

Northern Kentucky University

Name of Program: Learning and Behavior Disorders Advanced

Certification Level:

Advanced; Master's; Specialist; Certification Only; Rank I Masters; Rank I Non-Degree 6th Year

Initial Graduate: Certification Only

Program Codes:

KLB (3817); KLB, RANK 1 (92, 3757, 3778); KLB, RANK 2 (2643)

Modes of Delivery: Hybrid

2016-17 Catalog URL: <http://nku.catalog.acalog.com/index.php?catoid=7>

Learning and Behavior Disabilities (LBD) Graduate Program

Program Experiences

Candidates pursuing certification on Learning and Behavior Disabilities (LBD) at the graduate level are certified general education teachers who are returning to the college classroom to add special education certification. Teachers certified in LBD serve students with specific learning disabilities, mild mental disabilities, emotional/behavioral disabilities, and physical disabilities. A concentration in LBD special education is an option in the Master of Arts in Education - Teacher as Leader and Rank I (30 hours beyond the M.A.) programs at Northern Kentucky University. 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 (Advanced Level).

In addition to the 15 semester hour Professional Core required of all candidates in the Teacher as Leader Program, candidates also seeking LBD certification must complete 30 - 36 semester hours of coursework in the field of special education. These 10 - 12 courses (depending on whether or not a candidate needs to take EDG 666, *Introduction to Students with Exceptionalities* and/or EDG 630 *Language and Learning across the Curriculum*) fulfill the required course hours needed for an LBD Concentration within the Teacher as Leader Master's program, and also address the Council for Exceptional Children's Special Educator Preparation Standards (Initial Individualized General Curriculum Specialty Set) and the Kentucky Teacher Standards (Advanced Level). The required coursework and field experiences prepare graduate candidates to effectively 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 P-12 students with diverse learning needs. In addition, field experiences and service learning projects provide candidates with experiences across the range of ages and disabilities included in their certification.

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 Graduate Course Spreadsheet for complete course descriptions.)

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.

Candidates seeking LBD certification complete a minimum of 170 hours of fieldwork in addition to their daily teaching expectations. These experiences support candidate development as professional educators, moving from theory to practice.

| Course | Description of Graduate Field Experiences | Field Hours Required | Credit Hours |
|---|---|----------------------------------|--------------|
| EDS 561 <i>Intellectual and Orthopedic Disabilities</i> | <p>Observation and Case Study: Candidates conduct an observation and generate a case study of an individual with a mental disability.</p> <p>Technology: Candidates visit receive hands-on experience with adaptive equipment and technology for individuals with disabilities through the Redwood Rehabilitative Center.</p> | Minimum of 1 hour 3 hours | 3 |
| EDS 570 <i>Working with Families of Students with Disabilities</i> | <p>Parent Interview: Candidates 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 for the family.</p> | Approximately 3 hours | 3 |
| EDS 572 <i>Secondary Special Education Programs</i> | <p>Candidates have choices for final projects, including the creation of a transition resource file or directly working with students with disabilities to promote student empowerment.</p> <p>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, candidates attend local transition fairs, interview agency representatives, and conduct internet searches.</p> <p>Student Empowerment Project: Candidates have the option of working with a P-12 student with a disability, or a group of students, to either learn more about their disabilities and monitor their own IEP progress, or teach students the skills needed to lead and/or actively participate in their IEP meetings.</p> | Minimum of 20 hours | 3 |
| EDS 588 <i>Professional Laboratory Experience</i> | <p>Clinical Teaching Experience:</p> <p>After filling out the CEC Knowledge and Skills Checklist, Graduate candidates work with a university clinical educator to design an action research project to conduct over 15 weeks. At least two formal observations conducted of the candidate's teaching by the university clinical educator.</p> | 90 hours | 3 |

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| <p>EDG 662</p> <p><i>Assessment of Learning and Behavior Disorders</i></p> | <p>Assessment Project:</p> <p>Graduate candidates are paired with a P-12 student with a disability or learning difficulties, who attend the NKU Summer Clinic. The candidate conducts formal, norm-referenced assessments with the student, practicing administering the tests while following the test protocols. Assessment results are analyzed and written in to a formal report and shared with parents.</p> | <p>Approximately 6 hours</p> | <p>3</p> |
| <p>EDG 663</p> <p><i>Behavior Analysis of Students with Disabilities</i></p> | <p>Behavior Intervention Plan Project:</p> <p>Candidates complete a behavior intervention plan project for a P-12 student in their classroom that requires a functional behavioral assessment, the development and implementation of a behavior intervention plan, and the ongoing collection of performance data.</p> | <p>Minimum of 30 hours</p> | <p>3</p> |
| <p>EDG 664</p> <p><i>Procedures and Materials for Remediating Learning and Behavior Disorders</i></p> | <p>Response to Intervention Project:</p> <p>Graduate candidates provide one-on-one tutoring to a P-12 student with a disability or learning difficulty who attends the NKU Summer Clinic. Candidates are required to implement various research-based instructional strategies and document learner progress. Intervention results are analyzed and documented in a formal report shared with parents. Candidates are subject to ongoing observation and feedback by the university professor over the course of five weeks.</p> | <p>Minimum of 15 hours</p> | <p>3</p> |
| <p>EDG 667</p> <p><i>Collaboration and Inclusive Practices</i></p> | <p>Co-Teaching Practices Research:</p> <p>Graduate candidates interview four different teachers (two co-teaching teams), and observe at least two class periods (one for each team) to learn more about current co-teaching practices. Interviews and observations are conducted with teachers who are currently working in a co-taught setting for at least part of the day. While both partners in each team must be interviewed, these interviews should be conducted separately. Results of observations and interviews are summarized in a formal report regarding current co-teaching practices and issues (e.g., planning, teaching methods, assessment, support, perceived benefits and drawbacks).</p> | <p>Approximately 5 hours</p> | <p>3</p> |

Continuous Assessment & Improvement

Continuous assessment of the unit, programs, and candidates is an institutionalized process in the College of Education and Human Services. In order to ensure that all candidates pursuing certification in LBD meet the Council for Exceptional Children's (CEC) Educator Preparation Standards, the Special Education program incorporates assessments that are a part of the unit's assessment system with additional assessments that are unique to the program. For example, the unit assessment system regularly collects data on candidate performance from a dispositions rubric and Praxis II examination pass rates. The specific examination requirements vary by program, and 5543 Special Education: Core Knowledge and Mild to Moderate Applications is the test required for LBD certification on Kentucky. 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 (EDG 664), a behavior intervention plan project (EDG 663), a professional growth plan (EDS 588), an assessment report (EDG 662), and a home visit report (EDS 570). These assignments are evaluated during the courses for which each assignment was developed. The data from the EPP-wide assessments and aggregated scores on the Special Education program key assessments are reviewed periodically by program faculty to determine overall program strengths and needs.

The LBD program can be combined with the MAED- Teacher as Leader Degree, the Educational Specialist in Teaching and Learning Degree, and the Planned Program Rank 1 Non-Degree 6th Year programs. Please refer to those programs for additional information.

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

Each curriculum contract states the admission and exit criteria, the curriculum criteria, required courses, and other information about the program.

The curriculum contracts for the LBD Advanced program options are at this link:

<https://inside.nku.edu/coehs/collegeaccreditation/caep/EPsBProgramSubmissions/LearningBehaviorDisordersAdvanced/LBDAdvancedCCX.html>