

BE IN SPECIAL EDUCATION

The Bachelor of Education in Special Education is designed for students who wish to earn an initial Ohio teaching license at the undergraduate level in conjunction with a bachelor's degree. Students in this program earn a bachelor's degree and complete requirements for an initial Ohio educator license in Intervention Specialist for grades K through 12. Intervention Specialist options include: mild/moderate or moderate/intensive educational needs. Students are prepared to work with children and youth with specific learning disabilities, cognitive disabilities, autism, physical and health impairments, attention deficit and hyperactivity disorders, emotional disturbance, and communication and language difficulties.

Degree Requirements

For the Bachelor of Education degree, students must complete the following program requirements:

University Undergraduate Core Curriculum: 36 to 42 semester hours; university core curriculum courses may also fulfill specific program requirements listed below.

Pre-professional Education: A grade of C or higher in each course and a minimum GPA of 2.7 in pre-professional education courses is required.

Code	Title	Hours
Select the following:		
EDU 1700	Introduction to Education	3
EDP 3200	Applied Psychology For Teachers	3
SPED 2040	Perspectives In The Field Of Exceptionalities	3
ENGL 1130	College Composition II: Academic Disciplines And Discourse	3
MATH 1180	Reasoning With Mathematics	3

Supporting Coursework

Code	Title	Hours
Select the following:		
EDU 1000	Orientation To Education	1
ENGL 1110	College Composition I	3
ETPT 2020	Technology And Multimedia In Educational Environments	3
TSOC 3000	Schooling And Democratic Society	3
EDP 3290	Life Span Development	3
SPED 3670	American Sign Language I	3
AED 4140	Art Education For The Special Child	3
EDP 4240	Classroom Engagement and Behavioral Supports	3

Science of Reading: All courses completed with a C or higher. Courses may not be transferred from another institution.

Code	Title	Hours
Select All of the following:		
CI 3400	Foundations of Literacy	3
CI 3430	Phonemic Awareness, Phonics and Fluency	3
CI 3460	Literacy Instruction: Comprehension, Vocabulary & Writing	3
Completed During Professional Education		
CI 4470	Literacy Assessment and Remediation	

Subject-matter Specialization: A minimum GPA of 2.7 in the specialization is required.

Code	Title	Hours
Select ALL of the sets below:		
Language Arts		
Select ONE of the following:		
ENGL 2710	Reading Fiction	3
ENGL 2720	Reading Drama	3
ENGL 2730	Reading Poetry	3
ENGL 2800	Writing About Literature	3
ENGL 3790	Foundations Of Literary Study	3
HON 2020	Multicultural Literatures: The North American Experience-Honors-WAC	3
HON 2030	Multicultural Literatures: The Non-European World-Honors-WAC	3
Select ONE of the following:		
ENGL 3730	Folklore	3
ENGL 3750	Women And Literature - Writing Across the Curriculum	3
ENGL 4650	African American Writing Before The 20th Century	3
ENGL 4660	African American Literature In The 20th and 21st Century	3
ENGL 4690	Native American Literature And Culture	3
Science		
Select ONE of the following:		
ASTR 1010	Survey Of Astronomy	3
BIOL 2010	Major Concepts In Biology	3
CHEM 1100	Chemistry And Society	3
EEES 1130	Down To Earth: Environmental Science	3
PHYS 1100	Our Physical World - Matter & Energy	3
Social Studies		
Select ONE of the following:		
HIST 1010	Europe To 1600	3
HIST 1110	African Civilization	3
HIST 1120	Middle East Civilization	3
HIST 2010	America To 1865	3
HIST 2020	America From 1865	3

Select ONE of the following:

ANTH 1020	Introduction To Anthropology	3
ANTH 2750	World Archaeology	3
ANTH 2800	Cultural Anthropology	3
ECON 1010	Introduction To Economic Issues	3
ECON 1150	Principles Of Macroeconomics	3
ECON 1200	Principles Of Microeconomics	3
Select ONE of the following:		
GEPL 1100	Environmental Sustainability	3
PSC 1200	American National Government	3
SOC 2640	Race, Class, And Gender	3
SOCW 1030	Introduction To Social Welfare	3

Admission to Professional Education: Admission is require prior to enrolling in Professional Education courses.

- Enrolled as a regular student in the BE in Special Education with a concentration in mild/moderate or moderate/intensive
- All pre-professional courses completed with a C or higher
- Pre-professional courses GPA of 2.7 or higher
- Subject-matter courses GPA of 2.7 or higher
- Minimum of 48 credits overall and 12 credits in residency at UToledo
- UT GPA of 2.7 or higher

Professional Education: Admission to professional education is required. A grade of C or higher in each course and a minimum GPA of 2.7 in Professional Education coursework is required. Courses may not be transferred from another institution.

Code	Title	Hours
Professional Education, select the following:		
RESM 4200	Classroom Assessment	3
CI 4470	Literacy Assessment and Remediation	3
SPED 4080	Curriculum Adaptations & Strategies In Early Childhood Education	3
SPED 4100	Practicum in Special Education (Two semesters for a total of 2 credits)	1
SPED 4110	Curriculum And Methodology For Students With Moderate Educational Needs	3
SPED 4380	Transition Process from High School to Post-Secondary Settings for Students with Disabilities	3
SPED 4260	Family And Professional Partnership In Special Education	3
SPED 4340	Effective Management Of Students With Special Needs In Educational Settings	3
SPED 4450	Methods of Teaching Students With Emotional Disturbance	3

Professional Education in Intervention, select ONE SET from the following sets:

Mild-Moderate

SPED 4370	Curriculum And Methods For Students With Mild Educational Needs	3
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Moderate-Intensive

SPED 4120	Curriculum And Methodology For Students With Intensive Educational Needs	3
SPED 4210	AAC for Young Children with Disabilities	3
Professional Education Internship*, select the following:		
SPED 4600	Professional Reflective Seminar	3
SPED 4930	Internship/Student Teaching In Special Education	9

*Internship Eligibility: The following conditions must be met to be eligible to enroll in Professional Education Internship courses.

- All professional courses completed with a C or higher
- Professional education courses GPA of 2.7 or higher
- Completion of 90% of subject matter specializations
- Subject matter GPA of 2.7 or higher
- Completion of 100 credits and 30 credits residency at UToledo
- UT GPA of 2.7 or higher

Additional Requirements

Current Ohio preservice teacher permit or other permit as specified by The State of Ohio are required prior to beginning classroom experiences.

Acceptable scores on all Ohio Assessment for Educators (<http://www.oh.nesinc.com/>) (OAE) tests and edTPA Portfolio Assessment as specified tests specified by The State of Ohio for the licensure area are required prior to applying for Ohio teaching license.

Guide for Planning

Below is a guide for developing a plan of study for the Bachelor of Education. Students should review their degree audit and work with their advisor to identify specific courses to fulfill program requirements.

First Term		Hours
Subject-matter Elective in Science		3
Subject-matter Elective in Social Studies		3
ENGL 1110	College Composition I	3
MATH 1180	Reasoning With Mathematics	3
EDU 1000	Orientation To Education	1
Arts and Humanities Core and Non-US Diversity		3
Hours		16
Second Term		Hours
ENGL 1130	College Composition II: Academic Disciplines And Discourse	3
SPED 2040	Perspectives In The Field Of Exceptionalities	3
EDU 1700	Introduction to Education	3
ETPT 2020	Technology And Multimedia In Educational Environments	3
Elective		2
Hours		14

Third Term

Subject-matter Elective in Language Arts	3
Subject-matter Elective in Science	3
Natural Science Core Lab	1
CI 3400 Foundations of Literacy	3
EDP 3200 Applied Psychology For Teachers	3
Hours	13

Fourth Term

Subject-matter Elective in Social Studies	3
AED 2100 Art Education for the Pre-Primary and Primary Child	3
SPED 3670 American Sign Language I	3
CI 3430 Phonemic Awareness, Phonics and Fluency	3
Natural Science Core	3
Hours	15

Fifth Term

Subject-matter Elective in Social Studies	3
EDP 3290 Life Span Development	3
SPED 4110 Curriculum And Methodology For Students With Moderate Educational Needs	3
SPED 4260 Family And Professional Partnership In Special Education	3
SPED 4100 Practicum in Special Education	1
TSOC 3000 Schooling And Democratic Society	3
Hours	16

Sixth Term

CI 3460 Literacy Instruction: Comprehension, Vocabulary & Writing	3
EDP 4240 Classroom Engagement and Behavioral Supports	3
SPED 4340 Effective Management Of Students With Special Needs In Educational Settings	3
SPED 4100 Practicum in Special Education	1
University Core	3
Select ONE of the following:	3
SPED 4120 Curriculum And Methodology For Students With Intensive Educational Needs	
SPED 4370 Curriculum And Methods For Students With Mild Educational Needs	
Hours	16

Seventh Term

RESM 4200 Classroom Assessment	3
CI 4470 Literacy Assessment and Remediation	3
SPED 4080 Curriculum Adaptations & Strategies In Early Childhood Education	3
SPED 4380 Transition Process from High School to Post-Secondary Settings for Students with Disabilities	3
SPED 4450 Methods of Teaching Students With Emotional Disturbance	3

SPED 4210 AAC for Young Children with Disabilities (For Moderate/Intensive Only OR Elective for Mild/Moderate Only)	3
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Hours 18

Eighth Term

SPED 4600 Professional Reflective Seminar	3
SPED 4930 Internship/Student Teaching In Special Education	9

Hours 12

Total Hours 120

- PLO 1. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
- PLO 2. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. 2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.
- PLO 3. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.
- PLO 4. Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias. 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. 4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals

with exceptionalities. 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

- PLO 5. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. 5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. 5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities. 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. 5.6 Beginning special education professionals teach to mastery and promote generalization of learning. 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
- PLO 6. Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. 6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice. 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice. 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. 6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring. 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.
- PLO 7. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. 7.1 Beginning special education professionals use the theory and elements of effective collaboration. 7.2 Beginning special education professionals serve as a collaborative resource to colleagues. 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.