



MASTER OF ARTS IN EDUCATION

RANK I and II

Deaf and Hard of Hearing

Interdisciplinary Early Childhood Education

Learning and Behavior Disorders

Moderate and Severe Disabilities (Graduate Certification/Rank only)

16 KAR 2:010 Kentucky Teaching Certificates

16 KAR 1:020 Professional code of ethics for Kentucky school certified personnel

16 KAR 8:010 Rank I classification

16 KAR 8:020 Planned Fifth-Year Program

Graduate Catalog: <http://www.gradschool.eku.edu/gradcatalog/>

September 2008/Revised June 2009/June 2010

TABLE OF CONTENTS

PROGRAM EXPERIENCES

- A. Content Standards
- B. KERA Initiatives
- C. EPSB Themes
- D. Program Faculty
- E. Syllabi
- F. Curriculum Contract/Guide sheet

PROGRAM EXPERIENCES

Eastern Kentucky University's Graduate Studies in Special Education program is designed to meet a variety of needs of teachers and service providers who serve children and youth with disabilities. The Graduate Studies in Special Education program offers:

Master of Arts in Education degree (MAED):

This degree offers more in-depth study within a specific field of Special Education for teachers who have a Bachelor's degree and certification in that specific field. The MAED degree program is NOT an initial certification program. It is an advanced degree program. The MAED degree is one degree with three options: 1) Learning and Behavior Disorders (LBD) which includes specific learning disabilities, emotional-behavioral disabilities, mild mental disabilities, and physical disabilities; 2) Deaf and Hard of Hearing (DHH); and 3) Interdisciplinary Early Childhood Education (IECE). A practicing teacher who earns an MAED degree may use that degree to increase Rank.

Rank II and Rank I Programs:

Rank II and Rank I programs are available in 1) Learning and Behavior Disorders (LBD), 2) Deaf and Hard of Hearing (DHH), 3) Moderate and Severe Disabilities, and 4) Special Education Interdisciplinary Early Childhood Education (IECE) for certified teachers who wish to gain graduate credit and/or add on additional teaching certifications without a degree.

The mission of the Graduate Studies in Special Education program is to provide quality instruction to practicing teachers, enhance teachers' knowledge base so that they will make a positive impact on the lives of children, and substantially increase the number and retention of teachers who deliver special education services to students with learning and behavior disabilities, who are deaf or hard of hearing, and those from age birth through kindergarten. Since teacher education has been a major focus of ECU since the University's founding as the State Normal School, these Program objectives are congruent with and promote the University mission.

The philosophy of this Graduate Studies in Special Education program reflects the University and Unit position, which values commonalities and diversities among individuals in their aspirations, abilities, behaviors and cultures. It also supports the University and Unit's commitment to provide all children and youth with disabilities an appropriate education in the least restrictive environment by providing competently prepared teachers and leaders. It is the responsibility of the faculty to ensure that graduates have up-to-date strategies and skills essential to serving children and youth with disabilities and those at risk for academic and social learning problems. In addition, it is the responsibility of faculty to ensure that graduates are able to support learning for all students from diverse populations, cultures, and environments regardless of race, gender, ethnicity, socio-economic status, physical or learning disabilities, or national origin. As a graduate program, the focus is on the development of professional spoken and written communication skills, critical thinking skills, knowledge of professional literature and best practices, expertise in the application of best practices, and experience in evaluation of services for students with special needs. This focus mirrors the expectations for degree

programs, Rank programs, and add on certification programs in the Office of Graduate Studies and Research at ECU.

The mission of the Graduate Studies in Special Education program is also compatible with the mission of the College of Education and aligned with the Department of Special Education Faculty and Staff Commitment that states “Our primary commitment is to ensure provision of quality educational and related services to individuals with disabilities. Therefore, we strive to prepare practitioners who are competent and share this commitment.”

Relationship to the Conceptual Framework

The Graduate Studies in Special Education program subscribes to the College of Education’s Conceptual Framework. The model focuses on the integration of content knowledge, effective pedagogical skills, dispositions, technology and diversity that foster continued professional and personal development and learning. The foundation that enables a graduate of the Program to work in the areas of LBD, DHH, MSD, or IECE is based on the acquisition and continued refinement and updating of “content knowledge” embedded in the curriculum. The opportunities candidates have to participate in virtual, in-class, and field experiences and to practice their “pedagogical skills” enhance this knowledge. Built into this framework is the idea that effective educators maintain certain perceptions about themselves, students, and their teaching environment. Candidates are encouraged throughout the program to assess their “dispositions” related to special education and reflect on their abilities, interests, and performance in the teaching milieu. Candidates are knowledgeable of integrating “technology” into instruction to enhance teaching and learning and are able to support learning for all students across an increasingly “diverse” student population. Graduates of the program recognize the need to be life-long learners, understanding that to be effective teachers their knowledge base must continue to be updated and their skills refined. Content and experiences that focus on cultural diversity is integrated into all course syllabi and field experiences to assist candidates in their understanding and appreciation of the wide array of differences between and among individuals in our society.

Relationship to Continuous Assessment

The Graduate Studies in Special Education program utilizes all possible assessment / data collection techniques available and instituted at the College and University levels through Banner, Degree Audit, TaskStream and TracDat. The program houses some assessment pieces in TaskStream and regularly updates, according to the continuous assessment schedule, tools, data and data analysis information in TracDat and the Professional Education Continuous Assessment Plan ([PECAP](#)).

Candidates in the Graduate Studies in Special Education program must meet the admission criteria for entrance to the Graduate School and to their selected program. Once candidates are admitted, they are evaluated through the continuous assessment process. For the MAED program there are instituted transition points to provide program faculty with points at which a candidate’s assessment data is reviewed and it is then determined if a candidate can progress into the next phase of their determined program. These transition points, along with

MAED [Key Assessments](#), occur as a candidate enters the program, has a “mid point check,” and then upon exiting the program.

The MAED in Special Education with DHH, LBD, OR IECE has the following Program Key Assessments:

MAED in Special Education with LBD, DHH OR IECE Program Key Assessments

Assessment	Type	Where does it occur in the program?	CEC Standards Addressed
1. Written Comprehensive Examinations	Comprehensive examinations compiled and scored by a committee of program faculty	Gate 7	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
2. GPA for Common Core Course Work (SED 886 and 810)	GPA	Between 5 and 7	1, 2, 3, 4, 5, 7, 8, 9
3. Action Plan from Research Project from SED 809, 802, 804	Instructional plan	Between Gates 5 and 6	2, 3, 4, 7
4. Action Research Project from SED 809, 802 or 804	Action Research	Between Gates 5 and 6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
5. SED 886 Research Literature Review Project	Project	Between Gates 6 and 7	3, 4, 5, 6, 7, 8
6. Special Education Law Project	Project	Between 5 and 7	9, 10

Description of Courses and Experiences

The mission of the Graduate Studies in Special Education program is to provide quality instruction and practical experiences to practicing teachers, influence teachers to make a positive impact on the lives of children with disabilities and at-risk, substantially increase the number of teachers prepared to serve students with the greatest needs, and prepare teachers who provide leadership in problem solving and program development in the schools, community, and professional organizations. The Graduate Studies in Special Education program curriculum is

designed to enhance candidate learning and the application of learning in the field. While no program is offered entirely online, courses are delivered in a variety of formats including face-to-face, through the Interactive Television System and on the web. All courses have access to the online instructional support system, Blackboard, to enhance delivery of course information. Pedagogical techniques used in the delivery of instruction are aimed at stimulating the candidates' interest and developing their overall knowledge of teaching strategies shown to be effective with students with disabilities. In addition, curriculum planning is designed to ensure that candidates are integrating the Teacher Standards and the IECE Teacher Standards developed by the Kentucky Education Professional Standards Board into their graduate coursework as well as their professional careers. Graduate programs are aligned with the Council for Exceptional Children Advanced Standards.

Curriculum Requirements for the MAED in Special Education with DHH, LBD OR IECE:

***This program is NOT AN INITIAL CERTIFICATION PROGRAM. It is a single advanced study program with three options.**

MAED in Special Education: Deaf and Hard of Hearing

Curriculum requirements include the following: (1) Professional Core 9 hours (*EPY816, 869 and one more by advisor approval*); (2) Major 15 hours (*SED803, 809, 810, 832, and 886*); (3) Electives 6 hours (*chosen from SED 700 and 800 level courses and related fields*); for a total of 30 hours.

MAED in Special Education: Interdisciplinary Early Childhood Education

Curriculum requirements include the following: (1) Professional Core 9 hours (*EPY816, 869 and one more by advisor approval*); (2) Major 15 hours (*SED801, 802, 805, 810, and 886*); (3) Electives 6 hours (*chosen from SED 700 and 800 level courses and related fields*); for a total of 30 hours.

MAED in Special Education: Learning and Behavior Disorders

Curriculum requirements include the following: (1) Professional Core 9 hours (*EPY816, 869 and one more by advisor approval*); (2) Major 15 hours (*SED803, 804, 805, 810, and 886*); (3) Electives 6 hours (*chosen from SED 700 and 800 level courses and related fields*); for a total of 30 hours.

For each MAED option, candidates take advanced coursework that is specific to their currently-held certification area. For example, candidates in the DHH option take SED 809 and 832; in IECE they take SED 801 and 802; in LBD they take SED803 and 804. (See course list for titles.) Candidates also have 6 elective hours which allows them to choose an additional area of interest or support within the Department of Special Education, throughout the Unit and or the University.

Curriculum Requirements for Rank II and Rank I Program

Included in the Graduate Studies in Special Education program are Rank programs. These programs are *individually* planned and executed according to individual candidate needs.

Rank II programs are 32 graduate credit hours and Rank I programs are 30 graduate credit hours past the Rank II. All Rank programs are individually planned and determined from courses that are 700 and 800 level in Special Education and related fields. Areas in which rank programs may be completed include LBD, DHH, Moderate and Severe Disabilities, and IECE. Rank programs may not qualify a candidate for additional certification in these areas. Candidates may need to take additional coursework in order to qualify for a new area of certification as well as pass the required Praxis II examinations. Candidates may use hours from "add-on" graduate certification programs toward their Rank II or Rank I as long as those hours are at the 700 and/or 800 level; are approved by their advisor; and are outlined on their planned program.

Rank II

Curriculum requirements include the following: (1) Professional Core 6 hours; (2) Professional Education Approved by Advisor 6 hours; (3) Planned Electives in Academic Area 12 hours; (4) Planned Electives Within / Outside Department 8 hours; for a total of 32 hours.

Rank I

Curriculum requirements include the following: (1) Special Education Courses Approved by Advisor 15 hours; (2) Professional Education 6 hours; (3) Planned Electives 9 hours; for a total of 30 hours.

Prior to enrolling in courses in each term, candidates must meet with their assigned academic advisor to ensure course requirements are being met in an appropriate and efficient manner. Course sequencing is recommended by the advisor and the program's recommended advising form.

A candidate who already holds a current Kentucky teaching certificate may choose to "add on" additional certification areas and apply any new, designated/required coursework outlined on the Graduate Certification Program sheet toward a Rank II or I program as long as the coursework is at the 700 and 800 levels. In these instances, candidates must successfully complete and pass the Program Key Assessments designated in the initial certification program for their selected add-on certificate including the required Praxis II examinations.

Code of Ethics

The Code of Ethics for Kentucky School Certified Personnel is integrated, shared, and discussed with candidates throughout their program. Specifically, the Code of Ethics is reviewed in the major area classes of SED801 (Early Childhood Assessment), 802 (Early Childhood Intervention), 803 (Advanced Special Education Assessment), 804 (Educational Management), 805 (Roles of the Special Educator), 809 (Diagnostic Teaching for DHH), 810 (Special Education Law) and 886 (Seminar in Special Education). Candidates study the Code of Ethics and how it applies for students, rents, and to the education profession throughout their programs.

CONCEPTUAL FRAMEWORK ELEMENTS

CF1: Knowledge - Enables candidates to construct understanding of the complexity and richness of the teaching/learning process.

CF2: Pedagogical Skills - Enables the professional educator to facilitate learning for all students.
CF3: Dispositions - Includes the professional attitudes, values and beliefs that support student learning and development.
CF4: Technology - Focuses on preparing candidates who are able to use educational technology to help all students learn.
CF5: Diversity - Reflects the Unit's commitment to preparing candidates to support learning for all students

Relationship to the Conceptual Framework

K- Knowledge-Candidate describes or explains fundamental concepts and facts. These concepts, facts, and principles become increasingly more complex as the candidate moves through coursework.

A-Application- Candidate is asked to apply understanding of concepts and knowledge within the course.

- Portfolio Artifact-Candidate produces a Portfolio Artifact in this course.

KA 1, 2, 3, 4, 5, 6 - Key Assessments- This Program Key Assessment measures the content and/or skills specifically targeted in this course.

COURSES	CF1	CF2	CF3	CF4	CF5
MAED Coursework					
SED 801	K KA1, KA2	K KA2	K KA2	K	K KA2
SED 802	K, A KA1,3, 4	K, A KA 1, 3, 4	K KA1, 3, 4	K KA3,4	K KA1,3,4
SED 803	K KA1,	K KA1	K	K	K KA1
SED 804	K KA1, 3,4	K, A KA1,3,4	K KA1,3,4	K KA 3,4	K KA1,3,4
SED 805	K, A KA1	-	K	-	K

SED 809	K, A KA1, 3, 4	K, A, KA 1,3,4	K KA1,3,4	K, A KA3,4	K, A KA1,3,4
SED 810	K, A KA1,6	K KA 1,6	K KA1,6		K, A KA1,6
SED 832	K, A, KA1	K, A, KA1	K, A KA1	K,A KA1	K, A KA1
SED 886	K, A KA1, 5	K,A KA1,5	K, A KA1,5	K,A KA 1,5	K, A KA 1,5

TEACHER STANDARDS (2008)	
STANDARD 1:	The teacher demonstrates applied content knowledge
STANDARD 2:	The teacher designs and plans instruction
STANDARD 3:	The teacher creates and maintains learning climate
STANDARD 4:	The teacher implements and manages instruction
STANDARD 5:	The teacher assesses and communicates learning results
STANDARD 6:	The teacher demonstrates the implementation of technology
STANDARD 7:	Reflects on and evaluates teaching and learning
STANDARD 8:	Collaborates with colleagues/rents/others
STANDARD 9:	Evaluates teaching and implements professional development
STANDARD 10:	Provides leadership within school/community/profession

Relationship to Kentucky Teacher Standards – Advanced

K- Knowledge-Candidate describes or explains fundamental concepts and facts. These concepts, facts, and principles become increasingly more complex as the candidate moves through coursework.

A-Application- Candidate is asked to apply understanding of concepts and knowledge within the course.

- Portfolio Artifact-Candidate produces a Portfolio Artifact in this course.

KA 1, 2, 3, 4, 5, 6 Key Assessments- This Program Key Assessment measures the content and/or skills specifically targeted in this course.

COURSES	TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	TS9	TS10
MAED Coursewo										

rk											
SED 801	K,A KA 1	K	K	K,A	K, A KA1	K	K	K,A KA1	-	-	
SED 802	K, A KA 1, 3, 4	K, A KA 1, 3, 4	K, A KA1,3 ,4	K, A KA 1,3,4	K, A KA1, 3, 4	K, A KA1, 3, 4	K, A KA1, 3, 4	K, A KA1, 3, 4		K, A KA1, 3, 4	
SED 803	K, KA 1	K, A	K	K	K, A KA1	K	K	K	-	-	
SED 804	K, A KA 1, 3, 4	K, A KA 1, 3, 4,	K,A KA1, 3, 4	K, A KA1,3 ,4	K, A KA1,3 ,4	K,A KA1,3 ,4	K, A KA1,3 ,4	K,A KA1,3 ,4		K,A KA1,3 ,4	
SED 805	K, A KA 1	K	-	-	-	-	-	K	K	K, A	
SED 809	K, A KA 1	K,A ,	K	K, A	K, A,	K	K	K, A KA1	-	K,A KA1	
SED 810	K, A KA 6	-	-	-	-			K,A KA6	K, A KA 6	K,A KA 6	
SED 832	K, A, KA 1, 1	K, A, KA 1	K,A KA1	K,A KA1	K, A. KA1	K,A	K, A	K, A	K, A KA 1	K, A	
SED 886	K, A	--	--	--	--	--	K, A KA 6	K,A	K, A	K KA6	

	KA 6							KA6	KA 6	
--	---------	--	--	--	--	--	--	-----	---------	--

Relationship to Kentucky Interdisciplinary Early Childhood Education Teacher Standards – Advanced

K- Knowledge-Candidate describes or explains fundamental concepts and facts. These concepts, facts, and principles become increasingly more complex as the candidate moves through coursework.

A-Application- Candidate is asked to apply understanding of concepts and knowledge within the course.

- Portfolio Artifact-Candidate produces a Portfolio Artifact in this course.

KA 1, 2, 3, 4, 5, 6 Key Assessments- This Program Key Assessment measures the content and/or skills specifically targeted in this course.

COURSES	TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	TS9	TS10
MAED COURSEWORK IN IECE										
SED801	K	K	K	K, A KA1	K	K	K, A KA1	K,A KA1	K	n/a in IECE
SED802	K, A KA1, 3,4	K, A KA1,3,4	K, A KA1,3,4	K, A KA1, 3, 4	K	K	K	K	K	n/a in IECE

Relationship to ECU Goals

The ECU Goals are written for the University as a whole. Three of the institutional goals directly impact candidates within their coursework—ECU Goals 3, 4, and 5.

COURSES	EKU-G1	EKU-G2	EKU-G3	EKU-G4	EKU-G5
MAED COURSEWORK					

SED 801		-	X	X	X
SED 802		-	X	X	-
SED 803	-	-	X	X	X
SED 804	-	-	X	X	-
SED 805		-	X	X	-
SED 809		-	X	X	-
SED 810		-	X	X	-
SED 832		-	X	X	-
SED 886	-	-	X	X	X

A. Content Standards

Student learning outcomes outlined in the syllabi of the following classes align to these designated SPA standards.

COUNCIL FOR EXCEPTIONAL CHILDREN-Advanced	COUNCIL ON THE EDUCATION OF THE DEAF	Course P/N	Description
Standard: 1, 3, 7, 8, 9		SED801	SED 801 Advanced Early Childhood Assessment. (3) A. Identification and diagnostic procedures of development delay and at-risk conditions in infants, toddlers, and preschoolers. Continuous assessment of children’s developmental, instructional, behavioral, and environmental needs; evaluation of effectiveness of services and family involvement.
Standard: 2, 3, 4, 5, 7, 8, 9, 10		SED802	SED 802 Advanced Early Childhood Intervention Programming. (3) A. Advanced curriculum and program development for infants, toddlers, and preschoolers in school centers or home settings, including collaboration with families and professionals, continuous assessment, and program evaluation.
Standard: 1, 2, 3, 4, 6, 7, 8, 9	Standard: 1, 2, 3, 6, 8	SED803	SED 803 Advanced Special Education Assessment. (3) A. Prerequisite: provisional certification in special education or

			Departmental permission. Evaluation of educational, perceptual, conceptual, social, and psychological characteristics of exceptional individuals. Interpretation for educational and community interventions for exceptional children. Appropriate practical experiences provided.
Standard: 1, 2, 3, 4, 5, 6, 7, 8, 9		SED804	SED 804 Educational Management of Learning and Behavior Disordered Students. (3) A. Prerequisite: certification in special education or Department chair approval. Advanced management and programming for pupils with learning and behavior disorders. Selection, adaptation, development and evaluation of instructional approaches, methods and materials based on current research and best practice. Appropriate field experience required.
Standard: 1, 9, 10	Standard 9, 10	SED805	SED 805 Roles of Special Educators. (3) A. Prerequisite: certification in special education or Department chair approval. Focuses on roles of special educators in alternative settings, utilizing related services, and working with rents. Emphasis on interpersonal relationships and professional development.
Standard: 1, 2, 3, 4, 5, 6, 7, 8, 10	Standard 2, 3, 4, 5, 6, 7, 8	SED809	SED 809 Diagnostic Prescriptive Teaching of the Deaf and Hard of Hearing. (3) A. Prerequisites: certification in Special Education or Department chair approval and SED 354, SED 804 or instructor approval. Differential diagnosis and educational programming in academic, sociological, and vocational areas with emphasis on case presentation and individual educational plans.
Standard: 1, 2, 3, 7, 8, 9, 10	Standard 9, 10	SED810	SED 810 Special Education Statutes, Regulations, and Case Law. (3) A. A study of the administrative responsibilities of special education leadership with emphasis on the understanding of the field of special education,

			related federal and state laws, administrative regulations, instructional arrangements, grant writing and budget.
Standard: 1, 2, 3, 4, 5, 6, 7, 8, 10	Standard 1, 2, 3, 4, 5, 6, 7, 8	SED832	SED 832 Written Language of the Deaf and Hard of Hearing. (3) A. Prerequisite: certification in special education or Department chair approval. Methods of developing written language from preschool through secondary levels; including traditional and current methods of teaching written English. Evaluation of written language competence of deaf and hard of hearing students.
Standard: 1, 2, 3, 5, 7, 8, 9, 10	Standard 9, 10	SED886	SED 886 Seminar in Special Education. (3) A. Prerequisite: SED 805 or instructor approval. Critical study of research literature on education of exceptional individuals. Directed study based on student's area of emphasis

Summary of Council for Exceptional Children Standards:

Standard 1: Foundations

Standard 2: Development and Characteristics of Learners

Standard 3: Individual Learning Differences

Standard 4: Instructional Strategies

Standard 5: Learning Environments and Social Interactions

Standard 6: Language

Standard 7: Instructional Planning

Standard 8: Assessment

Standard 9: Professional and Ethical Practice

Standard 10: Collaboration

B. KERA Initiatives – Advanced courses in Special Education address special education pedagogy and research

COURSES	Learner	Program of	Program of	Core Content
---------	---------	------------	------------	--------------

	Goals/Academic Expectations	Studies: Understandings	Studies: Skills & Concepts	
MAED COURSEWORK				
SED 801	-	-	-	-
SED 802	-	-	-	-
SED 803	-	-	-	-
SED 804	-	-	-	-
SED 805	-	-	-	-
SED 809	-	-	-	-
SED 810	-	-	-	-
SED 832	-	-	-	-
SED 886	-	-	-	-

C. EPSB Themes:

K- Knowledge-Candidate describes or explains fundamental concepts and facts. These concepts, facts, and principles become increasingly more complex as the candidate moves through coursework.

A-Application- Candidate is asked to apply understanding of concepts and knowledge within the course.

- Portfolio Artifact-Candidate produces a Portfolio Artifact in this course.

KA 1, 2, 3, 4, 5, 6 (7, 8)- Key Assessments- This Program Key Assessment measures the content and/or skills specifically targeted in this course.

COURSES	Diversity	Technology	Literacy	Code of Ethics	Leadership
MAED COURSEWORK	-	-	-	-	-
SED 801	K KA1	-	K KA1	K KA1	-K KA1
SED 802	K, A KA1,3,4	K,A KA1,3,4	K,A KA1,3,4	K,A KA1,3,4	-
SED 803	K KA1	K	K,A KA1	K, A KA1	-
SED 804	K,A	K,A	K,1	K,A	-

	KA1,3,4	KA1,3,4	KA1,3,4	KA1,3,4	
SED 805	K, A KA1	-	-	K,A KA1	K, A KA1
SED 809	K, A KA1,3,4	K,A KA1,3,4	K,A KA1,3,4	K,A KA1,3,4	-
SED 810	K KA1, 6		-	K,A KA1,6	K, A KA6
SED 832	K, A KA1	K, A KA1	K, A KA1	K, A KA1	K, A
SED 886	K, A KA1,5 KA,4B	K,A KA1,5	K,A KA1,5	K,A KA1,5KA1,5	K,A

THE FOLLOWING CHARTS LIST COURSEWORK THAT MAY BE USED TOWARD RANK II OR RANK I. It is important to remember: These programs are *individually* planned and executed according to individual candidate needs. Rank II programs are 32 graduate credit hours and Rank I programs are 30 graduate credit hours past the Rank II. All Rank programs are individually planned and determined from courses that are 700 and 800 level in Special Education and related fields. Areas in which rank programs may be completed include LBD, DHH, Moderate and Severe Disabilities, and IECE.

A candidate who already holds a current Kentucky teaching certificate may choose to “add on” additional certification areas and apply any new, designated/required coursework outlined on the Graduate Certification Program sheet toward a Rank II or I program as long as the coursework is at the 700 and 800 levels. In these instances, candidates must successfully complete and pass the Program Key Assessments designated in the initial certification program for their selected add on certificate including the required Praxis II examinations.

Relationship to the Conceptual Framework

K- Knowledge-Candidate describes or explains fundamental concepts and facts. These concepts, facts, and principles become increasingly more complex as the candidate moves through coursework.

A-Application- Candidate is asked to apply understanding of concepts and knowledge within the course.

PA- Portfolio Artifact-Candidate produces a Portfolio Artifact in this course.

KA 1, 2, 3, 4, 5, 6 (7, 8) - Key Assessments- This Program Key Assessment measures the content and/or skills specifically targeted in this course.

COURSES	CF1	CF2	CF3	CF4	CF5
Courses eligible for use toward Rank II and I					
SED 700	K	-	-	-	K
SED 704	K	K	-	K, A	K
SED 710	K, A, PA	K, A, PA	K, A	-	K, A, PA
SED 718	K	K	K	K	K
SED 722	K, A	K	K	K	K
SED 735	K	K, A	K, A	K	K, A
SED 745	K	K	K	K	K
SED 774	K	A	A	A	A
SED 775	K, A	K	K	K	K
SED 776	K	K	K	K	K
SED 777	K	K, A	-	K	K
SED 778	K, A	K, A	K	K	K

SED 781	K, A	K, A	-	K, A	K, A
SED 790	K, A	K, A	K, A	-	K, A
SED 793	K, A	K, A	K, A	-	K, A
SED 800	K	K	K	K	K
SED 807	-	-	-	-	-
SED 801	K	K	K	K	K
SED 802	K, A	K, A	K	K	K
SED 803	K	K	K	K	K
SED 804	K	K, A	K	K	K
SED 805	K, A	-	K	-	K
SED 807	-	-	-	-	-
SED 809	K, A	K, A, PA	K	K, A	K, A
SED 810	K, A	K	K	A	K, A
SED 811	K, A	K, A	K	K	K, A
SED 814	K	K	K	-	K
SED 816	A	A	A	-	A
SED 830	-	-	-	-	-

SED 832	K, A,	K, A,	K, A,	K	K, A
SED 851	K, A	K, A	K	K	K
SED 856	K KA1	K	K	K	K
SED 886	K, A	-	K, A	-	K, A
SED 897	K, A	K, A	K, A	K, A	K, A

Relationship to Kentucky Teacher Standards – Advanced

K- Knowledge-Candidate describes or explains fundamental concepts and facts. These concepts, facts, and principles become increasingly more complex as the candidate moves through coursework.

A-Application- Candidate is asked to apply understanding of concepts and knowledge within the course.

PA- Portfolio Artifact-Candidate produces a Portfolio Artifact in this course.

KA 1, 2, 3, 4, 5, 6 (7, 8)- Key Assessments- This Program Key Assessment measures the content and/or skills specifically targeted in this course.

COURSES	TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	TS9	TS10
Courses eligible for use toward Rank II and Rank I										
SED 700	-	K, A	K	-	K	K, A	-	K	-	-
SED 704	K	K	K	K	-	K, A	-	K	-	-
SED 710	K, A,	K, A,	K, A,	K, A,	K, A,	K	K, A,	K, A		K, A,
SED 718	K,	-	-	-	-	K	-	K,A,	-	-

SED 722	K, A	K	K	K	K, A.	K	-	K	-	-
SED 735	-	K, A	K, A	-	K, A	K	-	K, A	-	-
SED 745	K	K	K	K	K	K	K	K, A	K	-
SED 774	A	A	A	A	A	A	A	A	A	-
SED 775	K, A	K	K	K	K	K	K	K	K	-
SED 776	K,	K	K	K	K, A	K	K	K	-	-
SED 777	K	K, A	K	K	-	K	-	K, A	-	-
SED 778	K, A	K	K	K	K	K	K	K	-	-
SED 781	K	K, A	K, A	K	K	K	K	K, A	-	-
SED 790	K,A	K, A	K	K, A	K,A	K	K,A	-	-	-
SED 793	K,A	K	K	K, A	K, A	K	K	K, A	-	-
SED 800	K,A	K	K	K,A	K	K	K	K,A	-	-
SED 803	K,	K, A	K	K	K, A	K	K	K	-	-
SED 804	K, A	K, A	K	K, A	K, A	K	K, A	K	K, A	-
SED 805	K, A	K	-	-	-	-	-	K	K	K, A
SED 807	-	-	-	-	-	-	-	-	-	-
SED 809	K, A	K,A,	K	K, A	K, A,	K	K	K, A	-	-
SED 810	K, A	-	-	-	-	A	-	K	A	A
SED 814	K,	-	-	-	K	K	K	K	K	A
SED 816	A	-	-	-	A	A	A	A	A	A
SED 830										
SED 832	K, A,	K, A,	K,A	K,A	K, A.	K	K, A	K, A	K, A	K, A

SED 851	K, A	K, A	K, A	K	K	K, A	--	--	--	--
SED 856	K	K, A	K	K	K	K	K	K	K	--
SED 886	K, A	--	--	--	--	--	K, A	K	K, A	K
SED 897	K, A	K, A	K, A	K, A	K, A	K, A	K, A	K, A	K, A	

Relationship to Kentucky Interdisciplinary Early Childhood Education Teacher Standards – Advanced

K- Knowledge-Candidate describes or explains fundamental concepts and facts. These concepts, facts, and principles become increasingly more complex as the candidate moves through coursework.

A-Application- Candidate is asked to apply understanding of concepts and knowledge within the course.

PA- Portfolio Artifact-Candidate produces a Portfolio Artifact in this course.

KA 1, 2, 3, 4, 5, 6 (7, 8)- Key Assessments- This Program Key Assessment measures the content and/or skills specifically targeted in this course.

COURSES	TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	TS9	TS10
Courses eligible to be used toward Rank II or I										
SED801	K	K	K	K, A	K	K	K, A	K	K	n/a in IECE
SED802	K, A	K, A	K, A	K, A	K	K	K	K	K	n/a in IECE
SED 811	K	K	K	K	K	K, A	K	K, A	K	n/a in IECE

Relationship to ECU Goals

COURSES	EKU-G1	EKU-G2	EKU-G3	EKU-G4	EKU-G5
---------	--------	--------	--------	--------	--------

Courses eligible to be used toward Rank II or I					
SED 700	-	-	X	X	-
SED 704		-	X	X	-
SED 710		-	X	X	-
SED 718	-	-	X	X	X
SED 722		-	X	X	-
SED 735	-	-	X	X	-
SED 745	-	-	X	X	-
SED 774		-	X	X	-
SED 775		-	X	X	-
SED 776	-	-	X	X	-
SED 777		-	X	X	-
SED 778		-	X	X	-
SED 781		-	X	X	-
SED 790		-	X	X	-
SED 793		-	X	X	-
SED 800		-	X	X	X
SED 801		-	X	X	X
SED 802		-	X	X	-
SED 803	-	-	X	X	X
SED 804	-	-	X	X	-
SED 805		-	X	X	-
SED 807	-	-	-	-	-
SED 809		-	X	X	-
SED 810		-	X	X	-
SED 811		-	X	X	-
SED 814		-	X	X	-
SED 816		-	X	X	-
SED 830	-	-	-	-	-
SED 832		-	X	X	-
SED 851		-	X	X	-
SED 856	-	-	X	X	-
SED 886	-	-	X	X	X
SED 897			X	X	X

B. KERA Initiatives – Advanced courses in Special Education address special education pedagogy and research

COURSES	Learner	Program of	Program of	Core Content
---------	---------	------------	------------	--------------

	Goals/Academic Expectations	Studies: Understandings	Studies: Skills & Concepts	
Courses eligible to be used toward Rank II or I				
SED 700	-	-	-	-
SED 704	-	-	-	-
SED 710	-	-	-	-
SED 718	-	-	-	-
SED 722	-	-	-	-
SED 735	-	-	-	-
SED 745	-	-	-	-
SED 774	-	-	-	-
SED 775	-	-	-	-
SED 776	-	-	-	-
SED 777	-	-	-	-
SED 778	-	-	-	-
SED 781	-	-	-	-
SED 790	-	-	-	-
SED 793	-	-	-	-
SED 800	-	-	-	-
SED 801	-	-	-	-
SED 802	-	-	-	-
SED 803	-	-	-	-
SED 804	-	-	-	-
SED 805	-	-	-	-
SED 807	-	-	-	-
SED 809	-	-	-	-
SED 810	-	-	-	-
SED 811	-	-	-	-
SED 814	-	-	-	-
SED 816	-	-	-	-
SED 830	-	-	-	-
SED 832	-	-	-	-
SED 851	-	-	-	-
SED 856	-	-	-	-
SED 886	-	-	-	-
SED 897	-	-	-	-

C. EPSB Themes:

K- Knowledge-Candidate describes or explains fundamental concepts and facts. These concepts,

facts, and principles become increasingly more complex as the candidate moves through coursework.

A-Application- Candidate is asked to apply understanding of concepts and knowledge within the course.

PA- Portfolio Artifact-Candidate produces a Portfolio Artifact in this course.

KA 1, 2, 3, 4, 5, 6 (7, 8)- Key Assessments- This Program Key Assessment measures the content and/or skills specifically targeted in this course.

COURSES	Diversity	Technology	Literacy	Code of Ethics	Leadership
Courses eligible to be used toward Rank II or I					
SED 700	K	K	K, A	K, A	-
SED 704	K	K, A	-	-	-
SED 710	K, A,	K, A,	K, A	K, A	-
SED 718	K,A	K	-	-	-
SED 722	K, A,	K	-	K	-
SED 735	K, A	K, A	K, A	K, A	-
SED 745	K	K	-	K	K
SED 774	A	A	A	A	-
SED 775	K, A	K, A	-	-	-
SED 776	K	K	-	K	-
SED 777	K	K	-	-	-
SED 778	K	K	-	-	-
SED 781	K	K	-	-	-
SED 790	-	-	-	-	-
SED 793	-	-	-	-	-
SED 800	K,A	-	-	K	-
SED 801	K	-	-	K	-
SED 802	K	K	-	-	-
SED 803	K	K	-	K	-
SED 804	K	K	K	K	-
SED 805	K, A	-	-	-	K, A

SED 807	-	-	-	-	-
SED 809	K, A	K	-	-	-
SED 810	K	A	-	K	K, A
SED 811	K, A	K	-	-	-
SED 814	K	-	-	K	A
SED 816	A	A	-	A	A
SED 830	-	-	-	-	-
SED 832	K, A	K, A	K, A	K, A	K, A
SED 851	K, A	K	-	-	-
SED 856	K	K	K	-	-
SED 886	K, A	-	-	K	K,A
SED 897	K, A	K, A	-	-	-

D. Program Faculty information may be accessed at:

<http://coeaccreditation.eku.edu/data-dashboard/index/table-11-index>

E. Syllabi may be accessed at:

<http://coeaccreditation.eku.edu/data-dashboard/index/Syllabi-index>

F. Curriculum Contract/Guidesheet:

DegreeWorks matches candidates' academic and course history against the degree requirements as defined in the Undergraduate or Graduate Catalog. It is a Web-based tool for students to monitor their academic progress toward degree completion. DegreeWorks also allows candidates and their advisors to plan future academic coursework. A DegreeWorks audit is a review of past, current and "planned" coursework that provides information on completed and outstanding requirements necessary to complete a degree/major/minor/concentration. The information in DegreeWorks is refreshed each night. Admission and Exit criteria are maintained in University Catalogs. Portfolio requirements are distributed during initial education classes and are reinforced throughout the program.

The sample at this link is a snap-shot of the DegreeWorks electronic web-based tool provided for re-accreditation purposes only. The University does not endorse or maintain a hard copy degree planned program.

<http://coeaccreditation.eku.edu/data-dashboard/index/Planned-Programs-index>

ADDITIONAL REFERENCES

Professional Education Continuous Assessment Plan	http://coeaccreditation.eku.edu/ncate/standard2/exhibits See PECAP under Assessment System
Conceptual Framework	http://coeaccreditation.eku.edu/ncate/conceptual-framework
Key Assessments	http://coeaccreditation.eku.edu/data-dashboard/index/Key-Assessments-Index