Special Education – Learning and Behavior Disorders

Requirements for Program
The learning and behavior disorders (LBD) program supports 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 program is 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 pages 196-197 of the 2012-2013 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 377); (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, to be eligible for a Kentucky teaching certificate, 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 Certification (P-12)
UK Core Requirements
See the UK Core section of the 2012-2013 Undergraduate Bulletin at: www.uky.edu/Registrar/bulletinCurrent/ukc.pdf for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in the Humanities
Choose one course from approved list .................................................. 3

II. Intellectual Inquiry in the Social Sciences
Choose one course from approved list .................................................. 3

III. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences
Choose one course from approved list .................................................. 3

IV. Intellectual Inquiry in the Arts
Choose one course from approved list .................................................. 3

V. Composition and Communication I
CIS/WRD 110 Composition and Communication I .................................. 3

VI. Composition and Communication II
CIS/WRD 111 Composition and Communication II .................................. 3

VII. Quantitative Foundations
Choose one course from approved list .................................................. 3

VIII. Statistical Inferential Reasoning
Choose one course from approved list .................................................. 3

IX. Community, Culture and Citizenship in the USA
Choose one course from approved list .................................................. 3

X. Global Dynamics
Choose one course from approved list .................................................. 3

UK Core Hours ................................................................. 30

Preprofessional Requirements (28 hours)
EDP 202 Human Development and Learning ........................................ 3
EPE 301 Education in American Culture ................................................. 3
EDS 357 Initial Practicum in Special Education ...................................... 1
EDS 375 Introduction to Education of Exceptional Children .................... 3
FAM 357 Adolescent Development
or EDS 522 Children and Families ..................................................... 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
EDS 547 Collaboration and Inclusion in School and Community Settings ... 3

Special Education/LBD Certification (P-12) – CONTINUED –
Program Related Studies (30 hours)
KHP 190 First Aid and Emergency Care .............................................. 2
FAM 554 Working With Parents ......................................................... 3
GLY/EES 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

plus nine additional social science hours. Six of the nine hours must be taken
in one of the following disciplines: ANT, ECO, FAM, GEO, PS, PSY, or SOC.

Professional Education Requirements (33 hours)
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
EDC 329 Teaching Reading and Language Arts ................................. 3
SEM 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
Electives for 120 total credit hours chosen with the help of an advisor.
TOTAL HOURS .............................................................................. 120