



## Program Review Document

### Preparation Program: Middle Grades- Social Studies

Date Submitted: April, 2017

<b>Certification Level:</b>	<input type="checkbox"/> B-P <input type="checkbox"/> P-5 <input checked="" type="checkbox"/> 5-9 <input type="checkbox"/> 5-12 <input type="checkbox"/> 8-12 <input type="checkbox"/> P-12
<b>Preparation Level:</b>	<input checked="" type="checkbox"/> Initial
<b>Modes of Delivery:</b>	<input type="checkbox"/> Face-to-Face Only <input type="checkbox"/> Online Only <input checked="" type="checkbox"/> Hybrid
<b>Degree Type:</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate (MAT) <input checked="" type="checkbox"/> Undergraduate – Cert Only <input type="checkbox"/> Option 6
<b>Program Codes:</b>	Reference # 579
<b>University Catalog:</b>	<a href="https://www.wku.edu/undergraduatecatalog/">https://www.wku.edu/undergraduatecatalog/</a> <a href="http://catalog.wku.edu/graduate/">http://catalog.wku.edu/graduate/</a>
<b>WKU Quality Assurance Document:</b>	<a href="http://www.wku.edu/cebs/caep/">http://www.wku.edu/cebs/caep/</a>

**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](http://www.wku.edu/cebs/peu/epsb_prds.php).

### Program Description

The Middle Grades Education Program (Social Studies Single Certification Option) at Western Kentucky University leads to the Bachelor of Science degree and the Kentucky Middle Level (grades 5-9) certificate. The program requires 44 semester hours of general education coursework; 34 semester hours of professional education courses (MGE 275, PSY 310, SPED 330, PSY 421, LTCY 421, MGE 385, MGE 481, EDU 489, and MGE 490); and 36-39 hours in Social Studies content courses. Students are required to have 200 clock hours of field experiences in addition to the aforementioned coursework. Modes of instructional delivery used in this program are traditional face to face on the main campus in Bowling Green, with students enrolled, via interactive television, at the extended campus sites of Elizabethtown, Glasgow, and Owensboro extended campus sites. The entire program is offered face to face at the Bowling Green campus, while at least 75 per cent of the program is offered via interactive television at the extended campus sites.

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

#### Core Education Courses

- MGE 275: FOUNDATIONS OF MIDDLE GRADES INSTRUCTION** - This course presents the philosophy, development, curriculum of middle grades education, through an emphasis on appropriate ethical behavior of teachers. Develops generic teaching skills related to effective teaching. 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.

- **PSY 310: EDUCATIONAL PSYCHOLOGY: DEVELOPMENT AND LEARNING** - A required educational psychology course for students seeking teacher certification. Educational psychology is designed to give the student a thorough understanding of the theories and principles of psychology as applied to teaching and learning. The students will demonstrate knowledge, understanding, and application of theories and principles of development, learning, memory, motivation, individual differences, instruction, classroom management, and measurement and evaluation. PSY 310 may not be counted toward the psychology major or minor.
- **SPED 330: INTRODUCTION TO EXCEPTIONAL EDUCATION** - 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.
- **MGE 385: MIDDLE GRADES TEACHING STRATEGIES** - Emphasizes the demonstration of generic teaching strategies and communication skills related to middle grades education and the integration of content methodologies, including classroom management practices and multicultural awareness through interdisciplinary/ cooperative planning. Field experiences in public schools and/or other appropriate settings away from campus are required. Students are responsible for arranging their own transportation to designated or assigned sites.
- **LTCY 421: READING IN THE MIDDLE SCHOOL** - A course in reading designed to offer a detailed view of the principles, materials and methods of instruction for middle grade students. Field experiences in public schools and/or other appropriate settings away from campus are required. Students are responsible for arranging their transportation to designated or assigned sites.
- **PSY 421: PSYCHOLOGY OF EARLY ADOLESCENCE** - Focuses on theory and research related to cognitive, personality, and social development in early adolescence. Theories are applied to important developmental contexts such as peers, families, and learning environments. Designed for students planning to meet middle grades certification requirements. Either PSY 421 or PSY 422, but not both, may be taken to satisfy the requirements of the psychology major or minor. PSY 421 may not be used to satisfy the Developmental Course Category restricted elective requirement of the major.
- **MGE 481: TEACHING Social Studies**- Develops skills, curriculum, and strategies for teaching Social Studies in middle school. 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.
- **EDU 489: STUDENT TEACHING SEMINAR** - 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.
- **MGE 490: STUDENT TEACHING** - This is a 16-week assignment representing the student's two teaching fields.

- **Core Content Courses**

**HIST 101. WORLD HISTORY I. (3)** A comparative historical survey of the major political, religious, and cultural developments in Asia, Africa, and the Mediterranean basin, Europe, and the Americas from ca. 3000 BCE to 1500 CE.

*or*

**HIST 102. WORLD HISTORY II. (3)** A comparative historical survey of the major political, religious, and cultural developments in Asia, Africa, Europe, and the Americas from 1500 to present.

**GEOG 110. WORLD REGIONAL GEOGRAPHY. (3)** A general survey of the political, social, and ecological systems of the world. The course is concerned with the complexity and diversity of world peoples and cultures.

**ECON 150. INTRODUCTION TO ECONOMICS. (3)** A general introduction to economic concepts, ideas, institutions and methods of analysis with emphasis on the description of economic processes and the functioning of institutions in a market economy. This course carries no credit toward any major or minor offered in the Gordon Ford College of Business. Note: This course cannot be taken for credit after completing ECON 202 or 203.

*or*

**ECON 202. PRINCIPLES OF ECONOMICS (MICRO). (3)** *Prerequisite: Sophomore standing.* An introduction to basic descriptive, analytical and policy problems at the microeconomic level. The economic problems resulting from the disparity between human wants and the resources required to satisfy those wants will be studied with emphasis placed on the derivation and behavior of supply and demand functions and the role of prices in the allocation of scarce resources.

**and**

**ECON 203: PRINCIPLES OF ECONOMICS (MACRO).**

*Prerequisite: Sophomore standing.* An introduction to basic macroeconomics dealing with descriptive, analytical and policy problems involved in the determination of aggregate income, employment and the price level. Areas of emphasis include money and banking, national income accounting and income expenditure models.

**PS 110. AMERICAN NATIONAL GOVERNMENT. (3)** The essentials of the political system and processes, particularly at the national level, in the United States.

**SOCL 100. INTRODUCTORY SOCIOLOGY. (3)** Introduction to the basic concepts of society and culture, group behavior, population, class, minorities, community, social institutions and social changes.

*or*

**ANTH 120. INTRODUCTION TO CULTURAL ANTHROPOLOGY. (3)** Introduction to the cross-cultural study of human behavior and society. Topics normally include environment and food, economics, social and political organization, marriage and family, culture and personality, religion, social movements, and social change.

**HIST 240. THE UNITED STATES TO 1865. (3)** A survey of the political, social, cultural, and economic phases of American life to the Civil War.

**HIST 241. THE UNITED STATES SINCE 1865. (3)** A survey of the political, social, cultural, and economic phases of American life since the Civil War.

**GEOG 360. GEOGRAPHY OF NORTH AMERICA. (3)** Analysis of selected problems related to natural conditions, land use, settlement patterns, and regional structure of the United States and Canada.

**Restrictive Electives – 12 hours** (Choose among the following):

**HIST 305. ANCIENT GREECE. (3)** Prerequisite: 21 hours of Foundations and Explorations Courses, or junior status. A survey emphasizing the political, cultural, social, and economic aspects of Greek civilization.

**HIST 306. ANCIENT ROME. (3)** Prerequisite: 21 hours of Foundations and Explorations Courses, or junior status. A survey emphasizing the political, cultural, social, and economic aspects of Roman civilization.

**HIST 307. THE MIDDLE AGES. (3)** Prerequisite: 21 hours of Foundations and Explorations Courses, or junior status. A study of political, cultural, social, and economic institutions from the fifth century to the fourteenth century.

**HIST 317. RENAISSANCE EUROPE. (3)** *Prerequisites: HIST 101 or 102 or permission of instructor and 21 hours of Foundations and Explorations Courses, or junior status.* A study of the impact of Renaissance culture and thought among various social, intellectual, and political groups in Italian cities and princely courts, and the diffusion of the movement in Western Europe from the thirteenth to sixteenth centuries.

**HIST 353. INDIAN PEOPLES OF NORTH AMERICA. (3)** *Prerequisite: HIST 240 or 241 recommended, but not required.* A study of the indigenous people of North America from pre-contact to the present, with an emphasis on Indian peoples in the United States.

**HIST 358. BLACKS IN AMERICAN HISTORY TO 1877. (3)** A chronological study of African American history and culture from 1619 to 1877 with an emphasis on black contributions to American life and thought.

**HIST 453. AMERICAN WOMEN'S HISTORY. (3)** Social, cultural, and political history of American women from pre-colonial times to the present.

**HIST 456. KENTUCKY HISTORY. (3)** A study of the political, economic, social, and cultural development of the state from pioneer days. Local development is also stressed.

**GEOG 330. INTRODUCTION TO CULTURAL GEOGRAPHY. (3)** *Prerequisite: 21 hours of Foundations and Explorations Courses, or junior status.* An overview of core concepts in cultural geography based on five major themes: region, mobility, globalization, nature-culture, and cultural landscape. Field trips required. **Colonnade K-SC**

**GEOG 350. ECONOMIC GEOGRAPHY. (3)** This course examines the functional interrelationships among economic activities and areas in the consumption, production, and exchange of goods and services.

**GEOG 451. (3) Geography of Kentucky.** Regional study assessing the natural and human resources with special attention to current ecological, social and economic problems. Field experience required.

**GEOG 480. URBAN GEOGRAPHY. (3)** Geographic principles related to basic elements of distribution, structure, functional relationships, and regional setting of urban centers are discussed.

**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
MGE 275	54		X		X	X	X	X	X	X		X
PSY 310	10											
SPED 330	15	X	X	X	X		X					
MGE 385	54		X		X	X						
LTCY 421	15		X	X			X					X
MGE 481	54		X				X				X	X
<b>Total Hours</b>	<b>202</b>											

**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:**

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	MGE 490
5	Measure of Assessment Proficiencies	A: Learning Goals & Pre/Post Assessment B: Analysis of Student Learning	1-3,5-7	1-10	MGE 481
6	Ability to Diagnose and Prescribe for Personalized Student Learning	Design for Instruction	1,2,5,6	1,4-10	MGE 481
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 421
9	Dispositions	Dispositions Form	NA	NA	MGE 385, MGE 481, MGE 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:

Association for Middle Level Education Standard # and Description	MGE 275	SPED 330	MGE 385	MGE 481	EDU 489	MGE 490
1: Young Adolescent Development – Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.	X		X	X	X	
2: Middle Level Curriculum – Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops’ all young adolescents’ competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).	X		X	X	X	X
3: Middle Level Philosophy and School Organization – Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.	X		X	X	X	
4: Middle Level Instruction and Assessment – Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic states, family composition).	X	X	X	X	X	X
Standard 5: Middle Level Professional Roles – Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.	X		X	X	X	X

National Council for the Social Studies	MGE 481	HIST 101 or HIST 102	GEOG 110	ECON 150 or ECON 202 /203	PS 110	SOCL 100 or ANTH 120	HIST 240	HIST 241	GEOG 360
	Standard 1: Culture - Social studies programs should include experiences that provide for the study of culture and cultural diversity.	X	X	X		X	X	X	X
Standard 2: Time, Continuity, & Change - Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.	X	X	X	X	X	X	X	X	X
Standard 3: People, Places, & Environment - Social studies programs should include experiences that provide for the study of people, places, and environments.	X	X	X	X	X	X	X	X	X
Standard 4: Individual Development & Identity - Social studies programs should include experiences that provide for the study of individual development and identity.	X	X	X	X	X	X	X	X	X
Standard 5: Individuals, Groups, & Institutions - Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.	X	X	X	X	X	X	X	X	X
Standard 6: Power, Authority, & Government - Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.	X	X	X	X	X		X	X	X
Standard 7: Production, Distribution, & Consumption - Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.	X	X	X	X			X	X	X
Standard 8: Science, Technology, & Society - Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.	X	X	X				X	X	X
Standard 9: Global Connections - Social studies programs should include experiences that provide for the study of global connections and interdependence.	X	X	X	X		X	X	X	X
Standard 10: Civic Ideals & Practices - Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.	X	X	X		X	X	X	X	X





**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**

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

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Signature

Date

**Candidate Signature/Date:**

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

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Signature

Date

Signature

Date

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



**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**

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

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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.

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**Education Advisor's Signature/Date:**

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Signature

Date

**Candidate Signature/Date:**

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

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Signature

Date

\_\_\_\_\_

Signature

Date

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