANAGEMENT (DIVD) (KSS)	3
SPED 24000	INCLUSIVE PRACTICES	3
SPED 44309	AUTISM SPECTRUM DISORDERS: THEORY AND DIAGNOSIS	3
	Kent Core Requirement	2
Credit Hours		14
Second Summer Term		Credits
It is suggested that students take any Kent Core courses missing from semesters 1-4 during the summer.		0
Semester Five		Credits
Requirement: minimum 2.750 overall GPA		
CI 47501	TEACHING MATHEMATICS IN EARLY AND MIDDLE GRADES	3

ECED 40105	APPROPRIATE PHONICS INSTRUCTION FOR KINDERGARTEN AND PRIMARY CHILDREN	3
or		
ECED 40302	or APPROPRIATE PHONICS INSTRUCTION AND WORD STUDY	
!	SPED 43021 ASSESSMENT FOR SPECIAL EDUCATION	3
	SPED 43030 APPLIED BEHAVIOR ANALYSIS I: THEORY AND TECHNIQUES	3
!	SPED 43062 CURRICULUM METHODS MILD/MODERATE INTERVENTION	3
!	SPED 44092 FIELD EXPERIENCE FOR MILD/MODERATE INTERVENTION SPECIALIST (ELR)	3
Credit Hours		18
Semester Six		Credits
Requirement: minimum 2.750 overall GPA		
SPA 34210	SPEECH AND LANGUAGE DEVELOPMENT	3
SPED 43031	APPLIED BEHAVIOR ANALYSIS II: APPLICATION	3
!	SPED 43063 CURRICULUM METHODS MODERATE/INTENSIVE INTERVENTION	3
	SPED 43070 PLANNING AND PROGRAMMING FOR TRANSITIONS	3
!	SPED 43080 ASSISTIVE TECHNOLOGY FOR STUDENTS WITH DISABILITIES	3
!	SPED 44192 FIELD EXPERIENCE FOR MODERATE/INTENSIVE INTERVENTION SPECIALIST (ELR)	3
Credit Hours		18
Semester Seven		Credits
Requirement: minimum 2.750 overall GPA		
CI 47504	TEACHING READING AND WRITING IN MIDDLE GRADES	3
ECED 40126	DEVELOPMENTAL READING AND WRITING: EARLY YEARS	3
or		
ECED 40402	or DEVELOPMENTAL READING AND WRITING IN THE ELEMENTARY YEARS	
SPED 43010	FAMILY AND PROFESSIONAL COLLABORATION	3
SPED 43040	LANGUAGE AND READING IN SPECIAL EDUCATION	3
SPED 44951	CREATING LEGALLY DEFENSIBLE INDIVIDUAL FAMILY SERVICE PLANS AND INDIVIDUALIZED EDUCATION PROGRAMS (WIC)	3
NURS 45070	HEALTH CARE NEEDS FOR INDIVIDUALS WITH DISABILITIES	3
Credit Hours		18
Semester Eight		Credits
Requirement: minimum 2.750 overall GPA and minimum 3.000 major GPA		
SPED 44492	STUDENT TEACHING IN SPECIAL EDUCATION (ELR)	9
SPED 49525	INQUIRY SEMINAR INTO PROFESSIONAL PRACTICE	3
Credit Hours		12
Minimum Total Credit Hours:		125