

**Kentucky State University – School of Education and Human Development
Master of Arts in Special Education Graduate Checkpoints (Advanced)**

Candidate		Student ID#	
Advisor	<i>Dr. Phillip H. Clay, Jr.</i>	Phone	502-597-6041

Check Point I: Admission to Master of Arts in Special Education Advanced EPP

- A completed online application: <https://kysu.edu/academics/graduate-studies/>
- Hold a statement of eligibility or an initial certificate issued by Kentucky Education Professional Standards Board (EPSB).
 - If you hold an initial certificate from another state earned through an approved program and have taught for at least 2 years under that certificate, please contact EPSB and inquire about KY certification.
 - If you hold an initial certificate from another state earned through an approved program and have not taught for at least 2 years under your certification, please contact EPSB for options regarding KY certification.
- A minimum cumulative 2.75 GPA on a 4.0 scale
- Once admitted to the program, the candidate will review, sign and return page 2 of this document indicating that they have read the Praxis disclaimer and the Professional Code of Ethics.

Check Point II: Admission to Clinical Practice

- Completion of ALL course work with a cumulative GPA of 3.0 or above;
- 200 field hours recorded in KFETS and documentation to support the field hours;
- Pass Praxis II
- Dispositions Assessment/Field Experience Assessments
- Any other requirements set by the program

Check Point III – Program Completion

- Cumulative GPA 3.0
- Successful Completion of a clinical practice course
- Complete CA-1 for KY License
- Program Evaluation and Dispositions Assessment
- Completion of Exit Survey

After Program Completion

- Alumni Follow-up Survey

KENTUCKY STATE UNIVERSITY
MASTER OF ARTS IN SPECIAL EDUCATION WITH CERTIFICATION (LBD, P-12)
Curriculum Ladder (Advanced)

NAME: _____ **ID#:** _____ **Advisor:** Dr. Clay _____

Course Requirements		Credit	Grade	University	Date
ESP 502	Legal and Parental Issues in Special Education	3			
ESP 504	Theories of Reading & Educational Practices P-12	3			
ESP 505	Teaching Mathematics to Children and Youth with Learning and Behavior Disorders	3			
ESP 507	Introduction to Special Education	3			
ESP 510	Curriculum and Methods in Learning and Behavior Disorders	3			
ESP 511	Methods/Strategies Behavior Management	3			
ESP 515	Research in Special Education	3			
ESP 523	The Individual with LD: Learning and Development Through the Lifespan	3			
ESP 524	Instructional Assessment Methods	3			
ESP 525	Inclusion, Collaboration and Advocacy	3			
ESP 526	Prescriptive Teaching	3			

Students Must Take and Pass PRAXIS II EXAMS BEFORE APPLYING FOR CLINICAL PRACTICE

All students are required to complete a clinical practice experience (Option 6 excluded). Each experience must be in an accredited public school classroom which contains students with Individual Education Plans (IEPs) in the area of Learning and Behavior Disorders (LBD). Each student must apply for permission to enroll in a clinical practice course and be approved by the Teacher Education Committee (TEC).

ESP 574	MASPE Supervised Teaching (not teacher of record)	6			
	TOTAL CREDIT HOURS	39			

After Admission to the program, the candidate will sign and return this page indicating that they have read information below.

Praxis Test disclaimer: Teacher certification requirements are subject to change. Before registering for the Praxis test(s), please refer to the Education Professional Standards Board (EPSB) website at www.epsb.ky.gov for current requirements or contact the Division of Professional Learning and Assessment at 502-782-5778 or toll free 888-598-7667.

I have received and read the Professional Code of Ethics (see attached document).

Candidate Signature _____ Date _____

The four C's of 21st Century skills are:

1. Critical thinking
2. Creativity
3. Collaboration
4. Communication

These four skills are essential for modern students to succeed in school and the workplace and are embedded in the curriculum.

ESP 574: MASPE Supervised Teaching (6 credit hours)

Course Description

ESP 574 provides culminating clinical practice designed for the master-level candidate who has completed all coursework and required standardized exams and currently is employed full-time as a certified, general education teacher of record. The candidate seeks a second, “advanced” level certification. While the candidate completes supervised teaching primarily in his/her own classroom, he or she also is required to complete specific experiences in the role of a special education teacher, in another school. A candidate employed in an elementary school must have a supervised placement in a middle or high school, while a candidate employed in a middle or high school must have a supervised placement in an elementary school. The candidate is mentored and evaluated by a by certified, master-level, special education teacher (mentor teacher), in each setting, as well as by a professional educator assigned by the university (university supervisor). To successfully complete this clinical practice, the supervised teacher must demonstrate all four domains of Kentucky Framework for Teaching at the “accomplished” level (3) by the end of the term.

Education Professional Standards Board – Professional Code of Ethics

KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. The Professional Code of Ethics for Kentucky Certified Personnel is codified in 16 KAR 1:020, establishes the ethical standards for Kentucky certified school personnel and establishes that violation of the code may be grounds for revocation or suspension of Kentucky teacher or administrator certification.

Certified Personnel in the Commonwealth

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession.

To students

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

To parents

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

To the education profession

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.