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 and 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 177 of the 2010-2011 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) 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 the standards and competencies outlined in the LBD program. Mid-point assessments will be conducted by program faculty representatives through analysis of transcripts, student portfolios, and student teaching evaluations. In addition each student must earn passing scores on the required PRAXIS exams.

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.