

SPECIAL EDUCATION - B.S.E.

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

About This Program

The Special Education major prepares you for a career in teaching and advocating for students with exceptionalities. In the program, you'll specialize in deaf education, disability services or teacher education – the latter leading to a PK-5 or mild-to-intensive dual license. With a focus on evidence-based practices and diverse field experiences, you'll develop the skills needed to become a special education teacher or work in non-school settings supporting children, adolescents and adults. Read more...

Contact Information

- **Pena Bedesem** | pbedesem@kent.edu | 330-672-6332
- Speak with an Advisor
- Chat with an Admissions Counselor

Program Delivery

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

Examples of Possible Careers and Salaries*

Special education teachers, kindergarten and elementary school

- -1.8% decline
- 230,200 number of jobs
- \$63,000 potential earnings

Special education teachers, secondary school

- -1.6% decline
- 164,200 number of jobs
- \$69,590 potential earnings

Special education teachers, all other

- 1.1% slower than the average
- 41,000 number of jobs
- \$67,430 potential earnings

Substitute teachers, short-term

- 1.6% slower than the average
- 510,100 number of jobs
- \$38,470 potential earnings

Teaching assistants, except postsecondary

- -1.5% decline
- 1,422,800 number of jobs
- \$35,240 potential earnings

Rehabilitation counselors

- 1.4% slower than the average
- 91,900 number of jobs
- \$46,110 potential earnings

Community and social service specialists, all other

- 4.6% about as fast as the average
- 119,200 number of jobs
- \$54,940 potential earnings

Social and community service managers

- 6.4% faster than the average
- 219,800 number of jobs
- \$78,240 potential earnings

Social and human service assistants

- 6.4% faster than the average
- 449,600 number of jobs
- \$45,120 potential earnings

Accreditation

Council for the Accreditation of Educator Preparation (Deaf Education, Mild to Intensive Dual License and Primary Intervention Specialist concentrations only).

* Source of occupation titles and labor data comes 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.

Admission Requirements

The university affirmatively strives to provide educational opportunities and access to students with varied backgrounds, those with special talents and adult students who graduated from high school three or more years ago.

First-Year Students on the Kent Campus: First-year admission policy on the Kent Campus is selective. Admission decisions are based upon cumulative grade point average, strength of high school college preparatory curriculum and grade trends. Students not admissible to the Kent Campus may be administratively referred to one of the seven regional campuses to begin their college coursework. For more information, visit the admissions website for first-year students.

First-Year Students on the Regional Campuses: First-year admission to Kent State's campuses at Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and Tuscarawas, as well as the Twinsburg Academic Center, is open to anyone with a high school diploma or its equivalent. For more information on admissions, contact the Regional Campuses admissions offices.

International Students: All international students must provide proof of proficiency of the English language (unless they meet specific exceptions) through the submission of an English language proficiency test score or by completing English language classes at Kent State's English as a Second Language Center before entering their program. For more information, visit the admissions website for international students.

Former Students: Former Kent State students or graduates who have not attended another college or university since Kent State may complete the reenrollment or reinstatement form on the University Registrar's website.

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.

Transfer students visit the admissions website for transfer students for more information.

Admission policies for undergraduate students may be found in the University Catalog's Academic Policies.

Students may be required to meet certain criteria to progress in their program. Any progression requirements will be listed on the program's Coursework tab

Program Requirements

Major Requirements

| Code | Title | Credit Hours |
|--|---|--------------|
| Major Requirements (courses count in major GPA) | | |
| SPED 23000 | INTRODUCTION TO EXCEPTIONALITIES (min C grade) | 3 |
| SPED 43010 | FAMILY AND PROFESSIONAL COLLABORATION (min C grade for either course) | 3 |
| or SPED 43953 | FAMILY PROFESSIONAL COLLABORATION IN EARLY CHILDHOOD | |
| SPED 43030 | APPLIED BEHAVIOR ANALYSIS I: THEORY AND TECHNIQUES (min C grade) | 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 |
| UC 10001 | FLASHES 101 | 1 |
| American Civic Literacy Requirement ¹ | | 3 |
| Kent Core Composition (min C grade) | | 6 |
| Kent Core Humanities and Fine Arts (minimum one course from each) ¹ | | 3-6 |
| Kent Core Basic Sciences (must include one laboratory) | | 6-7 |
| Concentrations | | |
| Choose from the following: | | 86-91 |
| Deaf Education | | |
| Disability Services | | |
| Mild to Intensive Dual License | | |

| Primary Intervention Specialist | Minimum Total Credit Hours: | 120-125 |
|---------------------------------|-----------------------------|---------|
|---------------------------------|-----------------------------|---------|

¹ If students complete the American Civic Literacy requirement by taking HIST 12061, the course will apply to the Kent Core Humanities category. If they complete it with POL 10101, the course will apply to the Kent Core Social Sciences category.

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 |
| ECED 40303 | TEACHING MATHEMATICS IN THE ELEMENTARY YEARS I (min C grade) | 3 |
| ECED 40401 | TEACHING SCIENCE AND SOCIAL STUDIES IN THE ELEMENTARY YEARS (min C grade) | 3 |
| ECED 40402 | TEACHING READERS IN THE ELEMENTARY YEARS (min C grade) | 3 |
| 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) (S grade) 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 |
| MATH 14001 | BASIC MATHEMATICAL CONCEPTS I (KMCR) (min C grade) | 4 |
| MATH 14002 | BASIC MATHEMATICAL CONCEPTS II (KMCR) (min C grade) | 4 |
| Kent Core Humanities and Fine Arts (minimum one course from each) | | 3 |
| Kent Core Social Sciences (must be from two disciplines) ² | | 3-6 |

| | |
|------------------------------------|-----------|
| Kent Core Additional | 2 |
| Minimum Total Credit Hours: | 89 |

- 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.
- ² If students complete the American Civic Literacy requirement by taking HIST 12061, the course will apply to the Kent Core Humanities category. If they complete it with POL 10101, the course will apply to the Kent Core Social Sciences category.

- 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.
- ² If students complete the American Civic Literacy requirement by taking HIST 12061, the course will apply to the Kent Core Humanities category. If they complete it with POL 10101, the course will apply to the Kent Core Social Sciences category.

Disability Services Concentration Requirements

| Code | Title | Credit Hours |
|--|--|--------------|
| Concentration Requirements (courses count in major GPA) | | |
| CULT 26001 | INTRODUCTION TO DISABILITY STUDIES (min C grade) | 3 |
| CULT 46001 | PRINCIPLES AND METHODS OF COMMUNITY INCLUSION (min C grade) | 3 |
| NURS 45070 | HEALTH CARE NEEDS FOR INDIVIDUALS WITH DISABILITIES (min C grade) | 3 |
| SPED 24000 | INCLUSIVE PRACTICES (min C grade) | 3 |
| SPED 43050 | CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE INTERVENTION NEEDS (min C grade) | 3 |
| SPED 43051 | CHARACTERISTICS OF STUDENTS WITH MODERATE/INTENSIVE INTERVENTION NEEDS (min C grade) | 3 |
| SPED 43062 | CURRICULUM METHODS MILD/MODERATE INTERVENTION (min C grade) | 3 |
| SPED 43063 | CURRICULUM METHODS MODERATE/INTENSIVE INTERVENTION (min C grade) | 3 |
| SPED 43070 | PLANNING AND PROGRAMMING FOR TRANSITIONS (min C grade) | 3 |
| SPED 43080 | ASSISTIVE TECHNOLOGY FOR STUDENTS WITH DISABILITIES (min C grade) | 3 |
| SPED 43309 | INTRODUCTION TO DEAF STUDIES (ELR) (WIC) (min C grade) | 3 |
| SPED 44092 | FIELD EXPERIENCE 1 FOR INTERVENTION SPECIALISTS (ELR) (S grade) ¹ | 3 |
| SPED 44192 | FIELD EXPERIENCE 2 FOR INTERVENTION SPECIALISTS (ELR) (S grade) ¹ | 3 |
| SPED 44309 | AUTISM SPECTRUM DISORDERS: THEORY AND DIAGNOSIS (min C grade) | 3 |
| Additional Requirements (courses do not count in major GPA) | | |
| MATH 10041 | INTRODUCTORY STATISTICS (KMCR) (minimum C grade in each) | 4 |
| or MATH 10051 | QUANTITATIVE REASONING (KMCR) | |
| or MATH 14001 | BASIC MATHEMATICAL CONCEPTS I (KMCR) | |
| PSYC 11762 | GENERAL PSYCHOLOGY (KSS) | 3 |
| PSYC 21211 | PSYCHOLOGY OF EVERYDAY LIFE (KSS) | 3 |
| Kent Core Humanities and Fine Arts (minimum one course from each) | | 3 |
| Kent Core Social Sciences (must be from two disciplines) ² | | 0-3 |
| Kent Core Additional | | 3 |
| General Electives (total credit hours depends on earning 120 credit hours, including 39 upper-division credit hours) | | 25 |
| Minimum Total Credit Hours: | | 86 |

Mild to Intensive Dual License Concentration Requirements

| Code | Title | Credit Hours |
|--|---|--------------|
| Concentration Requirements (courses count in major GPA) | | |
| ECED 40303 | TEACHING MATHEMATICS IN THE ELEMENTARY YEARS I (min C grade) | 3 |
| ECED 40402 | TEACHING READERS IN THE ELEMENTARY YEARS (min C grade) | 3 |
| ECED 40403 | TEACHING WRITERS IN THE ELEMENTARY YEARS (WIC) (min C grade) | 3 |
| NURS 45070 | HEALTH CARE NEEDS FOR INDIVIDUALS WITH DISABILITIES (min C grade) | 3 |
| SPA 34210 | SPEECH AND LANGUAGE DEVELOPMENT (min C grade) | 3 |
| SPED 24000 | INCLUSIVE PRACTICES (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 43040 | LANGUAGE AND READING IN SPECIAL EDUCATION (min C grade) | 3 |
| SPED 43042 | INTENSIVE READING INTERVENTIONS AND PHONICS (min C grade) | 3 |
| SPED 43050 | CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE INTERVENTION NEEDS (min C grade) | 3 |
| SPED 43051 | CHARACTERISTICS OF STUDENTS WITH MODERATE/INTENSIVE INTERVENTION NEEDS (min C grade) | 3 |
| SPED 43062 | CURRICULUM METHODS MILD/MODERATE INTERVENTION (min C grade) | 3 |
| SPED 43063 | CURRICULUM METHODS MODERATE/INTENSIVE INTERVENTION (min C grade) | 3 |
| SPED 43070 | PLANNING AND PROGRAMMING FOR TRANSITIONS (min C grade) | 3 |
| SPED 43080 | ASSISTIVE TECHNOLOGY FOR STUDENTS WITH DISABILITIES (min C grade) | 3 |
| SPED 44092 | FIELD EXPERIENCE 1 FOR INTERVENTION SPECIALISTS (ELR) (S grade) ¹ | 3 |
| SPED 44192 | FIELD EXPERIENCE 2 FOR INTERVENTION SPECIALISTS (ELR) (S grade) ¹ | 3 |
| SPED 44309 | AUTISM SPECTRUM DISORDERS: THEORY AND DIAGNOSIS (min C grade) | 3 |
| SPED 44492 | STUDENT TEACHING IN SPECIAL EDUCATION (ELR) (S grade) ¹ | 9 |
| SPED 44951 | CREATING LEGALLY DEFENSIBLE INDIVIDUAL FAMILY SERVICE PLANS AND INDIVIDUALIZED EDUCATION PROGRAMS (WIC) (min C grade) | 3 |
| SPED 49525 | INQUIRY SEMINAR INTO PROFESSIONAL PRACTICE (min C grade) | 3 |
| Additional Requirements (courses do not count in major GPA) | | |

| | | |
|---|--|-----------|
| MATH 14001 | BASIC MATHEMATICAL CONCEPTS I (KMCR) (min C grade) | 4 |
| MATH 14002 | BASIC MATHEMATICAL CONCEPTS II (KMCR) (min C grade) | 4 |
| Kent Core Humanities and Fine Arts (minimum one course from each) | | 3 |
| Kent Core Social Sciences (must be from two disciplines) ² | | 3-6 |
| Kent Core Additional | | 2 |
| Minimum Total Credit Hours: | | 91 |

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.

² If students complete the American Civic Literacy requirement by taking HIST 12061, the course will apply to the Kent Core Humanities category. If they complete it with POL 10101, the course will apply to the Kent Core Social Sciences category.

Primary Intervention Specialist

| Code | Title | Credit Hours |
|--|---|--------------|
| Concentration Requirements (courses count in major GPA) | | |
| ASL 19201 | ELEMENTARY AMERICAN SIGN LANGUAGE I (min C grade) | 4 |
| ECED 30201 | TEACHING EARLY READERS (min C grade) | 3 |
| ECED 30202 | MATHEMATICS AND SCIENCE IN THE EARLY YEARS (min C grade) | 3 |
| ECED 40401 | TEACHING SCIENCE AND SOCIAL STUDIES IN THE ELEMENTARY YEARS (min C grade) | 3 |
| ECED 40402 | TEACHING READERS IN THE ELEMENTARY YEARS (min C grade) | 3 |
| ECED 40403 | TEACHING WRITERS IN THE ELEMENTARY YEARS (WIC) (min C grade) | 3 |
| SPA 34210 | SPEECH AND LANGUAGE DEVELOPMENT (min C grade) | 3 |
| SPED 24000 | INCLUSIVE PRACTICES (min C grade) | 3 |
| SPED 43040 | LANGUAGE AND READING IN SPECIAL EDUCATION (min C grade) | 3 |
| SPED 43042 | INTENSIVE READING INTERVENTIONS AND PHONICS (min C grade) | 3 |
| SPED 43062 | CURRICULUM METHODS MILD/MODERATE INTERVENTION (min C grade) | 3 |
| SPED 43950 | CURRICULUM AND INTERVENTION IN EARLY CHILDHOOD SERVICES (min C grade) | 3 |
| SPED 43954 | PRACTICAL APPLICATION: TEAMING (min C grade) | 3 |
| SPED 43955 | TYPICAL AND ATYPICAL DEVELOPMENT IN YOUNG CHILDREN (min C grade) | 3 |
| SPED 43964 | ASSESSMENT AND EVALUATION IN EARLY INTERVENTION AND EARLY CHILDHOOD SPECIAL EDUCATION (min C grade) | 3 |
| SPED 44092 | FIELD EXPERIENCE 1 FOR INTERVENTION SPECIALISTS (ELR) (S grade) ¹ | 3 |
| SPED 44192 | FIELD EXPERIENCE 2 FOR INTERVENTION SPECIALISTS (ELR) (S grade) ¹ | 3 |
| SPED 44309 | AUTISM SPECTRUM DISORDERS: THEORY AND DIAGNOSIS (min C grade) | 3 |
| SPED 44492 | STUDENT TEACHING IN SPECIAL EDUCATION (ELR) (S grade) ¹ | 9 |

| | | |
|---|---|-----------|
| SPED 44951 | CREATING LEGALLY DEFENSIBLE INDIVIDUAL FAMILY SERVICE PLANS AND INDIVIDUALIZED EDUCATION PROGRAMS (WIC) (min C grade) | 3 |
| SPED 49525 | INQUIRY SEMINAR INTO PROFESSIONAL PRACTICE (min C grade) | 3 |
| Additional Requirements | | |
| MATH 14001 | BASIC MATHEMATICAL CONCEPTS I (KMCR) (min C grade) | 4 |
| MATH 14002 | BASIC MATHEMATICAL CONCEPTS II (KMCR) (min C grade) | 4 |
| Kent Core Humanities and Fine Arts (minimum one course from each) | | 3 |
| Kent Core Social Sciences (must be from two disciplines) ² | | 3-6 |
| Kent Core Additional | | 2 |
| Minimum Total Credit Hours: | | 89 |

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.

² If students complete the American Civic Literacy requirement by taking HIST 12061, the course will apply to the Kent Core Humanities category. If they complete it with POL 10101, the course will apply to the Kent Core Social Sciences category.

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

This roadmap is a recommended semester-by-semester plan of study for this program. Students will work with their advisor to develop a sequence based on their academic goals and history. 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 10001 FLASHES 101 | 1 |
| | Kent Core Requirement | 3 |
| | Kent Core Requirement | 3 |
| Credit Hours | | 15 |
| Semester Two | | Credits |
| ! | ASL 19202 ELEMENTARY AMERICAN SIGN LANGUAGE II | 4 |
| ! | MATH 14002 BASIC MATHEMATICAL CONCEPTS II (KMCR) | 4 |
| ! | SPED 23000 INTRODUCTION TO EXCEPTIONALITIES | 3 |
| | Kent Core Requirement | 3 |
| | Kent Core Requirement | 3 |
| Credit Hours | | 17 |
| First Summer Term | | Credits |
| 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. | | 0 |
| Credit Hours | | 0 |
| Semester Three | | Credits |
| 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 | | Credits |
| Requirement: 2.750 overall GPA. Note: Apply for Advanced Study January 1 - February 1. | | |
| ! | 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 |
| American Civic Literacy Requirement | | 3 |
| Credit Hours | | 15 |
| Semester Five | | Credits |
| Requirement: minimum 2.750 overall GPA | | |
| | ECED 40303 TEACHING MATHEMATICS IN THE ELEMENTARY YEARS I | 3 |
| | ECED 40401 TEACHING SCIENCE AND SOCIAL STUDIES IN THE ELEMENTARY YEARS | 3 |
| | SPED 43010 FAMILY AND PROFESSIONAL COLLABORATION or SPED 43953 or FAMILY PROFESSIONAL COLLABORATION IN EARLY CHILDHOOD | 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 | | Credits |
| Requirement: minimum 2.750 overall GPA | | |
| | ECED 40402 TEACHING READERS IN THE ELEMENTARY YEARS | 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 | | Credits |
| 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 CAEP 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 | 3 |
| | Kent Core Requirement | 2 |
| Credit Hours | | 16 |
| Semester Eight | | Credits |
| Requirement: minimum 2.750 overall GPA and 3.000 major GPA upon graduation. | | |
| | 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 program. Students will work with their advisor to develop a sequence based on their academic goals and history. Courses designated as critical (!) must be completed in the semester listed to ensure a timely graduation.

| Semester One | | Credits |
|--|--|-----------|
| MATH 10041 | INTRODUCTORY STATISTICS (KMCR) | 4 |
| or | or QUANTITATIVE REASONING (KMCR) | |
| MATH 10051 | or BASIC MATHEMATICAL CONCEPTS I (KMCR) | |
| or | | |
| MATH 14001 | | |
| PSYC 11762 | GENERAL PSYCHOLOGY (KSS) | 3 |
| ! SPED 23000 | INTRODUCTION TO EXCEPTIONALITIES | 3 |
| ! UC 10001 | FLASHES 101 | 1 |
| Kent Core Requirement | | 3 |
| Credit Hours | | 14 |
| Semester Two | | Credits |
| ! CULT 29535 | EDUCATION IN A DEMOCRATIC SOCIETY | 3 |
| PSYC 21211 | PSYCHOLOGY OF EVERYDAY LIFE (KSS) | 3 |
| SPED 43050 | CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE INTERVENTION NEEDS | 3 |
| Kent Core Requirement | | 3 |
| Kent Core Requirement | | 3 |
| Credit Hours | | 15 |
| 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: minimum 2.750 cumulative GPA. Apply online for Professional Phase January 1 - February 1. | | |
| SPED 24000 | INCLUSIVE PRACTICES | 3 |
| ! SPED 44092 | FIELD EXPERIENCE 1 FOR INTERVENTION SPECIALISTS (ELR) | 3 |
| SPED 44309 | AUTISM SPECTRUM DISORDERS: THEORY AND DIAGNOSIS | 3 |
| American Civic Literacy Requirement | | 3 |
| Kent Core Requirement | | 3 |
| Credit Hours | | 15 |
| Semester Five | | Credits |
| Requirement: minimum 2.750 cumulative GPA. | | |
| ! CULT 26001 | INTRODUCTION TO DISABILITY STUDIES | 3 |
| ! SPED 43030 | APPLIED BEHAVIOR ANALYSIS I: THEORY AND TECHNIQUES | 3 |
| ! SPED 43062 | CURRICULUM METHODS MILD/MODERATE INTERVENTION | 3 |
| Kent Core Requirement | | 3 |
| General Elective | | 3 |
| Credit Hours | | 15 |
| Semester Six | | Credits |
| Requirement: minimum 2.750 cumulative GPA. | | |

| CULT 46001 | PRINCIPLES AND METHODS OF COMMUNITY INCLUSION | 3 |
|---|---|------------|
| ! SPED 43063 | CURRICULUM METHODS MODERATE/INTENSIVE INTERVENTION | 3 |
| ! SPED 43080 | ASSISTIVE TECHNOLOGY FOR STUDENTS WITH DISABILITIES | 3 |
| ! SPED 44192 | FIELD EXPERIENCE 2 FOR INTERVENTION SPECIALISTS (ELR) | 3 |
| General Elective | | 3 |
| Credit Hours | | 15 |
| Semester Seven | | Credits |
| Requirement: minimum 2.750 cumulative GPA. | | |
| NURS 45070 | HEALTH CARE NEEDS FOR INDIVIDUALS WITH DISABILITIES | 3 |
| SPED 43010 | FAMILY AND PROFESSIONAL COLLABORATION | 3 |
| or | or FAMILY PROFESSIONAL COLLABORATION | |
| SPED 43953 | IN EARLY CHILDHOOD | |
| SPED 43070 | PLANNING AND PROGRAMMING FOR TRANSITIONS | 3 |
| SPED 43309 | INTRODUCTION TO DEAF STUDIES (ELR) (WIC) | 3 |
| General Elective | | 3 |
| Credit Hours | | 15 |
| Semester Eight | | Credits |
| Requirement: minimum 2.750 cumulative GPA; 3.000 major GPA upon graduation. | | |
| General Electives | | 16 |
| Credit Hours | | 16 |
| Minimum Total Credit Hours: | | 120 |

Mild to Intensive Dual License Concentration

This roadmap is a recommended semester-by-semester plan of study for this program. Students will work with their advisor to develop a sequence based on their academic goals and history. 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 | 3 |
| UC 10001 | FLASHES 101 | 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. | | |
| Credit Hours | | 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 |
| | Kent Core Requirement | | 3 |

Credit Hours 18

Semester Four

Requirement: 2.750 overall GPA. Note: Apply for Advanced Study January 1 - February 1.

| | | | |
|---|-------------------------------------|---|---|
| | SPA 34210 | SPEECH AND LANGUAGE DEVELOPMENT | 3 |
| | SPED 24000 | INCLUSIVE PRACTICES | 3 |
| ! | SPED 44092 | FIELD EXPERIENCE 1 FOR INTERVENTION SPECIALISTS (ELR) | 3 |
| | SPED 44309 | AUTISM SPECTRUM DISORDERS: THEORY AND DIAGNOSIS | 3 |
| | American Civic Literacy Requirement | | 3 |
| | Kent Core Requirement | | 2 |

Credit Hours 17

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. Note: Apply for Student Teaching.

| | | | |
|---|------------|---|---|
| | SPED 43010 | FAMILY AND PROFESSIONAL COLLABORATION or FAMILY PROFESSIONAL COLLABORATION IN EARLY CHILDHOOD | 3 |
| ! | SPED 43021 | ASSESSMENT FOR SPECIAL EDUCATION | 3 |
| ! | SPED 43030 | APPLIED BEHAVIOR ANALYSIS I: THEORY AND TECHNIQUES | 3 |
| ! | SPED 43040 | LANGUAGE AND READING IN SPECIAL EDUCATION | 3 |
| | SPED 43042 | INTENSIVE READING INTERVENTIONS AND PHONICS | 3 |
| ! | SPED 43062 | CURRICULUM METHODS MILD/MODERATE INTERVENTION | 3 |

Credit Hours 18

Semester Six

Requirement: minimum 2.750 overall GPA

| | | | |
|---|------------|---|---|
| | ECED 40303 | TEACHING MATHEMATICS IN THE ELEMENTARY YEARS I | 3 |
| | ECED 40402 | TEACHING READERS IN THE ELEMENTARY YEARS | 3 |
| ! | SPED 43031 | APPLIED BEHAVIOR ANALYSIS II: APPLICATION | 3 |
| ! | SPED 43063 | CURRICULUM METHODS MODERATE/INTENSIVE INTERVENTION | 3 |
| ! | SPED 44192 | FIELD EXPERIENCE 2 FOR INTERVENTION SPECIALISTS (ELR) | 3 |

Credit Hours 15

Semester Seven

Requirement: minimum 2.750 overall GPA

| | | | |
|--|------------|---|---|
| | ECED 40403 | TEACHING WRITERS IN THE ELEMENTARY YEARS (WIC) | 3 |
| | SPED 43070 | PLANNING AND PROGRAMMING FOR TRANSITIONS | 3 |
| | SPED 43080 | ASSISTIVE TECHNOLOGY FOR STUDENTS WITH DISABILITIES | 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 15

Semester Eight

Requirement: minimum 2.750 overall GPA and minimum 3.000 major GPA upon graduation.

| | | | |
|--|------------|---|---|
| | 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

Primary Intervention Specialist Concentration

This roadmap is a recommended semester-by-semester plan of study for this program. Students will work with their advisor to develop a sequence based on their academic goals and history. Courses designated as critical (!) must be completed in the semester listed to ensure a timely graduation.

Semester One

| | | | |
|---|-----------------------|--------------------------------------|---|
| ! | MATH 14001 | BASIC MATHEMATICAL CONCEPTS I (KMCR) | 4 |
| | SPED 23000 | INTRODUCTION TO EXCEPTIONALITIES | 3 |
| | UC 10001 | FLASHES 101 | 1 |
| | Kent Core Requirement | | 3 |
| | Kent Core Requirement | | 3 |
| | Kent Core Requirement | | 2 |

Credit Hours 16

Semester Two

| | | | |
|---|-----------------------|--|---|
| | CULT 29535 | EDUCATION IN A DEMOCRATIC SOCIETY | 3 |
| ! | MATH 14002 | BASIC MATHEMATICAL CONCEPTS II (KMCR) | 4 |
| ! | SPED 43955 | TYPICAL AND ATYPICAL DEVELOPMENT IN YOUNG CHILDREN | 3 |
| | Kent Core Requirement | | 3 |
| | Kent Core Requirement | | 3 |

Credit Hours 16

Semester Three

| | | | |
|---|-----------------------|-------------------------------------|---|
| | ASL 19201 | ELEMENTARY AMERICAN SIGN LANGUAGE I | 4 |
| ! | EPSY 29525 | EDUCATIONAL PSYCHOLOGY | 3 |
| | Kent Core Requirement | | 3 |
| | Kent Core Requirement | | 3 |
| | Kent Core Requirement | | 3 |

Credit Hours 16

Semester Four

Requirement: 2.750 overall GPA. Note apply for Advanced Study January 1- February 1.

| | | | |
|---|-------------------------------------|---|---|
| ! | SPA 34210 | SPEECH AND LANGUAGE DEVELOPMENT | 3 |
| | SPED 24000 | INCLUSIVE PRACTICES | 3 |
| ! | SPED 44092 | FIELD EXPERIENCE 1 FOR INTERVENTION SPECIALISTS (ELR) | 3 |
| | SPED 44309 | AUTISM SPECTRUM DISORDERS: THEORY AND DIAGNOSIS | 3 |
| | American Civic Literacy Requirement | | 3 |
| | Kent Core Requirement | | 3 |

Credit Hours 18

| Semester Five | | |
|---|---|------------|
| Requirement: 2.750 overall GPA. | | |
| ECED 30201 | TEACHING EARLY READERS | 3 |
| ! SPED 43030 | APPLIED BEHAVIOR ANALYSIS I: THEORY AND TECHNIQUES | 3 |
| ! SPED 43040 | LANGUAGE AND READING IN SPECIAL EDUCATION | 3 |
| SPED 43042 | INTENSIVE READING INTERVENTIONS AND PHONICS | 3 |
| ! SPED 43954 | PRACTICAL APPLICATION: TEAMING | 3 |
| Credit Hours | | 15 |
| Semester Six | | |
| Requirement: 2.750 overall GPA. | | |
| ECED 30202 | MATHEMATICS AND SCIENCE IN THE EARLY YEARS | 3 |
| ! SPED 43062 | CURRICULUM METHODS MILD/MODERATE INTERVENTION | 3 |
| SPED 43953 or SPED 43010 | FAMILY PROFESSIONAL COLLABORATION IN EARLY CHILDHOOD or FAMILY AND PROFESSIONAL COLLABORATION | 3 |
| ! SPED 43964 | ASSESSMENT AND EVALUATION IN EARLY INTERVENTION AND EARLY CHILDHOOD SPECIAL EDUCATION | 3 |
| ! SPED 44192 | FIELD EXPERIENCE 2 FOR INTERVENTION SPECIALISTS (ELR) | 3 |
| Credit Hours | | 15 |
| Semester Seven | | |
| Requirement: 2.750 overall GPA. | | |
| ECED 40401 | TEACHING SCIENCE AND SOCIAL STUDIES IN THE ELEMENTARY YEARS | 3 |
| ECED 40402 | TEACHING READERS IN THE ELEMENTARY YEARS | 3 |
| ECED 40403 | TEACHING WRITERS IN THE ELEMENTARY YEARS (WIC) | 3 |
| SPED 43950 | CURRICULUM AND INTERVENTION IN EARLY CHILDHOOD SERVICES | 3 |
| ! SPED 44951 | CREATING LEGALLY DEFENSIBLE INDIVIDUAL FAMILY SERVICE PLANS AND INDIVIDUALIZED EDUCATION PROGRAMS (WIC) | 3 |
| Credit Hours | | 15 |
| Semester Eight | | |
| Requirement: 2.750 overall GPA; 3.00 major GPA upon graduation. | | |
| 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 |

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.

Flashes 101 (UC 10001) 1 credit hour

Course is not required for students with 30+ transfer credits (excluding College Credit Plus) or age 21+ at time of admission.

| | |
|---|--------------------|
| American Civic Literacy | 3 credit hours |
| Experiential Learning Requirement (ELR) | varies |
| Students must successfully complete one course or approved experience. | |
| Kent Core (see table below) | 36-37 credit hours |
| Writing-Intensive Course (WIC) | 1 course |
| Students must earn a minimum C grade in the course. | |
| Upper-Division Requirement | 39 credit hours |
| Students must successfully complete 39 upper-division (numbered 30000 to 49999) credit hours to graduate. | |
| Total Credit Hour Requirement | 120 credit hours |

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 Learning Outcomes

Graduates of this program will be able to:

- Engage in professional learning and practice within ethical guidelines.
- Understand and address individual developmental and learning needs.
- Demonstrate subject matter content and specialized knowledge.
- Use assessment to understand the learner and the learning environment for data-based decision making.
- Support learning using effective instruction.
- Support social, emotional and behavioral growth.
- Collaborate with team members.
- Demonstrate the dispositions necessary to be successful special educational teachers or professionals.
- Demonstrate their 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.

Admission GPA for Undergraduate Students

For admissions, the College of Education 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.

New Students and Transfer Students: Undergraduate students who have not completed a minimum of 12 Kent State University credit hours will be evaluated for admission into an academic program, advanced study and

the professional phase based on their high school GPA for new students 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. Transfer applicants who have completed fewer than 12 semester credit hours of college-level coursework will be evaluated on both collegiate and high school records.

Current Students: Students who have completed 12 or more credit hours of previous college-level coursework — either at Kent State University or at another accredited institution — need an overall GPA of 2.00 or higher to declare a College of Education and Human Services major, minor or certificate unless a higher minimum GPA is specified by the program.

The following degree programs require a minimum 2.750 overall GPA for current students who have an established GPA to declare a major:

- American Sign Language/English Interpreting
- Early Childhood Education
- Integrated Language Arts
- Integrated Mathematics
- Integrated Science
- Integrated Social Studies
- Middle Childhood Education
- Physical Education, Health and Sport Exploration (only Health and Physical Education concentration or Physical Education Licensure concentration)
- Special Education

Pre-Service Teacher Permit for Teacher Licensure Candidates

For field experience, student teaching and any culminating internship in teacher education that requires candidates to be placed within a school or agency ("school/agency") setting, in compliance with the Ohio Board of Education policy, the college requires candidates to obtain a Pre-Service Teacher Permit through the "Educator Licensure and Records (CORE)" database housed within the OHID state system. The Pre-Service Teacher Permit is valid for either one or three years. The first step is to complete both a Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks/fingerprinting evaluation. BCII and FBI background checks require current, state-issued identification (driver's license or a state identification card issued by the Bureau of Motor Vehicles. Electronic fingerprinting is available for BCII and FBI in 221 White Hall. Regional campus students should contact their Regional Campus coordinator to identify fingerprinting availability at each campus. Candidates are responsible for fees incurred for this requirement. For more information on this policy, contact the Director of Clinical Field Experience in 304 White Hall. Visit the State of Ohio Board of Education (SBOE) website at <https://sboe.ohio.gov> for more information about background check requirements for educators in Ohio. Contact the Office of Professional Conduct at the ODE for specific information about the results of the background check.

Education Licensure Application

Students in the teacher education programs must apply for State of Ohio Licensure within 12 months of program completion (defined by completion of all licensure program requirements). 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.

If a student does not apply for their license within 6 years, they are subject to any additional state licensure requirements and are also subject to additional coursework based on changes in areas such as content, age of coursework and changes in program requirements. A minimum of 9 credit hours will be required to apply for licensure after 6 years of program completion.

Professional Dispositions for Teacher Candidates

Professional dispositions are the professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, faculty, and communities. The teacher education faculty believe that the following dispositions support student learning and development. Therefore teacher candidates are expected to demonstrate:

- Professional Responsibility
- Communication and Collaboration
- Fairness and Safety
- Privacy and Confidentiality

These dispositions are assessed at least three times in a candidate's program:

- Education in a Democratic Society course,
- a methods course with a field component, and
- student teaching.

In addition, a disposition assessment may be completed by a faculty member at any time a situation calls for it. A disposition is considered 'acceptable' if a candidate does not have an outstanding Professional Disposition Plan (PDPs) that requires improved performance in specified areas. A candidate may not progress through the teacher education program if they have any PDPs submitted and unresolved at the following three points:

- Applying for advanced study: If a student has an outstanding PDP at the time of application, a student will not be able to apply for advanced study until the PDP is rectified.
- Prior to the student teaching semester: All outstanding PDPs must be completed and cleared prior to the start of student teaching.
- End of student teaching semester: A student with an outstanding PDP during the student teaching semester will not successfully pass student teaching.

Professional Education Warning

Professional Education Warning for students in teacher licensure programs must have a minimum 2.75 GPA to progress in their programs and ultimately graduate. Unless other factors are present, students who do not meet the prescribed conditions are required to transfer out of their declared major. An appeal of this decision is directed to the associate dean, College of Education and Human Services, 304 White Hall.

Repeating Field Experience Courses in Teacher Education Programs

Teacher candidates are permitted to repeat a field experience course once (see major requirements for specific courses). If a teacher candidate is unsuccessful in completing OR fails to earn the required grade in a field experience course the first time, the teacher candidate will receive a warning and will be required to work with a faculty advisor in their academic unit to develop a plan for continuation. The required grade is a C or better in a course that awards a letter grade, or Satisfactory (S) in a course that awards an S/U grade. The plan will include all actions necessary to continue in current program, the opportunity to declare a different program, a timeline of when actions should occur, and next steps if actions are not followed. If the teacher candidate does not earn the required grade in the field experience course the second time, a hold will be placed on their account, preventing them from registering for classes until they change their major out of the education program.

Requirements for Admission to Advanced Study

Admission to advanced study is required of all teacher education initial licensure majors and certificate prior to enrolling in courses designated as advanced study courses. Upon completion of coursework as determined by program area, students must apply during the term which all prerequisites for advanced study will be completed, and at least one semester prior to beginning any coursework for which "Admission to Advanced Study" is a prerequisite.

Application Dates

Fall Semester:

- Application window: August 1 to September 1
- Term to begin advanced study courses: Spring semester

Spring Semester:

- Application window: January 1 to February 1
- Term to begin advanced study courses: Summer term and/or fall semester

Summer Term:

- Application window: May 1 to June 1
- Term to begin advanced study courses: Fall semester

All students apply for Advanced Study through the College of Education and Human Services Student Portal which can be accessed through the Vacca Office of Student Services web page.

Please note: Admission to advanced study is required for students pursuing an undergraduate major that leads to initial teacher licensure, with the exception of students in the Career Tech Teacher Education certificate who obtain initial licensure through the Alternative Resident Educator Licensure Program (teachers recruited from business and industry).

Requirements for Admission to Advanced Study

To deliver high-quality programs, 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.

Students may be required to reapply if they postpone advanced study coursework or withdraw from their courses for one year or more.

College Writing

- Students are required to attain minimum C grade in each writing course (ENG 11011 and ENG 21011 or equivalent) (Integrated Language Arts majors must attain minimum B grade).

Mathematics

- The following courses must be completed with minimum C grade for the majors Early Childhood Education, Middle Childhood Education and Special Education:
 - MATH 14001 (or equivalent)
 - MATH 14002
- The following courses must be completed with a minimum C grade for Integrated Mathematics majors:
 - MATH 12002
 - MATH 12003
- In addition, a minimum 2.600 overall GPA in math content coursework is required.

Pre-Advanced Study Coursework

- To be eligible for advanced study, students must earn a minimum C grade in CULT 29535 and minimum C grade in **one** of the following courses (i.e., both courses must be completed with a minimum C grade for graduation):
 - EPSY 29525 (note: Middle Childhood Education majors must earn a minimum C grade in this course to be eligible for Advanced Study)
 - SPED 23000
- Early Childhood Education majors must earn a minimum C grade in ECED 10120 to be eligible for advanced study.
- Middle Childhood Education majors must earn a minimum C grade in MCED 20000 to be eligible for advanced study.
- Middle Childhood Education majors must complete at least 50 percent of content area coursework from each concentration (minimum C grade) to be eligible for advanced study. Students should meet with their advisor.
- Adolescence/Young Adult Programs: majors must earn a minimum C grade in ADED 20000 to be eligible for Advanced Study.

Grade Point Average

All students must have a minimum 2.750 overall GPA, with additional conditions for the following majors:

- Adolescence/Young Adult Programs: A minimum 2.600 GPA in the chosen adolescence/young adult content area is required for admission to advanced study, student teaching and graduation. A minimum C grade is required in each course within the content area. The following majors are affected: Integrated Language Arts, Integrated Mathematics, Integrated Science, and Integrated Social Studies.
- For minimum GPA criteria for Art Education and Music Education, please see Requirements for Admission to Advanced Study for Art Education and Music Education in the College Policies section for the College of the Arts in the University Catalog.
- Education Certificate: Students in a program eligible to declare the Education certificate must achieve a minimum 2.500 overall and a content GPA to declare the Education certificate, be admitted to

advanced study, participate in student teaching and be recommended for licensure.

All GPA requirements must be met at the time of application.

Disposition Assessment/Professional Disposition Plans (PDPs)

Students are required to have completed all professional dispositions plan (PDPs) at the time of application to be eligible for advanced study.

Teacher Candidate Acknowledgments and Legal Questions for Licensure

Candidates are required to electronically sign five statements acknowledging that they have read and understand the following areas: pre-service teacher permit / background check requirements, professional dispositions, licensure application information, legal questions asked on the licensure application, and teacher education handbook information. Statements can be found on the student portal.

Student Teaching

The application for student teaching is completed online through the College of Education and Human Services' student portal. Students will be required to complete the application during specified windows posted on the Vacca Office of Student Services' (VOSS) website. Application windows will typically be accessible during the months of October and November in the fall semester and March and April in the spring semester. Failure to complete the application and submit the prerequisite training documents within the designated time frame may delay the student teaching placement. Depending on the program area, students will apply either 2 or 3 semesters prior to their anticipated student teaching semester. Students should meet with their academic advisor for details on which semester to apply.

Once the application is submitted, VOSS staff (or appropriate regional campus staff) will determine eligibility by reviewing coursework, GPA, disposition assessments, and other program area requirements. Specifically, staff will review the following:

- Coursework – aside from student teaching and inquiry seminar, all coursework in the program of study must be completed with the minimum grade required in each course (i.e., a 'C' or higher in a course where the program requirements prescribe a minimum grade of C).
- GPA – confirmation that the applicant has a 2.75 cumulative GPA or higher and meets the minimum major GPA required for their program as listed in the university catalog.
- Disposition Assessments – no outstanding Professional Disposition Plans (PDPs) are permitted. An applicant with an outstanding PDP must have it cleared before beginning student teaching.
- Program Area Requirements – applicant must have completed all program requirements for their major that are outlined and specified in the university catalog.

Students should meet with their faculty and/or academic advisor in VOSS for any clarifications. Written notification of eligibility will be emailed to each applicant.

Those eligible for student teaching are required to attend a mandatory meeting where additional information about student teaching is provided. Failure to attend this meeting may result in a delay of student teaching. Placement forms, distributed at this meeting, need to be completed by the deadline.

The Clinical Experience Office will make the final decision about the placement site for the Kent Campus. Placement decisions at the Regional Campuses are made by the designated placement officer at each campus. Candidates are not to contact schools or potential mentors directly to make their own arrangements. Placements are generally made within a 50 mile radius of Kent State University. Student teaching is a full-time commitment and candidates are expected to follow the schedule of the cooperating teacher.

Undergraduate Graduation Requirements

- Students declared in a teacher licensure major or certificate must earn a minimum C grade in all major/certificate and professional coursework.
- Students declared in the Education certificate must earn minimum 2.500 content GPA.
- Students may apply a maximum 4 credit hours of Physical Activity, Wellness and Sport (PWS) courses toward their degree.
- Students may apply a maximum of 4 credit hours of variable-titled workshop (xxx93) toward an undergraduate degree. Identical workshop topics that are repeated for credit will not count towards graduation requirements. All workshops are graded S/U (satisfactory/unsatisfactory). Some program areas may be more restrictive. Students are advised to consult their program regarding application of workshop credit toward degree requirements.

To see graduation requirements for a specific program, please select a major from the undergraduate program listing.

Full 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 children, 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 "highly qualified" teachers 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 special educators/intervention specialists in the state of Ohio.
- 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.
- The **Primary Intervention Specialist (PK-5)** concentration prepares candidates to work with children and students with diverse learning abilities in a variety of special education settings, from pre-kindergarten through grade 5. Teacher candidates in this concentration progress through highly structured coursework and extensive field experiences to learn evidence-based and recommended practices, to team effectively with variety of professionals, to teach academic, social adaptive and self-determination skills, and to work in partnership with families. Completion of the coursework is a prerequisite to being recommended by Kent State University for an initial teaching license in Ohio Primary Intervention Specialist (PK-5), which is granted by the Ohio State Board of Education.

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.