



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 UK educator preparation unit's theme of Research and Reflection for Learning and Leading. Special education teachers are prepared to assess, plan, and teach based on what they learn from their students and to conduct continuous self-reflection in order to improve their teaching. The standards and competencies on which the LBD and MSD programs are based are those prescribed by The Council for Exceptional Children and The Kentucky New Teacher Standards.

The B.A. program in Learning Behavior Disorders, P-12, prepares students to teach individuals with disabilities (including learning disabilities, emotional/behavioral 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 172 of the 2008-2009 UK 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. Entry level assessments will be conducted by program faculty representatives through analysis of TEP application materials, portfolio entries, and an entrance interview.

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. Mid-point assessments will be conducted by program faculty representatives through analysis of transcripts, and portfolio entries, as well as performance in practica courses.

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. In addition each student must earn passing scores on the required PRAXIS exams.

Statement on Student Teaching

Student teaching in the LBD program is sixteen weeks in LBD classrooms. Students split the sixteen weeks evenly between an elementary school placement and a secondary (middle school or high school) placement.

Special Education/LBD – Single Certification (P-12) Option

University Studies Component (34-53 hours)

See the University Studies Program section of the 2008-2009 UK Bulletin for a listing of allowable courses in each area.

Program Related Studies (52 hours)

Table listing program related studies: KHP 190 First Aid and Emergency Care (2), FAM 554 Working With Parents (3), GLY 160 Geology for Teachers (3), PHY 160 Physics and Astronomy for Teachers (3), MA 201 Mathematics for Elementary Teachers (3), MA 202 Mathematics for Elementary Teachers (3), *PSY 100 Introduction to Psychology (4), *One additional social science course for depth (3), EDP 202 Human Development and Learning (3), EPE 301 Education in American Culture (3), FAM 357 Contemporary Adolescence (3).

or

Table listing alternative program related studies: EDS 522 Children and Families (3), EDS 547 Collaboration and Inclusion in School and Community Settings (3), EDS 357 Initial Practicum in Special Education (1), EDS 375 Introduction to Education of Exceptional Children (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).

*PSY 100 and the additional social science course may be used to fulfill the USP electives requirement.

Professional Education Requirements (33 hours)

Table listing professional education requirements: LIS 510 Children's Literature and Related Materials (3), LIS 514 Literature and Related Media for Young Adults (3), IEC 512 Language and Literacy for Young Children (3), EDC 329 Teaching Reading and Language Arts (3), EDC 337 Teaching Mathematics in Elementary Schools (3), EDC 339 Designing a Reading and Language Arts Program for the Elementary School (3), 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 (12).

Electives

Variable for total program of 128 hours.