Requirements for Program
The Special Education teacher preparation 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 Special Education program is based are those prescribed by The Council for Exceptional Children and The Kentucky New Teacher Standards. The B.S. in Education program in Special Education requires completion of: (1) the UK Core requirements; (2) specific course work in Related Studies and Professional Education; and (3) specific course work in the Learning/Behavior Disorders (LBD) and Moderate to Severe Disabilities (MSD) areas of specialization. Students graduating from the certification program obtain two Kentucky teacher certificates in Moderate to Severe Disabilities (grades P-12) and in Learning/Behavior Disorders (grades P-12). It is possible to complete this certificate program in four years.

Continuous Assessment
1. All students in the Special Education program are expected to meet the standards and rules for Admission, Retention, and Completion from Teacher Education Programs as set forth in the section “Admission, Retention, and Completion from Teacher Education Programs”.

2. Assessment at the Point of Entry to the Special Education 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 (EDS 375) and have completed or be enrolled in initial coursework (EDS 514, EDS 526, EDS 546); 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. For students that have limited experience with individuals with disabilities, it is strongly recommended to be enrolled in the initial practicum when applying (EDS 301).

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. Completion Assessment. At the completion 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 multiple public school placements for students across a variety of grade levels and ability levels (i.e., LBD and MSD).

UK Core Requirements
See the UK Core section of the 2018-2019 Undergraduate Bulletin 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 Arts and Creativity
Choose one course from approved list ................................................................. 3

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

III. Intellectual Inquiry in the Social Sciences
PSY 100 Introduction to Psychology ................................................................. 4

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences
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
MA 111 Introduction to Contemporary Mathematics ......................................... 3

VIII. Statistical Inferential Reasoning
STA 210 Making Sense of Uncertainty: An Introduction to Statistical Reasoning ................................................................. 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 .................................................................................................. 31

Graduation Composition and Communication Requirement (GCCR)
EDS 529 Mathematics Assessment and Methods .................................................. 3

Graduation Composition and Communication Requirement hours (GCCR) ................ 3

Premajor Requirements
NOTE: Students must successfully complete EDS 375 and be enrolled in (or have successfully completed) MA 201, EDS 546, EDS 526, EDS 514, and EDS 547 OR EDS 516 when applying for admission to the Teacher Education Program in Special Education.

EDS 301 Initial Practicum in Special Education .................................................... 2

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

EDS 526 Introduction to Special Education Assessment and Program Planning ................ 3

EDS 530 Moderate and Severe Disabilities .......................................................... 3

EDS 546 Transdisciplinary Services for Students with Disabilities: Transition ............ 3

EDS 547 Collaboration and Inclusion in School and Community Settings ................ 3

EDS 570 Characteristics of Learning and Behavioral Disabilities ......................... 3

MA 201 Mathematics for Elementary Teachers .................................................. 3

EES 160 Geology for Teachers ............................................................................. 3

PHY 160 Physics and Astronomy for Teachers .................................................. 3

Premajor Requirements hours ............................................................................ 38

CONTINUED –
**Additional Courses**
The Special Education major requires PSY 100, MA 111, and STA 210. These courses may be used to satisfy UK Core requirements. In addition, it is strongly recommended that students take EPE 301.

**Major Core Requirements**
Courses all require admission to the Teacher Education Program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 326 Teaching Social Studies in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>EDC 329 Teaching Reading and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDS 401 Intermediate Practicum in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDS 402 Advanced Practicum in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDS 518 Behavior Management in Applied Settings</td>
<td>3</td>
</tr>
<tr>
<td>EDS 528 Reading and Language Arts Assessment</td>
<td>3</td>
</tr>
<tr>
<td>*EDS 529 Mathematics Assessment and Methods for Students with Mild to Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDS 548 Curriculum Design for Students with Moderate and Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDS 549 Methods for Students with Moderate and Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDS 550 Student Teaching: Special Education</td>
<td>12</td>
</tr>
<tr>
<td>SEM 328 Teaching Science in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>SEM 337 Teaching Mathematics in Elementary Schools</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major Core Requirements hours** ........................................**45**

**Electives**
Students choose 6 hours of free electives.

**Elective hours** ..........................................................**6**

**TOTAL HOURS** ..............................................................**120**

*Completes the Graduation Composition and Communication Requirement (GCCR).*