Northern Kentucky University

Name of Program: Learning and Behavior Disorders Education

Certification Level: Initial Undergraduate Baccalaureate, Post Baccalaureate

Program Codes:
KLB (33, 85)

Modes of Delivery: Face to Face Only

2016-17 Catalog URL: http://nku.catalog.acalog.com/index.php?catoid=4
Learning and Behavior Disabilities (LBD) Undergraduate Program

Program Experiences

The Special Education program prepares candidates for Kentucky certification in Learning and Behavior Disabilities (LBD) for grades P-12. Teachers certified in LBD serve students with specific learning disabilities, mild mental disabilities, emotional/behavioral disabilities, and physical disabilities. This initial certification program aligns with the Council for Exceptional Children’s (CEC) Special Educator Preparation Standards (Initial Individualized General Curriculum Specialty Set) and the Kentucky Teacher Standards.

Undergraduate candidates enrolled in the Special Education program must also be enrolled in the Elementary, Middle Grades, or Secondary Education programs (i.e. double-major). Special education candidates must successfully complete and progress through four semesters of teacher preparation coursework (i.e. Admissions, Professional I, Professional II, Professional III-Special Education), followed by one semester of clinical teaching. Upon completion of the program, candidates are eligible for certification in both general (elementary, middle, OR secondary) and special education (LBD). Please refer to the elementary, middle grades, or a secondary program for detailed information on the Admissions, Professional Semesters I and II, and Clinical Experiences.

A sequence of professional education courses and experiences based on the Kentucky Teacher Standards and CEC Preparation Standards prepare candidates to meet the needs of diverse students within the general curriculum (i.e. Kentucky's Academic Standards). Through various assignments, candidates practice designing instruction that supports the learning and development of students with diverse learning needs. In addition, field experiences and service learning projects provide candidates experiences across the range of ages and disabilities included in their certification.

Candidates in the Special Education program are required to complete the following courses in addition to the courses required by their Elementary, Middle Grades, OR Secondary program.

- EDS 362 Applied Behavior Analysis for Students with Disabilities (3 semester hours)
- EDS 364 Characteristics of Learning Disabilities (3 semester hours)
- EDS 365 Characteristics of Emotional/Behavioral Disorders (3 semester hours)
- EDS 464 Assessment of Learning and Behavior Disorders (3 semester hours)
- EDS 472 Special Education Methods and Materials (3 semester hours)
- EDS 473 Special Education Field Experience (2 semester hours)
- EDS 561 Intellectual and Orthopedic Disabilities (3 semester hours)
- EDS 570 Working with Families of Students with Disabilities (3 semester hours)
- EDS 572 Secondary Special Education Programs (3 semester hours)

(Refer to the LBD Undergraduate Course Spreadsheet for complete course descriptions.)
The mission of the College of Education and Human Services focuses on collaborating “with others in the creation, dissemination, and application of knowledge and research that enhances professional practice.” Collaboration among faculty is particularly evident in the special education semester (Professional Semester III), which includes: EDS 362 *Applied Behavior Analysis for Students with Disabilities*, EDS 464 *Assessment of Learning and Behavior Disorders*, EDS 472 *Special Education Methods and Materials*, and EDS 473 *Special Education Field Experience*. The faculty teaching these courses plan the classes together and co-teach specific topics in the curriculum. One artifact of these collaborative efforts is the integrated syllabus created for all of the above courses. Community involvement is another strength of the Special Education program, and is particularly noticeable in the selection of field sites, the service learning project in EDS 365 *Characteristics of Behavior Disorders*, the parent involvement in EDS 570 *Working with Families of Students with Disabilities*, and the two final projects in EDS 572 *Secondary Special Education Programs*. By completing assignments that require participation with families and community agencies (EDS 570, EDS 572), candidates in the Special Education program learn firsthand how students with disabilities and their families are influenced by the environment.

To advance to Professional Semester IV, the clinical teaching experience, candidates must successfully complete all Professional Semester I, II, and III requirements. Candidates in the Special Education program enroll in one of the following 12 semester hour clinical teaching experiences: EDU 492 (Elementary with Special Education), EDU 493 (Middle Grades with Special Education), or EDU 497 (Secondary with Special Education). During the semester-long clinical teaching experience, special education candidates spend eight weeks in each of two different placements. One placement is a general elementary, middle grades, or secondary classroom; and the other placement is in special education. Candidates co-teach with each qualified PK-12 clinical educator for the entire school day, five days per week. With the guidance of his/her PK-12 and university clinical educators, the candidate is required to demonstrate his/her competency in meeting all of the Kentucky Teacher Standards via lesson plans, lesson observations, and two major required projects (i.e. Teacher Work Sample, Leadership Project).

For information regarding the pedagogy, courses, and experiences associated with candidates’ elementary, middle grades, or secondary major, please refer to the relevant documentation for those programs.
Field & Clinical Experiences

Field experiences are a critical component for candidates in the Special Education program. With a minimum of 690 total hours in the field, candidates in the Special Education program are provided with multiple and rich opportunities to develop their experience base. Through their special education coursework and field experiences, candidates interact with individuals with disabilities, families, and community service agencies. By actively engaging in several service learning projects (EDS 360, EDS 365), course assignments that require interactions with individuals with disabilities and their families (EDS 570), assignments that require engagement with community agencies that support individuals with disabilities (EDS 360, EDS 572), a special education field experience during which candidates conduct formal and authentic assessments and support students with both academic and behavioral issues (EDS 473), and a semester-long clinical teaching experience (EDU 492, EDU 493, or EDU 497), candidates have multiple opportunities for learning by doing, building upon prior knowledge and applying concepts and skills in real-life circumstances.

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<tr>
<th>Course</th>
<th>Description of Field Experiences</th>
<th>Field Hours Required</th>
<th>Credit Hours</th>
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<tr>
<td>EDS 322, 323, or 324</td>
<td><strong>Collaboration Assignment:</strong> Undergraduate candidates across all programs can choose to either interview two educational professionals about their definition of and experiences with collaboration, or observe an IEP meeting in school.</td>
<td>2 hours</td>
<td>3</td>
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<td>Instructional Planning for Inclusive Elementary, Middle Grades, OR Secondary Classrooms</td>
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<td>EDS 360 Students with Exceptionalities in Schools</td>
<td><strong>Service Learning Project:</strong> Undergraduate candidates across all programs volunteer at a local agency or school to provide support to an individual with a disability. Candidates must log their hours, and write up a final reflection of the experience and how it will influence their future teaching.</td>
<td>10 hours</td>
<td>3</td>
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<td>EDS 365 Characteristics of Emotional and Behavioral Disorders</td>
<td><strong>Classroom Observation and Service Learning:</strong> Undergraduate candidates observe and provide tutoring services in a regional school program for students with emotional disturbance.</td>
<td>12 hours</td>
<td>3</td>
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<td>EDS 473 Special Education Field Experience</td>
<td><strong>Teaching Field Experience:</strong> Undergraduate candidates teach in a variety of settings including a resource room and the general education classroom with co-teaching. Candidates are assigned a student with a disability to assess, and then design and implement both academic and behavior interventions. At least two formal observations and evaluations conducted by the field educator certified in</td>
<td>80 hours</td>
<td>2</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Component Description</td>
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<td>EDU 492, 493, or 497</td>
<td>Elementary, Middle Grades, OR Secondary Special Education Clinical Teaching Experience</td>
<td>Clinical Teaching Experience: Undergraduate candidates co-teach with a certified teacher in the area of degree, collaboratively assuming teaching responsibilities over an 8-week period of time in special education, and an 8-week period in general education. At least two formal observations conducted in each setting by the university clinical educator.</td>
<td>40 days (280 hours) special education and 40 days (280 hours) general education totaling 560 hours over 16 weeks</td>
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<td>EDS 561</td>
<td>Intellectual and Orthopedic Disabilities Observation and Case Study: Candidates across all programs conduct an observation and generate a case study of an individual with an intellectual disability. Technology: Candidates across all programs visit receive hands-on experience with adaptive equipment and technology for individuals with disabilities through the Assistive Technology Resource Center at Redwood.</td>
<td>Minimum of 1 hour 3 hours</td>
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<td>EDS 570</td>
<td>Working with Families of Students with Disabilities Parent Interview: Candidates across programs conduct a formal interview of a parent of a child with a disability, observing family interactions in the home. Candidates conclude the project by writing up what they learned related to the impact of exceptional learning needs on the family and on the individual. This information is used to develop a family support project or resource file to share with the family. Parent Group Meeting: Undergraduate candidates have the opportunity to attend a meeting of a support group for families or an IEP meeting. Observations regarding effective communication skills as well as services available are reported.</td>
<td>Approximately 3 hours Minimum of 1 hour</td>
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<td>EDS 572</td>
<td>Secondary Special Education Programs Transition Resource Guide: To support students transitioning to adulthood, candidates can create a professional resource file of agencies and services provided in the community. To complete the file,</td>
<td>Minimum of 20 hours</td>
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candidates attend local transition fairs, interview agency representatives, and conduct internet searches.

**Mentoring:** College students with intellectual disabilities often need academic and social support to negotiate the university culture. Candidates have the option to provide on-going mentoring support to a peer with disabilities, documenting hours of mentoring provided weekly, and writing monthly reflections about their experiences.

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**Continuous Assessment & Improvement**

Continuous assessment of the unit, programs, and candidates is an institutionalized process in the College of Education and Human Services. All teacher education candidates are required to meet the ten Kentucky Teacher standards (which align with the ten InTASC standards). Candidates in the special education program are also expected to demonstrate the Council for Exceptional Children’s (CEC) Special Educator Preparation Standards when working with students who have exceptional learning needs.

Program effectiveness is measured by candidate performance assessed at several transition points throughout the program. In the Special Education program these transition points are at admission to the teacher education program, at the completion of the special education professional semester (Professional Semester III), and at the end of the program during the clinical teaching experience.

The Special Education program incorporates assessments that are a part of the unit’s assessment system with some additional assessments that are unique to the program. For example, the unit assessment system regularly collects data on candidate performance from lesson plan rubrics, lesson observation rubrics, dispositions rubrics, and Praxis II examination pass rates. The data from these EPP-wide assessments are reviewed annually by the special education program faculty to determine overall program strengths and needs. In addition, the special education program faculty regularly collect data on candidate performance related to specific course assignments that are purposefully aligned with CEC standards. Additional assessments include a technology project (EDS 561), a response to intervention (RTI) project (EDS 472), a behavior intervention plan project (EDS 362), a professional growth plan (EDS 472), an assessment report (EDS 464), and a home visit report (EDS 570). These assignments are evaluated during the courses for which each assignment was developed, and are all required elements in the summative e-portfolio of candidates in the LBD program.

An analysis of the data from the aforementioned assessments over the past three years provides strong evidence of the effectiveness of the Special Education program. For example, 100% of
candidates have passed the Praxis II Special Education Content exam across each of these three academic years. Data on candidate dispositions, lesson design, and lesson implementation also indicate strong performance by candidates in the Special Education Program.

The following program and course changes have been implemented over the past three years. These changes were primarily based on the comments made by candidates and supervisors during the clinical teaching experience and on candidate performance data from program specific key assessments.

New Course Activities: IEP Writing Practice
First implemented Fall 2016 -
New activities focused on candidate practice in writing Present Levels of Academic Achievement and Functional Performance and related Annual Goals were added to EDS 472, *Special Education Methods and Materials*.

New Course Development: EDS 365 *Characteristics of Emotional Behavioral Disorders*
First offered in Fall 2014 -
This course was designed to close gaps in candidate knowledge specific to students with emotional behavior disorders and overall classroom management. An additional field experience in a special school for students identified as EBD was added to the course in Fall 2016.

Revised Course: EDS 364 *Characteristics of Learning Disabilities*
First offered Spring 2015 -
This course was redesigned to focus solely on educating students with learning disabilities instead of those with high incidence disabilities (i.e. LD, EBD, ID) to give candidates a deeper understanding of some of the language-based problems that students with learning disabilities face (e.g., oral and written language, including reading and comprehension, and writing.

Special Education Program Major
Began Fall 2014 -
Creating the Special Education program as a major (versus additional certification area only) allows program faculty to more efficiently extract relevant candidate data from the Educator Preparation Program assessment system. In addition, candidates will have the special education major noted on their diploma. Previously, the diplomas for candidates who had completed the courses required for initial certification in special education included no indication that they had done so.