



Program Review Document

MAT: Special Education (Learning Behavior Disorders P-12) Alternate Route to Certification (WKU #456 EPSB MAT #124 Option 6 #184)

Date Submitted: *January, 2018*

Certification Level:	<input type="checkbox"/> B-P <input checked="" type="checkbox"/> P-5 <input type="checkbox"/> 5-9 <input type="checkbox"/> 5-12 <input type="checkbox"/> 8-12 <input checked="" type="checkbox"/> P-12
Preparation Level:	<input checked="" type="checkbox"/> Initial
Modes of Delivery:	<input type="checkbox"/> Face-to-Face Only <input type="checkbox"/> Online Only <input checked="" type="checkbox"/> Hybrid
Degree Type:	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate (MAT) <input type="checkbox"/> Undergraduate – Cert Only <input checked="" type="checkbox"/> Option 6
Program Codes:	EPSB #124 Option 6 #184
University Catalog:	http://catalog.wku.edu/graduate/
WKU Quality Assurance Document:	http://www.wku.edu/cebs/caep/

SYLLABI: All Professional Education, Methods Syllabi, and a Sampling of Content Area Syllabi are available on the WKU website http://www.wku.edu/cebs/peu/epsb_prds.php.

Program Description

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

This Special Education graduate initial certification program in Learning and Behavior Disorders (P-12), which will lead to a Master of Arts in Teaching, is for individuals who are seeking initial certification in LBD (P-12) and may or may not be currently employed as a teacher of students with Learning and Behavior Disorders (P-12).

This option is for those individuals with no prior teacher certification in any area.

The 36-hour program consists of coursework in induction to the profession of special education, the diagnosis and assessment of learning and behavioral disabilities, prescriptive teaching, managing behavior disorders and positive behavior supports, research in special education, and special education law. If a student is currently employed or has verification of employment from a school district, the student is considered an Option 6 Alternative Route to Certification student and may be eligible for a Temporary Provisional Teaching Certificate. If a student does not secure employment as the teacher of record in an LBD (P-12) setting during the program, the student will be required to complete at least 200 hours of field experience prior to student teaching and the equivalent of the state required student teaching experience in an unpaid position in an accredited public school within WKU's service area. Graduates completing the equivalent of a student teaching experience will be eligible for a Statement of Eligibility for certification as a teacher of students with LBD (P-12). Students must submit passing scores

on the Praxis II and be fully admitted to the professional education unit (teacher admissions) PRIOR to enrolling in SPED 590. Students must meet all state requirements for student teaching and initial certification. SPED 590 should be taken as the final course of the program.

NOTE: To be eligible to be recommended for teacher certification, students must document that they have received passing score(s) on the required Praxis II examination(s).

Candidates complete courses in introduction to professional education, educational technology, educational Psychology, diversity and classroom management, assessment, literacy, research, content methods, program specific electives and the internship (may serve as the student teaching experience for those students not pursuing an Option 6 Alternative Route to Certification). Courses required in the program include the following:

SPED 515: EDUCATION OF EXCEPTIONAL CHILDREN (3 HRS) Introductory course for initial certification in Exceptional Education. Induction issues in special education are examined.

LME 535: SURVEY OF EDUCATIONAL TECHNOLOGY PRACTICES (3 HRS) 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.

PSY 510: ADVANCED EDUCATIONAL PSYCHOLOGY (3 HRS) Application of psychological and developmental theories to teaching and learning. Examination of cognitive, social, and moral development, learner diversity, learning theories, motivation, effective classroom management, productive instructional practices, and assessment.

SPED 518: SEMINAR: CONTEMPORARY CHALLENGES IN SPECIAL EDUCATION (3 HRS) Issues in special education. Classroom experiences to develop awareness and sensitivity to educational needs.

Prerequisite(s): Minimum of 12 hours of graduate level course work in Exceptional Education, Instructor permission.

SPED 530: ADVANCED ASSESSMENT TECHNIQUES (3 HRS) Experiences will be provided for students to enhance their knowledge of issues, techniques, and interpretations of various assessment procedures and instruments.

LTCY 519: FOUNDATIONS OF READING INSTRUCTION (3 HRS) Theoretical foundation and current best practices for literacy instruction. Emphasis on literacy lesson and unit planning. Field experiences are required; students are responsible for own transportation. **Prerequisite(s):** Admission to an initial certification program in the School of Teacher Education.

SPED 534: RESEARCH IN EXCEPTIONAL CHILD EDUCATION (3 HRS) Reading, interpreting and conducting research related to students with disabilities, parents, and teachers. An independent research project is required.

SPED 533: SEMINAR: CURRICULUM FOR LEARNING AND BEHAVIOR DISORDERS (P-12) (3 HRS) Development, adaptation, and evaluation of curricula, methods, materials, and resources. Implementing

and evaluating instructional programs for students with mild disabilities is stressed. **Prerequisite(s):** SPED 516 and SPED 530 and SPED 531.

SPED 531: ADVANCED PRESCRIPTIVE TEACHING (3 HRS) Adapting the learning environment to the learner. The identification and modification of various aspects of specialized learning environments are examined. *Students must be admitted to the professional education unit before enrolling in this course.*

SPED 630: SPECIAL EDUCATION LAW AND FINANCE (3 HRS)

NOTE: Both courses (SPED 531 and SPED 630) required for the program .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.

SPED 590 ADVANCED INTERNSHIP IN EXCEPTIONAL EDUCATION (6 HRS) clinically supervised instructional practice in an approved setting for development of advanced skills and experience.

Prerequisite(s): Must pass PRAXIS II. **Grade Mode:** Pass/Fail **Course Fee:** \$50

Total Credit Hours: 36 HOURS

Course Name	Hours	School Level			EPSB REQUIRED EXPERIENCES CATEGORIES FOR THOSE CANDIDATES WHO ARE NON OPTION 6 (ALTERNATE ROUTE TO CERTIFICATION) CANDIDATES							
		ELEM	MIDDLE	HIGH	a. Engage with diverse students	b. Observe in Family Resource or Youth Services Center	c. Tutor	d. Interact with student families	e. Attend school board	e. Attend school-based council	f. Participate in professional learning community	g. Assist teacher/ other school professionals
SPED 515	25	X	X	X	X							
LME 535	20											
SPED 518	20								X	X		
SPED 530	25	X			X							
LTCY 519	10	X			X							
SPED 534	25				X				X		X	X
SPED 533	25		X				X			X		
SPED 531 25 hours				X								X
SPED 630 25 hours					X			X				X
SPED 590		X	X	X	X	X		X				
Total Hours	200	Non Option 6 Candidates have at least 200 field hours prior to student teaching in SPED 590										

KENTUCKY TEACHER PERFORMANCE STANDARDS ALIGNMENT: The table delineates how the EPP-wide Initial Preparation Key Assessments, aligned to both Kentucky Teacher Performance and InTASC Standards, are embedded in the program.

KEY ASSESSMENTS					
AREA		NAME	STANDARD ALIGNMENT		COLLECTED
			KTS	InTASC	
1	Content Assessment	Praxis II	(1)	(4,5)	Praxis Report
2	Other Content Assessment	Major GPA - All graduate students must maintain a 3.0 or above for degree to be awarded	(1)	(4)	Prior to Student Teaching
3	Assessment of Professional Capabilities	Praxis II	(2-10)	(1-3, 6-10)	Praxis Report
4	Clinical Experiences Measure of Teaching Proficiency	Student Teacher/Internship Evaluation	1-10	1-10	SPED 590
5	Measure of Assessment Proficiencies	A: Learning Goals & Pre/Post Assessment B: Analysis of Student Learning	1-3,5-7	1-10	SPED 530
6	Ability to Diagnose and Prescribe for Personalized Student Learning	Design for Instruction	1,2,5,6	1,4-10	SPED 533
7	Application of Content Knowledge and Pedagogical Skills	Teacher Work Sample	1-3,5-7,9	1-10	SPED 590
8	Assessment of Literacy Outcomes	Operational Stance Concerning Content-Area and Discipline-Specific Literacies	1,2,5	1,4-7	SPED 531
9	Dispositions	Dispositions Form	NA	NA	SPED 531, SPED 590
10	KTS Exit Survey	KTS Exit Survey	1-10	1-10	SPED 590

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

KY Teaching standards	Courses	SPED 515	SPED 518	SPED 530	SPED 534	SPED 533	SPED 531	SPED 630	SPED 590	LME 535	LTCY 519
	SPA for CEC; Table 1 Learned Society for Council of Exceptional Children (CEC, 2013)	Found	Behav	Assess	Res	Curric. LBD	Adv. Teach.	SPED Law	Intern.		
	CEC Initial Preparation Standards 2013										
	Learner and Learning										
1, 2	1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	Phil(A) Exam(I) CM (I)									
	1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.	CaSe(I) Ref(I)			SR(I)		CaSe(A) SR(A)	CasSe (I, A) Sr (I,A) Exam (I,A)		LP(M)	TWS(M)
	1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	CaSe(I) Ref(I)	COL (A) TWS (A) IEP(A) LP(A)	A-(A) CaSe (A) CL-G(M)		TWS (A) IEP(A) LP(A)	DI(A)	CI (I, A) A (A) DI (A) Exam (I, A) StraS (I, A)		LP(M)	TWS(M)
	Learning Environments										
3, 8	2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.	SPED 515 Found	SPED 518 Behav	SPED 530 Assess	SPED 534 Res	SPED 533 Curric. LBD	SPED 531 Adv. Teach.	SPED 630 SPED Law	SPED 590 Intern.	LME 535	LTCY 519

	2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.		IEP(A) TWS(A) LP(A) COL(A) Port(A) PAPER(A) CIMg(A)	Ref (I) StraS (I)	COL(I) DI(I,A)	COL(A) CIMg(A)		COL (I , A)	Ref(A)	CL-MG(M) DI(M)	
	2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.		COL(A) Port(A) PAPER(A) CIMg(A) StraS(A) DI(A)	LP (A) IEP (I)		CIMg(A)			LP(A)	CL-MG(M) DI(M)	

KY Teaching standards	Courses Table 1 Learned Society for Council of Exceptional Children (CEC, 2013)										
	2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.		COL(A) Port(A) PAPER(A) CIMg(A) StraS(A) DI(A)	LP (M) Paper (M) IEP (A)		CIMg(A)			Ref(A)	CL-MG(M) DI(M)	
	Curricular Content Knowledge										

1, 4	3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.										
	3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities	CM(I) LPTech(I) LP(I) QuStra(I)	LP(A) TWS(A) DI(A) IEP(A) COL(A) CI(A)	Exam (M) SR (M) A (M)		CI(A)	QuStr(I)	CaSe (A) CI (A) DI (A) S-Prog (A) Exams (I, A) SR (A)	LP(A) LP (A) DI(A)	LP(M) CI (M)	TWS(M)
	3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities	PTech(I) LP(I)	XLP(A) TWS(A) DI(A) IEP(A) COL(A) CI(A)			CI(A)			CI (A) LP (A) DI(A)	LP(M) CI (M) QuStr(M)	TWS(M)
	3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.	QuStr(I)	LP(A) TWS(A) DI(A) IEP(A) COL(A) CI(A)			CI(A) QuStr(I)	DI(A) CaSe (A) QuStr(I)	COL (A) DI (A) S-Prog (A) IEP (A) LP (A) StraS (A)	CI(A) LP (A) DI(A)	LP(M) CI (M) DI(M)	TWS(M)
	Assessment										
4, 5, 7	4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.										
	4.1 Beginning special education professionals select and use technically sound formal and informal assessments		StraS(A) PORT(A) COL(A)			A(A) QuStr(I)	A(A) Exam(A) Paper (A)	A (A) Exam (I, A) CaSe (I, A)	S-Prog(A) LP(A) TWS(A)	A(M)	TWS(M)

KY Teaching standards	Courses	SPED 515	SPED 518	SPED 530	SPED 534	SPED 533	SPED 531	SPED 630	SPED 590	LME 535	LTCY 519
	Table 1 Learned Society for Council of Exceptional Children (CEC, 2013)	Found	Behav	Assess	Res	Curric. LBD	Adv. Teach.	SPED Law	Intern.		
	that minimize bias.		QuStr(I)				CaSe (I, A) SR (A) QuStr(I)	SR(I, A)			
	4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.			SR (A) CaSe (A) Exam (A) A (A)		A(A)	A (A) Exam (A) CaSe (A) IEP(A) SR (A) Paper (A)	CaSe (A) Exam (A) IEP (A) Paper (A) S-Prog (A)	S-Prog(A) LP(A) TWS(A)	A(M)	TWS(M)
	4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.	CM (I)			A(I,A)	COL(A)	Exam(A) CaSe (A) S-Prog (A) Paper (A) COL (A) IEP (A)	COL (A) IEP (A) Exam (A)	S-Prog(A) LP(A) TWS(A)	A(M) COL(M)	TWS(M)
	4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.		CIMg(A) StraS(A) DI(A)			IEP(A)	LP(A) IEP(A) Ref (A) Paper (A) S-Prog (A)	S-Prog A) Paper (A) Ref (A)	S-Prog(A) LP(A) TWS(A)	S-Prog(M)	TWS(M)
	Instructional Planning and Strategies										
2, 6, 8	5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based										

	instructional strategies to advance learning of individuals with exceptionalities.										
	5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.	Exam(I) CM(I)	PAPER(A) Port(A)	CaSe (M) LP (M) Phil (A)	DI(I,A) StraS(I,A)		IEP (A)	DI (A) StraS (A) Exam (A) Paper (A)	TWS (A)	DI(M) LP(M) StraS(M)	TWS(M)
	5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.	LP-Tec (I)	StraS(A) PORT(A) COL(A)	LP-Tec(A) OrPre (A)		LP Tec(A)	A(A) CaSe (A) IEP (A)	LP-Tec(A) SR (A) Exam (A)	TWS (A)	LP-Tec(M) DI(M)	TWS(M)
	5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.		StraS(A) PORT(A) COL(A)		LP(I,A) LP-Tec (A)	CI(A)	IEP (A) CaSe (A) SR (A)		TWS (A)	DI(M) LP-Tec(M)	TWS(M)
	5.4 Beginning special education professionals use strategies to enhance language development	Port(I)	StraS(A) PORT(A) COL(A)			CI(A)		CaSe (I,A) CI (A) DI (A) Exam (A)	TWS (A)	StraS(M)	TWS(M)
KY Teaching standards	Courses Table 1 Learned Society for Council of Exceptional Children (CEC, 2013)	SPED 515 Found	SPED 518 Behav	SPED 530 Assess	SPED 534 Res	SPED 533 Curric. LBD	SPED 531 Adv. Teach.	SPED 630 SPED Law	SPED 590 Intern.	LME 35	LTCY 519
	5.4 (con't) and communication skills of individuals with exceptionalities							SR (A) StraS (A) Paper (A)			
	5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of	IEP(I)					IEP(A)	IEP (A)		TWS (A)	StraS(M) IEP(M)

	settings and different learning experiences in collaboration with individuals, families, and teams.										
	5.6 Beginning special education professionals teach to mastery and promote generalization of learning.	TWS(I) LP(I)	IEP(A) COL(A) TWS(A) LP(A)			StraS(A)		CaSe (A) CI (A) DI (A) S-Prog(A) Exam (A) LP (A) StraS (A) SR (A)	TWS (A)	StraS(M) IEP(M)	
	5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.		S-Prog(A) IEP(A) COL(A) TWS(A) LP(A)			S-Prog(A) LP(A) StraS(A)			TWS (A) S-Prog(A) LP(A)	StraS(M) IEP(M)	TWS(M)
	Professional Learning and Ethical Practice										
7, 8, 10	6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.										
	6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.	Disp(I) COL(I)		Paper (M) Ref (M) PD (A)	M(I,A) Disp(A)	SR(A) PAPER(A) CaSe(A) EXAM(A)	Disp(A) Exam(I, A) Paper(I, A) SR(A)	Disp (A)		Phil(M) PD(M)	
	6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.	TWS(I) CM(I) SR(I)		QuStr (A) Phil (M) SR (M)	M(I,A) SR(I,A)	SR(A) PAPER(A) CaSe(A)	Exam(I ,A) Paper(A) SR(A)	SR (A) Paper (A) Exam (A)		Phil(M) PD(M)	

						EXAM(A)					
	6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.	CM(I) TWS(I) SR(I)	CM(A) PAPER(A) Port(A)	QuStr (A) Phil (M) SR (M)	COL(A,M) TWS(I,A) SR(I,A)		IEP(A) Exam(I, A)	SR (A) IEP (A) COL (A) Exam (A) Paper (A)		Phil(M) PD(M)	
	6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.	Disp(I) PD(I)			Phil(I,A,M)				Disp(A) PD(A)	X Phil(M) PD(M)	
KY Teaching standards	<p>Courses</p> <p>Table 1</p> <p>Learned Society for Council of Exceptional Children (CEC, 2013)</p>	SPED 515 Found	SPED 518 Behav	SPED 530 Assess	SPED 534 Res	SPED 533 Curric. LBD	SPED 531 Adv. Teach.	SPED 630 SPED Law	SPED 590 Intern.	LME 535	LTCY 519
	6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring				COL(I,A) PD (I,A)				Disp(A) PD(A)	X Phil(M) PD(M)	
	6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.		IEP(A) COL(A) LP(A) TWS(A)	PD (A) Refl (A) Paper (A)	COL(I,A)					Phil(M) PD(M) LP(M)	TWS(M)
	Collaboration										
8,	7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.										

	7.1 Beginning special education professionals use the theory and elements of effective collaboration.		CM(A) PAPER(A) Port(A)	Exam (M) Ref (M) OrPres(M) Paper (M)	SR(I,A) Phil(I,A) COL(I,A)	COL(A) PAPER(A)			COL(A)	COL(M)	
	7.2 Beginning special education professionals serve as a collaborative resource to colleagues.			PD (A)	COL(A) Paper(A) CaSe(A)	COL(A) PAPER(A)	IEP (A)	COL (A) LP (A)		COL(M)	
	7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.			Exam (M) Ref (M) OrPres(M) Paper (M)	XCOL(A) Paper(A) CaSe(A)	COL(A) PAPER(A)	IEP (A)	COL (A) LP (A) S-Prog (A) CI (A)	COL(A)	COL(M)	

4. Curriculum Contract



**Master of Arts in Teaching - Special Education
Initial Certification: Learning and Behavior Disorders (P-12)
WKU #0456 EPSB #124**

PROGRAM DESCRIPTION		
<p>This Special Education initial certification program in Learning and Behavior Disorders (P-12), which will lead to a Master of Arts in Teaching, is for individuals who are seeking initial certification in LBD (P-12) and are not currently employed as a teacher of students with Learning and Behavior Disorders (P-12).</p> <p><i>This option is for those individuals with no prior teacher certification in any area.</i></p> <p>To be eligible to be recommended for teacher certification, students must document that they have receive passing score(s) on the required Praxis II examination(s).</p> <p><i>NOTE: Students who have not had an introductory-level special education course within the past ten years must complete SPED 516 The Exceptional Child Perspectives and Issues, as a deficiency, prior to enrollment in any of the MAT courses for special education.</i></p>		
COURSE CATEGORY	SPECIAL EDUCATION LBD (P-12) REQUIRED COURSES	
INTRODUCTION TO PROFESSIONAL EDUCATION	SPED 515: EDUCATION OF EXCEPTIONAL CHILDREN (3 HRS)	3
EDUCATIONAL TECHNOLOGY	LME 535: SURVEY OF EDUCATIONAL TECHNOLOGY PRACTICES (3 HRS)	3
EDUCATIONAL PSYCHOLOGY	PSY 510: ADVANCED EDUCATIONAL PSYCHOLOGY (3 HRS)	3
DIVERSITY AND CLASSROOM MANAGEMENT	SPED 518: SEMINAR:CONTEMPORARY CHALLENGES IN SPECIAL EDUCATION (3 HRS)	3
ASSESSMENT	SPED 530: ADVANCED ASSESSMENT TECHNIQUES (3 HRS)	3
LITERACY COMPONENT	LTCY 519: FOUNDATIONS OF READING INSTRUCTION (3 HRS)	3
RESEARCH SKILLS	SPED 534: RESEARCH IN EXCEPTIONAL CHILD EDUCATION (3 HRS)	3
CONTENT METHODS COURSE	SPED 533: SEMINAR: CURRICULUM FOR LEARNING AND BEHAVIOR DISORDERS (P-12) (3 HRS)	3
PROGRAM SPECIFIC ELECTIVES	SPED 531: ADVANCED PRESCRIPTIVE TEACHING (3 HRS)	3
	<i>Students must be admitted to the professional education unit before enrolling in this course.</i> SPED 630: SPECIAL EDUCATION LAW AND FINANCE (3 HRS)	3
INTERNSHIP	SPED 590 ADVANCED INTERNSHIP IN EXCEPTIONAL EDUCATION (6 HRS) <i>This course should be taken as the final capstone course in the program.</i> <i>Students must have a passing score on the appropriate Praxis II test required by the state for certification prior to enrolling in this course.</i>	6

	<p>NOTE: Students currently teaching in a classroom serving students with LBD (P-12) may use their current teaching position to meet this requirement with advisor approval. Students not currently teaching IN A CLASSROOM SERVING STUDENTS WITH LBD (P-12) must complete an internship experience, within the WKU service region, that is equivalent to state requirements for student teaching in a classroom serving students with Learning and Behavior Disorders (P-12).</p>	
TOTAL PROGRAM HOURS		36 hrs

Delineation of Unit/Program Transition Points – Initial Preparation

Transition Point 1: Admission to MAT LBD for Initial Certification Preparation Programs			
Data Reviewed	Minimal Criteria for Admission/Continuation	Review Cycle	Reviewed By
<u>Unit Level Data:</u>		Each Month	Professional Education Council
<ul style="list-style-type: none"> Admission Application 	<ul style="list-style-type: none"> Completion of application 		
<ul style="list-style-type: none"> baccalaureate degree 	<ul style="list-style-type: none"> Documentation of completion of baccalaureate degree from an accredited institution 		
<ul style="list-style-type: none"> Recommendation for admission following a transcript review by an MAT advisor associated with the certification area sought (deficiencies may require applicant to take additional undergraduate courses) 	<ul style="list-style-type: none"> MAT advisor approval 		
<ul style="list-style-type: none"> Letter of application including professional goals 	<ul style="list-style-type: none"> Completion and submission of letter including professional goals 		
<ul style="list-style-type: none"> GPA 	<ul style="list-style-type: none"> Cumulative grade point average of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of coursework (counting all course work, undergraduate and graduate). 		
<ul style="list-style-type: none"> Test Scores – State minimum passing scores for GRE or CASE for admission to the professional education unit 	<ul style="list-style-type: none"> State minimum required for GRE or CASE qualifying scores for admission to the professional education unit. (demonstrates Critical Thinking and Communication Skills) 		
<ul style="list-style-type: none"> Admission requirements for teacher education 	<ul style="list-style-type: none"> Acceptance to graduate studies: 3 positive references (demonstrates their dispositions for teaching indicating their Creativity and Collaboration skills) physical (including TB test) successful KY criminal background check, signed code of ethics 		
Transition Point 2: Admission to Final Experience (e.g., Internship, Student Teaching, Clinical Practice, Culminating Assessment)			
Data Reviewed	Minimal Criteria for Continuation	Review Cycle	Reviewed By
<u>Unit Level Data:</u>		Each Semester	Professional Education Council
<ul style="list-style-type: none"> GPA 	<ul style="list-style-type: none"> 3.0 overall as per Graduate Studies Policy for all graduate programs 		
<ul style="list-style-type: none"> Completion of required field hours 	<ul style="list-style-type: none"> At least 200 hours documented based on requirements of 16 KAR 5:040 		
<ul style="list-style-type: none"> Semester Hours Completed 	<ul style="list-style-type: none"> 30 hours 		
<ul style="list-style-type: none"> Dispositions Scores 	<ul style="list-style-type: none"> All dispositions average “At Standard” (3+) 		

• Key Assessment Scores	• 2.0+ overall • 2.0+ per Kentucky Teacher Standard measured		
• GPA	• 3.0 overall as per Graduate Studies Policy for all graduate programs		
• Praxis II	• Passing Score on the Praxis II Test		
Transition Point 3: Program Exit			
Data Reviewed	Minimal Criteria for Exit	Review Cycle	Reviewed By
<u>Unit Level Data:</u>			
• Advanced Internship Grade (SPED 590)	• C or higher - based on Teacher Work Sample holistic score of 2+ and 2.0+ Kentucky Teacher Standard Measured	Each Semester	Office of Teacher Services

To be recommended for initial certification, an applicant must document:

- Completion of an approved teacher preparation program in each desired certification area;
- Passing Scores on the appropriate PRAXIS II exams (e.g., Content, PLT) or other assessments required for each desired certification area;
- Achievement of at least a 3.0 GPA overall in each major and minor, and in professional education courses;
- Attainment of at least a “C” in all professional education courses, including SPED 590.



**Master of Arts in Teaching – Option 6/Alternative Route
Special Education Initial Certification: Learning and Behavior Disorders (P-12)
WKU #0456 EPSB Option 6 #184**

PROGRAM DESCRIPTION		
This Special Education initial certification program in Learning and Behavior Disorders (P-12), which will lead to a Master of Arts in Teaching, is for individuals who are seeking initial certification in LBD (P-12) and are currently employed as a teacher of students with Learning and Behavior Disorders (P-12).		
<i>This option is for those individuals with no prior teacher certification in any area.</i>		
To be eligible to be recommended for teacher certification, students must document that they have receive passing score(s) on the required Praxis II examination(s).		
<i>NOTE: Students who have not had an introductory-level special education course within the past ten years must complete SPED 516 The Exceptional Child Perspectives and Issues, as a deficiency, prior to enrollment in any of the MAT courses for special education.</i>		
COURSE CATEGORY	SPECIAL EDUCATION LBD (P-12) REQUIRED COURSES	
INTRODUCTION TO PROFESSIONAL EDUCATION	SPED 515: EDUCATION OF EXCEPTIONAL CHILDREN (3 HRS)	3
EDUCATIONAL TECHNOLOGY	LME 535: SURVEY OF EDUCATIONAL TECHNOLOGY PRACTICES (3 HRS)	3
EDUCATIONAL PSYCHOLOGY	PSY 510: ADVANCED EDUCATIONAL PSYCHOLOGY (3 HRS)	3
DIVERSITY AND CLASSROOM MANAGEMENT	SPED 518: SEMINAR:CONTEMPORARY CHALLENGES IN SPECIAL EDUCATION (3 HRS)	3
ASSESSMENT	SPED 530: ADVANCED ASSESSMENT TECHNIQUES (3 HRS)	3
LITERACY COMPONENT	LTCY 519: FOUNDATIONS OF READING INSTRUCTION (3 HRS)	3
RESEARCH SKILLS	SPED 534: RESEARCH IN EXCEPTIONAL CHILD EDUCATION (3 HRS)	3
CONTENT METHODS COURSE	SPED 533: SEMINAR: CURRICULUM FOR LEARNING AND BEHAVIOR DISORDERS (P-12) (3 HRS)	3
PROGRAM SPECIFIC ELECTIVES	SPED 531: ADVANCED PRESCRIPTIVE TEACHING (3 HRS)	3
	<i>Students must be admitted to the professional education unit before enrolling in this course.</i> SPED 630: SPECIAL EDUCATION LAW AND FINANCE (3 HRS)	3
INTERNSHIP	SPED 590 ADVANCED INTERNSHIP IN EXCEPTIONAL EDUCATION (6 HRS) <i>This course should be taken as the final capstone course in the program.</i> <i>Students must have a passing score on the appropriate Praxis II test required by the state for certification prior to enrolling in this course.</i> NOTE: Students currently teaching in a classroom serving students with LBD (P- 12) may use their current teaching position to meet this requirement with advisor approval. Students not currently teaching IN A CLASSROOM SERVING STUDENTS WITH LBD (P-12) must complete an internship experience, within the WKU service region, that is equivalent to state requirements for student	6

	teaching in a classroom serving students with Learning and Behavior Disorders (P-12).	
TOTAL PROGRAM HOURS		36 HOURS

Delineation of Unit/Program Transition Points – Initial Preparation

Transition Point 1: Admission to MAT LBD for Initial Certification Preparation Programs			
Data Reviewed	Minimal Criteria for Admission/Continuation	Review Cycle	Reviewed By
<u>Unit Level Data:</u>		Each Month	Professional Education Council
<ul style="list-style-type: none"> Admission Application 	<ul style="list-style-type: none"> Completion of application 		
<ul style="list-style-type: none"> Completion of baccalaureate degree 	<ul style="list-style-type: none"> Documentation of completion of baccalaureate degree from an accredited institution 		
<ul style="list-style-type: none"> Recommendation for admission following a transcript review by an MAT advisor associated with the certification area sought (deficiencies may require applicant to take additional undergraduate courses) 	<ul style="list-style-type: none"> MAT advisor approval 		
<ul style="list-style-type: none"> Letter of application including professional goals 	<ul style="list-style-type: none"> Completion and submission of letter including professional goals 		
<ul style="list-style-type: none"> GPA 	<ul style="list-style-type: none"> Cumulative grade point average of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of coursework (counting all course work, undergraduate and graduate). 		
<ul style="list-style-type: none"> Test Scores – State minimum passing scores for GRE or CASE for admission to the professional education unit 	<ul style="list-style-type: none"> State minimum required for GRE or CASE qualifying scores for admission to the professional education unit. (demonstrates Critical Thinking and Communication Skills) 		
<ul style="list-style-type: none"> Admission requirements for teacher education 	<ul style="list-style-type: none"> Acceptance to graduate studies: 3 positive references (demonstrates their dispositions for teaching indicating their Creativity and Collaboration skills) physical (including TB test) successful KY criminal background check, signed code of ethics 		
Transition Point 2: Admission to Final Experience (e.g., Internship, Student Teaching, Clinical Practice, Culminating Assessment)			
Data Reviewed	Minimal Criteria for Continuation	Review Cycle	Reviewed By
<u>Unit Level Data:</u>		Each Semester	Professional Education Council
<ul style="list-style-type: none"> GPA 	<ul style="list-style-type: none"> 3.0 overall as per Graduate Studies Policy for all graduate programs 		
<ul style="list-style-type: none"> Semester Hours Completed 	<ul style="list-style-type: none"> 30 hours 		
<ul style="list-style-type: none"> Dispositions Scores 	<ul style="list-style-type: none"> All dispositions average “At Standard” (3+) 		
<ul style="list-style-type: none"> Key Assessment Scores 	<ul style="list-style-type: none"> 2.0+ overall 2.0+ per Kentucky Teacher Standard measured 		

• GPA	• 3.0 overall as per Graduate Studies Policy for all graduate programs		
• Praxis II	• Passing Score on the Praxis II Test		
Transition Point 3: Program Exit			
Data Reviewed	Minimal Criteria for Exit	Review Cycle	Reviewed By
<u>Unit Level Data:</u>			
• Advanced Internship Grade (SPED 590)	• C or higher - based on Teacher Work Sample holistic score of 2+ and 2.0+ Kentucky Teacher Standard Measured	Each Semester	Office of Teacher Services

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