## Cleveland State University

## College of Education and Human Services

Bachelor of Science in Education
Moderate/Intensive Intervention Specialist

| First Year |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall Semester | Credits | Major | Gen Ed | Spring Semester | Credits | Major | Gen Ed |
| ENG 100 Intensive College Writing or ENG 101 College Writing I | 3 |  | W/C | ENG 102 College Writing II | 3 |  | W/C |
| MTH 127 Math for Elementary School Teachers I | 3 | $\checkmark$ |  | MTH 128 Math for Elementary School Teachers II | 3 |  | M/QL |
| Natural Science | 3 |  | NS | Natural Science with Lab | 4 |  | NS |
| Arts \& Humanities** | 3 |  | A\&H | PSY 220 Child Development | 3 |  | SS |
| ASC 101 Intro to University Life | 1 |  | INTRO | Social Science ** (from a depart other than PSY) | 3 |  | SS |
| General Elective* | 3 |  |  |  |  |  |  |
| Semester Total | 16 |  |  | Semester Total | 16 |  |  |


| Second Year |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall Semester | Credits | Major | Gen Ed | Spring Semester | Credits | Major | Gen Ed |
| MTH 129 Math for Elementary School Teachers III | 3 |  | M/QL | General Elective* | 3 |  |  |
| ESE 400 Introduction to Special Education (TAG) | 3 | $\checkmark$ | WAC | PSY 221 Adolescent Psychology | 3 | $\checkmark$ |  |
| African American Diversity | 3 |  | DIV-AA | EDL 300 Phonics Assessment \& Instruction | 3 | $\checkmark$ |  |
| HED 210 Personal Health | 3 |  | SS | EDB 241 Rotation 1: Social Context of Urban Education | 2 | $\checkmark$ | WAC |
| Arts \& Humanities ** | 3 |  | A\&H | EDB 242 Introduction to Education (TAG) | 3 | $\checkmark$ | US-DIV |
|  |  |  |  | ETE 243 Educational Technology 1 | 1 | $\checkmark$ |  |
| Semester Total | 15 |  |  | Semester Total | 15 |  |  |


| Third Year |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall Semester | Credits | Major | Gen Ed | Spring Semester | Credits | Major | Gen Ed |
| ESE 412 Collaboration \& Partnership Among Parents \& Professionals In Special Ed | 3 | $\checkmark$ |  | ESE 416 Life Skills \& Career Planning In Special Education | 3 | $\checkmark$ |  |
| EDL 301 Begin/Inter Reading Instruction And Assessment | 3 | $\checkmark$ | WAC | ECE 415 Math Instruction In Preschool And Primary Grades | 3 | $\checkmark$ |  |
| ECE 417 Science Instruction In Preschool and the Primary Grades | 3 | $\checkmark$ |  | ESE 413 Supporting Medical \& Intensive Educational Needs | 3 | $\checkmark$ |  |
| ESE 361 Rotation \& Seminar 2: Assessment \& Instruction | 3 | $\checkmark$ |  | ESE 371 Rotation \& Seminar 3: Students as Learners | 3 | $\checkmark$ |  |
| ESE 362 Classroom Management \& Behavior Intervention | 3 | $\checkmark$ |  | EDB 302 Psychological Foundations of Education (TAG) | 3 | $\checkmark$ | WAC |
| ETE 343 Educational Technology 2 | 1 | $\checkmark$ |  | ETE 353 Educational Technology 3 | 1 | $\checkmark$ |  |
| Semester Total | 16 |  |  | Semester Total | 16 |  |  |


| Fourth Year |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall Semester | Credits | Major | Gen Ed | Spring Semester |  | Credits | Major | Gen Ed |
| EDL 305 Content Area Literacy | 3 | $\checkmark$ |  | ESE 471 Internship 2: Teachers as Leaders |  | 10 | $\checkmark$ | CAP |
| EDL 312 Literature-Based Reading Methods for Children | 3 | $\checkmark$ |  | ESE 472 Internship 2: Seminar |  | 2 | $\checkmark$ | CAP |
| ESE 461 Internship 1: Professionalism \& Practice | 6 | $\checkmark$ |  |  |  |  |  |  |
| ESE 462 Internship 1: Seminar | 3 | $\checkmark$ |  |  |  |  |  |  |
| Apply for Spring graduation prior to Sep 9th |  |  |  |  |  |  |  |  |
| Semester Total | 15 |  |  |  | Semester Total | 12 |  |  |
| Degree Total: 121 Credit Hours |  |  |  |  |  |  |  |  |

## College/ Program Notes:

Assumptions: college-level readiness in MTH \& ENG; no Foreign Language Deficiency. The plan above is a suggested guide to ensure that all General Education, College, University, and Major requirements are met within 4 years of study. Students may deviate from the suggested placement of Gen Ed courses, although the M/QL and W/C requirements should be completed during the first year of study.
*General Electives ensure that a student accumulates the minimum credit hour totals needed for graduation. Students must have a minimum of $\mathbf{1 2 1}$ total credit hours, of which a minimum of $\mathbf{2 4}$ credit hours must be upper division ( 300 or 400 -level courses). Depending upon other elective choices made, students may not need as many general electives as indicated above, or may need additional electives.

## University Notes:

| Gen Ed Key: | SS = Social Sciences (two courses from different departments) |
| :--- | :--- |
| INTRO = Introduction to University Life Requirement (one course) | A\&H = Arts \& Humanities (two courses from different departments) |
| W/C = Writing/Composition Requirement (two courses; C or better required) | DIV = Social Diversity Requirement (2 courses; one US Diversity and one African American Exp.) |
| M/QL = Mathematics/Quantitative Literacy Requirement (two courses) | WAC/SPAC = Writing/Speaking Across the Curriculum Requirement (3 courses, one in the major) |
| NS = Natural Sciences (two courses, one of which must have a lab) | CAP = Capstone Requirement |
| ** of the four total SS and A\&H courses, one must be focused on Africa, Latin America, Asia or the Middle East (ALAAME) |  |

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