

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

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

## About This Program

The Special Education Moderate to Intensive Needs Initial Licensure Preparation program will provide you with the skills and knowledge to help students with disabilities achieve their academic, social and emotional goals. Read more...

## Contact Information

- **Rob Cimera** | rcimera@kent.edu | 330-672-2294
- Connect with an Admissions Counselor

## Program Delivery

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

## Examples of Possible Careers and Salaries\*

### Special education teachers, all other

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

### Special education teachers, kindergarten and elementary school

- 2.9% slower than the average
- 193,000 number of jobs
- \$60,620 potential earnings

### Special education teachers, middle school

- 2.6% slower than the average
- 84,700 number of jobs
- \$61,820 potential earnings

### Special education teachers, preschool

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

### Special education teachers, secondary school

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

### Teaching assistants, except postsecondary

- 3.6% about as fast as the average
- 1,395,900 number of jobs
- \$28,900 potential earnings

\* 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.

For more information about graduate admissions, visit the graduate admission website. For more information on international admissions, visit the international admission website.

## Admission Requirements

Applicants are assessed holistically, considering academic credentials, academic or professional references, non-academic criteria and other specific program dimensions.

- Bachelor's degree from an accredited institution
- Minimum 2.750 GPA
- Official Transcripts
- Goal Statement
- Two letters of recommendation
- Questions in Anticipation of Licensure form

## Application Deadlines

- **Fall Semester**
  - Priority deadline: July 1
- **Spring Semester**
  - Priority deadline: December 1
- **Summer Term**
  - Priority deadline: April 1

Applications submitted by these deadlines will receive the strongest consideration for admission.

## Program Requirements

### Licensure Requirements

Code	Title	Credit Hours
<b>Licensure Requirements (min C grade is required in all courses)</b>		
CI 57501	TEACHING MATHEMATICS IN EARLY AND MIDDLE GRADES	3
ECEd 50302	TEACHING PHONICS AND WORD STUDY	3
or MCEd 50005	EFFECTIVE USE OF PHONICS IN READING	
SPED 23000	INTRODUCTION TO EXCEPTIONALITIES (DIVD)	3
SPED 53010	FAMILY AND PROFESSIONAL COLLABORATION	3
SPED 53021	ASSESSMENT FOR SPECIAL EDUCATION	3
SPED 53030	APPLIED BEHAVIOR ANALYSIS I: THEORY AND TECHNIQUES	3

SPED 53031	APPLIED BEHAVIOR ANALYSIS II: APPLICATION	3
SPED 53040	LANGUAGE AND READING IN SPECIAL EDUCATION	3
SPED 53051	CHARACTERISTICS OF STUDENTS WITH MODERATE/INTENSIVE INTERVENTION NEEDS	3
SPED 53063	CURRICULUM METHODS MODERATE/INTENSIVE INTERVENTION	3
SPED 53070	PLANNING AND PROGRAMMING FOR TRANSITIONS	3
SPED 53080	ASSISTIVE TECHNOLOGY FOR STUDENTS WITH DISABILITIES	3
SPED 63092	FIELD EXPERIENCE IN SPECIAL EDUCATION	3
SPED 63992	STUDENT TEACHING IN SPECIAL EDUCATION <sup>1</sup>	8
SPED 64309		3
SPED 64951	DEVELOPING AN INDIVIDUALIZED FAMILY SERVICE PLAN AND INDIVIDUALIZED EDUCATION PROGRAM	3
SPED 69525	INQUIRY PROFESSIONAL PRACTICE	3
Program Electives, 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	
<b>Minimum Total Credit Hours:</b>		<b>62</b>

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

## Progression Requirements

- Minimum 3.000 overall GPA throughout the program

## Graduation Requirements

Minimum Major GPA	Minimum Overall GPA
3.000	3.000

## 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. 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.

## Residence Requirement Policy for Non-Degree Teacher Education Licensure/Endorsement Preparation Programs

- Non-degree licensure (initial and additional) and endorsement programs that are a total of 15 credits or above: Students must complete 60% of the coursework at Kent State University, including

the course that addresses the CAEP A.1.1 Standard as designated by the program area.

- Non-degree licensure (initial and additional) and endorsement programs that are less than 15 total credits: Students must complete 100% of the coursework at Kent State University.
- Students are permitted 6 years to complete licensure programs and 4 years to complete endorsement programs at Kent State University.
- Coursework transferred from another university cannot be more than 6 years old at the time the licensure/endorsement program is completed.
- Students who do not meet the residence requirements will not be recommended for licensure by Kent State University.

## Full Description

The Special Education Moderate/Intensive Needs Initial Licensure Preparation non-degree 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 are students with intellectual disabilities, autism spectrum disorder, multiple disabilities and complex health impairments.

Completion of the coursework is a prerequisite to being recommended by Kent State University for an initial teacher license in Special Education Moderate/Intensive Needs (Ohio Intervention Specialist), which is granted by the Ohio Department of Education.

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 are students with intellectual disabilities, autism spectrum disorder, multiple disabilities and complex health impairments.

This program does not culminate in a master's degree. Students interested in a master's degree at Kent State must be fully admitted into and complete the requirements for the master's program, in addition to courses that are prescribed here 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.

## 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.