Special Education – Learning and Behavior Disorders

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 education preparatory 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. (Dual option programs, in which students are certified in Early Elementary grades P-5 or Middle School 5-9 in addition to LBD, are in the process of being suspended.) Advising early in the B.A. program is essential in order to complete the requirements in a timely fashion.

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 166 of the 2007-2008 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 an LBD classroom; for those finishing the soon-to-be-suspended elementary or middle school dual options, students split the sixteen weeks evenly between an elementary or middle school setting and an LBD classroom. All placements are to be completed in the same semester.

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

University Studies Component (34-53 hours)
See the University Studies Program section of the 2007-2008 UK Bulletin for a listing of allowable courses in each area.

Program Related Studies (52 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 522</td>
<td>Children and Families</td>
<td>3</td>
</tr>
<tr>
<td>EDS 547</td>
<td>Collaboration and Inclusion in School and Community Settings</td>
<td>3</td>
</tr>
<tr>
<td>KHP 190</td>
<td>First Aid and Emergency Care</td>
<td>2</td>
</tr>
<tr>
<td>FAM 554</td>
<td>Working With Parents</td>
<td>3</td>
</tr>
<tr>
<td>GLY 160</td>
<td>Geology for Elementary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>PHY 160</td>
<td>Physics and Astronomy for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MA 201</td>
<td>Mathematics for Elementary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MA 202</td>
<td>Mathematics for Elementary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>*PSY 100</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>EDP 202</td>
<td>Human Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EPE 301</td>
<td>Education in American Culture</td>
<td>3</td>
</tr>
<tr>
<td>EDS 375</td>
<td>Introduction to Education of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EDS 513</td>
<td>Legal Issues in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDS 514</td>
<td>Instructional Technology in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDS 516</td>
<td>Principles of Behavior Management and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDS 517</td>
<td>Assistive Technology in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>*PSY 100</td>
<td>and the additional social science course may be used to fulfill the USP electives requirement.</td>
<td></td>
</tr>
</tbody>
</table>

Professional Education Requirements (33 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 528</td>
<td>Educational Assessment for Students with Mild Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDS 529</td>
<td>Educational Programming for Students with Mild Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDS 589</td>
<td>Field Experiences: Mild Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDS 459</td>
<td>Student Teaching in Special Education</td>
<td>12</td>
</tr>
<tr>
<td>LIS 510</td>
<td>Children’s Literature and Related Materials</td>
<td></td>
</tr>
<tr>
<td>LIS 514</td>
<td>Literature and Related Media for Young Adults</td>
<td></td>
</tr>
<tr>
<td>IEC 512</td>
<td>Language and Literacy for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDC 329</td>
<td>Teaching Reading and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDC 337</td>
<td>Teaching Mathematics in Elementary Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDC 339</td>
<td>Designing a Reading and Language Arts Program for the Elementary School</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Variable for total program of 128 hours.
Special Education – LBD • 2

Special Education/LBD – Early Elementary Education Option

(For students already pursuing this option, please consult Early Elementary Education program faculty for Early Education course advising.)

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 104) ................................................................. 4
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 334 and ENG 335
These courses will fulfill the Electives requirement as well.

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.

Electives ........................................................................ 6
See notation under Humanities above.

Program Related Studies (27-30 hours)
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 Mathematics 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 Teachers .......................... 3
*If PHI 120 was not taken to fulfill USP Inference and Communication Skills area.

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
or
LIS 514 Literature and Related Media for Young Adults
or
IEC 512 Language and Literacy for Young Children .................... 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 ............................ 3
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 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

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

– CONTINUED –
Special Education/LBD – Middle School Education Option

(For students already pursuing this option, please consult Middle School Education program faculty for Middle School course advising.)

University Studies Component (39-51 hours)
See the University Studies Program section of the 2007-2008 UK Bulletin for a listing of allowable courses in each area.

Program Related Studies (13 hours)
MA 201 Mathematics for Elementary Teachers 3
MA 202 Mathematics for Elementary Teachers 3
PSY 100 Introduction to Psychology 4
PHY 160 Physics and Astronomy for Teachers 3

Professional Education Requirements (28 hours)

General Courses
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)
NOTE: The Middle School English and Communication area of specialization is currently under revision. Students should work closely with an advisor in planning course work in this section. In addition, the Middle School English and Communication area of specialization must be at least thirty hours, including one course in adolescent literature.

Required
*COM 181 Basic Public Speaking 3
*ENG 299 Survey of American Literature II 3
(Another American Literature course may be substituted)
ENG 509 Composition for Teachers (fall only) 3

Select three courses from the following group:
NOTE: Students may work with an advisor to select additional literature courses beyond those listed in this section.
CLA 261 Literary Masterpieces of Greece and Rome 3
ENG 211 Introduction to Linguistics I 3
ENG 301 Style for Writers or ENG 401 Special Topics in Writing (Subtitle required) or ENG 306 Introduction to Professions in Writing 3
Select two courses beyond University Studies in theatre, 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.

Required
MA 201 Mathematics for Elementary Teachers 3
MA 202 Mathematics 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

2007-2008 Series
Special Education – LBD • 4

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

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 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
HIS 385 History of Russia to 1825 .......................................................... 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 African American History to 1865 ............................................ 3
HIS 265 History of Women in America .................................................. 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 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

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.