

**MASTERS OF ARTS IN SPECIAL  
EDUCATION/MODERATE TO SEVERE DISABILITIES,  
CERTIFICATION (P-12)  
MODERATE TO SEVERE CERTIFICATE (P-12)  
AND  
OPTION 6 ALTERNATIVE CERTIFICATION IN MSD**

**PROGRAM SUBMISSION  
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## **Executive Summary**

### ***Theme of the Unit***

The mission of the College of Education and Human Services is the preparation of leaders for successful careers that positively impact communities as advocates and practitioners, through student-centered, authentic, and engaging academic programs. The college envisions being recognized for producing graduates who foster excellence in their communities. The college's education programs support that mission and vision by ensuring candidates exemplify the knowledge, skills, dispositions, leadership qualities, and decision-making skills necessary to serve as effective educators in their communities. The goal of the college's educator preparation program is to produce candidates who demonstrate the characteristics of a Murray State University graduate, the proficiencies delineated by Kentucky Teacher Standards and the knowledge required by learned societies. "Educator as a reflective decision-maker" is the unit's theme. Undergraduate candidates demonstrate professional dispositions throughout their course work, field experiences, and student teaching. Murray State University candidates will become educators who are inclusive, responsible, enthusiastic, caring, confident, and ethical. Graduate candidates exhibit the same dispositions while developing their capacity as teacher leaders who foster excellence in their classrooms, schools, districts, and communities.

### ***Unique Features***

Murray State University (MSU) has long recognized teacher preparation as a major institutional focus. Established in 1922 by the Kentucky General Assembly as Murray State Normal School, the institution was renamed Murray State College in 1948 and achieved university status in 1966 as Murray State University. This tax-supported residential comprehensive university is composed of the Hutson School of Agriculture, School of Nursing and Health Professions, and four academic colleges: College of Education and Human Services, Arthur J. Bauernfeind College of Business, College of Humanities and Fine Arts, and Jesse D. Jones College of Science, Engineering and Technology. The university fosters an exciting and challenging learning environment by emphasizing student-centered learning and educational experiences; preparing graduates to succeed in a culturally diverse, technologically oriented society; developing collaborative relationships with alumni and community constituents; promoting international education; and academic outreach.

MSU serves an 18-county region in the heart of the Jackson Purchase area of Western Kentucky. In fall 2015, the university's enrollment was 10,614 students. MSU has the highest graduation rate (53.1%) and the highest retention rate (72.4%) of among public comprehensive universities in the Commonwealth. Murray State University has consistently been ranked among the top Southern regional and liberal arts colleges in the *U.S. News & World Report's* annual publication, *America's Best Colleges* and has been listed in Kiplinger's *100 Best Values in Public Colleges*. Senior Surveys indicate that students are positive about their overall education as well as their chosen major in teacher education at Murray State. The Southern Association of Colleges and Schools (SACS) has continuously accredited Murray State since 1928.

Until July 2014, the College of Education departments were: Adolescent, Career and Special Education; Early Childhood and Elementary Education; and Educational Studies, Leadership and Counseling. During a summer 2014 university-wide academic reconfiguration, the College of Education transformed into the College of Education and Human Services (COEHS). The Department of Community Leadership and Human Services and the Center for Communication Disorders joined the unit. Please reference the COEHS organizational flowchart at <http://coekate.murraystate.edu/ncate/st/general.htm>.

COEHS is a member of the American Association of Colleges for Teacher Education (AACTE), Teacher Education Council of State Colleges and Universities (TESCU) and is accredited by the National Council for the Accreditation of Teacher Education (NCATE). Initial accreditation from NCATE was received in 1954. Murray State University has actively pursued and maintained NCATE accreditation for its teacher preparation program. In fall 2016, the unit will seek Council for the Accreditation of Educator Preparation (CAEP) accreditation.

Several unit programs are provided at extended regional campuses in Henderson, Hopkinsville, Madisonville, and Paducah. Candidates can earn undergraduate degrees in elementary education, middle school education, learning and behavior disorders, and interdisciplinary early childhood education. Each semester, the unit hosts an extended campus team session to share unit initiatives, provide professional development, and host course instructional team meetings. All instructors teaching the same course at all sites meet to create a common vision for their course, design common course assignments and assessments, and discuss ways to ensure a consistent, quality course delivery at all sites.

### ***Rationale for the Program***

The Moderate to Severe Disabilities MAED and Option 6 Alternative Certification programs meet a critical need in our eighteen (18) county service region. Courses are offered face-to-face, blended/hybrid, and online to meet the need of educators that require certification and who frequently enroll in more than one course per semester in order to meet certification requirements as quickly as possible. Courses in the program are offered in the fall, spring and summer semesters so candidates can complete certification requirements in a timely manner. The Masters in Moderate to Severe Disabilities program courses are consistently populated with certified LBD teachers who are seeking MSD certification to fill vacant positions in schools throughout the region. The MAED in MSD is a 31 credit hour program. Feedback from our advisory board made up of current students, former students that are teaching, and directors of special education in our region report the degree program is responding to the needs of the schools to appropriately prepare graduate and alternative certification candidates to be effective special educators. The faculty in the Moderate to Severe Disabilities program have a wealth of experience in classrooms for students with moderate to severe disabilities. They are involved with area schools in order to provide students with research-based strategies and interventions that are current.

This submission also includes the Moderate to Severe Disabilities certification program. MSD certification is a 19 credit hour program. The program is designed for candidates who hold an initial teacher certification in a non-MSD area. Students seeking alternate certification would complete this 19 hour program for certification. This certification program does not lead to a

Masters degree, but can be used as a basis for a Rank change by completing the remaining requirements for the MAED in Moderate to Severe Disabilities.

### ***Admission and Exit Requirements***

Requirements for admission to the MAED Moderate to Severe Disabilities Program are:

- A valid Kentucky teaching certificate
- Certification in IECE, elementary, middle school, secondary or special education
- A minimum 2.75 GPA or 3.0 GPA in the last 30 hours of undergraduate or graduate coursework

Requirements for admission to the Moderate to Severe Disabilities Certification program are:

- A valid learning and behavioral teaching certificate
- A minimum 2.75 GPA or 3.0 GPA in the last 30 hours of undergraduate or graduate coursework

Requirements for admission to Option 6 Alternative Certification Program for MSD are:

File an application with Teacher Education Services prior to admission (See application: <http://www.murraystate.edu/academics/CollegesDepartments/CollegeOfEducationandHumanServices/TeacherEducationServices/AlternativeCertification/index.aspx>)

- A valid Kentucky teaching certificate
- Certification in IECE, elementary, middle school, secondary or special education
- Submit transcripts from all colleges/universities attended
- Current resume
- Earn an overall GPA of 2.75 or higher on a 4.0 scale
- Take and pass one of the following:
  - CORE with a minimum score: Math 150, Reading 156, Writing 162, OR
  - GRE with a minimum verbal score 450/150, quantitative 490/143, and writing 4.0
- CA-TP signed by superintendent
- Signed mentoring plan signed by the principal, candidate, school mentor, and MSU representative (See mentoring plan at: <http://www.murraystate.edu/academics/CollegesDepartments/CollegeOfEducationandHumanServices/TeacherEducationServices/AlternativeCertification/index.aspx>)

To be recommended for initial certification, candidates must successfully complete student teaching and/or program requirements. They must earn passing scores on relevant *PRAXIS* specialty area test. Because teacher certification requirements are subject to change, students who are registering for the tests need to refer to the Education Professional Standards (EPSB) website at [www.kyepsb.net](http://www.kyepsb.net) for current requirements.

Candidates are required to maintain a GPA of 3.0 with no grade below a C. Candidates must pass relevant *PRAXIS* exams, complete all coursework requirements on their program plan and successfully complete a portfolio or capstone requirement to exit the program. Continuous assessment procedures are used to document and systematically monitor candidate progress throughout the education program to ascertain candidates' proficiency in the Kentucky Teacher Standards. Checkpoints provide data to facilitate faculty's efforts to make recommendations for improvement, remediation, or candidates' continuance in the program.

### ***Modes of Delivery***

Course work is delivered through multiple venues: traditional (face-to-face), hybrid (part traditional, part online), interactive television, and online.

### **Conceptual Framework**

All teacher certification programs at Murray State University share the same conceptual framework. This document is available at <http://coekate.murraystate.edu/ncate/st/general.htm>.

### **Continuous Assessment**

All teacher certification programs at Murray State University share a continuous assessment plan. This document is available at <http://coekate.murraystate.edu/ncate/st/general.htm>. Livetext is used to assess student work and archive data for analysis. Faculty review this data on an annual basis and share outcomes with an advisory group comprised of regional educators. Graduates are surveyed at the time of graduation regarding program experiences. This data is additionally shared with the advisory group and faculty. Results of the exit portfolio or capstone project provide a key indicator of the impact of the program on candidates' skills and abilities.

## **Program Experiences**

### **A. Courses and Field Experiences:**

The Master of Arts in Education with Moderate to Severe Disabilities P-12 Certification advanced program supports the College of Education and Human Services' theme by nurturing individuals to become reflective decision-makers. Reflection is the focus of course activities and is the primary means by which candidates integrate course experiences with Kentucky performance standards, College of Education and Human Services (COEHS) Dispositions, Education Professional Standards Board (EPSB) requirements, and the candidates' own experiences, values, and beliefs about education.

The Kentucky Teacher Standards are integrated throughout core courses. Course work is designed to require planning, instruction, assessing and reflecting at increasing levels of expertise. Reflection is the focus of course activities and is the primary means by which advanced candidates integrate their teaching experiences with course activities. Graduate faculty recognize that as teachers gain experience during their careers they are able to elaborate on their understanding of how to make the most thoughtful educational decisions for their students. Experienced teachers realize that a wide variety of problem-solving and decision-making skills are necessary to make instructional decisions, including, foremost, the instructional needs of the learner, state and national standards, content considerations, community values, and the teacher's own professional strengths, values and beliefs.

Graduate faculty use a variety of instructional technology (e.g. *Canvas*, Internet, *LiveText*), and keep up to date on educational issues (as evidenced through faculty vitae—presentations, publications, service). The use of web-based courses, taught totally online using instructional

technology allows practicing teachers to learn and use technology in their classroom in inventive ways. This allows teachers to evaluate their current classroom practices and provides them opportunities to continuously improve their professional practices as reflective decision-makers. Graduate faculty also actively involve candidates in authentic learning activities. Activities such as these provide opportunities for teachers to continue their growth and development as reflective decision-makers.

All programs are pre-planned with a graduate advisor. As program policy, candidates follow curriculum guidesheets, develop a planned program with a graduate advisor and monitor their progress by completing a program portfolio to prepare for the continuous self-assessment required of professional educators. The Kentucky Code of Ethics is revisited at the graduate level and related to teachers’ increased level of responsibility and involvement with students, the school, district and community.

**Code of Ethics:**

The programs included in this submission require all entrants to hold a valid Kentucky teaching certificate. Once they have completed all program and certification requirements, they submit a CA-1 application for Kentucky Certification. The application includes a section entitled *Character and Fitness*. By signing the form, graduates attest they have abided and will continue to adhere to the *Professional Code of Ethics for Kentucky School Personnel*. Candidates in the alternative certification program submit a TC-TP and attest they have abided and will continue to adhere to the *Professional Code of Ethics for Kentucky School Personnel*.

**Teaching of Writing and Reading Skills:**

Graduate students that enter the MAED in Moderate to Severe Disabilities and the Certificate in Moderate to Severe Disabilities programs are previously certified in their field with the requirement of teaching reading and writing pertinent to their initial degree program. Students that enter these program through the alternative certification route also must be certified and hold a valid Kentucky Teaching Certificate.

**EPSB Themes:**

The following matrices demonstrate the integration of the Education Professional Standards Board Themes throughout the Moderate to Severe Disabilities coursework. Coded according to categories in Bloom’s Taxonomy, the Themes may be discussed at the knowledge level (K), they may be applied (A) as part the design of course assignments, or they may be evaluated (E) as a critical design element in the development course assignments.

**EPSB Themes for Masters of Arts in Special Education: Moderate to Severe Disabilities Certification (P-12)**

EPSB Themes	Diversity	Assessment	Literacy/ Reading	Closing Gap
ADM 630 or EDU 639 Research	K			K
SED 602	K			K

Family-Professional Partnership				
SED 603 SED Law & Procedures		K	K	A
SED 607 Assessment		A		A
SED 608 Behavior Analysis	K			K
SED 609 Instructional Procedures	K			A
SED 614 Technology	K			A
SED 631 Nature & Needs	K	K		K
SED 645 Strategies for Autism	K	A		K
SED 655 Transition	K	K	K	A
SED 690 Seminar in SED		E	E	E
K – Knowledge, A – Application, E – Evaluation				

**EPSB Themes for Certificate: Moderate to Severe Disabilities**

EPSB Themes	Diversity	Assessment	Literacy/ Read	Closing Gap
SED 607 Assessment		A		A
SED 609 Instructional Procedures	K			A
SED 614 Technology	K			A
SED 631 Nature & Needs	K	K		K
SED 645 Strategies for Autism	K	A		K
SED 655 Transition	K	K	K	A
SED 690 Portfolio		E	E	E
K – Knowledge, A – Application, E – Evaluation				

**B. Specialty Professional Association (SPA) Standards:**

**Council for Exceptional Children (CEC) Special Education Advanced Preparation Standards for MAED in Moderate to Severe Disabilities and Certificate in Moderate to Severe Disabilities**

CEC STANDARD	Courses/Activities/Assessments
<p><b>1. Assessment</b></p>	<p>SED 603 Readings and discussion of current and past law; case law review            SED 607 Discussion, readings, examination of standardized assessments to minimize bias in assessment of students with moderate to severe disabilities            SED 608 Functional behavior assessment, data collection techniques, assessment report, and data analysis            SED 609 Readings and discussion of instructional adaptations and alternate assessment            SED 631 Person Centered Planning assessments discussed            SED 690 Portfolio artifacts and reflective writings</p>
<p><b>2. Curricular Content Knowledge</b></p>	<p>SED 603 Class discussion; reflections, Individual Educational Program            SED 608 Readings, cultural aspects project and reflection, discussion, positive behavior interventions and supports, functional behavior assessment and behavior intervention plan, video            SED 609 Readings, discussion, and application of systematic instructional techniques, curriculum, accessing general education content and adaptations            SED 645 Evidence based interventions for students with autism, environmental interventions for managing behavior, theory for interventions targeted to students with autism            SED 655 Post school program and service identification, knowledge of adult services            SED 690 Portfolio artifacts and reflection</p>
<p><b>3. Programs, Services and Outcomes</b></p>	<p>SED 602 Readings, reflections, family interview, family resource file            SED 609 Readings, discussion and classroom activity about transition from school to work, college and career readiness, and community opportunities            SED 614 Readings, discussion, demonstration of assistive technologies to improve programs, supports and services for students with disabilities            SED 645 Readings, discussion and demonstration of theories and evidence-based practices that are targeted for students with autism</p>

	<p>SED 655 Readings, discussion and application of post school programs and services available for students with disabilities in their communities</p> <p>SED 690 Portfolio artifacts and reflections</p>
<b>4. Research and Inquiry</b>	<p>SED 603 Case Study</p> <p>SED 608 Assessment report</p> <p>SED 631 Readings, discussion, demonstration of best practices for students with moderate to severe disabilities</p> <p>SED 607 Readings, discussion, application of assessment practices and literature reviews on assessment of students with moderate to severe disabilities</p> <p>SED 645 Evaluation and readings in professional literature to improve practices and strategies to determine what works for families and students with autism, study of over 14 theories of treatment for students with autism, discussion of single subject research base for students with disabilities and what constitutes “best practices”</p>
<b>5. Leadership and Policy</b>	<p>SED 631 Readings, discussion, and research in the field of the needs for practices that are responsive to a diverse group of students</p> <p>SED 609 Readings, discussions, lectures and research on appropriate resources to ensure effective preparation of teachers that work with students with disabilities.</p> <p>SED 645 Readings, discussion, group assignments and collaborations to promote mentoring, and evidence based practices</p>
<b>6. Professional and Ethical Practice</b>	<p>SED 602 Readings, reflections, family interview</p> <p>SED 608 Readings, videos, discussion; Functional Behavior Assessment and Behavior Intervention Plan, classroom observation and reflection</p> <p>SED 631 Readings, discussions, use of media to explore history of special education, assignments and discussions of ethical issues, families and best practices in education and the community for persons with disabilities</p> <p>SED 690 Portfolio artifacts and reflective writings to examine ethical practices, understanding, advocacy and support for students with disabilities and their families</p> <p>SED 631, SED 645 and SED 609 Students are encouraged to join professional organizations and are exposed to journal articles and educational research in professional literature</p>
<b>7. Collaboration</b>	<p>SED 602 Readings, reflections, family interview, family resource file</p>

	<p>SED 609 and SED 631 Students engage in person centered planning with families of students with moderate to severe disabilities</p> <p>SED 607 Students complete a person centered assessment process with families of students with disabilities in order to determine the most appropriate education plan for students</p> <p>SED 609 and 645 Readings and discussions of collaborating with service providers and paraprofessionals to provide best practices</p> <p>SED 614 Collaboration with service providers to access and integrate technology into instruction</p> <p>SED 655 Students engage in transition planning where collaboration is key with school and community partners</p>
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**Council for Exceptional Children (CEC) Special Education Advanced Preparation Standards for MAED in Moderate to Severe Disabilities and Certificate in Moderate to Severe Disabilities**

COURSES	CEC 1	CEC 2	CEC 3	CEC 4	CEC 5	CEC 6	CEC 7
SED 602 Family-Professional Partnerships			X			X	X
SED 603 Special Education Law and Procedures	X	X		X			
SED 607 Transdisciplinary Assessment of Individuals With Moderate to Severe Disabilities	X			X			X
SED 608 Functional Behavior Analysis	X	X		X		X	
SED 609 Instructional Procedures for Students with Moderate to Severe Disabilities	X	X	X		X	X	X
SED 614 Advanced Instructional Technology		X	X				X
SED 631 Nature and Needs of Individuals with Moderate to Severe Disabilities	X			X	X	X	X

SED 645 Strategies for Students with Autism		X	X	X	X	X	X
SED 655 Special Education Transition		X	X				X
SED 690 Exit Seminar in Special Education	X	X	X			X	

**Council for Exceptional Children (CEC) Special Education Advanced Preparation Standards for Moderate to Severe Graduate Certificate**

<b>Council for Exceptional Children (CEC) Standards and Sub-Standards</b>												
		<b>SED</b>										<b>ADM</b>
<b>Graduate Courses in Special Education</b>		<b>602</b>	<b>603</b>	<b>607</b>	<b>608</b>	<b>609</b>	<b>614</b>	<b>631</b>	<b>645</b>	<b>655</b>	<b>690</b>	<b>630</b>
<b>1. Assessment</b>												
1.1	Special education specialists minimize bias in assessment		X	X		X						
1.2	Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs			X		X			X			
<b>2. Curricular Content Knowledge</b>		<b>602</b>	<b>603</b>	<b>607</b>	<b>608</b>	<b>609</b>	<b>614</b>	<b>631</b>	<b>645</b>	<b>655</b>	<b>690</b>	<b>630</b>
2.1	Special education specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities.		X			X		X				
2.2	Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.			X		X	X	X	X	X		X
2.3	Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.		X	X		X		X	X			

<b>3. Programs, Services, and Outcomes</b>		<b>602</b>	<b>603</b>	<b>607</b>	<b>608</b>	<b>609</b>	<b>614</b>	<b>631</b>	<b>645</b>	<b>655</b>	<b>690</b>	<b>630</b>
3.1	Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.				X	X	X	X	X	X		
3.2	Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.	X			X	X		X				
3.3	Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.	X	X	X		X		X	X	X		
3.4	Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.					X		X		X		
3.5	Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.										X	
<b>4. Research &amp; Inquiry</b>		<b>602</b>	<b>603</b>	<b>607</b>	<b>608</b>	<b>609</b>	<b>614</b>	<b>631</b>	<b>645</b>	<b>655</b>	<b>690</b>	<b>630</b>
4.1	Special education specialists evaluate research and inquiry to identify effective practices.		X	X		X	X	X	X		X	
4.2	Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.	X		X		X	X	X	X	X		X
4.3	Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.				X	X						X

<b>5. Leadership and Policy</b>		<b>602</b>	<b>603</b>	<b>607</b>	<b>608</b>	<b>609</b>	<b>614</b>	<b>631</b>	<b>645</b>	<b>655</b>	<b>690</b>	<b>630</b>
5.1	Special education specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with expectations.	X	X	X	X	X	X	X	X	X	X	
5.2	Special education specialists support and use linguistically and culturally responsive practices.	X		X		X		X				
5.3	Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.		X			X		X	X	X	X	
5.4	Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.	X	X			X		X				
5.5	Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.		X			X	X	X			X	
<b>6. Professional and Ethical Practice</b>		<b>602</b>	<b>603</b>	<b>607</b>	<b>608</b>	<b>609</b>	<b>614</b>	<b>631</b>	<b>645</b>	<b>655</b>	<b>690</b>	<b>630</b>
6.1	A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.		X					X				
6.2	Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.	X	X			X		X			X	
6.3	Special education specialists model and promote respect for all individuals and facilitate ethical professional practice.	X	X			X			X			
6.4	Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.		X					X			X	
6.5	Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.										X	

6.6	Special education specialists actively facilitate and participate in the preparation and introduction of prospective special educators.							X		X			
6.7	Special education specialists actively promote the advancement of the profession.											X	
<b>7. Collaboration</b>		<b>602</b>	<b>603</b>	<b>607</b>	<b>608</b>	<b>609</b>	<b>614</b>	<b>631</b>	<b>645</b>	<b>655</b>	<b>690</b>	<b>630</b>	
7.1	Special education specialists use culturally responsive practices to enhance collaboration.	X				X	X	X	X		X		
7.2	Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.	X	X			X	X	X	X		X		
7.3	Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services and outcomes for individuals with exceptionalities.	X	X	X	X	X	X	X			X		

**C. Kentucky Teacher Standards for Masters of Arts in Special Education: Moderate to Severe Disabilities Certification (P-12)**

Following are matrices that demonstrates the integration of Council for Exceptional Children Standards and Kentucky Teacher Standards in special education coursework:

	<b>KTS 1</b>	<b>KTS 2</b>	<b>KTS 3</b>	<b>KTS 4</b>	<b>KTS 5</b>	<b>KTS 6</b>	<b>KTS 7</b>	<b>KTS 8</b>	<b>KTS 9</b>	<b>KTS 10</b>
ADM 630 Methods of Research or EDU 639 Research to Imp. Student Learning	A	E		A	A	A	K	E		
SED 602 Family & Prof. Partnerships	A			A		A	E	A		

SED 603 SED Law & Procedures	E	A	A	A	A	E	A	A		A
SED 607 Assessment		A		A	E	A	A	A		
SED 608 Behavior Analysis	A	A	E	E	E	A	A	A		A
SED 609 Instructional Procedures	K	E	K	E	E	A		A		
SED 614 Technology	A		E	A	A	E	A		A	A
SED 631 Nature & Needs	E	E	E	E	E	E	A	A		A
SED 645 Strategies for Autism	A	E	E	A	A	A	A	E	A	A
SED 655 Transition	A	A	A	E	A	A	E	A		E
SED 690 Seminar in SED	E	E	E	E	E	E	E	E	E	E
K – Knowledge, A – Application, E – Evaluation										

**Kentucky Teacher Standards for Certificate: Moderate to Severe Disabilities P-12 Certification**

	KTS 1	KTS 2	KTS 3	KTS 4	KTS 5	KTS 6	KTS 7	KTS 8	KTS 9	KTS 10
SED 607 Assessment		A		A	E	A	A	A		
SED 609 Instructional Procedures	K	E	K	E	E	A		A		
SED 614 Technology	A		E	A	A	E	A		A	A
SED 631	E	E	E	E	E	E	A	A		A

Nature & Needs										
SED 645 Strategies for Autism	A	E	E	A	A	A	A	E	A	A
SED 655 Transition	A	A	A	A	E	A	E		A	
SED 690 Seminar in SED	E	E	E	E	E	E	E	E	E	E
K – Knowledge, A – Application, E – Evaluation										

#### D. Kentucky Core Academic Standards

The following courses address the Kentucky Common Core Academic Standards in Language Arts, Math, Reading, and Science as well as state adopted social studies, literacy and environmental education standards. These courses have assignments and assessments that require students to use the Kentucky Core Academic Standards for lesson planning, goals and objectives and Individualized Education Plan construction.

<b>Environmental Education</b>	<b>Reading/Language Arts</b>	<b>Literacy</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
	SED 614	SED 614	SED 614	SED 614	SED 614
	SED 645	SED 645	SED 645	SED 645	SED 645

### E. Moderate to Severe Disabilities Program Faculty

<b>Name</b>	<b>Highest Degree, Field, &amp; University</b>	<b>Assignment: Indicate the role(s) of the faculty member</b>	<b>Faculty Rank</b>	<b>Status (FT/PT to institution, unit, and program)</b>	<b>Tenure Track</b>	<b>Scholarship, Leadership to Professional Organizations, and Service</b>	<b>Teaching or other professional experience in P-12 schools</b>
Dr. Eric Umstead	Ed.D. Educational Administration and Supervision Tennessee State	Faculty Head of Hester Residential College, Teaches special education courses	Assistant Professor	Full time to institution, part time to unit, part time to program	Tenured	-Advisor -Residential College Head -State and National Referred Presentation	Supervision of Intern teachers, Kentucky Internship Program Supervision student teachers -Roads Scholars team captain
Dr. Ajay Das	Ph.D. Special Education, The University of Melbourne	Teaches special education courses	Assistant Professor	Full time to institution, full time to unit, full time to program	Yes	-Published 10 peer reviewed journal articles -Received university-wide and college-wide competitive grant to conduct research -Presented at national and international conferences	-Taught in K-12 classrooms for 11 years -Chair, special education department at a public school -Principal at an international school in Tokyo
Dr. Barbara Washington	Ph.D. Special Education, Vanderbilt	Teaches special education courses, department chair	Associate Professor	Full time to institution, full time to unit, full time to program	Tenured	-Author of chapters in two textbooks and a number of peer-reviewed journal articles -Presentation at national and international conferences. -President of Kentucky chapter of CEC	-Taught for 22 years in several large urban public school districts -Supervision of student teachers and practicum students -Member of Autism Cadre in West Kentucky Region
Dr. Jamie Mahoney	Ed.D Educational Leadership, University of Phoenix	Teaches special education courses	Assistant Professor	Full time to institution, full time to unit, full time to program	Yes	-Faculty advisor to Best Buddies chapter, CEC member, Technology committee member, Murray State University ILA member/chairperson	23 years in K-12 public school settings in various classroom settings -Provided district wide training to EC teachers

## **Course Description for Moderate and Severe Disabilities Programs**

**ADM 630 Methods of Research (3).** A study of procedures used to locate sources of information, organize and interpret collected data, and apply results of published research. Various research methods are studied and used.

**SED 602 Family-Professional Partnerships (3).** The course content will focus on the family as an aid in the program or education of their child. Family characteristics will be investigated and related to the implications for meaningful inclusion of the family in the education of a child with a disability. Differential programs for families will be overviewed. Field hours are required.

**SED 603 Special Education Law and Procedures (3).** Course is designed to familiarize graduate students with the laws and procedures that are required in the process of determining eligibility and delivery of special education services. Students will learn the roles of participants in “Admissions and Release Committee” (ARC), the procedural safeguards, and the order of events in the special education process as determined by federal and state law and procedures. Appropriate for all certified teachers, school psychologists, and administrators serving students with disabilities.

**SED 607 Transdisciplinary Assessment of Individuals with Moderate/Severe Disabilities (3).** This course involves procedures for assessment of the behavioral and educational performance of individuals with moderate to severe disabilities, task analysis, sequencing behavioral skills and designing individual instructional programs. Students will be provided experience in conducting assessments, developing individual education plans and use of program evaluation techniques related to individuals with moderate to severe disabilities.

**SED 608 Functional Behavior Analysis (3).** The content of this course provides the student experience in understanding why individuals behave the way they do and how behavior may be taught, changed, and modified. Topics will include behavior management, training strategies, implementation, data-based programming, and field-based teacher research methods. Field hours are required

**SED 609 Instructional Procedures-Students with MSD (3).** This course involves preparation in the use of special methods needed to teach children and youth with physical and sensory disabilities. Adaptations, prosthetic devices, and technology used in educational programming as well as communication systems, and self-care techniques will be included.

**SED 631 Nature and Needs of Individuals with Moderate to Severe Disabilities (3).** Survey of classification, identification, diagnostic techniques and intervention procedures used in the education and training of individuals with moderate to severe disabilities.

**SED 645 Strategies for Students with Autism (3).** Study of the techniques and methods necessary for the organization and operation of educational programs for individuals with autism spectrum disorders. Emphasis will be placed on research-based strategies to enhance communication, learning, and methods for teaching more conventional behaviors.

**SED 654 Classroom Management of Individuals with Mod/Sev Disabilities (3).** Study of the techniques and methods necessary for the organization and operation of educational programs for individuals with moderate to severe disabilities. Included are specialized teaching techniques such as precision teaching and behavior management applied to the learning environment as well as scheduling approaches, curriculum models and commercially available materials.

**SED 655 Special Education Transition (3).** The focus of this course is to support successful transition from school to community life. This includes transitions from different grade levels as well as from public schools to private life.

**SED 690 Exit Seminar in Special Education (1).** Provides opportunity for students to conduct a self-analysis of knowledge, skills and abilities relative to the graduate program completed. This is accomplished by a review of past textbooks and notes, small group discussions, simulations, role-playing as well as finalizing of the eligibility portfolio. Prerequisite: SED 605 and be within six hours or less of completing the program.

**F. Curriculum Contract/Guidesheet**

FALL 2015

**SED-MSD MAED**  
**Murray State University**  
**Master of Arts in Education: Moderate to Severe Disabilities**  
**Grades (P-12)**  
*2015-2016 Graduate Bulletin*  
**Program Guidesheet**

This program is for individuals with elementary, middle school, secondary or special education certifications (any area) who wish to obtain a P-12 certificate in moderate to severe disabilities. A valid teaching certificate is required for entrance. The student’s progress will be continuously assessed throughout the program using established program checkpoints and portfolio entries addressing Kentucky Teacher Standards. A minimum 3.0 GPA is required for completion of this program. Individuals currently certified in LBD, IECE, and CDI with teaching experience who are participating in the Alternative Route to Moderate to Severe Disabilities Certification may apply for this program once they have their Provisional Certificate.

**Total Course Requirements . . . . . 31 hours**

- ADM 630 (3) Methods of Research
- or
- EDU 639 (3) Research to Improve Student Learning
- SED 607 (3) Transdisciplinary Assessment of Individuals with Moderate to Severe Disabilities
- SED 608 (3) Functional Behavior Analysis
- SED 609 (3) Instructional Procedures – Students with MSD
- SED 602 (3) Family-Professional Partnerships
- SED 603 (3) Special Education Law and Procedures
- SED 614 (3) Advanced Instructional Technology
- SED 631 (3) Nature and Needs of Individuals with Moderate to Severe Disabilities
- SED 645 (3) Strategies for Students with Autism
- SED 655 (3) Special Education Transition
- SED 690 (1) Exit Seminar in Special Education

Changes in the program may occur in accordance with the MSU *Graduate Bulletin*.

**Exit Requirement: Portfolio**

Student must receive a “pass” on the eligibility portfolio presented in SED 690 which is based on activities and assignments which demonstrate competency in the Kentucky Teacher Standards.

**PRACTICE II TEST:**

Specialty Exams Required for Certification

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](http://www.epsb.ky.gov) for current requirements or contact Division of Professional Learning and Assessment at 502-564-4606 or 888-598-7667.

Special Education: Core Knowledge and Severe to Profound Applications (5545) (158 Passing Score)

\*See your advisor for more information

Student	Date	Advisor	Date
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**Murray State University**  
**Option 6 Alternative Certification**  
**Moderate to Severe Disabilities**  
**Grades (P-12)**  
*2015-2016 MSU Bulletin*  
**Program Guidesheet**

This program is designed for teachers certified in LBD who wish to complete obtain P-12 certification in moderate to severe disabilities through the Option 6 Alternative Route to Certification. A valid teaching certificate and admission to the Alternative Certification Program (<http://www.murraystate.edu/academics/CollegesDepartments/CollegeOfEducationandHumanServices/TeacherEducationServices/AlternativeCertification/index.aspx>) are required for entrance. The student's progress will be continuously assessed throughout the program using established program checkpoints and portfolio entries addressing Kentucky Teacher Standards. This program does not lead to a master's degree but can be used as a basis for developing a master's degree or Rank I in Moderate to Severe Disabilities. A minimum 3.0 GPA is required for completion of this program.

**Total Course Requirements.....19 hours**

- SED 607 (3) Transdisciplinary Assessment of Individuals with Moderate to Severe Disabilities
- SED 609 (3) Instructional Procedures – Students with MSD
- SED 614 (3) Advanced Instructional Technology
- SED 631 (3) Nature and Needs of Individuals with Moderate to Severe Disabilities
- SED 645 (3) Strategies for Students with Autism
- SED 655 (3) Special Education Transition
- SED 690 (1) Exit Seminar in Special Education

Changes in the program may occur in accordance with the MSU *Graduate Bulletin*.

**Exit Requirement: Portfolio**

Student must receive a “pass” on the eligibility portfolio presented in SED 690 based on activities and assignments which demonstrate competency in the Kentucky Teacher Standards

**PRAXIS II\***

Specialty Exams Required for Certification:

Special Education: Core Knowledge and Severe to Profound Applications (5545) (passing score 158)

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](http://www.epsb.ky.gov) for current requirements or contact EPSB at 502-564-4606 or 888-598-7667

\*See your advisor for more information

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor

\_\_\_\_\_  
Date

**G. Syllabi**

**SEE LINKS FOR:**

<http://coekate.murraystate.edu/coecms/ncate/manager/syllabi/>

**ADM 630**

**EDU 639**

**SED 602**

**SED 603**

**SED 607**

**SED 608**

**SED 609**

**SED 614**

**SED 631**

**SED 645**

**SED 655**

**SED 690**