

**Northern Kentucky University**

**Name of Program: Learning and Behavior Disorders Education**

**Certification Level: Initial Undergraduate Baccalaureate**

**Graduate Level: Option 6 Certification Only**

**Program Codes:**

**KLB (33, 3758)**

**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.

Course	Description of Field Experiences	Field Hours Required	Credit Hours
EDS 322, 323, or 324 <i>Instructional Planning for Inclusive Elementary, Middle Grades, OR Secondary Classrooms</i>	<b>Collaboration Assignment:</b> 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.	2 hours	3
EDS 360 <i>Students with Exceptionalities in Schools</i>	<b>Service Learning Project:</b> 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.	10 hours	3
EDS 365 <i>Characteristics of Emotional and Behavioral Disorders</i>	<b>Classroom Observation and Service Learning:</b> Undergraduate candidates observe and provide tutoring services in a regional school program for students with emotional disturbance.	12 hours	3
EDS 473 <i>Special Education Field Experience</i>	<b>Teaching Field Experience:</b> 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	80 hours	2

	and evaluations conducted by the field educator certified in LBD, one by the university clinical educator, and one video self-critique of the candidate's teaching.		
EDU 492, 493, or 497 <i>Elementary, Middle Grades, OR Secondary Special Education Clinical Teaching Experience</i>	<b>Clinical Teaching Experience:</b> 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.	40 days (280 hours) special education and 40 days (280 hours) general education totaling 560 hours over 16 weeks	12
EDS 561 <i>Intellectual and Orthopedic Disabilities</i>	<b>Observation and Case Study:</b> Candidates across all programs conduct an observation and generate a case study of an individual with an intellectual disability. <b>Technology:</b> 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.	Minimum of 1 hour  3 hours	3
EDS 570 <i>Working with Families of Students with Disabilities</i>	<b>Parent Interview:</b> 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.  <b>Parent Group Meeting:</b> 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.	Approximately 3 hours  Minimum of 1 hour	3
EDS 572 <i>Secondary Special Education Programs</i>	Undergraduate candidates have choices for final projects, including the creation of a transition resource file or mentoring a peer with a disability. <b>Transition Resource Guide:</b> To support students transitioning to adulthood, candidates can create a professional resource file of agencies and services	Minimum of 20 hours	3

	<p>provided in the community. To complete the file, candidates attend local transition fairs, interview agency representatives, and conduct internet searches.</p> <p><b>Mentoring:</b> 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.</p>		
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**Graduate Level: Option 6 Certification Only**

**Admissions**

Candidates must minimally meet requirements for admission to NKU as a graduate non-degree seeking student as well as additional requirements in order to complete a certification program in Teacher Education and be enrolled in an Option 6 program. Candidates may be enrolled in an additional or other graduate program (MA, Ed.S. etc.) if they meet the admission requirements of their selected program in addition to the Option 6 LBD program.

1. Official transcripts from all institutions attended showing completion of at least a bachelor’s degree from an accredited institution with a minimum GPA of 2.75 OR GPA of 3.00 on a 4.0 scale on the last thirty (30) hours of credit completed, including undergraduate and graduate coursework. Transcripts must include completion of a college level mathematics course (not remedial level) with a ‘C’ or better.
2. Completion of Praxis Core Academic Skill for Educators – Reading with a minimum of 156, Mathematics with a minimum of 150 and Writing with a minimum of 162.
3. Passing/Acceptable State and Federal Background check results OR copy of acceptable Kentucky teaching certificate. Teaching certificate may be Rank III, II, or I and may be a professional teaching certificate or a statement of eligibility.
4. Three letters of recommendation from individuals who can attest to candidate’s disposition to work in education and with children.
5. Introduction letter and resume
6. Interview demonstrating collaboration, creativity, critical thinking & communication
7. Offer of employment from a Kentucky School District in an LBD position. Requires completion of additional certification paperwork and mentorship agreement to meet 16 KAR 9:080 university-based alternative certification program standards.
8. Signed Codes of Ethics for Kentucky School Personnel, College of Education and Human Services, and CEC
9. Signed curriculum contract for the LBD Option 6 certification and other graduate education program if appropriate

**CURRICULUM CRITERIA**

Thirty-six (36) semester hours with advisor’s prior approval and in accordance with the LBD program requirements to meet CEC and the Kentucky Teacher Standards.

## EXIT CRITERIA

Completion of all coursework with a minimum 3.00 GPA  
Passing scores on the Praxis required by KYEPSB for LBD  
Mastery of Kentucky Teacher Standards as measured in EDS 588

To be in an option 6 program, the candidate must be employed in a school district in a position commensurate with the option 6 certification program AND the candidate must concurrently be enrolled in an approved program of study under that option 6 program. Each option 6 candidate must consult with the graduate teacher education office and their hiring school district to determine what certification paperwork and other requirements are necessary for KYEPSB.

If a candidate is placed on CA-TP (collaborative agreement between district and LBD program director), the following occurs:

- Candidate consults with both the district and the university each year in order to renew the TP certificate.
- CA-TPs (which are to be initiated by the school district) are renewable a maximum of 2 times.
- Each renewal requires a minimum of six (6) additional hours of completed coursework since the last submission of transcript with a previous TP.
- Candidates must remain continuously enrolled at the university and initially be in courses within ninety (90) days of 1st CA-TP being entered into KYEPSB.
- Candidates must finish all coursework in not more than 3 (teaching calendar) school years. Candidates must complete KTIP during the third year (2nd renewal of CA-TP).
- Passing scores on the Praxis exam are required in order to be eligible for participation in KTIP and NKU will notify the school district when the candidate is eligible.
- Once KTIP is completed, candidate must submit a CA-1 form with other required documents to the Teacher Ed. Graduate Office (MP building)

NKU will notify EPSB if a candidate's employment in a covered position or enrollment in the alternative certification teacher program permanently ceases and the CA-TP will be withdrawn.

**Praxis II:** Interdisciplinary Early Childhood Education (Birth-K): Test: 5023 Passing score: 166

*\*Requirements and passing scores for teacher certification are subject to change. For the most current PRAXIS II testing requirements, go to the Kentucky Education Professional Standards Board website (<http://www.epsb.ky.gov>).*

## Mentoring

When a candidate is admitted to the Option 6 program they are assigned a PK-12 mentor teacher and university-based mentor. At the beginning of each academic year the graduate coordinator identifies potential university mentors to work with the LBD Option 6 candidates. The criteria for a mentor are: 1) earned master's degree, 2) at least 10 years teaching experience, and 3) recommendation by a NKU professor. In most cases, if a university mentor was evaluated as satisfactory during the previous academic year, and is interested in serving as a mentor again, they continue to serve. The selection of the district mentor is at the discretion of the building principal, upon agreement of the EPP graduate coordinator. When approved by the graduate coordinator, university mentors are assigned to work with an Option 6 LBD candidate.

The Mentor Agreement form is linked here:

<https://inside.nku.edu/content/dam/coehs/Accreditation/EPSBProgramSubmissions/NKU%20Mentor%20Agreement%20for%20Option%206%20base%20form.pdf>

The process for completing the mentoring form is outlined below.

NKU completes the LBD candidate information at the top of the form then sends it to the school principal. The LBD candidate, school mentor, and school principal sign the form and the principal returns it to NKU. The graduate coordinator and university mentor then sign the form. A copy of the form, with all signatures completed, is sent to the candidate, school mentor, school principal, and university mentor. In addition, the completed mentor form is emailed to EPSB and the LBD candidate is entered in the alternative Option 6 route in the EPSB admission system. Simultaneously, the CA-TP is completed for the LBD candidate and also sent to EPSB.

To fulfill the mentoring agreement, the university and district mentor are each required to observe and work with the IECE candidate for 5 hours. The final 5 hours of required observation is negotiated between the university and district mentors to determine who will conduct the final hours of observation. Both mentors are required to observe the IECE candidate teach lessons and give constructive feedback to the candidate after each observation. The feedback is based on the KTS, InTASC, and KfFT standards. The mentor is asked to give feedback on the standards and also identify the IECE candidate's strengths, and areas for refinement/improvement, citing specific examples that support their findings.

While no minimum number of meetings is required, the mentors establish a baseline schedule of visits with the candidate at the beginning of each semester, and adjust the number of visits per the need of each individual candidate. The assigned university mentor is responsible for maintaining direct contact with the employing school during the mentoring year and, in turn, the district mentor is responsible for submitting summaries of communication with the candidate to the IECE program team. The LBD program coordinator is the EPP contact person for both the university and district mentors and is responsible for monitoring both mentors to ensure the candidate receives the help and support that is needed to be successful.

### **Coursework**

Upon admission to the LBD Option 6 non-degree program, the LBD program director will assess the candidate's educational background and develop a plan of coursework for successful completion of the program and certification requirements. Once the evaluation is completed NKU will provide the candidate with a written and dated letter stating eligibility for the Option 6 LBD program. Candidates will start their coursework no later than ninety (90) days from the date the eligibility notice is issued.

Graduate candidates pursuing initial certification in LBD are required to complete the following courses:

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)

EDS 588 *Professional Laboratory Experience* (3 semester hours)

EDG 630 *Language and Learning across the Curriculum* (3 semester hours)

EDG 658 *Assessment Techniques for P-12 Mathematics* (3 semester hours)  
EDG 660 *Learning and Behavior Disorders* (3 semester hours)  
EDG 662 *Assessment of Learning and Behavior Disorders* (3 semester hours)  
EDG 663 *Behavior Analysis Procedures for Students with Disabilities* (3 semester hours)  
EDG 664 *Procedures and Materials for Remediating Learning and Behavior Disorders* (3 hours)  
EDG 666 *Introduction to Education of Students with Exceptionalities* (3 semester hours)  
EDG 667 *Collaboration and Inclusive Practice* (3 semester hours)

(See Special Education Course Spreadsheet for complete course descriptions.)

Refer to the Curriculum Contract for additional information:

<https://inside.nku.edu/coehs/collegeaccreditation/caep/EPsBProgramSubmissions/LearningBehaviorDisordersInitial/LBDInitialCCX.html>

For the most part, candidates may complete the special education courses in any order, although if needed, EDG 666 *Introduction to Education of Students with Exceptionalities* is a prerequisite for all of the other courses, and EDS 588 the culminating *Professional Laboratory Experience* cannot be taken until all of the other courses are completed. Candidates are advised to take EDS 561, EDG 630, and EDG 660 earlier in their program, although the rotation of many of the required courses (for example, the majority of 600-level special education courses are only offered one semester every other year) may make it difficult for them to do so.

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 is a strength of the Special Education program and is particularly evident between faculty during the summer when candidates take both EDG 662 *Assessment of Learning and Behavior Disorders* and EDG 664 *Procedures and Materials for Remediating Learning and Behavior Disorders*. The faculty teaching these courses co-plan the required course and field assignments (completed with P-12 students with disabilities from the community during an on-campus summer clinic). The candidates themselves also collaborate with one another to design instructional activities that meet the needs of several students participating in the summer clinic, and with the parents of these students. Collaboration is also noticeable in 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), graduate candidates pursuing LBD certification learn firsthand how students with disabilities and their families are influenced by the environment.

### **Field & Clinical Experiences**

Field experiences are a critical component for candidates pursuing certification in Learning and Behavior Disabilities (LBD). Through their special education coursework candidates interact with individuals with disabilities, families, teachers, and community service agencies. By actively engaging in course assignments that require interactions with individuals with disabilities and their families (EDS 570, EDG 662, EDG 664), assignments that require engagement with community agencies that support individuals

with disabilities (EDS 572), assignments that require observations and interviews with teachers working in inclusive settings (EDG 667), and a semester-long supervised field experience (EDS 588), candidates have multiple opportunities for learning by doing, building upon prior knowledge and applying concepts and information in real-life circumstances.

### **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.