



Program Review Document

Preparation Program:

Special Education Learning and Behavior Disorders (P-12) and Elementary Education (P-5)

Date Submitted: *June, 2018*

Certification Level:	<input type="checkbox"/> B-P <input checked="" type="checkbox"/> P-5 <input type="checkbox"/> 5-9 <input type="checkbox"/> 5-12 <input type="checkbox"/> 8-12 <input checked="" type="checkbox"/> P-12
Preparation Level:	<input checked="" type="checkbox"/> Initial
Modes of Delivery:	<input checked="" type="checkbox"/> Face-to-Face Only <input type="checkbox"/> Online Only <input type="checkbox"/> Hybrid
Degree Type:	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate (MAT) <input type="checkbox"/> Undergraduate – Cert Only <input type="checkbox"/> Option 6
Program Codes:	WKU #5003 EPSB Elementary #14 LBD #33
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 Special Education: Learning and Behavior Disorders and Elementary Education dual certification program will lead to the Bachelor of Science degree and the Kentucky teaching certificates for Exceptional Education Learning and Behavior Disorders (P-12) and Elementary Education (P-5). The certification requires completion of a related studies content component (27 hours) and a professional education content component (61 hours) for a total 88 program hours.

Candidates follow university and School of Teacher Education guidelines in meeting general studies including requirements for a proficiency in written communication by attaining a GPA of at least 2.5 in ENG 100 and ENG 300 with neither grade of C, a public speaking course and a biological science course with laboratory. The related studies component consists of 27 semester hours and includes the following courses: Math 205, Math 206, Math 308, LME 318, ENG 300, MUS 314, PE 354, GEOG 352 or HIST 456 and a computer literacy course selected from CIS 141 or LME 448. The professional education component is 61 hours and is sequenced as follows: EDU 250, PSY 310, LTCY 320, SPED 335, SPED 345, SPED 340, ELED 365, ELED 407, SPED 424, SPED 350, LTCY 420, SPED 400, SPED 480, ELED 405, ELED 406, SPED 425, EDU 489, SPED

490, and ELED 490. Within the professional education sequence, candidates are required to meet state requirements for fieldwork experience in addition to course work.

- **Core Related Education Content Courses**

The Related Education Content Courses consist of required courses presented outside of the School of Teacher Education of 27 semester hours and includes the following courses:

MATH 205 NUMBER SYSTEMS AND NUMBER THEORY FOR TEACHERS (3) Development of conceptual understanding of elementary place value, operations on whole numbers and integers, number theory, basic algebra, and functions.

MATH 206 FUNDAMENTALS OF GEOMETRY FOR TEACHERS (3) Conceptual development of fundamental concepts of geometry and measurement.

MATH 308 RATIONAL NUMBERS AND DATA ANALYSIS FOR TEACHERS (3) Conceptual development of rational number system, including operations with and relationships among fractions, decimals, and percents; elementary probability and statistics.

LME 318 CHILDREN'S LITERATURE (3) An introduction to picture books, traditional literature, poetry, fiction, biography, informational books, and the development of literature programs in the elementary and middle school.

ENG 300 WRITING IN THE DISCIPLINES (3) Interdisciplinary writing course to be taken in the junior year. Students will read and write about challenging texts from a number of fields. Each student will produce a substantial research project appropriate to his or her chosen field.

MUS 314 COMPREHENSIVE ARTS EDUCATION FOR THE ELEMENTARY TEACHER (3) Appropriate concepts, methods, and materials for weaving the arts (dance, drama, music, visual art) through the elementary school curriculum. Field experience 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.

PE 354 PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL (3) Designed especially for classroom teachers emphasizing materials and techniques for the physical education program for elementary schools.

GEOG 352 GEOGRAPHY OF KENTUCKY. (3) A regional study assessing the natural and human resources of Kentucky with special attention to current ecological, social, and economic problems. A field experience is required.

or

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.

LME 448 TECHNOLOGY APPLICATIONS IN EDUCATION (3) Uses of technology in education for instruction and instructional management. Emphasis on evaluation and utilization of appropriate software and hardware.

or

CIS 141 BASIC COMPUTER LITERACY (3) An introduction to the breadth of information technology and the role of computer based devices for everyday problem solving in life, work and research. Practical experience with current as well as emerging technologies is provided

- **Core Professional Education Content Courses**

The Core Professional Education Content Courses consists of 61 hours with the following course descriptions:

EDU 250 INTRODUCTION TO TEACHER EDUCATION (3) The introductory course to a career in education. The student will acquire basic knowledge of teacher ethics, career awareness, student diversity, and curriculum. Field experiences are required.

PSY 310 EDUCATIONAL PSYCHOLOGY: DEVELOPMENT AND LEARNING (3) 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.

LTCY 320 FOUNDATIONS OF TEACHING LITERACY IN THE ELEMENTARY GRADES (3)

An introduction to literacy instruction for elementary grade children; includes an examination of reading needs, instructional methods, materials, and resources related to the development of standards-based literacy skills and strategies; provides instruction on foundational theories and research.

SPED 335 FOUNDATIONS OF SPECIAL EDUCATION (3) A foundational methods course of special education history, law and procedures for effective design to manage, plan, assess, and teach P-12 students in LBD programs. Field experience may be required. Students are responsible for their own transportation.

SPED 345 LBD SECONDARY METHODS (3) Methods, strategies, and models for providing curricular and instructional methodologies in the education of secondary LBD students. Integration of appropriate age- and ability-level academic instruction preparing for transition to work. Field experiences required. Students are responsible for own transportation to designated sites.

SPED 340 LBD ELEMENTARY INSTRUCTIONAL METHODS (3) Research-based instructional methods for elementary students with mild disabilities. Field experiences may be required. Students are responsible for their own transportation to assigned sites.

ELED 365 TEACHING STRATEGIES FOR ELEMENTARY TEACHERS II (3) The second course in a two course series dedicated to teaching strategies. Focuses on strategies unique to teaching in an integrated elementary classroom. Field experiences in public schools and/or other appropriate settings away from campus are required.

ELED 407 MATERIALS AND METHODS IN SOCIAL STUDIES (3) A study of the objectives, materials, organization, and instructional techniques in the social studies appropriate to grades P-5. Field

experiences in public schools and/or other appropriate settings away from campus are required in this course.

SPED 424 INCLUSION, COLLABORATION AND DIVERSITY IN THE CLASSROOM (3)

Develops and enhances communication in the collaboration roles of key stakeholders working with at-risk, identified, and diverse students in the special education process. Field experience required. Candidates are responsible for their own transportation to assigned sites.

SPED 350 ASSESSMENT IN SPECIAL EDUCATION (3) Assessment of students with disabilities – progress monitoring, formative, summative, eligibility determination, and inclusion in accountability systems.

LTCY 420 LITERACY METHODS IN THE ELEMENTARY GRADES (3) A second course in literacy designed to offer standards-based, practical applications of instruction that build on the content of LTCY 320. 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.

SPED 480 SENIOR PROJECT FOR LEARNING AND BEHAVIOR DISORDERS (3) Supervised field placement in P-12 settings serving students with LBD. Students are responsible for arranging their own transportation to designated or assigned sites.

ELED 405 TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL (3) Materials and methods of instruction in mathematics for grades P-5 with emphasis upon creative utilization of available materials and techniques. Field experiences in public schools and/or other appropriate settings away from campus are required in this course.

ELED 406 TEACHING SCIENCE IN THE ELEMENTARY SCHOOL (3) A study of the objectives and place of science in grades P-5. The course includes planning units of work, organizing and using materials and resources, and developing ability in the techniques of elementary school science teaching. Field experiences in public schools and/or other appropriate settings away from campus are required in this course.

SPED 425 LBD LANGUAGE INTERVENTIONS: STRATEGIES AND MATERIALS (3) Language and reading development with emphasis on remediation using research-based strategies, methods, and materials for students with LBD, including English Learners.

SPED 400 BEHAVIOR MANAGEMENT STRATEGIES IN SPECIAL EDUCATION (3) Classroom management strategies specific to students with mild to moderate disabilities. Special consideration for the function, measurement, documentation, and modification of specific behaviors to improve student progress academically and socially. Fieldwork may be required. Students are responsible for their own transportation to designated sites.

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.

SPED 490 STUDENT TEACHING: EXCEPTIONAL EDUCATION (10) Supervised assignment in approved school setting. Must complete a minimum of sixteen weeks in one or two placements depending on certification requirements. Students follow the academic calendar of the school district in which they are placed and are responsible for providing their own transportation to assigned site(s).

ELED 490. STUDENT TEACHING. (5-10) Prerequisites: Admission to teacher education; admission to student teaching; and completion of the following courses with grades of "C" or higher: MATH 205, 206, and 308. Corequisite: EDU 489. Supervised assignment in approved school setting. Must complete a minimum of 70 days in one or two placements depending on certification requirements. Students follow the academic calendar of the school district in which they are placed and are responsible for providing their own transportation to assigned site(s). Course Fee

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	SPED 490, ELED 490
5	Measure of Assessment Proficiencies	A: Learning Goals & Pre/Post Assessment B: Analysis of Student Learning	1-3,5-7	1-10	SPED 350
6	Ability to Diagnose and Prescribe for Personalized Student Learning	Design for Instruction	1,2,5,6	1,4-10	SPED 425
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 420
9	Dispositions	Dispositions Form	NA	NA	SPED 480, SPED 490, ELED 490
10	KTS Exit Survey	KTS Exit Survey	1-10	1-10	EDU 489

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

KY Teaching standards	Courses	SPED 335 Foundations	SPED 340 ElemMeth	SPED 400 Behavior	SPED 424 IncColDiv	SPED 345 SecMeth	SPED 350 Assess	SPED 425 LangRead	SPED 480 SenProj	SPED 490 ST	EDU 489 ST sem
	SPA for CEC; Table 1 Learned Society for Council of Exceptional Children (CEC, 2013)										
	CEC Initial Preparation Standards 2013 Base goals are highlighted listed with #.0 and aligned with syllabi										
	Learner and Learning										
1, 2	1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.		X	X	X	X	X	X		X	X
	1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.				x		x	x		x	x
	1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.		x	x		x	x	x		x	x
	Learning Environments										
3, 8	2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.	X	X	X	X	X		X	X	X	
	2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.		x	x	x	x		x	x	x	
	2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.		x	x		x			x	x	

KY Teaching standards	CourseTable 1 Learned Society for Council of Exceptional Children (CEC, 2013)	SPED 335 Foundations	SPED 340 ElemMeth	SPED 400 Behavior	SPED 424 IncColDiv	SPED 345 SecMeth	SPED 350 Assess	SPED 425 LangRead	SPED 480 SenProj	SPED 490 ST	EDU 489 ST sem
	2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.		x	x		x			x	x	
	Curricular Content Knowledge										
1, 4	3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	X	X	X		X	X	X	X	X	X
	3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities	x	x	x		x	x	x	x	x	x
	3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities	x	x			x			x	x	x
	3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.	x	x			x	x	x	x	x	x
	Assessment										
4, 5, 7	4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.	X	X	X	X	X	X	X	X	X	X
	4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.		x			x	x	x	x	x	x
	4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.			x		x	x	x	x	x	x
	4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.	x			x	x	x	x	x	x	x

KY Teaching standards	CourseSPA	SPED 335 Foundations	SPED 340 ElemMeth	SPED 400 Behavior	SPED 424 IncCoDiv	SPED 345 SecMeth	SPED 350 Assess	SPED 425 LangRead	SPED 480 SenProj	SPED 490 ST	EDU 489 ST sem
	for CEC; Table 1 Learned Society for Council of Exceptional Children (CEC, 2013)										
	4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.		x			x	x	x	x	x	x
	Instructional Planning and Strategies										
2, 6, 8	5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	X	X	X	X	X	X	X	X	X	X
	5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.	x	x	x	x		x	x	x	x	x
	5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.		x	x		x	x	x	x	x	x
	5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.		x		x	x	x		x	x	x
	5.4 Beginning special education professionals use strategies to enhance language development		x			x		x	x	x	x
	5.4 (con't) and communication skills of individuals with exceptionalities							x			
	5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.	x				x	x		x	x	x
	5.6 Beginning special education professionals teach to mastery and promote generalization of learning.	x	x			x		x	x	x	

KY Teaching standards	Courses	SPED 335 Foundations	SPED 340 ElemMeth	SPED 400 Behavior	SPED 424 IncColDiv	SPED 34.5 SecMeth	SPED 350 Assess	SPED 425 LangRead	SPED 480 SenProj	SPED 490 ST	EDU 489 ST sem
	Table 1 Learned Society for Council of Exceptional Children (CEC, 2013)		x			x			x	x	x
	Professional Learning and Ethical Practice										
7, 8, 10	6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	X	X	X	X	X	X	X	X	X	X
	6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.	x		x	x	x	x	x		x	
	6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.	x		x	x	x	x	x		x	
	6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.	x	x	x	x		x	x		x	
	6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.	x			x				x	x	
	6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring				x				x	x	
	6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.		x	x	x					x	x

4. CURRICULUM CONTRACT:



CURRICULUM CONTRACT
Undergraduate Degree Program – B.A. (WKU# 5003 EPSB #14 ELED and #33 LBD)
Leading to Dual Initial Teacher Certifications (Rank III) in
Exceptional Education: LBD (Grades P-12) and Elementary Education (P-5)

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.”

PROFESSIONAL EDUCATION COURSES (61 HOURS)	HOURS	RELATED CONTENT COURSES (27HOURS) <i>* General Education Course as well</i>	HOURS
EDU 250	3	MATH 205	3
PSY 310	3	MATH 206	3
LTCY 320	3	MATH 308	3
SPED 335	3	LME 318	3
SPED 340	3	*ENG 300	3
SPED 345	3	MUS 314	3
ELED 365	3	PE 354	3
ELED 407	3	GEOG 352 OR HIST 456	3
SPED 424	3	LME 448 OR CIS 141	3
SPED 350	3		
LTCY 420	3	GENERAL EDUCATION COURSES (WKU Colonnade Program) (39 to 42* HOURS) SEE BELOW FOR SPECIFIC COLONNADE COURSES REQUIRED FOR THIS PROGRAM	HOURS
SPED 480	3	*EXPLORATIONS SOCIAL AND BEHAVIORAL SCIENCES PSY 100 (required as pre-req for PSY 310)	3
ELED 405	3	*FOUNDATIONS COLLEGE COMPOSITION ENG 100 (or equivalent credits)	3
ELED 406	3	*FOUNDATIONS WRITING IN THE DISCIPLINES ENG 300 (or equivalent credits)	hours listed above
SPED 425	3	*EXPLORATIONS NATURAL AND PHYSICAL SCIENCES BIOL 113/114 (114 IS 1 HOUR LAB) (required)	3/4
SPED 400	3	*FOUNDATIONS QUANTITATIVE REASONING MATH 112 OR MATH 116 (or equivalent)	3
EDU 489	3		15-16
SPED 490	5	SEE WKU CATALOG FOR GUIDANCE IN SELECTING	
ELED 490	5	ADDITIONAL APPROPRIATE COURSEWORK TO	
*See WKU catalog for guidance in selecting appropriate coursework to meet WKU’s General Education requirements.		MEET REMAINING 24 TO 27 COLONNADE REQUIREMENTS	TOTAL 39-42

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

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"> • 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 	Each Month	School of Teacher Education Advisor Or Content Area Major	Professional Education Council
Transition Point 2: Admission to Final Clinical Experience				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed 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 • 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 • 2+ holistic score; 2+ per KTS measured • All dispositions average “At Standard” (3+) 	Each Semester	Office of Teacher Services	Professional Education Council
Transition Point 3: Program Exit				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed 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 • 2+ holistic score; 2+ per KTS measured • All scores “At Standard” (3+) 	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 for current requirements or contact EPSB 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:

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

Signature

Date

Signature Date

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