



Special Education – Moderate/Severe Disabilities

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.S. in Education program in Moderate/Severe Disabilities (MSD) requires completion of: (a) the University Studies Program; (b) specified course work in Related Studies and Professional Education; and (c) specified course work in the special education and MSD area of specialization. Students graduating from the certification program the program obtain a single Kentucky teacher certificate in MSD (grades P-12). Graduates are qualified to teach in classes for students with functional mental disabilities (grades P-12). Students are required to complete a minimum of 128 hours for graduation. It is possible to complete this certificate in four years. In addition to the undergraduate program, an initial certificate in MSD (grades P-12) is offered at the graduate level (See the University of Kentucky Graduate School Bulletin).

Continuous Assessment

1. All students in the MSD program are expected to meet the standards and rules for Admission, Retention, and Exit from Teacher Education Programs 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 MSD Program. The admission process provides the first point for formal assessment of the competencies outlined in the Initial Certification Program Folio for the program. Students who apply for admission must: (a) meet the requirement for admission to the Teacher Education Program; (b) have successfully completed a special education survey course and practicum; and (c) be able to articulate their philosophy of teaching and document their experiences with persons with disabilities in an initial portfolio and an entrance interview.

3. On-going Assessment. Once a student is admitted to the program, he/she meets with an advisor 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.

4. Exit Assessment. At the exit assessment, students must document that they have met all program competencies through a final review of their portfolio and the successful completion of student teaching in a public school placement for students with MSD.

Statement on Student Teaching

Student teaching in the MSD program is 16 weeks and consists of eight weeks in an elementary placement and eight weeks in a middle or secondary placement for students with MSD.

University Studies Component (39-51 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 (22-24 hours)

- PSY 100 Introduction to Psychology 4
MA 201 Mathematics for Elementary Teachers 3

- MA 202 Mathematics for Elementary Teachers 3
*Biological or Physical Science Sequence 6-8

*If biological science was taken in University studies, take physical science, six to eight credit hours. If physical science was taken University Studies, take biological science, six hours.

- ENG 204 Technical Writing 3

- LIS 510 Children's Literature and Related Materials

or

- IEC 512 Language and Literacy for Young Children 3

Professional Education Courses (13-14 hours)

All of the following courses require admission to the Teacher Education Program.

- EDC 329 Teaching Reading and Language Arts 3

- EDC 339 Designing a Reading and Language Arts

- Program for the Elementary School 3

- EDC 337 Teaching Mathematics in the Elementary Schools 3

- KHP 382 Physical Education for Elementary School Teachers 2

- MUS 266 Teaching Music in Elementary Grades 3

or

- A-E 200 Workshop in Design Education for Elementary Teachers 3

or

- KHP 390 Dance Activities in the Elementary School 2

Area of Specialization: Special Education Requirements (47 hours)

Special Education Core Requirements

- EDS 357 Initial Practicum in Special Education 1

- EDS 375 Introduction to Education of Exceptional Children 3

All of the following courses require admission to the Teacher Education Program.

- 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

- EDS 522 Children and Families 3

Moderate/Severe Disabilities Areas Requirements

All of the following courses require admission to the Teacher Education Program.

- EDS 530 Moderate and Severe Disabilities 3

- EDS 546 Transdisciplinary Services for

- Students with Multiple Disabilities

or

- EDS 547 Collaboration and Inclusion in

- School and Community Settings 3

- EDS 548 Curriculum Design for Students with

- Moderate and Severe Disabilities 3

- EDS 549 Methods for Students with Moderate

- and Severe Disabilities 4

- EDS 550 Student Teaching: Moderate and Severe Disabilities 12

Students must complete all special education courses with a GPA of 2.5 or better before they can student teach.

- Electives 0-9