

Northern Kentucky University

Name of Program: Moderate and Severe Disabilities

Certification Level:

Advanced: Certification Only; Rank 1 Non-Degree 6th Year; Rank 1 Masters; Masters; Specialist

Initial Graduate: Certification Only

Program Codes:

**KMS (39); KMS Rank 1 Non-Degree 6th Year (2027); Rank 1 Masters (2028); KMS (3151);
KMS Rank 2 (3759); KMS Rank 1 (3779)**

Modes of Delivery: Face to Face

2016-17 Catalog URL: <http://nku.catalog.acalog.com/index.php?catoid=7>

Moderate and Severe Disabilities

Changes to the MSD Program

The MSD program was launched at NKU in the Spring semester of 2008. The program has a two-year course cycle. One course is offered in each semester (fall and spring) the first year, and one course is offered each semester (fall, spring, summer) the second year. The EDS 588, Professional Laboratory Experience, is completed at the end of the program, either with the final course or in the next semester.

Each time a course is taught, the instructor examines candidate performance and solicits feedback on course materials. Courses are updated with any new research-validated practices, new editions of textbooks and readings as needed. Projects and assignments are adjusted based on what candidates need to become fully certified MSD teachers in Kentucky. To date, NKU has a 100% pass rate on the Praxis II exam for Moderate and Severe Disabilities.

In addition to course adjustments, one program change has occurred. For the 2015-2016 catalog, EDG 651 Assistive technology was changed to EDS 551 Assistive technology in the Classroom. This change was made to allow both undergraduate and graduate candidates to take the course. The undergraduate candidates who take this course are those in the Interdisciplinary Early Childhood Program (IECE). Since IECE teachers teach students with disabilities, it is important that they also have this content. Due to small enrollment numbers in the IECE program, this combined course ensures that the course is fully enrolled and both MSD candidates and IECE candidates have access to information about assistive technology.

One additional change is planned. EDS 588, Professional Laboratory Experience, will include a leadership project to address Kentucky Teacher Standard #10. This project will align to the standard and require candidates to create, implement, and evaluate a leadership project in their school setting.

Developmental Progress:

I. Entry

Candidates may complete the MSD certification program in one of three ways:

- MAED Teacher as Leader – degree seeking
- Non-degree graduate student – already holding KY Teacher Certification - traditional certification
- Non-degree graduate student – no teacher certification – option 6

Admission requirements:

Requirements for Admission MAED Teacher as Leader

Bachelor's degree from an accredited institution with minimum 2.50 GPA

Graduate Record Examination (GRE) scores of 139 or higher in Quantitative Reasoning, 150 or higher in Verbal Reasoning, & 3.5 or higher in Analytical Writing taken within the past 5 years.

Statement of Professional Goals

Three letters of recommendation

Valid Kentucky teaching certificate, statement of eligibility, or out-of-state equivalent

Signed Teacher as Leader agreement

Requirements for Admission as a Non-Degree Graduate Student

Bachelor's degree from a regionally accredited institution with the grade point average (GPA) of at least 2.5.

Copy of teaching certificate

Requirements for Admission as a Non-Degree Graduate Student – Option 6 program

Bachelor's degree from a regionally accredited institution with the grade point average (GPA) of at least 2.75 on a 4.0 scale, or a GPA of at least 3.0 in the last 30 semester hours of coursework.

Successful completion of the "Core Academic Skills for Educators" test, administered by the Educational Testing Service, with minimum passage scores as follows

- a. Reading - 156
- b. Mathematics - 150
- c. Writing - 162

OR

Official notification of Graduate Record Exam (GRE) with the following corresponding scores:

- a. Verbal Reasoning with a minimum score of 150
- b. Quantitative Reasoning with a minimum score of 143
- c. Analytical Writing with a minimum score of 4.0

Pre-requisite coursework for those candidates that do not hold KY Learning and Behavior Disorders (LBD) certification prior to pursuing MSD certification:

EDG 666	Introduction to Education of Students with Exceptionalities	3 semester hours
EDS 561	Intellectual and Orthopedic Disabilities	3 semester hours
EDS 570	Working with Families of Students with Disabilities	3 semester hours
EDG 662	Educational Assessment of Learning and Behavior Disorders	3 semester hours
EDG 663	Behavior Analysis Procedures for Students with Exceptionalities	3 semester hours

These courses are part of the certification program in LBD. Equivalent courses accepted.

II. Coursework and Field Experiences in the MSD program

The MSD certification courses are offered on a two-year rotation at NKU. Candidates take one MSD course per semester. As long as prerequisite coursework has been met, candidates may begin in any semester, taking the course that is offered that semester. During coursework, candidates develop skills in assistive technology; language development and improving communication skills of individuals with severe disabilities; transdisciplinary collaboration to assist students with severe disabilities to better access the general curriculum and transition to the post-school life; and functional behavior analysis and creating behavioral interventions.

Typically, MSD candidates enroll in EDG 669, Diagnostic and Prescriptive Teaching, near the end of their program. This is the only course offered in the summer semester and it requires participation in the summer clinic. Candidates participated in classroom activities and take what they are learning in the class and apply skills directly to working with individuals with severe disabilities in the clinic.

EDS 588, Professional Laboratory Experiences is the culminating course in the MSD program. During this semester, candidates are formally observed teaching by university personnel and complete a professional development plan and professional development project.

Courses required for MSD Certification (For those candidates holding LBD endorsement)

For MSD endorsement: Completion of all courses (19 credit hours) and Praxis exam(s) as required by KYEPSB.

Course Number	Course Title	Semester Hours
EDS 551 hours	Assistive Technology in Special Education	3 Semester
EDG 653 hours	Language Development of Students with Disabilities	3 Semester
EDG 665 hours	Transdisciplinary Collaboration	3 Semester
EDG 668 Semester hours	Advanced Principles of Behavior Management	3
EDG 669 hours	Diagnostic/Prescriptive Teaching	4 Semester
EDS 588 hours	Professional Laboratory Experiences	3 Semester

Field and Clinical Experiences

Candidates in the MSD program are typically working in special education classrooms with students with moderate and severe disabilities. As they progress through the program, candidates complete assignments with the students with moderate and severe disabilities in their own classrooms. If the candidate is not working in an MSD classroom, he/she must visit an MSD classroom and complete the assignment. The table below illustrates the assignments that candidates complete as part of field experience:

Course	Assignment	Activity performed in the field
EDS 551	<p>Assistive Technology Evaluation</p> <p>Assistive Technology Plan and funding justification</p> <p>Lesson Plan adaptation</p>	<p>Candidate completes an evaluation of a student in his/her classroom for use of assistive technology</p> <p>Candidate creates an assistive technology plan for the assessed student, recommending AT, planning trials for the device, and devising an evaluation of the use of the device</p> <p>Candidates adapts two lesson plans (tied to appropriate KAS) that describes how it would be adapted for the student who uses the above assistive technology</p>
EDG 653	<p>Language analysis, use, and communicative behaviors project</p> <p>Lesson Plans</p>	<p>Candidates evaluate the language development of a student in their classroom, interpret their findings, and make recommendations on how to improve the communication skills of the target student</p> <p>Candidates create two lesson plans (tied to appropriate KAS) to improve the communication skills of their students with severe disabilities</p>
EDG 665	Problem-based Learning Project	Candidates create an interdisciplinary plan to address issues related to teaching and supporting students with moderate and severe disabilities
EDG 668	<p>Functional Behavior Assessment</p> <p>Behavior Intervention Action Research Project</p>	<p>Candidates conduct a functional behavior analysis (FBA) for a student in their classroom</p> <p>Based on the FBA, candidates create a behavior intervention plan and utilize a single-subject research design that scientifically demonstrates the existence (or nonexistence) of a functional relationship between the independent variable (the behavior plan) and the dependent variable (the behavior to be changed) of an intervention plan</p>
EDG 669	<p>Formal (norm-referenced) assessment</p> <p>PLAcheck</p> <p>Activity plans</p>	<p>Diagnostic and prescriptive teaching is the methods course in the MSD program. During this summer course, candidates participate in the summer clinic for individuals with severe disabilities. During the clinic, candidates</p> <p>Conduct an assessment of the focus individual,</p>

	<p>Comprehensive Individual Study Report</p> <p>Task boxes</p> <p>Visual prompting system</p>	<p>Conduct PLAChecks (observational assessment) to measure engagement of the entire group during activities</p> <p>Create and implement activity plans (tied to appropriate KAS) to improved engagement and skills of target individual</p> <p>Evaluate data from the assessment and activity plans and write a comprehensive individual study report including background information, results from norm-referenced assessment and graphic data from curriculum based assessments, and a description recommendations and next steps</p> <p>Create a task box/individual work system for target individual</p> <p>Create visual supports for target individual</p>
EDS 588	<p>Two formal lesson observations</p> <p>Professional growth plan</p> <p>Professional Development Project</p>	<p>This is the culminating course in the MSD program. Candidates submit two formal lesson plans (tied to KAS) and are observed teaching those lessons in their classrooms with students with moderate and severe disabilities by university personnel. Write a reflection based on each observed lesson</p> <p>Candidates evaluate their skills by completing the CEC skills checklist (SPA for special education) and identify teaching strengths and areas of need.</p> <p>Based on the identified areas of need, candidates complete a professional development project to address the areas of need and enhance teaching skills. This project includes reviewing research-validated practices in current literature.</p>

III. Exit from the program

1. Passing the Praxis II exam required by the state of Kentucky
2. Completion of area of concentration with a minimum 3.0 GPA.

The MSD endorsement program can be combined with the MAED- Teacher as Leader Degree, the Educational Specialist in Teaching and Learning Degree, and the Planned Program Rank 1 Non-Degree 6th Year programs. Please refer to those programs for additional information.

<https://inside.nku.edu/coehs/collegeaccreditation/caep/EPSTBProgramSubmissions.html>

Each curriculum contract states the admission and exit criteria, the curriculum criteria, required courses, and other information about the program. The curriculum contracts for the Moderate and Severe Disabilities program options are at this link:

<https://inside.nku.edu/coehs/collegeaccreditation/caep/EPSTBProgramSubmissions/ModerateSevereDisabilitiesAdvanced/MSDAdvancedCCX.html>