



Program Review Document

Preparation Program: Interdisciplinary Early Childhood Education

Date Submitted: April, 2017

Certification Level:	<input checked="" type="checkbox"/> B-P <input type="checkbox"/> P-5 <input type="checkbox"/> 5-9 <input type="checkbox"/> 5-12 <input type="checkbox"/> 8-12 <input type="checkbox"/> P-12
Preparation Level:	<input checked="" type="checkbox"/> Initial
Modes of Delivery:	<input type="checkbox"/> Face-to-Face Only <input type="checkbox"/> Online Only <input checked="" type="checkbox"/> Hybrid
Degree Type:	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate (MAT) <input checked="" type="checkbox"/> Undergraduate – Cert Only <input type="checkbox"/> Option 6
Program Codes:	526
University Catalog:	https://www.wku.edu/undergraduatecatalog/ http://catalog.wku.edu/graduate/
WKU Quality Assurance Document:	http://www.wku.edu/cebs/caep/

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

Program Description

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

The IECE program (reference number 526) will lead to a Bachelor of Science degree and Kentucky teaching certificate for IECE. The certification requires professional education content (76-71 hours). Candidates follow university and School of Teacher Education guidelines in meeting general studies including requirements for a proficiency in written communication and a public speaking course by attaining a GPA of at least 2.5 in ENG 100 and ENG 300 and COMM 145 with neither grade of lower than a C. The core education content courses are sequenced as follows: FACS 191, FACS 192, SPED 330, SPED 331, FACS 295, FACS 296, IECE 320, IECE 321, IECE 322, CD 481, IECE 323, IECE 324, IECE 325, SPED 422, SPED 432, IECE 326, LTCY 310, IECE 421, IECE 422, IECE 423, SPED 419, EDU 489, and IECE 490 (PRESCHOOL), IECE 490 (I/T OR K). Within the professional education sequence, candidates are required to meet state requirements for fieldwork experience in addition to coursework.

- Core Education Content Courses**

The Core Professional Education Content Courses consist of 76-71 hours with the following course descriptions:

FACS 191. CHILD DEVELOPMENT. (3) Study of the prenatal and postnatal factors that influence the physical, cognitive, language, social and emotional development of children. Implications and applications of concepts learned are stressed. Practical experiences provided in a field setting; students are responsible for arranging their own transportation.

FACS 192. WORKING WITH YOUNG CHILDREN AND FAMILIES. (3) An introductory course for persons interested in providing services for infants, toddlers, and preschool-age children, both with and without disabilities, and their families. Practical experiences provided in a field setting; students are responsible for providing their own transportation.

FACS 295. CURRICULUM DEVELOPMENT FOR INFANTS AND TODDLERS. (3) Overview of developmentally appropriate curriculum and activities for infants and toddlers, individually and in groups. Practical experiences in a field setting; students are responsible for providing their own transportation.

FACS 296. CURRICULUM DEVELOPMENT FOR PRESCHOOL AND KINDERGARTEN CHILDREN. (3) Overview of curriculum and activities that are developmentally appropriate for diverse groups or individual preschool / kindergarten children. Practical experiences provided in a field setting; students are responsible for providing their own transportation.

IECE 320. INTRODUCTION TO EARLY CHILDHOOD ASSESSMENT. (3) Develop knowledge and skills of assessment with young children with and without disabilities and their families. Minimum of 30 hours of field experience required.

IECE 321. FAMILY SUPPORTS AND SERVICES. (3) Application of family systems theory. The development of family plans and the implementation of family-centered services is stressed. Minimum of 25 hours of field experiences; students are responsible for arranging their own transportation.

IECE 322. PLANNING CURRICULUM AND INSTRUCTION FOR DIVERSE LEARNERS. (3) Planning for curriculum and instruction of children birth through five years who are culturally and linguistically diverse or who have developmental delays and disabilities.

IECE 323. POSITIVE BEHAVIORAL SUPPORTS WITH YOUNG CHILDREN. (3) Knowledge and skills necessary for applying the principles of positive behavioral supports with young children. Field experience is required; students are responsible for their own transportation.

IECE 324. ADVANCED ASSESSMENT OF YOUNG CHILDREN. (3) Advanced training to develop assessment skills with children from birth to primary age, with and without disabilities, and their families. Minimum of 30 hours of field experiences; students are responsible for their own transportation.

IECE 325. PARTNERSHIPS WITH FAMILIES. (3) Strategies that early childhood educators employ to develop active partnerships with families. Field experience is required. Students are responsible for their own transportation.

IECE 326. INTEGRATING MATHEMATICS AND SCIENCE ACROSS THE EARLY CHILDHOOD CURRICULUM. (3) Methods for active involvement of young children in the areas of mathematics and science in developmentally appropriate ways. Field experience is required; students are responsible for their own transportation.

IECE 421. ADVANCED CURRICULUM AND INSTRUCTION FOR INFANTS AND TODDLERS. (3) Implementation of curriculum and instruction of children birth through two years, both with and

without disabilities, and their families will be addressed. Students will be prepared to implement services in both home and center-based settings. Field experience is required; students are responsible for their own transportation.

IECE 422. ADVANCED CURRICULUM DEVELOPMENT FOR YOUNG CHILDREN. (3) Advanced preparation in planning, implementing and evaluating curricula and instructional strategies / methods for children from birth to primary age, A wide range of student diversity is addressed, including ability, culture and language. Minimum of 30 hours of field experiences; students are responsible for their own transportation.

IECE 423. INTERDISCIPLINARY SERVICES FOR YOUNG CHILDREN WITH LOW INCIDENCE DISABILITIES. (3) Characteristics of children birth through five years with low incidence disabilities (e.g., autism, sensory impairments, physical impairments), as well as assessment and instructional strategies. The role of the transdisciplinary team, including family members, in providing services will be emphasized. Field experience is required; students are responsible for their own transportation.

LTCY 310. EARLY READING, LANGUAGE AND LITERACY. (3) Theory and methods for creating learning environments for the development of language, emergent literacy, and reading and writing skills from infancy through kindergarten.

SPED 330. INTRODUCTION TO EXCEPTIONAL EDUCATION: DIVERSITY IN LEARNING. (3) Characteristics of exceptionality, special education programs, schools, and community resources and research relative to exceptionality. Field experiences in public schools and / or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

SPED 331. EARLY CHILDHOOD EDUCATION FOR CHILDREN WITH DISABILITIES. (3) Emphasis on services and supports for children from birth through five years old, with and without disabilities, and their families, including current intervention research. Field experiences in early childhood settings away from campus are required. Students are responsible for arranging their own transportation to and from assigned sites.

SPED 419. ASSISTIVE TECHNOLOGY IN THE CLASSROOM AND COMMUNITY. (3) This class is designed to provide an overview of assistive technology and augmentative / alternate communication devices and their application in the special education classroom. This class will enable participants to develop sound and inclusive technology plans that meet the needs of students with moderate to severe disabilities.

SPED 422. COLLABORATION AND INCLUSION IN SCHOOL AND COMMUNITY SETTINGS. (3) The course provides an overview of methods which facilitate collaboration across disciplines to support diverse learners in regular classroom and community settings. Field experiences are required.

SPED 432. APPLIED BEHAVIOR ANALYSIS. (3) Major emphasis is placed upon observing, analyzing and modifying the behavior of students. Field experiences in public schools and / or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

CD 481. SPEECH AND LANGUAGE DEVELOPMENT. (3) Introduction to development of speech and language across the lifespan with emphasis on comprehensive child development. Topics include development of speech and language, play, cognition, socialization, and emerging literacy.

Teacher Certification

IECE 490. STUDENT TEACHING (INFANTS AND TODDLERS). (5) (PRESCHOOLERS). (5) Supervised assignment in approved setting where young children with and without disabilities and their families are served. Must complete a minimum of sixteen weeks in one or two placements depending on certification requirements. Students follow the academic calendar of the setting in which they are placed and are responsible for providing their own transportation to assigned site(s). Teacher Certification only.

EDU 489. STUDENT TEACHING SEMINAR. (3) Analyzes the connection between teaching theory and actual practice. Portfolio refinement with the Teacher Performance Standards will be emphasized. Field experiences in public schools and / or other appropriate settings away from campus are required. Pre-Service Teachers are responsible for their own transportation to designated or assigned sites. Teacher Certification only.

Non-Certification

IECE 491. PRACTICUM IN INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION. (5) Supervised work in off-campus settings with children birth to age 5, with and without disabilities, and their families. Students are responsible for arranging their own transportation. Non-teacher certification only.

IECE 489 PRACTICUM SEMINAR IN INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION. (1) Discussion of and reflection on the practicum placement, as well as career planning. This course prepares IECE majors to apply knowledge learned in previous courses.

- 2. INITIAL PREPARATION EARLY FIELD AND CLINICAL EXPERIENCES:** The table below delineates the alignment between program courses and the EPSB required categories for early field and clinical experiences

Course Name	Hours	School Level			EPSB REQUIRED EXPERIENCES CATEGORIES							
		ELEM	MIDDLE	HIGH	a. Engage with diverse students	b. Observe in Family Resource or Youth Services Center	c. Tutor	d. Interact with student families	e. Attend school board	e. Attend school-based council	f. Participate in professional learning community	g. Assist teacher/ other school professionals
IECE 320	30				X			X				X
IECE 321	25				X			X				
IECE 322	15	X			X							
IECE 323	30	X			X			X				X
IECE 324	30				X			X				X
IECE 325	15					X		X				
IECE 326	30	X			X		X	X				X
IECE 421	30				X			X	X	X		X
IECE 422	30	X			X			X	X	X	X	X
IECE 423	25	X			X			X				X
LTCY 310	10											X
SPED 330	10	X	X	X	X			X				
SPED 331	10	X			X							
SPED 422	10											X
SPED 432	10											X
SPED 419	10											X
Total Hours	200+											

Note: Memorandums of Agreement with P-12 school partners are located under the CAEP Standard 2 link: <http://www.wku.edu/cebs/caep/>.

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

		KEY ASSESSMENTS			
AREA		NAME	STANDARD ALIGNMENT		COLLECTED
			KTS	InTASC	
1	Content Assessment	Praxis II	(1)*	(4,5)	Praxis Report
2	Other Content Assessment	Major GPA	(1)	(4)	Prior to Student Teaching
3	Assessment of Professional Capabilities	Praxis PLT	(2-10)	(1-3,6-10)	Praxis Report
4	Clinical Experiences Measure of Teaching Proficiency	Student Teacher Evaluation	1-10	1-10	IECE 490
5	Measure of Assessment Proficiencies	A: Learning Goals & Pre/Post Assessment B: Analysis of Student Learning	1-3,5-7	1-10	IECE 322
6	Ability to Diagnose and Prescribe for Personalized Student Learning	Design for Instruction	1,2,5,6	1,4-10	IECE 422
7	Application of Content Knowledge and Pedagogical Skills	Teacher Work Sample	1-3,5-7,9	1-10	EDU 489
8	Assessment of Literacy Outcomes	Operational Stance Concerning Content-Area and Discipline-Specific Literacies	1,2,5	1,4-7	LTCY 310
9	Dispositions	Dispositions Form	NA	NA	IECE 321, IECE 422, IECE 490
10	KTS Exit Survey	KTS Exit Survey	1-10	1-10	EDU 489

*Assessments are theoretically aligned to standards; however, results cannot be disaggregated into distinct standards for reporting and analysis.

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

KY IECE Teacher Standards	SPA for NAEYC Standards for Initial Early Childhood Professional Preparation (2010)	Course Alignment																									
		FACS 191	FACS 192	SPED 330	SPED 331	FACS 295	FACS 296	IECE 320	IECE 321	IECE 322	CD 481	IECE 323	IECE 324	IECE 325	SPED 422	SPED 432	IECE 326	LTCY 310	IECE 421	IECE 422	IECE 423	SPED 419	EDU 489	IECE 489	IECE 490	IECE 491	
3	<i>Standard 1. Promoting Child Development and Learning</i>	X	X	X	X			X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
6, 8	<i>Standard 2. Building Family and Community Relationships</i>		X	X	X	X	X	X	X	X		X	X	X			X	X	X	X	X		X	X	X	X	X
4	<i>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</i>		X	X	X			X	X	X		X	X				X	X	X	X	X		X	X	X	X	X
2, 3	<i>Standard 4. Using Developmentally Effective Approaches</i>	X	X	X		X	X	X	X	X	X	X	X	X			X	X	X	X	X		X	X	X	X	X
1	<i>Standard 5. Using Content Knowledge to Build Meaningful Curriculum</i>	X	X	X	X	X	X		X	X									X	X	X		X	X	X	X	
5,7,9	<i>Standard 6. Becoming a Professional</i>	X	X	X	X	X	X	X	X	X		X	X	X			X	X	X	X	X		X	X	X	X	X
	<i>Standard 7. Early Childhood Field Experiences</i>	X	X	X	X	X	X	X	X	X		X	X	X	X		X	X	X	X	X			X	X	X	X

KY IECE Teacher Standards	SPA for CEC Initial Special Education Early Childhood Specialist Set (2015)	Course Alignment																								
		FACS 191	FACS 192	SPED 330	SPED 331	FACS 295	FACS 296	IECE 320	IECE 321	IECE 322	CD 481	IECE 323	IECE 324	IECE 325	SPED 422	SPED 432	IECE 326	LTCY 310	IECE 421	IECE 422	IECE 423	SPED 419	EDU 489	IECE 490	IECE 490	IECE 491
4, 8	Standard 1. Learner Development & Individual Learning Differences	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2	Standard 2. Learning Environments		X	X	X	X	X	X	X	X		X					X	X	X	X	X		X	X	X	X
3	Standard 3. Curricular Content Knowledge	X	X		X		X		X	X		X					X	X	X	X			X	X	X	X
4	Standard 4. Assessment	X	X	X	X	X	X	X	X	X		X	X					X	X	X	X		X	X	X	X
1, 3, 9	Standard 5. Instructional Planning and Strategies	X	X	X	X	X	X		X	X		X					X	X	X	X	X		X	X	X	X
4, 5, 7	Standard 6. Professional Learning and Ethical Practice				X			X	X	X		X	X	X			X	X	X	X	X		X	X	X	X
4, 6	Standard 7. Collaboration				X		X	X	X	X		X	X	X				X	X	X	X		X	X	X	X

5. CURRICULUM CONTRACT



CURRICULUM CONTRACT

**Undergraduate Degree Program – B.S., Interdisciplinary Early Childhood Education (Reference #526)
Leading to Initial Teacher Certification (Rank III) in Interdisciplinary Early Childhood Education, Grades B-K**

Candidate Contact Information:

Last Name	First Name	Middle Name/Initial	WKU ID Number
Street	Home Phone Number		Cell Phone Number
City	State	Zip Code	Email Address

Admission Requirements:

To be admitted into an WKU educator preparation program, candidates must meet all minimal criteria described under “Transition Point 1: Admission to Education Preparation Programs.”

CONTENT COURSES (48 HOURS)	HOURS		PROFESSIONAL EDUCATION COURSES (45 HOURS)	HOURS
FACS 191	3		SPED 330	3
FACS 192	3		SPED 331	3
FACS 295	3		SPED 419	3
FACS 296	3		SPED 422	3
LTCY 310	3		SPED 432	3
CD 481	3			
			IECE 320	3
			IECE 321	3
			IECE 322	3
			IECE 323	3
			IECE 324	3
			IECE 325	3
			IECE 326	3
			IECE 421	3
			IECE 422	3
			IECE 423	3
			CERTIFICATION CONCENTRATION	
			IECE 490	10
			EDU 489	3
			NON CERTIFICATION CONCENTRATION	
			IECE 491	5
			IECE 489	1
GENERAL EDUCATION COURSES (Colonnade)				
See WKU catalog for guidance in selecting appropriate coursework to meet WKU’s General Education requirements. Specific Colonnade courses that are required in this major include the following: F-W1 - ENG 100 (3 hours) F-AH - ENG 200 (3 hours) F-W2 - ENG 300 (3 hours) E-SB - either PSY 100 or SWRK 101 (3 hours) F-QR - either Math 112 or Math 116 (3 hours) E-AH - Arts & Humanities (3 hours) F-OC - Communication (3 hours) E-NS - Natural & Physical Science with Lab (3 hours)				HOURS (44) HOURS)

<p>E-NS, LS - Natural & Physical Science (3 hours) F-SB - History (3 hours) K-SC - Connections (Social & Cultural) (3 hours; 21 hours or junior standing) K-LG - Connections (Local to Global) (3 hours; 21 hours or junior standing) K-SY - Connections (Systems) (3 hours; 21 hours or junior standing) Language Requirement - All students must demonstrate proficiency in world language at the Novice High level before completing 60 credit hours. Students have several options to demonstrate proficiency which can be found at: http://www.wku.edu/colonnade/worldlanguageproficiency.php</p>	
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Mid-Point Assessment Requirements:

To be admitted into the Student Teaching Semester, candidates must meet all minimal criteria described under “Transition Point 2: Admission to Final Clinical Experience.”

Program Completion Requirements:

1. To complete a teacher preparation program, candidates must meet all minimal criteria described under “Transition Point 3: Program Exit.”
2. Note that additional requirements (described below) must be met in order to be recommended for initial certification.
3. Rules and regulations governing the completion of this program of study have been described above and on the next page. By your signature, you are acknowledging that you understand and accept responsibility for meeting these requirements.

Delineation of EPP-Wide Transition Points – Initial Preparation Program

<i>Transition Point 1: Admission to Education Preparation Programs</i>				
<i>Data Reviewed</i>	<i>Minimal Criteria</i>	<i>Review Cycle</i>	<i>Reviewed By</i>	<i>Approved By</i>
Unit Level Data:				
Admission to Teacher Education				
<ul style="list-style-type: none"> • Cumulative GPA • CASE test scores • Application to include: <ul style="list-style-type: none"> – 3 faculty recommendations – Physical (including TB test) – KY criminal background check – Signed KY Code of Ethics 	<ul style="list-style-type: none"> • 2.75+ average or above • Minimum CASE scores required as defined by current state guidelines (demonstrates Critical Thinking and Communication Skills) • 3 positive faculty recommendations (demonstrates their dispositions for teaching indicating their creativity and collaboration skills) • Passing physical • Passing background checks 	Quarterly	Office of Teacher Services	Professional Education Council
<i>Transition Point 2: Admission to Final Clinical Experience</i>				
<i>Data Reviewed</i>	<i>Minimal Criteria</i>	<i>Review Cycle</i>	<i>Reviewed By</i>	
Unit Level Data				
Successful application to Student Teaching				
<ul style="list-style-type: none"> • GPAs and at least 90+ hours completed (including 75% of content courses) • Completion of required field hours • Completion of Key Assessments • Dispositions scores 	<ul style="list-style-type: none"> • 2.75+ GPA (overall, major, minor, and professional education courses); C or higher in all professional education courses • At least 200 hours documented based on requirements of 16 KAR 5:040 • 3+ holistic score; 3+ per KTS measured • All dispositions average “At Standard” (3+) 	Quarterly	Office of Teacher Services	Professional Education Council
<i>Transition Point 3: Program Exit</i>				
<i>Data Reviewed</i>	<i>Minimal Criteria</i>	<i>Review Cycle</i>	<i>Reviewed By</i>	
Unit Level Data:				
Program Exit				
<ul style="list-style-type: none"> • Candidate student teaching • Teacher Work Sample scores • Dispositions scores 	<ul style="list-style-type: none"> • C or Higher • 3+ holistic score; 3+ per KTS measured • All scores “At Standard” (3+) 	Quarterly	Office of Teacher Services	Certification Officer

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

Completion of an approved educator preparation program in each desired certification area; Passing score(s) on the appropriate PRAXIS II and PLT exam(s) or other assessments required for each desired certification area; Achievement of at least a 2.75 GPA

overall, in each major and minor, and in professional education courses; Attainment of at least a "C" in all professional education courses, including student teaching.

Remediation Opportunities:

TP 1: Candidates may continue to submit Faculty Recommendations until three are positive.

TP 2: Candidates may request additional instruction from faculty and may resubmit Key Assessments in order to improve their scores.

TP 3: Candidates may request additional instruction from faculty and may resubmit the Teacher Work Sample Key Assessment in order to improve their score. Candidates may repeat student teaching.

EPSB Disclaimer: 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 for current requirements or contact the Division of Professional Learning and Assessment at 502-564-4606 or toll free 888-598-7667.

By signing below, the candidate ensures that he or she has been advised of, understands, and agrees to adhere to all program requirements, including assessment requirements, of the program.

Candidate Name (printed):

Education Advisor's Signature/Date:

Signature _____ Date _____

Candidate Signature/Date:

Signature _____ Date _____

Specialization Advisor's Signature/Date (if needed):

Signature _____ Date _____

****END OF CURRICULUM CONTRACT****

6.



CURRICULUM CONTRACT
Interdisciplinary Early Childhood Education (Reference #526)
Non-degree seeking Certification in Interdisciplinary Early Childhood Education, Grades B-K
(This program does not lead to a degree)

Candidate Contact Information:

Last Name	First Name	Middle Name/Initial	WKU ID Number
Street	Home Phone Number		Cell Phone Number
City	State	Zip Code	Email Address

Admission Requirements:

To be admitted into an WKU educator preparation program, candidates must meet all minimal criteria described under “Transition Point 1: Admission to Education Preparation Programs.”

CONTENT COURSES (48 HOURS)	HOURS	PROFESSIONAL EDUCATION COURSES (45 HOURS)	HOURS
FACS 191	3	SPED 330	3
FACS 192	3	SPED 331	3
FACS 295	3	SPED 419	3
FACS 296	3	SPED 422	3
LTCY 310	3	SPED 432	3
CD 481	3		
		IECE 320	3
		IECE 321	3
		IECE 322	3
		IECE 323	3
		IECE 324	3
		IECE 325	3
		IECE 326	3
		IECE 421	3
		IECE 422	3
		IECE 423	3
		CERTIFICATION CONCENTRATION	
		IECE 490	10
		EDU 489	3

Mid-Point Assessment Requirements:

To be admitted into the Student Teaching Semester, candidates must meet all minimal criteria described under “Transition Point 2: Admission to Final Clinical Experience.”

Program Completion Requirements:

4. To complete a teacher preparation program, candidates must meet all minimal criteria described under “Transition Point 3: Program Exit.”
5. Note that additional requirements (described below) must be met in order to be recommended for initial certification.
6. Rules and regulations governing the completion of this program of study have been described above and on the next page. By your signature, you are acknowledging that you understand and accept responsibility for meeting these requirements.

Delineation of EPP-Wide Transition Points – Initial Preparation Program-Certification Only

Transition Point 1: Admission to Education Preparation Programs				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	Approved By
Unit Level Data:				
Admission to Teacher Education				
<ul style="list-style-type: none"> • Documentation of completion of baccalaureate degree in an approved content area • Cumulative GPA • CASE test scores • Application to include: <ul style="list-style-type: none"> – 3 faculty recommendations – Physical (including TB test) – KY criminal background check – Signed KY Code of Ethics 	<ul style="list-style-type: none"> • Completion of Application • 2.75+ average or above • Minimum CASE scores required as defined by current state guidelines (demonstrates Critical Thinking and Communication Skills) • 3 positive faculty recommendations (demonstrates their dispositions for teaching indicating their creativity and collaboration skills) • Passing physical • Passing background checks 	Quarterly	Office of Teacher Services	Professional Education Council
Transition Point 2: Admission to Final Clinical Experience				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	Approved By
Unit Level Data				
Successful application to Student Teaching				
<ul style="list-style-type: none"> • GPAs and at least 90+ hours completed (including 75% of content courses) • Completion of required field hours (dependent on current certification status) • Completion of Key Assessments • Dispositions scores 	<ul style="list-style-type: none"> • 2.75+ GPA (overall, major, minor, and professional education courses); C or higher in all professional education courses • At least 200 hours documented based on requirements of 16 KAR 5:040 • 3+ holistic score; 3+ per KTS measured • All dispositions average “At Standard” (3+) 	Quarterly	Office of Teacher Services	Professional Education Council
Transition Point 3: Program Exit				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	Approved By
Unit Level Data:				
Program Exit				
<ul style="list-style-type: none"> • Candidate student teaching • Teacher Work Sample scores • Dispositions scores 	<ul style="list-style-type: none"> • C or Higher • 3+ holistic score; 3+ per KTS measured • All scores “At Standard” (3+) 	Quarterly	Office of Teacher Services	Certification Officer

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

Completion of an approved educator preparation program in each desired certification area; Passing score(s) on the appropriate PRAXIS II and PLT exam(s) or other assessments required for each desired certification area; Achievement of at least a 2.75 GPA overall, in each major and minor, and in professional education courses; Attainment of at least a “C” in all professional education courses, including student teaching.

Remediation Opportunities:

TP 1: Candidates may continue to submit Faculty Recommendations until three are positive.

TP 2: Candidates may request additional instruction from faculty and may resubmit Key Assessments in order to improve their scores.

TP 3: Candidates may request additional instruction from faculty and may resubmit the Teacher Work Sample Key Assessment in order to improve their score. Candidates may repeat student teaching.

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By signing below, the candidate ensures that he or she has been advised of, understands, and agrees to adhere to all program requirements, including assessment requirements, of the program.

Candidate Name (printed):

Education Advisor's Signature/Date:

Signature

Date

Candidate Signature/Date:

Specialization Advisor's Signature/Date (if needed):

Signature

Date

Signature

Date

****END OF CURRICULUM CONTRACT****