



The Master of Arts/Teacher Leader in Special Education for Moderate and Severe Disabilities Advanced Preparation program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools while serving students with Moderate and Severe Disabilities (MSD). Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

This MAE program leads to advanced preparation for those holding initial certification in Exceptional Education MSD and may lead to certification in Moderate and Severe Disabilities (MSD) for students who hold certification in any area other than Exceptional Education, MSD.

Within the MAE program in Special Education: MSD, students are expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Moderate and Severe Disabilities and to exhibit appropriate teacher dispositions and behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All courses in the program carry critical performance indicators (CPIs) that must be completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program.

Admission Requirements

Criteria vary, depending on the student's undergraduate institution and GPA

WKU Graduate: automatic admission

No qualifying GAP** score is required for graduates of the WKU B.S. in Exceptional Education program, as long as they have or are eligible for a teaching certificate in any area. A copy of the certificate or statement of eligibility must be submitted with the application. *

Graduate of a Kentucky higher education institution other than WKU

Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA or higher for all previous coursework (undergraduate and graduate) or qualifying GRE/GAP** scores and must have or be eligible for a teaching certificate in any area of education. A copy of the certificate or statement of eligibility must be submitted with the application. *

Graduate of an out-of-state institution of higher education

Applicants with undergraduate degrees from all other accredited universities must have a 2.75 GPA or higher for all previous coursework (undergraduate and graduate) or qualifying GRE/GAP** scores and must have or be eligible for a teaching certificate in any area of education. A copy of the certificate or statement of eligibility must be submitted with the application. *

*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

**Qualifying GAP Score: $GAP\ Score = [(GRE\ V + GRE\ Q) + (GPA * 100)]$ of 550 or higher, and a GRE Analytical Writing Score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score (GRE multiplied by the undergraduate GPA) of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher

Program Requirements

The program is divided into two instructional components: (a) **Professional Education**, which provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas; and (b) **Specialization**, which directs the student into an individual program in content, pedagogy, and/or areas of professional growth consistent with the goals of each candidate.

Professional Education Component—16 hours

TCHL 500, TCHL 530, and TCHL 560 are required for all students in this program

___ **TCHL 500** – Foundations of Teacher Leadership (3 hours)

TCHL 500 is a required course and is a prerequisite to all other courses. There is no proficiency evaluation that can be substituted for this course. In TCHL 500 students will complete an assessment process that will be used in determining which TCHL core courses they must take. While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses. With the assistance of an assigned program advisor, TCHL 500 students will complete an official Form C and submit it to the Office of Graduate Studies.

___ **TCHL 530** – Curriculum Development (3 hours)

___ **TCHL 560** – Action Research Capstone for Teacher Leaders (3 hours)

TCHL 530 and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

___ **TCHL 540** – Classroom Instruction: Instructional Strategies (1 hour)

___ **TCHL 544** – Classroom Instruction: Equitable School and Community Partnerships (1 hour)

___ **TCHL 548** – Classroom Instruction: Managing the Learning Environment (1 hour)

___ **TCHL 550** – Student Assessment I: Fundamentals of Student Assessment (1 hour)

___ **TCHL 554** – Student Assessment II: Standardized Testing (1 hour)

___ **TCHL 558** – Student Assessment III: Classroom Tests and Instruments (2 hours)

TCHL 540, 544, 548, 550, 554, and 558 are required for all students OR the student must pass proficiency evaluations for these courses. More information about taking the proficiency evaluations may be found at the following link:

http://www.wku.edu/ste/programs/graduate/mae_tchldr_prof_evals.php

Mid-Point Assessment Requirements

To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all *Critical Performances* associated with the TCHL courses must be completed, *even if a candidate's program of studies does not include the courses.* Except for TCHL 560, which should be taken toward the end of their program, students may complete no more than 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.

Specialization Component—21 hours

9 Hours of Core Specialization Courses (ALL MSD Teacher Leader Students Must have these courses)

SPED 630 – Special Education Law (3 hours)

SPED 530 – Advanced Assessment Techniques (3 hours)

SPED 590 – Internship in Exceptional Education (3 hours)

3 Hours of Special Education Curriculum Courses

SPED 535 Curriculum for MSD (3 hours)

OR

SPED 615 Instructional Strategies and Design in ASD (3 hours)

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3 Hours of Special Education Behavior/Classroom Management

SPED 518 Issues in Behavior Management (3 hours)

OR

SPED 618 Social Skills Instruction and Behavioral Programming in ASD (3 hours)

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3 Hours of Special Education Collaboration

SPED 532 Families, Profess. & Exceptionalities (3 hours)

OR

SPED 612 Collaboration for ASD (3 hours)

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3 Hours of Special Education Assistive Technology

SPED 619 – Assistive Technology for ASD (3 hours)

TOTAL SPECIALIZATION COURSE HOURS – 21-27 HOURS

DEFICIENCY REQUIREMENT: STUDENTS WHO ENTER THE PROGRAM WITHOUT HAVING COMPLETED A PREVIOUS INTRODUCTORY EXCEPTIONAL EDUCATION (SPECIAL EDUCATION) COURSE, MUST TAKE SPED 516 – EXCEPTIONAL CHILD: PERSPECTIVES AND ISSUES – THIS WILL ADD AN ADDITIONAL 3 HOURS TO THE REQUIRED 30-37 HOUR PROGRAM.

OPTIONAL ELECTIVE: STUDENTS MAY TAKE SPED 534 – SEMINAR: RESEARCH IN SPECIAL EDUCATION ON THE SUGGESTION OF ADVISOR IF IT IS APPROPRIATE FOR FUTURE EDUCATIONAL AND CAREER GOALS – THIS WILL ADD AN ADDITIONAL 3 HOURS TO THE REQUIRED 30-37 HOUR PROGRAM.

AUTISM SPECTRUM DISORDERS CERTIFICATE OPTION: Students have the option of adding the Autism Spectrum Disorders Certificate to the MAE Program in Special Education Moderate and Severe Disabilities and may include 4 of the 5 ASD Course within their program of study. This will add 3 additional credit hours to the full 30 hour program for a total of 33-40 hours. Autism Certificate Courses are:

SPED 610 – Characteristics of ASD (3 hours)

SPED 612 – Collaboration for Individuals with ASD (3 hours)

SPED 615 – Instructional Strategies and Design in ASD (3 hours)

SPED 618 – Social Skills Instruction and Behavioral Programming for ASD (3 hours)

SPED 619 – Assistive Technology for ASD (3 hours)

Program Completion Requirements

Students must successfully complete **TCHL 560 – Action Research Capstone for Teacher Leaders** (with a course grade of C or higher) and present research results in an approved venue.

Students must achieve a minimum 3.0 GPA overall and in program course work.

Total Program Hours: 37-43

REVISED March 2012