



Program Review Document

Preparation Program:

*Master of Arts in Education leading to certification in
Moderate and Severe Disabilities (KMS) Rank II or Rank I
WKU# 0438 EPSB# 3357 Rank II KMS
WKU# 0438 EPSB# 3417 Rank I KMS*

*Moderate and Severe Disabilities (KMS) Certification Only
WKU# 132 EPSB# 3279 (this program does not lead to a degree)*

Date Submitted: 8/26/2021

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| Preparation Level: | <input checked="" type="checkbox"/> Graduate | |
| Grade Levels: | <input type="checkbox"/> P-5 <input type="checkbox"/> 8-12 <input checked="" type="checkbox"/> P-12 | |
| Modes of Delivery: | <input type="checkbox"/> Face-to-Face Only <input type="checkbox"/> Online Only <input checked="" type="checkbox"/> Hybrid | |
| Degree Type: | <input checked="" type="checkbox"/> Masters <input checked="" type="checkbox"/> Rank II <input checked="" type="checkbox"/> Rank I <input type="checkbox"/> Doctorate | <input type="checkbox"/> Non-Degree 5 th Year <input type="checkbox"/> Non-Degree 6 th Year <input checked="" type="checkbox"/> Certification Only <input type="checkbox"/> Specialist |
| Program Route: | X Traditional <input type="checkbox"/> Option 6 <input type="checkbox"/> Option 7 X Proficiency | |
| University Catalog: | https://www.wku.edu/undergraduatecatalog/ http://catalog.wku.edu/graduate/ | |
| WKU Quality Assurance Document: | http://www.wku.edu/cebs/caep/ | |

SYLLABI: Syllabi will need to be included for all courses.

Program Description

COURSES: Below are all required courses for this program. Course descriptions are those found in the WKU graduate catalog (see links above). =

| Course | Course Title | Description | Hours |
|----------|---|---|-------|
| SPED 501 | Introduction to Applied Behavior Analysis | Introduction to the concepts, theories and principles of applied behavior analysis. | 3 |
| SPED 502 | Positive Behavior Supports | Methods and models of positive behavior management in group settings for school-aged learners with behavior problems. | 3 |

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| SPED 615 | Instructional Strategies for Students with Developmental Disorders and Autism Spectrum Disorders | Development of competencies and philosophies of instructional design specific to teaching students with Developmental Disorders - Autism Spectrum Disorders (DD/ASD). Emphasis on research-based instruction strategies, planning, and classroom structures. Field hours required. | 3 |
| SPED 618 | Social Skills Instruction & Behavioral Programming for Students with DD/ASD | Development of competencies in assessing, designing, and implementing social skills instruction and behavioral programming for students with Autism Spectrum Disorders/Developmental Disabilities/Low Incidence Disabilities. | 3 |
| SPED 517 | Transition Services and Programs for Individuals with Disabilities | Transition planning for individuals with disabilities. Interagency collaboration, vocational assessment, and lifeskills competencies within the general curriculum are addressed. | 3 |
| SPED 612 | Collaboration with Schools and Agencies for Individuals with DD/ASD | Preparation of teachers to work as consultants in a team model; exploration of local, state and regional agencies involved with individuals with DD/ASD. Supervised practicum required at designated sites. | 3 |
| SPED 611 | Advanced Capstone for Low Incidence Disabilities, DD/ASD/MSD | A capstone course in Special Education/MSD. Practice in implementing instructional skills and procedures. Field hours required. | 3 |
| SPED 535 | Curriculum for Individuals with Moderate and Severe Disabilities | This course presents the history of instructional models and characteristics for students with moderate and severe disabilities (a.k.a. Low Incidence Disabilities). Focus is on the evaluation procedures for identification and implementation of effective instruction for students in need of significant supports. Field work required. | 3 |
| SPED 610 | Characteristics of Low Incidence Disorders | Comprehensive review of low incidence disabilities. Theories of causation, descriptive and diagnostic characteristics, teaching considerations, and legal and social issues. Thirty field experience hours required. | 3 |
| SPED 529 | Assessment of Students with Severe Disabilities | Assessment needs for functional skills across school, home, and community promoting increased independence of students with severe disabilities. Course includes reading individual psychology reports to working with parents as essential partners in assessing student needs and creating program goals. Field hours required. | 3 |
| LITE 535 | Survey of Educational Technology Practices | Focus on instructional design and communication models appropriate to effective utilization of multimedia for instruction and training. Application of various multimedia to design, produce, and evaluate instructional/training projects. | 3 |

Additional required courses for students without an initial LBD or MSD license:

| | | | |
|----------|--|---|---|
| SPED 630 | Special Education Law and Finance | Comprehensive study of existing school law codes for special education; budgeting and financial accounting for local, state and federal monies; and, grant writing and reporting. | 3 |
| SLP 518 | Advanced Alternative and Augmentative Communication Modalities | Surveys terminology and service delivery for alternative and augmentative communication; specifies the rationale for high or low tech device selection based on client needs. | 3 |

COURSE EXPERIENCES ADDRESSING KTPS STANDARDS: The table below delineates the alignment between program courses and the appropriate KTPS standards.

| Kentucky Teacher Performance Standards (KTPS) | Course Standard Alignment | | | | | | | | | | |
|--|---------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | SPED 501 | SPED 502 | SPED 615 | SPED 618 | SPED 517 | SPED 612 | SPED 611 | SPED 535 | SPED 610 | SPED 529 | LITE 535 |
| Standard 1. Learner development | X | | X | X | X | X | X | X | X | X | |
| Standard 2. Learning differences | X | X | X | X | X | X | X | X | X | X | |
| Standard 3. Learning environments | X | X | X | | X | X | X | X | X | | |
| Standard 4. Content knowledge | | | X | | X | X | X | X | | | |
| Standard 5. Application of content | X | | X | X | X | X | X | X | | X | X |
| Standard 6. Assessment | | | X | | X | | X | | X | | X |
| Standard 7. Planning for instruction | X | | X | | | | X | X | | | X |
| Standard 8. Instructional strategies | | | | X | X | X | X | | X | X | X |
| Standard 9. Professional learning and ethical practice | X | | | | | X | X | X | | | |
| Standard 10. Leadership and collaboration | | | | X | | X | X | | | | |

Kentucky Teacher Performance Standards (KTPS)

Teacher Standards for Educator Preparation and Certification after June 30, 2018. The standards established in this section shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers beginning June 30, 2018.

Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.

Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3. Learning environments. The teacher shall work with others to create environments that:

- a. Support individual and collaborative learning; and
- b. Encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4. Content knowledge. The teacher shall:

- c. Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and
- d. Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure

mastery of the content. **Standard 5. Application of content.** The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.

Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8. Instructional strategies. The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to: e.

Take responsibility for student learning;

f. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and

g. Advance the profession.

COURSE EXPERIENCES ADDRESSING LEARNED SOCIETY (SPA) STANDARDS: The table below delineates the alignment between program courses and the appropriate SPA standards.

| CEC Advanced Standards | Course Alignment | | | | | | | | | |
|--|------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | SPED 501 | SPED 502 | SPED 615 | SPED 618 | SPED 517 | SPED 612 | SPED 611 | SPED 535 | SPED 610 | SPED 529 |
| Advanced Preparation Standard 1: Assessment | | | X | X | X | | X | | X | X |
| Advanced Preparation Standard 2: Curricular Content Knowledge | | X | X | X | X | X | X | X | X | X |
| Advanced Preparation Standard 3: Programs, Services, and Outcomes | | | X | X | X | X | X | | | |
| Advanced Preparation Standard 4: Research and Inquiry | X | X | X | X | X | X | X | X | X | X |
| Advanced Preparation Standard 5: Leadership and Policy | X | X | X | X | X | X | X | X | X | |
| Advanced Preparation Standard 6: Professional and Ethical Practice | X | X | X | X | X | X | X | X | X | |
| Advanced Preparation Standard 7: Collaboration | | | | X | X | X | X | | | |

PROGRAM FACULTY:

| Name | Gender | Race / Ethnicity | Status / Academic RANK at IHE Fulltime, Part-time, or Adjunct | Status at Program Full-time, Part-time, or Adjunct | Highest Relevant Degree | Field or Specialty Area of highest relevant degree | Relevant Expertise and/or Scholarship (i.e., SACSCOC justification or as needed) | Teaching assignment or role within the program(s) | P-12 certificates or licensures held | P-12 experiences including teaching and/or administration and dates of engagement in these roles. Past and Present (i.e. School collaborations) | Courses qualified to teach (SACSCOC guidelines) |
|-----------------|--------|---------------------|--|---|-------------------------|---|--|--|---|---|--|
| Christina Noel | Female | White, not Hispanic | Full-time | | PhD | MSD Special Education, Board Certified Behavior Analyst | Graduate Faculty Undergraduate Faculty | Graduate Courses, Undergraduate courses, Graduate advisor, Undergraduate advisor | K-12 MSD Teaching License (Tennessee) | K-5 MSD teacher in Williamson county, TN, Head teacher in Vanderbilt Psychiatric Hospital | SPED law SPED foundations MSD SPED curriculum Applied Behavior Analysis Positive Behavior Supports Family/Professionals SPED SPED Assessment |
| Jessica Torelli | Female | White, Hispanic | Full-time | | Ph.D. | Special Education, Board Certified Behavior Analyst | Graduate Faculty Undergraduate Faculty | Graduate Courses, Undergraduate courses | Texas SPED K-13 (expired), Texas grades 4-8 (expired) | MS math teacher (general education, 1 year), inclusion/resource SPED teacher grades 6-12 (1 year) | SPED law SPED foundations MSD SPED curriculum LB SPED curriculum Applied Behavior Analysis Positive Behavior Supports Family/Professionals SPED SPED Assessment |
| Gail Kirby | Female | White, not Hispanic | Full-time | | Ed.D. | Special Education, LBD, MSD, ESL | Graduate Faculty Undergraduate Faculty, Program Representative | Graduate Courses, Undergraduate courses, Graduate advisor, Undergraduate advisor | KY/OH/CA: LBD, MSD P-12 CA: SDAIE, CLAD | KY: 2.5 years P-12 OH: 2 years 9-12 MD: 17 years 9-12 CA: 7 years 9-12 | SPED law SPED foundations LBD SPED curriculum MSD SPED curriculum SPED Administration Applied Behavior Analysis Positive Behavior Supports Family/Professionals SPED SPED Assessment SPED Technology SPED Capstone |

| | | | | | | | | | | | |
|--------------|--------|---------------------|-----------|--|-------|---|--|--|--------------------|---|--|
| Susan Keesey | Female | White, not Hispanic | Full-time | | Ph.D. | Special Education, LBD/ Applied Behavior Analysis | | | LBD K-12 (expired) | LBD teacher Middle/High School- 3 years Coordinator of Disability Services: 5 years Consultant/Educational testing- 9 years | SPED law SPED foundations LBD SPED curriculum Applied Behavior Analysis Positive Behavior Supports Family/Professionals SPED SPED Assessment SPED Technology SPED Capstone |
|--------------|--------|---------------------|-----------|--|-------|---|--|--|--------------------|---|--|

Please describe the PROGRAM KEY ASSESSMENTS used to measure the areas below (varies by program):

(Key Assessment areas are used to gather data for program feedback and accreditation measures. Examples in blue). Detailed information for each KA must be provided as outlined in the WKU ADV Key Assessment Template).

| Other Services Assessment Area # | Performance Assessment Areas - (Must address practices related to Diversity in all areas) | Type or Form of Assessments An assessment may be listed multiple times if the measures apply to the appropriate areas. Include the key or signature assessments only, does not need to be a list of all the assessments. | Timing of Assessment or Transition points Indicate the point in the program when the assessment is administered. (Beginning, Middle, End) |
|----------------------------------|--|--|--|
| 1 | Candidate Knowledge (content), Skills, and Professional Dispositions (integrated practices of diversity) | Course Culminating Projects (KTPS 1, 2,3,4,5,7,8) KYCEC/professional organization presentation (KTPS 10) | Every semester (Beginning, Middle, and End of program) Every semester (Benning, Middle, and End of program) End |
| 2 | Professional Dispositions | Dispositions Goal Assignment/Presentation (KTPS 9) Disposition rating by faculty members (KTPS 9) | Every semester (Beginning, Middle, and End of program) |
| 3 | Data and Research driven decision making | KYCEC/professional organization presentation (KTPS 10) | End |

| | | | |
|---|--|--|--|
| 4 | Integration of Technology in the discipline | <p>Course Culminating Projects</p> <p>LITE 535 project (KTPS 5,8)</p> | <p>Every semester</p> <p>Middle</p> |
| 5 | Clinical Practice (integrated practices of diversity) | <p>Field Work Rating Assessment (KTPS 6,7,8,9)</p> <p>Fieldwork Experience forms(KTPS 6,7,8,9)</p> | <p>Middle (End of Year 1) Middle</p> <p>Every Semester (Beginning, Middle, and End of program)</p> |

*Q. Clinical Partnerships and Practice: Describe all clinical partnerships with P-12 schools that are currently active. **How do clinical partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation?** Explain and delineate between the programs if these partnerships and practices are different. (Reference CAEP Standard 2.)*

The WKU Master of Arts in Education leading to certification for teaching students with Moderate to Severe Disabilities was recently redesigned through a grant from the United States Department of Education. In preparation for that grant, this program established collaborative partnerships that allow the co-design of the curriculum, instruction, and clinical elements and creates a structure for ongoing program improvement in dialogue with key district partners.

The MAE-MSD Advisory Board is made up nationally-known scholars in the field of special education and practitioner partners with deep clinical backgrounds working with exceptional children. This advisory board meets approximately once per year to review program design and outcomes and make recommendations for improvements.

Additionally, letters of support from the Green River Regional Education Cooperative, Ohio Valley Educational Cooperative, and Western Kentucky Educational Cooperative indicate their districts will assist in program recruitment. All students will participate in training sessions through the Green River Regional Cooperative's Autism Spectrum Disorders professional development cadre, including technology integrational, and will present the results of their internship experiences at the annual Kentucky Council for Exceptional Children conference.

*Q. Clinical Experiences – EPP Responsibility for Advanced Programs: **Explain how the EPP works with the districts to a) ensure that theory and practice are linked and b) how the EPP will share accountability for advanced program candidate outcomes.***

MAE-MSD students engage in field-based experiences in key courses throughout the program and a summer intensive clinical experience. School-based field experiences are coordinated in collaboration with district partners who also assist in evaluating student performance and ensuring theory and practice are linked. Summer field work is conducted in collaboration with the WKU Clinical Education Complex, home of the Kelly Autism Center and Renshaw Early Childhood Center and the HIVE, Inc., which provides services to adults with disabilities. Staff members from these entities will help plan, supervise, and evaluation MAE-MSD students and their clinical experiences.

*Q. Clinical Experiences – Advanced Candidates: This area does not apply to Option 6 or the Initial Teacher programs. Explain how the **EPP works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that advanced candidates demonstrate their developing effectiveness in creating environments that support all students' learning and development.** Include a description of the clinical experiences required of each advanced candidate. If the Clinical Experiences are specific and unique to the certificate program, then skip this section and provide the details in the Program Experiences Section III.*

MAE-MSD students participate in field-based learning experiences in the following courses. For each course, program faculty work with district and community agency partners to design, supervise, and evaluate each experience, all of which are aligned to the objectives of each course.

- SPED 615 Instructional Strategies for Students with Developmental Disorders and Autism Spectrum Disorder
- SPED 612 Collaboration with Schools and Agencies for Individuals with Disabilities
- SPED 535 Curriculum for Individuals with Moderate and Severe Disabilities
- SPED 610 Characteristics of Low-Incidence Disorders
- SPED 529 Assessment of Students with Severe Disabilities
- SPED 611 Advanced Capstone for Low-Incidence Disabilities

*Q. Program Curriculum: Each EPP must inform a potential candidate about the program's content, performance expectations and assessment processes. How does the **EPP communicate the following with every student: required coursework and electives, certification and/or degree and RANK result, admission requirements, exit requirements, Praxis II test disclaimer** (If applicable). If the EPP offers multiple program degrees/routes for this category and certification, you must include each variation.*

WKU uses Curriculum Contracts to communicate the following: required coursework and electives, certification and/or degree and Rank result, admission requirements, exit requirements, and Praxis II test disclaimer. Curriculum Contracts are included for each program degrees/routes for this category and certification.

Q. Admission criteria for each program code in this category: This must include admission criteria such as GPA and other admission assessments and requirements. Reference the applicable program code(s) if the admission criteria vary across degree award level offerings.

The following criteria are used for admission:

- Admission of Graduate Application
- A bachelor's degree from an accredited institution with an official transcript
- A current copy of the teaching certificate (if applicable)
- Official transcripts of all previous work beyond high school documenting high school documenting at least 2.75 on a 4 point scale

Q. Describe the Clinical/Professional Experiences for each instance in this program category: Include narrative to describe the clinical/professional experiences required in this program category which will generate evidence for CAEP Standard A.2.2.

Each of the required courses will include a clinical experience in which a key assessment is generated with a score of 4 points possible. The target score for monitoring success is 3 or 4 out of a possible 4. The key assessment is a Capstone applied research project in which the candidate completes a problem of the practice in their school or classroom.

Q. Exit requirements for each instance in this program category: This must include *exit assessments*. (i.e.,: *KTIP assessment, portfolio/work sample, GPA, and if the program requires passing or taking the Praxis II for program completion*, list it here.) Reference CAEP 3.5 and 3.6

Before a candidate can successfully complete the program, they must complete the Advanced Capstone project which is an applied research project that is carried out in their school or district. They must also complete PRAXIS II:MSD.

Q. Kentucky P-12 Curriculum Requirements - The following information is gathered in accordance with Kentucky Senate Bill 1 - <http://www.lrc.ky.gov/record/09RS/SB1.htm> and the associated legislation tied to this bill. 1. How does the EPP ensure each candidate's knowledge/proficiency of the Kentucky Academic Standards (KAS)? 2. How does the EPP measure the depth of knowledge of each candidate?

The EPP ensures each candidate's knowledge/proficiency of content and practice of education students with MSD through coursework in SPED 535 and SPED 517

Key assessments for each course provides a measure of candidate's depth of knowledge for the Kentucky Academic Standards. All key assessments must be passed with a score of 3 (proficient) on a 4-point scale.

Q. Briefly describe how candidates use the Kentucky P-12 curriculum framework and the Kentucky P-12 assessment system to guide instruction.

The Kentucky P-12 curriculum framework is embedded in the coursework through the pedagogy and content courses. The KAS content standards and the Council for Exceptional Children standards are embedded throughout the required courses to create a cohesive program for candidates. We use formative and summative assessments throughout the design of the program. The required courses involve progress monitoring, completing standardized assessments, developing rubrics, and using data-based decision-making. The purpose of formative assessments is to allow the candidates to modify their teaching to move students beyond grade-level achievement.

Q. Briefly describe how the program ensures advanced candidates apply the Kentucky P-12 Curriculum framework and the Kentucky P-12 school assessment system to guide instruction and assessment.

Every assignment is aligned to the Kentucky P-12 curriculum framework in that the candidates are enhancing their own instructional strategies for students with MSD. Each candidate is also improving upon their Kentucky P-12 assessment cycle knowledge by taking their differentiation knowledge of instruction. Additionally, the Capstone project is designed to address the need of the school or classroom and use consistent data to improve outcomes.

Q. Provide evidence (TPA/portfolio/other data) of candidates' use of the KAS framework in lesson plans (include lesson plan format if not using the current KTIP format).

The program uses the KTIP format for any lesson plans required in program coursework.

Q. Provide evidence (KTIP assessments/portfolio/other data) of candidates' skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college and career ready standards.

Through the design of the required course sequence the commitment to access and rigor is at the forefront. Each course is developed using the most current evidence base for each area that is necessary for candidates to provide high quality instruction.

- SPED 502 and SPED 618 focus on positive behavior supports that assist students in developing social and emotional skills for success
- SPED 535 and 615 focus on curriculum and evidence-based instructional strategies to help ensure students with disabilities
- SPED 517 and SPED 612 focus on collaborations with community agencies to help ensure successful transitions for students with disabilities.

Q. Provide evidence of candidate's abilities to create and use formative and summative assessments to guide instruction toward mastery of the Kentucky P-12 curriculum framework

Through the design of the required course sequence, candidates learn about how to develop formative and summative assessments to address each content area needed to provide intensive, individualized support.

- In SPED 517 candidates learn about specific formative and summative assessments needed in transition planning
- In SPED 529 candidates learn about the formal and informal assessments for individuals with low incidence disabilities
- In SPED 501 and 618 candidates learn to create functional behavior assessments and develop behavior intervention plans
- In SPED 535 and SPED 529 candidates learn about designing rubrics, assignments, and tests to assess academic learning

Q. Describe how the data from each assessment is used for the continuous improvement of this program.

Program faculty review scholar assessment annually and update coursework to align with updated standards.

Program faculty review scholar competencies in each of the required courses. The Capstone course in the program allows faculty to determine whether the discrete skills taught in each class are able to be combined into an entire instructional plan for an individual with MSD. The professor in the candidate's course reviews the assignment for a grade and then each candidate's advisor either approves the project or does not approve the project before the candidate can be eligible for graduation. To improve our assessment, the MSD program faculty have developed a Faculty Mentor program in which each candidate will have a Faculty Mentor that will meet with them each semester. The course instructors will communicate with the Faculty Mentor whether a candidate needs additional support in an area. We anticipate this will add an important layer to our consistent assessment of coursework.

Q. Advanced Teacher - Provide a narrative about each of the assessment areas assigned to this program. The Advanced assessments have five (5) or more areas to be addressed. Discuss the data analysis and explain how the assessment data supports/validates a candidate's ability through the progressions of this program.

Area 1 is Candidate Knowledge (content), Skills, and Professional Dispositions (integrated practices of diversity, Area 2 is Professional Dispositions, Area 3 is Data and Research driven decision making, Area 4 is Integration of Technology in the discipline, and Area 5 Clinical Practice (integrated practices of diversity) Areas 1, 2, and 4 are each assessed throughout the pedagogy coursework with specific course projects and assignments. Area 3 is addressed in the Capstone course required before graduation. Area 5 is addressed through consistent field hours in the courses. To improve Area 5, we have revised the program to also include a specific practicum course in which the application of practices is explicitly measured.

Course culminating projects are projects associated with the specific content of the course.

The course culminating project in SPED 529 focuses on assessment of individuals with LID (KTPS 6). In this assessment, candidates complete a comprehensive assessment plan and protocol for students with LID.

The course culminating project for SPED 535 focuses on instructional practices (KTPS 7, 8). Students either identify a student with whom they are working or are given a case study. The candidate will then complete a lesson plan template to implement the appropriate instructional strategy.

Prior to the conclusion of the program, candidates will present at a professional learning conference (KTPS 1, 2, 10) based on the data they collect or analyze that is a problem of the practice. The topic of the presentation will be approved by the candidate's advisor and can be an instructional or behavioral strategy, transition planning, or assessment related topic. Candidates will either complete a comprehensive review of the literature or collect data of their own practice.

Q. Summary Analysis for Programs - Provide a holistic summary and rationale for how all key assessment areas demonstrate the program's overall quality, and how each candidate has demonstrated adequate performance of the appropriate standards. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and supplements the analysis summary and improvement sections. If the EPP chooses to append EPP-designed reports, a narrative description/interpretation of the report(s) must be included.

The Key Assessment areas above provide a complete picture of the overall quality of the candidate's performance throughout the coursework. By distributing the KY standards and CEC standards across required courses, the candidate is able to display a comprehensive knowledge of the critical components of being an educator for individuals with MSD. The Capstone course is designed for candidates to show that they can combine all of the pieces of effective teaching to develop an applied research project to address a problem of the practice.

According to the Kentucky Department of Education (KDE, 2018), the percent of students receiving special education services in 2011- 2012 in Kentucky was higher than the national percent (10.2% ages 3-5 versus 6.0% and 8.8% ages 6-21 versus 8.4%, respectively). Additionally, in the 2011-2012 academic year, between 8-16% of Kentucky students were tested using the Alternate Assessment—an assessment reserved for 1% of the population and commonly used for students with LI. Despite the high number of students tested using the Alternate Assessment, Kentucky students' proficiency scores were extremely low across grade and subject area. The MAE:MSD is designed to counteract this trend.

Q. Continuous Improvement Plan for this program category - Provide an explanation of how assessment data are/were used to improve this program.

The data for the program will be collected in the WKU Chalk and Wire system, aggregated/disaggregated and provided back to the program for review each year. Program faculty, in collaboration with district partners, will review student performance data to identify strengths, growth areas, and opportunities for on-going program improvement.

Q. Quality Assurance System: Mechanisms (i.e., structures, policies, procedures, and resources) that an educator preparation provider (EPP) has established to promote, monitor, evaluate, and enhance operational effectiveness and the quality of the educator preparation provider's candidates, educators, curriculum, and other program requirements. The Quality Assurance System ensures continuous improvement by relying on a variety of measures, establishing performance benchmarks for those measures (with reference to external standards where possible), seeking the views of all relevant stakeholders, sharing evidence widely with both internal and external audiences, and using results to improve policies and practices in consultation with partners and stakeholders. The Quality Assurance System should contain the assessments, rubrics and analysis for the EPP wide assessments for the initial teacher programs and program assessments for the advanced programs. Define the EPP transition points and distinguish between the "Initial" and "Advanced" programs. Highlight any differences or exceptions at the program level (i.e. Occupation-based; Communication Disorders). Attach your full Quality Assurance System document using the "Attach Supporting Documents" module. Provide a summary of the EPP's Quality Assurance System and process for collecting and analyzing data for program improvement.

WKU has developed a comprehensive Quality Assurance Plan, which allows all programs to follow consistent and well defined procedures in the development, implementation, and the interpretation of the assessments used to provide evidence of candidate performance and program quality. The document defines the following:

- EPP Steps to Establishing Validity
- Development, Piloting, and Refinement
- Assessment Use and Training
- Assessment Use and Training
- Types of Validity Evidence
- Results Analysis and Interpretation
- Uses Results to Improve Program Elements and Processes
- The WKU QASP Document provides additional details on these items.

All IP and AP programs at WKU follow the overall Quality Assurance Plans included in the program documentation.

CURRICULUM CONTRACT:**CURRICULUM CONTRACT**

*Special Education, Moderate and Severe Disabilities,
Master of Arts in Education leading to certification in
Moderate and Severe Disabilities (KMS) Rank II, Rank I, or Certification Only
WKU# 0438 EPSB# 3357 Rank II KMS
WKU# 0438 EPSB# 3417 Rank I KMS
WKU #132 EPSB# 3279 Certification Only KMS*

Candidate Contact Information:

| | | | |
|------------------|--------------------------|----------------------------|--------------------------|
| Last Name | First Name | Middle Name/Initial | WKU ID Number |
| Street | Home Phone Number | | Cell Phone Number |
| City | State | Zip Code | Email Address |

Admission Requirements:

To be admitted into a WKU educator preparation program, candidates must meet all minimal criteria described under "Transition Point 1: Admission to Education Preparation Programs."

| REQUIRED COURSES | HOURS |
|--|-------|
| SPED 501 Introduction to Applied Behavior Analysis | 3 |
| SPED 502 Positive Behavior Supports | 3 |
| SPED 615 Instructional Strategies for Students with Developmental Disorders and Autism Spectrum Disorder | 3 |
| SPED 618 Social Skills Instruction & Behavioral Programming for Students with DD/ASD | 3 |
| SPED 517 Transition Services and Programs for Individuals with Disabilities | 1 |
| SPED 612 Collaboration with Schools and Agencies for Individuals with DD/ASD | 3 |
| SPED 611 Advanced Capstone for Low Incidence Disabilities, DD/ASD/MSD | 3 |
| SPED 535 Curriculum for Individuals with Moderate and Severe Disabilities | 3 |
| SPED 610 Characteristics of Low-Incidence Disorders | 3 |
| SPED 529 Assessment of Students with Severe Disabilities | 3 |
| LITE 535 Survey of Educational Technology Practices | 3 |
| Additional required courses for students without an initial LBD or MSD license: | |

| | |
|--|-------|
| SPED 630 Special Education Law and Finance | 3 |
| SLP 519 Advanced Alternative and Augmentative Communication Modalities | 3 |
| Total Hours | 33-39 |

Mid-Point Assessment Requirements:

To be admitted into the Student Teaching Semester, candidates must meet all minimal criteria described under “Transition Point 2: Admission to Final Experience.”

Program Completion Requirements:

1. To complete a teacher preparation program, candidates must meet all minimal criteria described under “Transition Point 3: Program Exit.”
2. Note that additional requirements (described below) must be met in order to be recommended for certification.
3. Rules and regulations governing the completion of this program of study have been described above and on the next page. By your signature, you are acknowledging that you understand and accept responsibility for meeting these requirements.

Delineation of EPP-Wide Transition Points – Advanced Preparation Program

| <i>Transition Point 1: Admission to Education Preparation Program</i> | | | | |
|---|--|----------------------------|---------------------------|---|
| <i>Data Reviewed</i> | <i>Minimal Criteria</i> | <i>Review Cycle</i> | <i>Reviewed By</i> | <i>Approved By</i> |
| <ul style="list-style-type: none"> • Application for admission • Existing Teaching Certificate • Transcripts | <ul style="list-style-type: none"> • Program application • KY Code of Ethics • Bachelor’s degree • Evidence of current teaching certificate • Minimum 2.75 gpa on all undergraduate and graduate coursework | Each Month | Department Faculty | Professional Education Council |
| <i>Transition Point 2: Admission to Final Experience</i> | | | | |
| <i>Data Reviewed</i> | <i>Minimal Criteria</i> | <i>Review Cycle</i> | <i>Reviewed By</i> | |
| <ul style="list-style-type: none"> • Dispositions • Key Assessments | <ul style="list-style-type: none"> • 3 (At Standard) or higher on all Key Assessments • 3.0 or higher gpa in all classes | Each Semester | Department Faculty | Department Faculty |
| <i>Transition Point 3: Program Exit</i> | | | | |
| <i>Data Reviewed</i> | <i>Minimal Criteria</i> | <i>Review Cycle</i> | <i>Reviewed By</i> | |
| <ul style="list-style-type: none"> • GPA • Capstone Project | <ul style="list-style-type: none"> • 3.0 or higher overall GPA • 3.0 (Proficient) or higher score | Each Semester | Department Faculty | Graduate Studies/ Certification Officer |

To be recommended for certification, an applicant must document:

Completion of an approved educator preparation program in each desired certification area; Passing score(s) on the appropriate PRAXIS II exam(s) or other assessments required for each desired certification area.

Candidates must successfully complete all coursework requirements to be eligible for recommendation for Rank 2. Candidates who already hold Rank 2 must successfully complete all coursework requirements to be eligible for recommendation for Rank 1.

EPSB Disclaimer: Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.epsb.ky.gov for current requirements or contact the Division of Division of Educator Preparation, Assessment, and Internship at toll free 888-598-7667.

By signing below, the candidate ensures that he or she has been advised of, understands, and agrees to adhere to all program requirements, including assessment requirements, of the program.

Candidate Name (printed):

Education Advisor's Signature/Date:

Candidate Signature/Date:

Signature

Date

Specialization Advisor's Signature/Date (if needed):

Signature

Date

Signature

Date

****END OF CURRICULUM CONTRACT****