



Program Review Document

Preparation Program:

*Special Education for Teacher Leaders, Moderate and Severe Disabilities,
Master of Arts in Education leading to certification in
Moderate and Severe Disabilities (KMS) and Teacher Leader (KTLE) Rank II or Rank I
WKU# 0438 EPSB# 3357 Rank II KTLE KMS
WKU# 0438 EPSB# 3417 Rank I KTLE KMS*

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

Date Submitted: 04/13/2020

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 517	Transition Services and Programs for Individuals with Disabilities	Transition planning for individuals with disabilities. Interagency collaboration, vocational assessment, and life-skills competencies within the general curriculum are addressed.	3
SPED 518	Seminar: Contemporary Challenges in Special Education	Issues in special education. Classroom experiences to develop awareness and sensitivity to educational needs. Note: Minimum of 12 hours of graduate level coursework in exceptional education required.	3
SPED 530	Advanced Assessment Techniques	Experiences will be provided for students to enhance their knowledge of issues, techniques, and interpretations of various assessment procedures and instruments.	3

SPED 532	Families, Professionals and Exceptionalities	Interpreting programs for individuals with disabilities to maximize family involvement. Emphasizes the attitudes, skills, and knowledge taught in the educational program.	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.	3
SPED 595	Advanced Preparation Capstone for Special Education	A capstone course in Special Education for advanced candidates seeking an additional teacher certification area. Practice in implementing instructional skills and procedures. Field observation hours required.	3
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

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 517	SPED 518	SPED 530	SPED 532	SPED 535	SPED 630
Standard 1. Learner development		X	X	X		
Standard 2. Learning differences	X				X	
Standard 3. Learning environments	X	X				X
Standard 4. Content knowledge			X		X	
Standard 5. Application of content		X	X			
Standard 6. Assessment	X					
Standard 7. Planning for instruction						X
Standard 8. Instructional strategies		X			X	X
Standard 9. Professional learning and ethical practice			X	X		X
Standard 10. Leadership and collaboration				X		

Kentucky Teacher Performance Standards (KTPS)						
	TCHL 500	TCHL 530	TCHL 545	TCHL 555	TCHL 559	TCHL 560
Standard 1. Learner development		X	X			X
Standard 2. Learning differences		X	X			X
Standard 3. Learning environments		X	X			X
Standard 4. Content knowledge		X	X			X
Standard 5. Application of content		X	X			X
Standard 6. Assessment	X	X	X	X		X

Standard 7. Planning for instruction		X	X			X
Standard 8. Instructional strategies		X				X
Standard 9. Professional learning and ethical practice	X		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 517	SPED 518	SPED 530	SPED 532	SPED 535	SPED 630						
Advanced Preparation Standard 1: Assessment	X	X	X			X						
Advanced Preparation Standard 2: Curricular Content Knowledge	X	X										
Advanced Preparation Standard 3: Programs, Services, and Outcomes	X	X	X	X	X							
Advanced Preparation Standard 4: Research and Inquiry			X		X							
Advanced Preparation Standard 5: Leadership and Policy		X		X		X						
Advanced Preparation Standard 6: Professional and Ethical Practice		X	X	X	X	X						
Advanced Preparation Standard 7: Collaboration	X			X	X							

Teacher Leader Standards	Course Alignment											
	SPED 517	SPED 518	SPED 530	SPED 532	SPED 535	SPED 630						
Standard 1. Foster a Collaborative Culture to Support Educator Development and Student Learning.	X	X			X							
Standard 2. Access and Use Research to Improve Practice and Student Learning.												
Standard 3. Promote Professional Learning for Continuous Improvement.				X								
Standard 4. Facilitate Improvements in Instruction and Student Learning		X			X							
Standard 5: Promote the Use of Assessments and Data for School and District Improvement.				X								
Standard 6: Improving Outreach and Collaboration with Families and Community				X								
Standard 7: Advocate for Student Learning and the Profession.				X		X						

Teacher Leader Standards						
	TCHL 500	TCHL 530	TCHL 545	TCHL 555	TCHL 559	TCHL 560
Standard 1. Foster a Collaborative Culture to Support Educator Development and Student Learning.				X	X	X
Standard 2. Access and Use Research to Improve Practice and Student Learning.		X	X		X	X
Standard 3. Promote Professional Learning for Continuous Improvement.	X	X	X	X	X	X
Standard 4. Facilitate Improvements in Instruction and Student Learning	X	X	X	X	X	X
Standard 5: Promote the Use of Assessments and Data for School and District Improvement.		X	X		X	X
Standard 6: Improving Outreach and Collaboration with Families and Community					X	X
Standard 7: Advocate for Student Learning and the Profession.					X	X

PROGRAM FACULTY:

Name	Gender	Race / Ethnicity	Status / Academic RANK at IHE Full-time, 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
Janet Applin	Female	White, not Hispanic	Full-time		Ph.D.	Special Education, MSD, LBD, Educational Administration	Graduate Faculty Undergraduate Faculty	Graduate Courses, Undergraduate courses, Graduate advisor, Undergraduate advisor	Elementary Education 1-8, Director SPED Level II, (Kentucky), ELED K-5, Interventionist K-8, Interventionist 6-12	K-5 classroom in TN. Middle/High School Resource	SPED law SPED foundations LBD SPED curriculum MSD SPED curriculum SPED Administration 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 PROGAM 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)	TL Capstone Project Certificate area - Praxis II TL Instructional Design and Effectiveness Analysis	End End Mid-point
2	Professional Dispositions	TL Capstone Project	End
3	Data and Research driven decision making	Action Research Project TL Assessment Analysis TL Capstone Project	End Mid-point End
4	Integration of Technology in the discipline	TL Instructional Design and Effectiveness Analysis TL Assessment Analysis TL Capstone Project	Mid-point Mid-point End
5	Clinical Practice (integrated practices of diversity)	TL Instructional Design and Effectiveness Analysis TL Assessment Analysis TL Capstone Project	Mid-point Mid-point End

*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.)*

Our program currently works via online instruction with candidates across the state. Many of our candidates are currently working within a school setting. WKU leverages these partnerships to provide candidates with real-world experiences within the school or district with which they are currently working. To enhance the clinical partnership, the MSD program has partnered with three educational cooperatives across the state (GRREC, OVEC, WKEC) that have committed to using high-needs schools as field placements and experiences for scholars. The three educational cooperatives represent 76 rural counties. Of these counties, 40% also meet the definition of high-need because 20% or more of the population has income below the poverty lines. Scholars from this program will complete field experiences in a high-need, rural school. Field supervisors will use in-person and remote supervision techniques to support scholars as they work in these placements.

Additionally, scholars will learn about how to integrate technology to support instruction and professional development. They will learn about the most current low and high technology programs and how they relate to instructional design. The culminating project of the course is to research a technology tool that can be used with scholar's students and train a group of professionals on the technology.

*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.***

Currently all students in the MSD program take a Capstone course in which they apply evidence-based practices in a systematic way with their classroom of learners in an applied research project. Their project is linked directly to a problem of the practice within their school or classroom. They are required to use content learned in the program to address the problem, use consistent progress monitoring, and data-based decision-making to improve the outcomes of their learners.

*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.*

Beginning in Fall, 2020, to support scholars in developing professional networks, scholars will be required to attend two ASD cadre meetings and a one-day educational cooperative training per semester (for a total of 8 cadre meetings and three GRREC trainings during their program of study). Professionals in the cadre meetings sit with others from their county, to ensure that scholars are rotated to different counties during each training to increase the number of professionals with whom they are interacting. Additionally, all scholars will present at KYCEC. They will present in interdisciplinary teams on a shared topic that will likely attract a variety of professionals.

Scholars will begin their area of specialization and will take course and field work specifically designed for teachers of students with ASD. Embedded within these courses will be the EBPs and national and state standards. During this time, they will take coursework together and work on group assignments together. This area of specialization will allow scholars to develop a deep understanding of each other's roles and responsibilities in improving outcomes for individuals with LI.

*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 (If applicable). 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 Special Education 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 SPED 517, SPED 518, SPED 530, SPED 534, SPED 535, SPED 630

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.

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 517 focuses on transition assessment and planning

-SPED 518 focuses on utilizing positive behavior supports

-SPED 532 focuses on collaborating with families and professionals

-SPED 595 focuses on completing an applied research project

-SPED 535 focuses on designing individualized targeted instructional supports

-SPED 630 focuses on law and the application of the law for students receiving special education services

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.

-SPED 517 candidates learn about specific formative and summative assessments needed in transition planning

- Develop a lesson plan to teach an individualized skill associated with transition planning
- Create a presentation on person-centered transition planning

-SPED 518 candidates learn about environmental assessments and functional behavior assessments

- Create a functional behavior assessment
- Develop a behavior-intervention plan

-SPED 595 candidates collect baseline data, engage in consistent progress monitoring, and develop a final assessment of learning

-SPED 535 candidates learn about designing rubrics, assignments, and tests to assess academic learning

- Develop a lesson plan to teach an individualized skill
- Create a presentation on an evidence-based practice
- Analyze different instructional methods in a paper

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.

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 E-PASS System, aggregated/disaggregated and provided back to the program for review each year. Each Program will complete an Annual Program Report (APR) as described in the QASP section 5.3 A and Appendix B.

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 for Teacher Leaders, Moderate and Severe Disabilities,
Master of Arts in Education leading to certification in
Moderate and Severe Disabilities (KMS) and Teacher Leader (KTLE) Rank II or Rank I
WKU# 0438 EPSB# 3357 Rank II KTLE KMS
WKU# 0438 EPSB# 3417 Rank I KTLE 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
TCHL 500 Foundations of Teacher Leadership	3
TCHL 530 Curriculum Development	3
TCHL 545 Classroom Instruction Strategies	3
TCHL 555 School and Classroom Assessment	3
TCHL 559 Capstone Project Design for Teacher Leadership	1
TCHL 560 Capstone Project for Teacher Leadership	3
Core Specialization	
SPED 530 Advanced Assessment Techniques	3
SPED 630 Special Education Law and Finance	3
SPED 595 Advanced Preparation Capstone for Special Education	3
Advanced Certification Pathway Courses	
SPED 619 Assistive Technological and Communication Interventions for Students with Autism Spectrum Disorders	3
Candidates with MSD Certification choose:	
SPED 612 Collaboration with Schools and Agencies for Individuals with Autism Spectrum Disorders	3
SPED 615 Instructional Strategies and Design for Students with Autism Spectrum Disorders	3
SPED 618 Social Skills Instruction & Behavioral Programming for Students with Autism Spectrum Disorders	3
Candidates with LBD Certification choose:	
SPED 535 Curriculum for Individuals with Moderate and Severe Disabilities	3
SPED 518 Seminar: Contemporary Challenges in Special Education	3
SPED 532 Families, Professionals and Exceptionalities	3
Total Hours	31-37

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"> • GPA • Application for admission • Existing Teaching Certificate or Statement of Eligibility (SOE) 	<ul style="list-style-type: none"> • 2.75 GPA or 3.0 in last 30 hours • Completed Application including the following: • KY Code of Ethics • Professional Dispositions • 4Cs – Collaboration, Communication Skills, Critical Thinking, and Creativity • Evidence of current teaching certificate or SOE 	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"> • Application to Practicum • Dispositions • Key Assessments • GPA 	<ul style="list-style-type: none"> • 3.0 (Proficient) or higher on all Key Assessments • 3.0 or higher overall GPA 	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 initial 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.

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****

CURRICULUM CONTRACT:**CURRICULUM CONTRACT**

*Special Education for Teacher Leaders, Moderate and Severe Disabilities,
Moderate and Severe Disabilities (KMS) Certification Only*

WKU# 132 EPSB# 3279

(this program does not lead to a degree)

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 517 Transition Services and Programs for Individuals with Disabilities	3
SPED 535 Curriculum for Individuals with Moderate and Severe Disabilities	3
SPED 595 Advanced Preparation Capstone for Special Education	3
ELECTIVES	6
SPED 534 Research in Exceptional Child Education	3
SPED 618 Social Skills Instruction & Behavioral Programming for Students with Autism Spectrum Disorders	3
SPED 619 Assistive Technological and Communication Interventions for Students with Autism Spectrum Disorders	3
EDU 522 Foundations of Differentiated Instruction	3
LTCY 523 Diagnostic Reading Procedures for Classroom Teachers	3
ID 560 Instructional Design Foundations	3
LITE 535 Survey of Educational Technology Practices	3
Total Hours	15

Mid-Point Assessment Requirements:

To be admitted into the final experience, candidates must meet all minimal criteria described under "Transition Point 2: Admission to Final Experience."

Program Completion Requirements:

- To complete a teacher preparation program, candidates must meet all minimal criteria described under "Transition Point 3: Program Exit."
- Note that additional requirements (described below) must be met in order to be recommended for certification.
- 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

Transition Point 1: Admission to Education Preparation Program				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	Approved By
<ul style="list-style-type: none"> • GPA • Application for admission • Existing Teaching Certificate or Statement of Eligibility (SOE) • Master's Degree 	<ul style="list-style-type: none"> • 2.75 GPA or 3.0 in last 30 hours • Completed Application including the following: <ul style="list-style-type: none"> • KY Code of Ethics • Professional Dispositions • 4Cs – Collaboration, Communication Skills, Critical Thinking, and Creativity • Evidence of current teaching certificate or SOE • Evidence of a master's degree from an accredited institution 	Each Month	Department Faculty	Professional Education Council
Transition Point 2: Admission to Final Experience				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	
<ul style="list-style-type: none"> • Application to Practicum • Dispositions • Key Assessments • GPA 	<ul style="list-style-type: none"> • 3.0 (Proficient) or higher on all Key Assessments • 3.0 or higher overall GPA 	Each Semester	Department Faculty	Department Faculty
Transition Point 3: Program Exit				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	
<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

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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.

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Signature

Date

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

Signature

Date

Signature

Date

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