



Special Education – Learning and Behavior Disorders

College of Education

Requirements for Program

Two undergraduate programs are offered in special education: (1) learning and behavior disorders (LBD) and moderate and severe disabilities (MSD). Both of these programs support the College of Education's theme of teacher as a reflective decision maker.

The B. A. program in Learning and Behavior Disorders (LBD), P-12 is a dual major which is linked to the early elementary, P-5 or middle school, 5-9 certification program. The purpose of the LBD program is to prepare students to teach individuals with disabilities (including learning disabilities, emotional/ behavior disorders, mild mental disabilities, other health impaired, and physical disabilities) in primary through twelfth grades.

Continuous Assessment

1. All students in the LBD program are expected to meet the standards and rules for Admission, Retention and Exit from the Teacher Education Program (TEP) as set forth in the section "Admission, Retention and Exit from Teacher Education Programs" on page 122 of the 2002-2003 undergraduate Bulletin.

2. Assessment at the Point of Entry to the LBD Program. The admission process provides the first point for formal assessment of the competencies outlined in the LBD program. Students applying for admission must: (a) meet the requirements for TEP admission; (b) be enrolled in or have successfully completed a special education survey course (EDS 375) and practicum (EDS 357); (c) be able to articulate, orally and in writing, their philosophy of teaching and their experiences with persons with disabilities; and (d) prepare an acceptable extemporaneous writing sample.

3. On-going Assessment. Once a student is admitted to the TEP, he/she meets with an advisor from the LBD program faculty to plan the remainder of the program. Prior to the student-teaching semester, the student must present a portfolio that documents his/her progress toward meeting program competencies in the courses completed up to that point.

4. Exit Assessment. At the exit assessment, students must document that they have met all program competencies. Exit assessments will be conducted by program faculty representatives through a formal analysis of transcripts, student portfolios, and student teaching evaluations.

Statement on Student Teaching

Student teaching in the LBD program is shared with the elementary or middle school program depending on their choice for the dual major. The

student completes eight weeks of student teaching in elementary or middle school and eight weeks in an LBD classroom. Both placements are completed during the same semester.

Special Education/LBD – Early Elementary Education Option University Studies Component (43-57 hours)

Basic Skills

- A. MA 109 or MA 110 or Math ACT 26 or UK by-pass exam or any calculus course 0-3
B. Two semesters foreign language or two years high school foreign language 0-8

Inference and Communication Skills

- A. Calculus (MA 123) or STA 200 plus PHI 120 or PHI 320 3-6
B. Writing (ENG 101 and 102) or ENG 105 6
C. Oral Communication (COM 181) 3

Disciplinary Requirements

A. Natural Sciences

- BIO 102 and BIO 103 and BIO 111 7

B. Social Sciences

Select a total of two different courses from among anthropology, economics, geography, political science, and sociology. For example, choose one sociology course and one anthropology course for a total of six credits from two different disciplines. 6

C. Humanities 12

- HIS 104, HIS 105, ENG 261 and ENG 262

or

- HIS 108, HIS 109, ENG 251 and ENG 252

These courses will fulfill the Cross-Disciplinary requirement as well.

- Cross-Disciplinary 6

See notation under Humanities above.

- Cross-Cultural 3

One course from anthropology, geography, or political science. The course must be in a discipline other than those chosen to fulfill the requirements for the disciplinary Social Sciences requirements.

Program Related Studies (27-30 hours)

- A-E 270 Introduction to Art Education 2
A-E 272 Workshop in Design Education 2
MUS 260 Teaching Music in the Elementary Grades I (fall only) 2
MUS 261 Teaching Music in the Elementary Grades II (spring only) 2
MA 201 Mathematics for Elementary Teachers (prereq: MA 109) 3
\*MA 202 Mathematical Problem Solving for Elementary Teachers (spring and summer only) 3
\*MA 202 has a prerequisite of a grade of C or better in MA 201. Also recommended is a course in logic [e.g. PHI 120], or a course in calculus (e.g. MA 123)
PSY 100 Introduction to Psychology 4
\*PHI 100 Introduction to Philosophy: Knowledge and Reality or
\*PHI 130 Introduction to Philosophy: Morality and Society 3
GLY 160 Geology for Elementary Teachers 3
PHY 160 Physics and Astronomy for Elementary Teachers 3

\*If PHI 120 was not taken to fulfill USP Inference and Communication Skills area.

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**Social Science** ..... 3  
 Take one additional social science course from one of the same social science disciplines taken in USP Disciplinary Requirements Social Sciences area.

## Professional Education Requirements (38 hours)

### General Courses

EDP 202 Human Development and Learning ..... 3  
 EPE 301 Education in American Culture ..... 3

### Early Elementary Professional Introduction Courses

LIS 510 Children's Literature and Related Materials ..... 3  
 KHP 380 Health Education in the Elementary School ..... 2  
 KHP 382 Physical Education for Elementary School Teachers ..... 2  
 EDC 317 Introduction to Instructional Media ..... 1  
 EDC 329 Teaching Reading and Language Arts ..... 3

### Early Elementary Professional Block

(This block of courses is taken during the same semester.)

EDC 322 Elementary Practicum ..... 3  
 EDC 326 Teaching Social Studies in the Elementary School ..... 3  
 EDC 328 Teaching Science in the Elementary School ..... 3  
 EDC 337 Teaching Mathematics in the Elementary Schools ..... 3  
 EDC 339 Designing a Reading and Language Arts Program for the Elementary School ..... 3

### Early Elementary Student Teaching

EDC 433 Student Teaching in the Elementary School (To be completed the same semester as LBD student teaching) ..... 6

## Area of Specialization: Special Education Requirements (34 hours)

### Special Education Core Courses

EDS 357 Initial Practicum in Special Education ..... 1  
 EDS 375 Introduction to Education of Exceptional Children ..... 3  
 [Must have earned a C or better in the above courses before admittance to TEP.]  
 EDS 510 Early Childhood Special Education ..... 3  
 EDS 513 Legal Issues in Special Education ..... 3  
 EDS 514 Instructional Technology in Special Education ..... 3  
 EDS 516 Principles of Behavior Management and Instruction ..... 3  
 EDS 517 Assistive Technology in Special Education ..... 3

### LBD Area Requirement Courses

EDS 528 Educational Assessment for Students with Mild Disabilities ..... 3  
 EDS 529 Educational Programming for Students with Mild Disabilities ..... 3  
 EDS 589 Field Experiences: Mild Disabilities ..... 3  
 EDS 459 Student Teaching in Special Education (To be completed the same semester as Elementary student teaching) ..... 6

## Special Education/LBD – Middle School Education Option

### University Studies Component (39-51 hours)

See the *University Studies Program* section of the 2002-2003 undergraduate *Bulletin* for a listing of allowable courses in each area.

### Program Related Studies (13 hours)

MA 201 Mathematics for Elementary Teachers ..... 3  
 MA 202 Mathematical Problem Solving for Elementary Teachers ..... 3  
 PSY 100 Introduction to Psychology ..... 4  
 PHY 160 Physics and Astronomy for Elementary Teachers ..... 3

## Professional Education Requirements (28 hours)

### General Courses

EDP 202 Human Development and Learning ..... 3  
 EPE 301 Education in American Culture ..... 3

### Middle School Courses

(All the following courses require admission to the TEP)

EDC 317 Introduction to Instructional Media ..... 1  
 EDC 329 Teaching Reading and Language Arts ..... 3  
 EDC 341 Middle School Curriculum and Instruction ..... 3  
 EDC 330 Designing a Reading and Language Arts Program for the Middle School ..... 3  
 EDC 343 The Early Adolescent Learner: Practicum ..... 3

### Middle School Special Methods Courses

Select one of the following to match the student's chosen Middle School Area of Specialization.

EDC 345 Teaching Mathematics in the Middle School ..... 3  
 EDC 346 Teaching Social Studies in the Middle School ..... 3  
 EDC 347 Teaching English and Communication in the Middle School ..... 3  
 EDC 348 Teaching Science in the Middle School ..... 3  
 EDC 349 Student Teaching in the Middle School (To be completed the same semester as LBD student teaching) ..... 6

## Middle School Content Area Specialization (24-34 hours)

Students wishing to be certified as Middle School teachers in addition to Special Education/LBD must select a content area specialization from English and Communication, Mathematics, Social Studies, or Science.

### English and Communication (30 hours)

#### Required

\*COM 181 Basic Public Speaking ..... 3  
 \*COM 252 Introduction to Interpersonal Communication ..... 3  
 \*ENG 252 Survey of American Literature II ..... 3  
 (another American Literature course may be substituted)

Select **three** courses from the following group:

ENG 320 Introduction to Literary Study ..... 3  
 ENG 360 The Short Story ..... 3  
 CLA 261 Literary Masterpieces of Greece and Rome ..... 3  
 ENG 211 Introduction to Linguistics I ..... 3  
 ENG 405 Editing English Prose ..... 3  
 ENG 509 Composition for Teachers (fall only) ..... 3

Select **two** courses beyond University Studies in

theatre, folklore, journalism, or English as a second language ..... 6

\*Six of these hours can be counted from University Studies.

### Mathematics (24-25 hours)

The requirements for students choosing mathematics as an area of specialization are based on standards developed by the National Council of Teachers of Mathematics, *KERA Goals and Academic Expectations*, and the *Core Content for Assessment*. The NCTM standards for middle grades include four common threads (reasoning, communication, problem solving, and connections) as well as content area standards of number, computation and estimation, probability, statistics, algebra, geometry, and measurement. Kentucky's Goals and Academic Expectations and the Core Content for Assessment focus mathematics instruction on seven core areas: number, mathematical procedures, mathematical structure, measurement, space and dimensionality, change, and data.

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## Required

MA 201 Mathematics for Elementary Teachers .....	3
MA 202 Mathematical Problem Solving for Elementary Teachers .....	3
CS 101 Introduction to Computing I .....	3
*MA 123 Elementary Calculus and Its Applications	
or	
*MA 113 Calculus I .....	3-4
**STA 291 Statistical Method .....	3
MA 310 Mathematical Problem Solving for Teachers .....	3
MA 341 Topics in Geometry (fall only) .....	3
MA 162 Finite Mathematics and Its Applications .....	3

\*Up to six credits may be counted from University Studies

\*\*If STA 200 was taken to fulfill Inference and Communication Skills of University Studies, STA 291 is still required.

## Science (31-34 hours)

The content area preparation required for students in the middle school education program is based on the standards adopted by the National Science Teacher's Association as well as Kentucky's *Core Content for Science Assessment* and *New Teacher Standards*. It is important that science teachers have strong content preparation in the sciences. This is needed to communicate modes of scientific inquiry, select appropriate learning experiences, guide students in their early scientific efforts, and help students apply scientific knowledge and skills in their daily lives.

## Required

BIO 150 Principles of Biology I .....	3
BIO 151 Principles of Biology Laboratory I .....	2
BIO 152 Principles of Biology II .....	3
BIO 325 Introductory Ecology .....	4

Select **one** of the following sequences in Chemistry, Geology, and Physics to complete 9-10 hours:

### Sequence 1

CHE 105 General College Chemistry I .....	3
CHE 107 General College Chemistry II .....	3
CHE 115 General Chemistry Laboratory .....	3

### Sequence 2

GLY 220 Principles of Physical Geology .....	4
GLY 230 Foundations of Geology I .....	3
Elective in Earth Science .....	3

### Sequence 3

PHY 211 General Physics .....	5
PHY 213 General Physics .....	5

In addition, students must complete a minimum of five hours in each of the two physical sciences remaining. These five hours must include laboratory work in each area. Six credits total can be counted from University Studies. Students who wish to use Physics as the science for one five hour block, may also choose the sequence: PHY 151, Introduction to Physics; PHY 152, Introduction to Physics; and PHY 153, Laboratory for Middle School Teachers.

## Social Studies (33 hours)

The middle school social studies teacher preparation program is guided by two principles: First, a commitment to continuous improvement based on reflection, evaluation, and on-going research; second, a commitment to peer collaboration as a source of professional growth. The program is guided by the National Council for Social Studies document, *Expectations of Excellence*, and the Kentucky *New Teacher Standards*.

## Area 1 – World Regional Geography and Cultural Anthropology (9 hours)

### Required

GEO 152 Regional Geography of the World .....	3
ANT 241 Origins of Old World Civilization .....	3

Select **one** from the following courses:

ANT 242 Origins of New World Civilization .....	3
GEO 172 Human Geography .....	3
GEO 160 Lands and Peoples of the Non-Western World .....	3
SOC 354 The Family in Cross-Cultural Perspective .....	3

## Area 2 – World History (9 hours)

Select **nine** hours from the following courses:

HIS 104 A History of Europe Through the Mid-Seventeenth Century .....	3
HIS 295 East Asia to 1800 .....	3
HIS 254 History of Sub-Saharan Africa .....	3
HIS 206 History of Colonial Latin America, 1492 to 1810 .....	3
HIS 285 History of Russia to 1825 .....	3
HIS 247 History of Islam and Middle East Peoples, 500-1250 A.D. ....	3
HIS 248 History of Islam and Middle East Peoples, 1250 to the Present .....	3

## Area 3 – American History (9 hours)

While most students will take HIS 108 and 109, those who had either AP American history or received an A in their high school American history course, should be advised to select courses above the 100 level.

Select **nine** hours from the following courses:

HIS 108 History of the United States Through 1865 .....	3
HIS 109 History of the United States Since 1865 .....	3
HIS 260 Afro-American History to 1865 .....	3
HIS 265 History of Women in America .....	3
HIS 568 Native American History: The East .....	3
HIS 465 Emergence of Modern America, 1877-1917 .....	3

## Area 4 – Sociology, Political Science and Economics Electives (6 hours)

Students must select six hours from one of the following disciplines: sociology, political science or economics. At least three of the hours must be at the 300 level or above. Six credits total can be counted towards the Social Studies subject area from University Studies.

## Courses Required for the LBD Program (34 hours)

### Special Education Core Courses

EDS 357 Initial Practicum in Special Education .....	1
EDS 375 Introduction to Education of Exceptional Children .....	3

[Must have earned a C or better in the above courses before admittance to TEP.]

EDS 510 Early Childhood Special Education .....	3
EDS 513 Legal Issues in Special Education .....	3
EDS 514 Instructional Technology in Special Education .....	3
EDS 516 Principles of Behavior Management and Instruction .....	3
EDS 517 Assistive Technology in Special Education .....	3

### LBD Area Requirement Courses

EDS 528 Educational Assessment for Students with Mild Disabilities ..	3
EDS 529 Educational Programming for Students with Mild Disabilities .....	3
EDS 589 Field Experiences: Mild Disabilities .....	3
EDS 459 Student Teaching in Special Education (To be completed the same semester as Middle School student teaching) .....	6

### Electives

Variable for total program of 128 hours.