



Program Review Document

Preparation Program:

Gifted Education and Talent Development (P-12)

Specialist in Education (EdS)

WKU#0490 EPSB#4665 Leading to Rank I and KE37 Gifted Education

WKU#0490 EPSB#4664 Leading to Rank I

Masters of Arts in Education (MAE) Teacher Leader

WKU#0482 EPSB#2896 Leading to Rank II, KTLE, and KE37 Gifted Education

WKU#0482 EPSB#2897 Leading to Rank I, KTLE, and KE37 Gifted Education

Masters of Arts in Education (MAE) Research Focus

WKU#0482 EPSB#4002 Leading to Rank I and KE37 Gifted Education

WKU#0482 EPSB#6564 Leading to Rank II and KE37 Gifted Education

WKU#0482 EPSB#4003 Leading to Rank I

Certification Only Program

(this is a non-degree program and does not lead to a degree)

WKU#132 EPSB#22 leading to KE37 Gifted Education

Date Submitted: 04/13/2020

Preparation Level:	<input checked="" type="checkbox"/> Graduate	
Grade Levels:	<input type="checkbox"/> P-5 <input type="checkbox"/> 8-12 <input checked="" type="checkbox"/> P-12	
Modes of Delivery:	<input type="checkbox"/> Face-to-Face Only <input type="checkbox"/> Online Only <input type="checkbox"/> Hybrid	
Degree Type:	<input checked="" type="checkbox"/> Masters <input checked="" type="checkbox"/> Rank II <input checked="" type="checkbox"/> Rank I <input type="checkbox"/> Doctorate	<input checked="" type="checkbox"/> Non-Degree 5 th Year <input type="checkbox"/> Non-Degree 6 th Year <input checked="" type="checkbox"/> Certification Only <input checked="" type="checkbox"/> Specialist
Program Route:	X Traditional <input type="checkbox"/> Option 6 <input type="checkbox"/> Option 7 X Proficiency	
University Catalog:	https://www.wku.edu/undergraduatecatalog/ http://catalog.wku.edu/graduate/	
WKU Quality Assurance Document:	http://www.wku.edu/cebs/caep/	

SYLLABI: Syllabi will need to be included for all courses.

Program Description

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

Course	Course Title	Description	Hours
EDFN 500	Research Methods	Introduction to research methods in education, information retrieval systems, basic types of research, research procedures, research designs, and discussion of methods of data analysis to facilitate the understanding of research journals in the student's field of study.	3
EDU 699	Specialist Project	Independent research related to a topic in education.	1-6
GTE 536	Nature and Needs of Gifted, Creative, and Talented Students	Terminology, theories, issues and general approaches in educating gifted, creative, and talented young people.	3
GTE 537	Curriculum, Strategies, and Materials for Gifted Students	The curriculum and the learning environment in meeting the unique and advanced needs of gifted students. Strategies particularly suitable for the gifted.	3
GTE 538	Practicum for Teachers of Gifted Students	Supervised experiences to integrate the knowledge and skills needed to plan, implement, and evaluate effective learning experiences for gifted, creative, and talented students.	3
GTE 539	Assessment and Identification of Gifted and Talented Children	Methods and techniques for assessing and identifying children who are gifted and talented.	3
GTE 540	Developing Creativity and Leadership in Gifted Youth	Theoretical and practical aspects of Creativity and Leadership as related to identification and programming for gifted children and youth. Best practices in helping children and youth develop creativity and leadership.	3
GTE 636	Issues in Gifted Education and Talent Development	Issues, current problems, and trends in gifted education and talent development. Emphasis on current research and literature.	3
GTE 637	Seminar in Gifted Education and Talent Development	Current issues and practices in gifted education. Topics will vary.	3
EDU 699	Specialist Project	Independent research related to a topic in education.	1-6
PSY 432G	Psychology of the Gifted and Creative	The course covers identification of gifted children and adults with an emphasis upon the development of educational programs which maximize the development of giftedness. Included will be a critical review of research and literature in the areas of giftedness and creativity.	3
TCHL 500	Foundations of Teacher Leadership	Survey course covering foundational concepts of leadership, especially as they relate to the role of teacher leaders in P -12 settings. Includes orientation assessments leading to individualized programs for students. Note: Admission to a master's or 5th year non-degree program that leads to advanced teacher preparation required.	3
TCHL 545	Classroom Instruction Strategies	Examination of advanced classroom instructional strategies for designing and implementing classroom instruction in diverse P-12 classroom settings resulting in increased student achievement.	3

TCHL 555	School and Classroom Assessment	Development of advanced skills for designing classroom assessments and analyzing school/classroom assessment data.	3
TCHL 559	Capstone Project Design for Teacher Leadership	Fundamental principles of designing a teacher leadership project in educational settings. Students will create a prospectus for a capstone teacher leadership project in a school setting. Note: Completion of 18 hours required.	1
TCHL 560	Capstone Project for Teacher Leadership	Fundamental principles of teacher leadership in educational settings. Students will conduct a capstone teacher leadership project in a school setting. Note: Course should be taken after completing 21 hours.	3

COURSE EXPERIENCES ADDRESSING KTPS STANDARDS: The table below delineates the alignment between program courses and the appropriate KTPS standards.

Kentucky Teacher Performance Standards (KTPS)	Course Standard Alignment											
	EDFN 500	EDU 699	GTE 536	GTE 537	GTE 538	GTE 539	GTE 540	PSY43 2G	TCHL 500	TCHL 545	TCHL 555	TCHL 560
Standard 1. Learner development	X		X	X	X	X	X	X		X		X
Standard 2. Learning differences			X	X	X		X	X		X		X
Standard 3. Learning environments			X	X	X			X		X		X
Standard 4. Content knowledge			X	X	X		X	X		X		X
Standard 5. Application of content			X	X	X	X	X	X		X		X
Standard 6. Assessment			X	X	X				X	X	X	X
Standard 7. Planning for instruction			X	X	X		X	X		X		X
Standard 8. Instructional strategies			X	X	X					X		X
Standard 9. Professional learning and ethical practice			X	X					X		X	X
Standard 10. Leadership and collaboration			X	X		X	X	X	X			X

Kentucky Teacher Performance Standards (KTPS)

Teacher Standards for Educator Preparation and Certification after June 30, 2018. The standards established in this section shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers beginning June 30, 2018.

Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.

Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3. Learning environments. The teacher shall work with others to create environments that:

- Support individual and collaborative learning; and
- Encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4. Content knowledge. The teacher shall:

- Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and
- Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.

Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8. Instructional strategies. The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:

- Take responsibility for student learning;
- Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and
- Advance the profession.

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

NAGC 2019 Standards	Course Alignment											
		GTE 536	GTE 537	GTE 538	GTE 539	GTE 540	PSY 432G					
STANDARD 1: LEARNING AND DEVELOPMENT		X	X	X								
STANDARD 2: ASSESSMENT		X	X	X			X					
STANDARD 3: CURRICULUM PLANNING AND INSTRUCTION		X	X	X		X						
STANDARD 4: LEARNING ENVIRONMENTS		X	X	X	X		X					
STANDARD 5: PROGRAMMING		X	X	X			X					
STANDARD 6: PROFESSIONAL LEARNING		X	X		X	X	X					

CEC Advanced Standards	Course Alignment											
		GTE 536	GTE 537	GTE 538	GTE 539	GTE 540	PSY 432G					
Advanced Preparation Standard 1: Assessment				X	X		X					
Advanced Preparation Standard 2: Curricular Content Knowledge				X	X	X	X					
Advanced Preparation Standard 3: Programs, Services, and Outcomes		X		X		X						
Advanced Preparation Standard 4: Research and Inquiry			X		X							
Advanced Preparation Standard 5: Leadership and Policy			X									
Advanced Preparation Standard 6: Professional and Ethical Practice		X			X	X	X					
Advanced Preparation Standard 7: Collaboration							X					

Teacher Leader Standards	Course Alignment					
	TCHL 500	TCHL 530	TCHL 545	TCHL 555	TCHL 559	TCHL 560
Standard 1. Foster a Collaborative Culture to Support Educator Development and Student Learning.				X	X	X
Standard 2. Access and Use Research to Improve Practice and Student Learning.		X	X		X	X
Standard 3. Promote Professional Learning for Continuous Improvement.	X	X	X	X	X	X
Standard 4. Facilitate Improvements in Instruction and Student Learning	X	X	X	X	X	X
Standard 5: Promote the Use of Assessments and Data for School and District Improvement.		X	X		X	X
Standard 6: Improving Outreach and Collaboration with Families and Community					X	X
Standard 7: Advocate for Student Learning and the Profession.					X	X

PROGRAM FACULTY:

Name	Highest Relevant Degree	Field or Specialty Area of highest relevant degree	Relevant Expertise and/or Scholarship (i.e., SACSCOC justification or as needed)	Courses qualified to teach (SACSCOC guidelines)	Teaching assignment or role within the program(s)	P-12 certificates or licensures held	P-12 experiences including teaching and/or administration and dates of engagement in these roles. Past and Present (i.e. School collaborations)	Status / Academic RANK at IHE Full-time, Part-time, or Adjunct	Status at Program Full-time, Part-time, or Adjunct	Gender Male Female Unknown
Julia Link Roberts	Ed.D. (Social Studies and Education), Oklahoma State University, 1970	Executive Director of The Center for Gifted Studies and The Gatton Academy of Mathematics and Science in Kentucky	Published 6 books in Gifted Education. One of 7 elective members of the Executive Committee of the World Council for Gifted and Talented Children. President of the Association for the Gifted Division of the Council for Exceptional Children. Director of the National Stem Cell Foundation Grant.	GTE 536 GTE 537 GTE 636 EDU 699	Mahurin Professor of Gifted Studies	7-12 Social Studies and Language Arts Lifetime -- Missouri	3 years teaching middle school/ working with P-12 students annually in Saturday and Summer Programs	Full-Time	Part-time	F
Antonia Szymanski	Ph.D. (Psychological and Quantitative Foundations), University of Iowa, 2011	Teach Psychology of the Gifted, Creativity and Leadership, and Seminars on Gifted Education, and the Masters Capstone Research Project	Presented at the World Council for Gifted. Published several articles regarding the needs of gifted students and how teachers can meet their needs.	GTE 540 GTE637 PSY 432G GTE 636 EDU 699	Assistant Professor	NA	3 years teaching experience working with elementary teachers of gifted, taught calculus and personal finance in high school	Full-Time	Part-time	F

Janet Lynne Tassell	Ph.D. (Curriculum and Instruction) ,Indiana University 2002	Gifted Education/Mathematics/Elementary Education	Professional Development for WKU and Warrant County Public Schools Gifted Education in Math and Science (GEMS) initiative. Speaker at many state and national conferences regarding STEM discipline issues.	GTE 637 PSY 432G GTE 539 GTE 636 EDU 699	Associate Professor	Teacher for Gifted and Talented, Grades K-12; Teacher for Mathematics , Grades 5-12. General Supervisor and Curriculum Specialist	Taught in public schools 10 years, Gifted Coordinator	Full-Time	Part-time	F
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Please describe the **PROGAM KEY ASSESSMENTS** used to measure the areas below (varies by program):

Other Services Assessment Area #	Performance Assessment Areas - (Must address practices related to Diversity in all areas)	Type or Form of Assessments An assessment may be listed multiple times if the measures apply to the appropriate areas. Include the key or signature assessments only, does not need to be a list of all the assessments.	KTPS Alignment	Timing of Assessment or Transition points Indicate the point in the program when the assessment is administered.
1	Candidate Knowledge (content), Skills, and Professional Dispositions (integrated practices of diversity)	Praxis II MAE Teacher Leader (TL) Capstone Project Advocacy Video EdS Specialist Thesis Project	1,2,3,4,5,6,7,8,9,10 3,4,7,8 1,2,4,5,6,10	Praxis II - end point; MAE TL Capstone Project – end point Advocacy video - beginning EdS Specialist Thesis Project – end point
2	Professional Dispositions	District Identification Plan Review Universal Thematic Plan Advocacy Video	1,5,10 1,2,3,4,5,6,7,8,9,10 3,4,7,8	District Identification Plan Review - midpoint; Universal Thematic Plan - beginning; Advocacy video - beginning
3	Data and Research driven decision making	District Identification Plan Review MAE TL Capstone Project EdS Specialist Thesis Project	1,5,10 1,2,3,4,5,6,7,8,9,10 1,2,4,5,6,10	District Identification Plan Review - midpoint; MAE TL Capstone Project – end point EdS Specialist Thesis Project – end point
4	Integration of Technology in the discipline	Universal Thematic Plan Advocacy Video	1,2,3,4,5,6,7,8,9,10 3,4,7,8	Universal Thematic Plan- beginning; Advocacy video - beginning
5	Clinical Practice (integrated practices of diversity)	District Identification Plan Review Universal Thematic Plan	1,5,10 1,2,3,4,5,6,7,8,9,10	District Identification Plan Review - midpoint; Universal Thematic Plan - beginning

*Q. Clinical Partnerships and Practice: Describe all clinical partnerships with P-12 schools that are currently active. **How do clinical partners co-construct mutually beneficial** P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and **share responsibility for continuous improvement of candidate preparation**? Explain and delineate between the programs if these partnerships and practices are different. (Reference CAEP Standard 2.)*

WKU has clinical partnerships and MOUs with all of our partner districts (sample MOUs provided in attachments). As part of those agreements, WKU and the districts agree to the following core beliefs

Quality preparation of future teachers is a shared responsibility among practicing professionals. including school-based practitioners and those individuals in higher education.

A team approach in working with and supporting pre-service teachers and advanced candidates through clinical practice aligned with academic and pedagogical content is paramount to their preparation. and future success in the profession.

These partnerships provide an opportunity to share and collaborate through awareness and integration of the differing and varying needs and resources of the University and the District. Districts are included in all phases of the candidate life cycle and are an integral part of our continuous improvement process. Examples of the shared responsibility include the development of Key Assessments, choosing/assigning of cooperating, mentor, or collaborating teachers, evaluation of clinical experiences and candidate performance, determining validity and reliability of Key Assessments, survey feedback on programs and candidates, participation in our curricular process including the Professional Education Council (PEC) and the evaluation of data including CEBS Annual Program Reports.

All advanced programs at WKU fall under the umbrella of our current partnerships and MOUs. The current MOUs refers primarily to IP programs as that was the focus of our recent CAEP visit. WKU will modify the overarching MOUs as necessary to include specific references to AP programs.

Program Specific

The Gifted EdS. program integrates technology strategies and use throughout the program. For example:

KA Advocacy Video

Students create a video to advocate and inform viewers on 3-5 topics they think are important to understand regarding the psychological needs of gifted students. They provide background information and characteristics based on research and best-practices to support these needs. They also create a collaboration plan that indicates how they will use this video to begin to inform and work within their school/district and parents of gifted students.

KA Creativity and Leadership Assignment

The purpose of this assignment is to familiarize yourself with opportunities to collaborate within your school to help develop creativity in students. Candidates conduct an informal online survey of teachers in your school to ask them how they foster creativity in everyday classroom activities. These activities should include technology-based items and analysis. Candidates will also develop an appropriate electronic graphic representation of excellence, progress, opportunity for improvement.

WKU's QAS defines how all advanced programs develop, assess, and analyze our Key Assessments. EPP Partners are included in all phases of the development, implementation, analysis, and revision of Key Assessments. Technology based options may be used to assist in this process including online surveys, data analysis, and online collaboration tools such as Zoom.

The Gifted program and candidates work purposely and collaborate with each district to customize program experiences to meet the needs of the candidate and their district. Two examples of these partnership projects include:

GTE536 - Candidates interview the current gifted coordinator to document identification practices and services currently in place. Comparisons are made to the state gifted regulations, accessibility of the policy is evaluated, and projects are developed to complement their responsibilities in the school (e.g., making recommendations for making the Primary Talent Pool more effective, planning and presenting a workshop on differentiation, or many other topics)

Practicum - Candidates develop a proposal recommending a program that could be implemented school-wide or district-wide. They choose from an existing program or create their own by combining different elements from their coursework. The proposal must be based on scholarly sources to support the school/district goals and plans.

Q. Clinical Experiences – EPP Responsibility for Advanced Programs: Explain how the EPP works with the districts to a) ensure that theory and practice are linked and b) how the EPP will share accountability for advanced program candidate outcomes.

Please see above

Q. Clinical Experiences – Advanced Candidates: This area does not apply to Option 6 or the Initial Teacher programs. Explain how the EPP works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that advanced candidates demonstrate their developing effectiveness in creating environments that support all students' learning and development. Include a description of the clinical experiences required of each advanced candidate. If the Clinical Experiences are specific and unique to the certificate program, then skip this section and provide the details in the Program Experiences Section III.

Candidates are already certified teachers who hold Master's degrees. Candidates are involved in classrooms and professional experiences connected to course assignments and research for the capstone project (such as interviews, interaction with gifted coordinators, and surveying general education teachers). Specific clinical experiences are embedded within the program to provide real-life, mutually beneficial experiences for the candidates and their respective districts.

Clinical experiences include:

Clinical work completed in GTE 536:

Students interview gifted students, (identified as gifted and talented), students who are highly creative, and gifted coordinators in order to assess needs (often created by strengths with children and young people who are gifted and talented) in order to address the need to alter services offered.

Students plan individual projects to learn about some aspect of gifted education and talent development that ties directly to their classroom or school.

Clinical work completed in GTE 539:

- by working with the gifted coordinator to learn about how assessment and identification works in the district
- by designing a parent outreach presentation for an aspect of gifted education assessment and identification

Clinical work completed in GTE 636:

- by designing and presenting a professional development workshop on a pertinent topic to the district in current topics of gifted education

Clinical work is completed in GTE 637:

Students design professional development for teachers in their district regarding the seminar topic (currently underserved gifted children). They prepare a proposal complete with research-based activities, assessments of success and planning for sustaining the progress. They also complete 20% projects where students are required to develop a project that relates to NAGC Standards 1, 2, 4 or 5. The project must be relevant and provide value to the current situation of the student (i.e., creating a project that will help support gifted students in their district).

*Q. Program Curriculum: Each EPP must inform a potential candidate about the program's content, performance expectations and assessment processes. How does the **EPP communicate the following with every student: required coursework and electives, certification and/or degree and RANK result, admission requirements, exit requirements, Praxis II test disclaimer** (If applicable). If the EPP offers multiple program degrees/routes for this category and certification, you must include each variation.*

WKU uses Curriculum Contracts to communicate the following: required coursework and electives, certification and/or degree and Rank result, admission requirements, exit requirements, and Praxis II test disclaimer (If applicable). Curriculum Contracts are included for each program degrees/routes for this category and certification.

Q. Admission criteria for each program code in this category: This must include admission criteria such as GPA and other admission assessments and requirements. Reference the applicable program code(s) if the admission criteria vary across degree award level offerings.

All Key Assessments associated with this program must be completed. Students must have achieved an average score of 2.0 or higher on all Key Assessments and an average score of 3 on dispositions.

The graduate student must successfully defend a thesis or specialist project, maintain a 3.0 grade-point-average, and complete a three-hour practicum.

WKU uses curriculum contracts as the primary method to communicate program details with each student/candidate. Please see our attached contracts.

Q. Describe the Clinical/Professional Experiences for each instance in this program category: Include narrative to describe the clinical/professional experiences required in this program category which will generate evidence for CAEP Standard A.2.2.

Each clinical experience involves giving back to the district. The candidates are involved in P-12 student learning and development. The candidates are helping districts with by working with the gifted coordinator to learn about how assessment and identification works in the district and by designing a parent outreach presentation for an aspect of gifted education assessment and identification. They are by designing and presenting a professional development workshop on a pertinent topic to the district in current topics of gifted education.

Q. Exit requirements for each instance in this program category: This must include exit assessments. (i.e.,: KTIP assessment, portfolio/work sample, GPA, and if the program requires passing or taking the Praxis II for program completion, list it here.) Reference CAEP 3.5 and 3.6

All Key Assessments associated with this program must be completed. Students must have achieved an average score of 2.0 or higher on all Key Assessments and an average score of 3 on dispositions.

The graduate student must successfully defend a thesis or specialist project, maintain a 3.0 grade-point-average, and complete a three-hour practicum.

WKU uses curriculum contracts as the primary method to communicate program details with each student/candidate. Please see our attached contracts.

Q. Briefly describe how candidates use the Kentucky P-12 curriculum framework and the Kentucky P-12 assessment system to guide instruction.

Candidates in GTE 537 create a unit plan for meeting the needs of gifted K-12 students in a content area. This assignment provides students the opportunity to utilize the Kentucky P-12 curriculum framework and the Kentucky P-12 school assessment system as they plan how to use pre-assessments and formative assessments within a learning environment designed with principles for educating gifted students at the core. This assignment provides evidence that students can successfully plan appropriate learning activities for gifted students.

Through GTE 539, candidates evaluate how a district utilizes assessment data in identification of gifted. Through the District Identification Plan Review assignment, candidates learn about and critically review how to design and improve a plan including assessment choice, data collection, and program planning.

Q. Briefly describe how the program ensures advanced candidates apply the Kentucky P-12 Curriculum framework and the Kentucky P-12 school assessment system to guide instruction and assessment.

The GTE 537 unit plan utilizes formative and summative assessments to plan instruction for gifted learners. The program standards for gifted programming require candidates to utilize assessments to extend academic achievement beyond mastery of grade level standards. The purpose of formative assessments is to allow the candidates to modify their teaching to move students beyond grade-level achievement.

Q. Provide evidence (TPA/portfolio/other data) of candidates' use of the KAS framework in lesson plans (include lesson plan format if not using the current KTIP format).

The PSY432G advocacy video provides evidence of candidates' commitment to creating the best possible environment for all students. This assignment requires candidates to focus on 3-5 areas of psychological and social need for gifted students and to create a video that advocates for teachers, parents, and administrators to collaborate to meet these needs.

Q. Provide evidence (KTIP assessments/portfolio/other data) of candidates' skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college and career ready standards.

The PSY432G advocacy video provides evidence of candidates' commitment to creating the best possible environment for all students. This assignment requires candidates to focus on 3-5 areas of psychological and social need for gifted students and to create a video that advocates for teachers, parents, and administrators to collaborate to meet these needs.

Q. Provide evidence of candidate's abilities to create and use formative and summative assessments to guide instruction toward mastery of the Kentucky P-12 curriculum framework

The GTE 537 unit plan utilizes formative and summative assessments to plan instruction for gifted learners. The program standards for gifted programming require candidates to utilize assessments to extend academic achievement beyond mastery of grade level standards. The purpose of formative assessments is to allow the candidates to modify their teaching to move students beyond grade-level achievement.

Q. Describe how the data from each assessment is used for the continuous improvement of this program.

The data from the program will be collected in the WKU E-PASS System, aggregated/disaggregated and provided back to the program for review. Each Program will complete an Annual Program Report (APR) as described in the QASP section 5.3 A and Appendix B.

The data from each of the key assessments will be used to evaluate the level of understanding and preparedness for our students. By focusing on specific NAGC/CEC standards and collecting this data across multiple semesters, we will be able to determine the extent to which our students are prepared to communicate and collaborate with others regarding the psychological and academic needs of gifted students. If

specific areas are found to be a challenge for students to meet the criteria, this will be noted by lower rubric scores on the standard. This information can provide feedback to the course designer to modify content and teaching approaches to improve student learning

*Q. Advanced Teacher - **Provide a narrative about each of the assessment areas assigned to this program.** The Advanced assessments have five (5) or more areas to be addressed. Discuss the data analysis and explain how the assessment data supports/validates a candidate's ability through the progressions of this program.*

WKU routinely collects student ratings of teaching effectiveness at the end of the fall semester. In addition, our departmental guidelines for performance evaluation examine three areas of teaching performance: Planning, Delivery, and Assessment of Students Performance. Specific data relevant to each category are collected annually using our Digital Measures collection system and appear in our annual evaluation. Examples of data submitted for each category include:

Planning: has specific learning objectives for each section/unit/chapter and plans course content on said learning objectives; seeks out formative feedback about teaching and subsequently uses acquired knowledge to improve course(s), considers a variety of texts and ancillary materials during text adoption process and upon request can document rationale for adopted texts and materials. Delivery: uses real-world examples in conveying course material, integrates a new technology that facilitates learning, uses active learning techniques, stimulates effective student participation. Assessment of Student Performance: routinely evaluates tests/assessments (i.e., essay tests, papers, etc.); uses multiple methods of assessment appropriate to course content and purpose.

The specific efforts will be dependent on the individual results and situation. The program faculty meet annually to review progress and make plans for the coming year and to develop specific reflective improvement plans. All tenure-track junior faculty receive mentoring and guidance for a three-year review, and tenured faculty are required to submit to a post-tenure review/evaluation process.

Data gathered on all program Key Assessments will be included and summarized in an Annual Program Report designed to address the CAEP Advanced Program Standards. The reports will be posted publicly, presented to the CEBS PEC, and used specifically to provide program feedback and to make program-based decisions.

*Q. Summary Analysis for Programs - **Provide a holistic summary and rationale for how all key assessment areas demonstrate the program's overall quality, and how each candidate has demonstrated adequate performance of the appropriate standards. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and supplements the analysis summary and improvement sections. If the EPP chooses to append EPP-designed reports, a narrative description/interpretation of the report(s) must be included.***

Q. Continuous Improvement Plan for this program category - Provide an explanation of how assessment data are/were used to improve this program.

The data for the program will be collected in the WKU E-PASS System, aggregated/disaggregated and provided back to the program for review each year. Each Program will complete an Annual Program Report (APR) as described in the QASP section 5.3 A and Appendix B.

Q. Quality Assurance System: Mechanisms (i.e., structures, policies, procedures, and resources) that an educator preparation provider (EPP) has established to promote, monitor, evaluate, and enhance operational effectiveness and the quality of the educator preparation provider's candidates, educators, curriculum, and other program requirements. The Quality Assurance System ensures continuous improvement by relying on a variety of measures, establishing performance benchmarks for those measures (with reference to external standards where possible), seeking the views of all relevant stakeholders, sharing evidence widely with both internal and external audiences, and using results to improve policies and practices in consultation with partners and stakeholders. The Quality Assurance System should contain the assessments, rubrics and analysis for the EPP wide assessments for the initial teacher programs and program assessments for the advanced programs. Define the EPP transition points and distinguish between the "Initial" and "Advanced" programs. Highlight any differences or exceptions at the program level (i.e. Occupation-based; Communication Disorders). Attach your full Quality Assurance System document using the "Attach Supporting Documents" module. Provide a summary of the EPP's Quality Assurance System and process for collecting and analyzing data for program improvement.

WKU has developed a comprehensive Quality Assurance Plan, which allows all programs to follow consistent and well defined procedures in the development, implementation, and the interpretation of the assessments used to provide evidence of candidate performance and program quality. The document defines the following:

- EPP Steps to Establishing Validity
- Development, Piloting, and Refinement
- Assessment Use and Training
- Assessment Use and Training
- Types of Validity Evidence
- Results Analysis and Interpretation
- Uses Results to Improve Program Elements and Processes
- The WKU QASP Document provides additional details on these items.

All IP and AP programs at WKU follow the overall Quality Assurance Plans included in the program documentation.

CURRICULUM CONTRACT:**CURRICULUM CONTRACT*****Graduate Program –***

*Gifted Education and Talent Development (P-12) Certification Only
 WKU#132 EPSB#22 leading to KE37 Gifted Education
 Certification only program. 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 a WKU educator preparation program, candidates must meet all minimal criteria described under “Transition Point 1: Admission to Education Preparation Programs.”

REQUIRED COURSES		HOURS
GTE 536	Nature and Needs of Gifted, Creative, and Talented Students	3
GTE 537	Curriculum, Strategies, and Materials for Gifted Students	3
GTE 538	Practicum for Teachers of Gifted Students	3
PSY 432G	Psychology of the Gifted and Creative	3
Total		12 Hours

Mid-Point Assessment Requirements:

To be admitted into the final experience, candidates must meet all minimal criteria described under “Transition Point 2: Admission to Final 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 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 – Advanced Preparation Program

<i>Transition Point 1: Admission to Education Preparation Program</i>				
<i>Data Reviewed</i>	<i>Minimal Criteria</i>	<i>Review Cycle</i>	<i>Reviewed By</i>	<i>Approved By</i>
<ul style="list-style-type: none"> ● GPA ● Application for admission ● Existing Teaching Certificate or Statement of Eligibility (SOE) 	<ul style="list-style-type: none"> ● 2.75 GPA or 3.0 in last 30 hours ● Completed Application including the following: <ul style="list-style-type: none"> ● KY Code of Ethics ● Professional Dispositions ● 4Cs – Collaboration, Communication Skills, Critical Thinking, and Creativity ● Evidence of current teaching certificate or SOE 	Each Month	Department Faculty	Professional Education Council
<i>Transition Point 2: Admission to Final Experience</i>				
<i>Data Reviewed</i>	<i>Minimal Criteria</i>	<i>Review Cycle</i>	<i>Reviewed By</i>	
<ul style="list-style-type: none"> ● Dispositions ● Key Assessments ● GPA 	<ul style="list-style-type: none"> ● 3.0 (Proficient) or higher on all Key Assessments ● 3.0 or higher overall GPA 	Each Semester	Department Faculty	Department Faculty
<i>Transition Point 3: Program Exit</i>				
<i>Data Reviewed</i>	<i>Minimal Criteria</i>	<i>Review Cycle</i>	<i>Reviewed By</i>	
<ul style="list-style-type: none"> ● GPA ● Key Assessments 	<ul style="list-style-type: none"> ● 3.0 or higher overall GPA ● 3.0 (Proficient) or higher score 	Each Semester	Department Faculty	Graduate Studies/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 exam(s) or other assessments required for each desired certification area.

KDE 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 Division of Educator Preparation, Assessment, and Internship at 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

Date

Signature

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

CURRICULUM CONTRACT:**CURRICULUM CONTRACT**

Masters of Arts in Education (MAE) with Teacher Leader (P-12)
WKU#0482 EPSB#2896 Leading to Rank II, KTLE, and KE37 Gifted Education
WKU#0482 EPSB#2897 Leading to Rank I, KTLE, and KE37 Gifted Education

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 a WKU educator preparation program, candidates must meet all minimal criteria described under "Transition Point 1: Admission to Education Preparation Programs."

REQUIRED COURSES		HOURS
TCHL 500	Foundations of Teacher Leadership	3
TCHL 545	Classroom Instruction Strategies	3
TCHL 555	School and Classroom Assessment	3
TCHL 559	Capstone Project Design for Teacher	1
TCHL 560	Capstone Project for Teacher Leadership	3
GTE-536	Nature and Needs of Gifted, Creative, and Talented Students*	3
GTE-537	Curriculum, Strategies, and Materials for Gifted Students*	3
GTE-539	Assessment and Identification of Gifted and Talented Children	3
GTE-540	Developing Creativity and Leadership in Gifted Youth	3
PSY-432G	Psychology of the Gifted and Creative*	3
GTE 538	Practicum for Teachers of Gifted Students	3
Electives		
Select 0-6 hours with advisor approval		0-6
Total		30-37

Mid-Point Assessment Requirements:

To be admitted into the Final Experience, candidates must meet all minimal criteria described under "Transition Point 2: Admission to Final Experience."

Program Completion Requirements:

- To complete a teacher preparation program, candidates must meet all minimal criteria described under "Transition Point 3: Program Exit."
- 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 – Advanced 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"> Must meet minimum admission requirements of Graduate Studies GPA KY Teacher Certificate Letter of application, two references, writing sample <p>Requirements for Rank I:</p> <ul style="list-style-type: none"> Documentation of a Rank II 	<ul style="list-style-type: none"> Graduate Application and evidence of degree 3.0 GPA in master's program submit copy of current KY Teaching Certificate Letter of application, two references, and writing sample submitted including: <ul style="list-style-type: none"> KY Code of Ethics Professional Dispositions 4 C's Collaboration, Communication Skills, Critical Thinking, and Creativity <p>Evidence of Rank II if seeking Rank I</p>	Each Month	Graduate School and Program Coordinator	Graduate School and Program Coordinator
Transition Point 2: Admission to Final Experience				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	
<ul style="list-style-type: none"> Praxis II Dispositions 	<ul style="list-style-type: none"> Passing score on the Praxis II content area test Self-evaluation of Dispositions 	Each Semester	Program Coordinator	Program Coordinator
Transition Point 3: Program Exit				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	
Unit Level Data:	Program Exit			
<ul style="list-style-type: none"> Specialist Project GPA in program 	<ul style="list-style-type: none"> Successful completion of Specialist Project 3.0 or greater GPA 	Each Semester	Graduate School and program faculty	Graduate School and Program Faculty

To be recommended for endorsement/certification and Rank, an applicant must document:

Candidates MAY be recommended for Rank II or Rank I after successfully completing all program requirements. Candidates MUST complete all program requirements and pass the appropriate Praxis Exam in Gifted Education to be recommended for Certification.

KDE 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 EPSB 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:

Candidate Signature/Date:

Signature

Date

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

Signature

Date

Date

Signature

CURRICULUM CONTRACT:**CURRICULUM CONTRACT**

Masters of Arts in Education (MAE) Research Focus

WKU#0482 EPSB#4002 Leading to Rank I and KE37 Gifted Education (P-12)

WKU#0482 EPSB#6564 Leading to Rank II and KE37 Gifted Education (P-12)

WKU#0482 EPSB#4003 Leading to Rank I Only

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 a WKU educator preparation program, candidates must meet all minimal criteria described under "Transition Point 1: Admission to Education Preparation Programs."

REQUIRED COURSES	HOURS
EDFN 500 Research Methods	3
GTE-536 Nature and Needs of Gifted, Creative, and Talented Students*	3
GTE-537 Curriculum, Strategies, and Materials for Gifted Students*	3
GTE-539 Assessment and Identification of Gifted and Talented Children	3
GTE-540 Developing Creativity and Leadership in Gifted Youth	3
PSY-432G Psychology of the Gifted and Creative*	3
GTE 636 Issues in Gifted Education and Talent Development	3
GTE 637 Seminar in Gifted Education and Talent Development	3
EDU 599 Thesis Research and Writing	3
Electives	
Select 0-3 hours with advisor approval	0-3
Total Hours	30-33

Mid-Point Assessment Requirements:

To be admitted into the Final Experience, candidates must meet all minimal criteria described under "Transition Point 2: Admission to Final Experience."

Program Completion Requirements:

- To complete a teacher preparation program, candidates must meet all minimal criteria described under "Transition Point 3: Program Exit."
- 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 – Advanced 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			
Common Requirements: <ul style="list-style-type: none"> ● Must meet minimum admission requirements of Graduate Studies ● GPA ● KY Teacher Certificate ● Letter of application, two references, writing sample Requirements for Rank I: <ul style="list-style-type: none"> ● Documentation of a Master's Degree and Rank II 	<ul style="list-style-type: none"> ● Graduate Application and evidence of degree ● 3.0 GPA in master's program ● submit copy of current KY Teaching Certificate ● Letter of application, two references, and writing sample submitted including: <ul style="list-style-type: none"> ○ KY Code of Ethics ○ Professional Dispositions ○ 4 C's Collaboration, Communication Skills, Critical Thinking, and Creativity Evidence of Master's Degree and Rank II if seeking Rank I	Each Month	Graduate School and Program Coordinator	Graduate School and Program Coordinator
Transition Point 2: Final Experience				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	
<ul style="list-style-type: none"> ● Praxis II ● Dispositions 	<ul style="list-style-type: none"> ● Passing score on the Praxis II content area test ● Self-evaluation of Dispositions 	Each Semester	Program Coordinator	Program Coordinator
Transition Point 3: Program Exit				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	
Unit Level Data:	Program Exit			
<ul style="list-style-type: none"> ● Specialist Project ● GPA in program 	<ul style="list-style-type: none"> ● Successful completion of Specialist Project ● 3.0 or greater GPA 	Each Semester	Graduate School and program faculty	Graduate School and Program Faculty

To be recommended for endorsement/certification and Rank, an applicant must document:

Candidates MAY be recommended for Rank II or Rank I after successfully completing all program requirements. Candidates MUST complete all program requirements and pass the appropriate Praxis Exam in Gifted Education to be recommended for Certification.

KDE 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 EPSB 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

CURRICULUM CONTRACT:**CURRICULUM CONTRACT**

Education Specialist in Gifted Education and Talent Development

(EPSB #4665 WKU #0490)

Leading to Rank I and Endorsement in Gifted Education Grades (P-12) (KE37)

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 a WKU educator preparation program, candidates must meet all minimal criteria described under "Transition Point 1: Admission to Education Preparation Programs."

REQUIRED CONTENT COURSES (30 HOURS)	HOURS
GTE-536 Nature and Needs of Gifted, Creative, and Talented Students*	3
GTE-537 Curriculum, Strategies, and Materials for Gifted Students*	3
GTE-539 Assessment and Identification of Gifted and Talented Children	3
GTE-540 Developing Creativity and Leadership in Gifted Youth	3
GTE-636 Issues in Gifted Education and Talent Development	3
GTE-637 Seminar in Gifted Education and Talent Development	3
EDU-699 Specialist Project	6
PSY-432G Psychology of the Gifted and Creative*	3
EDFN-500 Research Methods	3
	Total 30 Hours

Mid-Point Assessment Requirements:

To be admitted into the Specialist Project Course, candidates must meet all minimal criteria described under "Transition Point 2: Admission to Specialist Project Course."

Program Completion Requirements:

- To complete a teacher preparation program, candidates must meet all minimal criteria described under "Transition Point 3: Program Exit."
- 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 – Advanced 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"> Must meet minimum admission requirements of Graduate Studies Master's Degree from an accredited institution GPA in master's program KY Teacher Certificate and Rank II Letter of application, two references, writing sample 	<ul style="list-style-type: none"> Graduate Application and evidence of degree 3.0 GPA in master's program submit copy of current KY Teaching Certificate and Rank II Letter of application, two references, and writing sample submitted including: <ul style="list-style-type: none"> KY Code of Ethics Professional Dispositions 4 C's Collaboration, Communication Skills, Critical Thinking, and Creativity 	Each Month	Graduate School and Program Coordinator	Graduate School and Program Coordinator
Transition Point 2: Admission to Specialist Project Course				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	
<ul style="list-style-type: none"> Praxis II Dispositions 	<ul style="list-style-type: none"> Passing score on the Praxis II content area test Self-evaluation of Dispositions 	Each Semester	Program Coordinator	Program Coordinator
Transition Point 3: Program Exit				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	
Unit Level Data:	Program Exit			
<ul style="list-style-type: none"> Specialist Project GPA in program 	<ul style="list-style-type: none"> Successful completion of Specialist Project 3.0 or greater GPA 	Each Semester	Graduate School and program faculty	Graduate School and Program Faculty

To be recommended for endorsement/certification and Rank, an applicant must document:

Candidates MAY be recommended for Rank I after successfully completing all program requirements.

Candidates MUST complete all program requirements and pass the appropriate Praxis Exam in Gifted Education to be recommended for Certification.

KDE 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 EPSB 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

CURRICULUM CONTRACT:**CURRICULUM CONTRACT**

*Education Specialist in Gifted Education and Talent Development
(EPSB #4664 WKU #0490)
Leading to Endorsement in Gifted Education Grades P-12 (KE37)*

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 a WKU educator preparation program, candidates must meet all minimal criteria described under "Transition Point 1: Admission to Education Preparation Programs."

REQUIRED CONTENT COURSES (30 HOURS)	HOURS
GTE-536 Nature and Needs of Gifted, Creative, and Talented Students*	3
GTE-537 Curriculum, Strategies, and Materials for Gifted Students*	3
GTE-539 Assessment and Identification of Gifted and Talented Children	3
GTE-540 Developing Creativity and Leadership in Gifted Youth	3
GTE-636 Issues in Gifted Education and Talent Development	3
GTE-637 Seminar in Gifted Education and Talent Development	3
EDU-699 Specialist Project	6
PSY-432G Psychology of the Gifted and Creative*	3
EDFN-500 Research Methods	3
	Total 30 Hours

Mid-Point Assessment Requirements:

To be admitted into the Specialist Project Course, candidates must meet all minimal criteria described under "Transition Point 2: Admission to Specialist Project Course."

Program Completion Requirements:

- To complete a teacher preparation program, candidates must meet all minimal criteria described under "Transition Point 3: Program Exit."
- 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 – Advanced 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"> ● Must meet minimum admission requirements of Graduate Studies ● Master's Degree from an accredited institution ● GPA in master's program ● KY Teacher Certificate and Rank II ● Letter of application, two references, writing sample 	<ul style="list-style-type: none"> ● Graduate Application and evidence of degree ● 3.0 GPA in master's program ● submit copy of current KY Teaching Certificate and Rank II ● Letter of application, two references, and writing sample submitted including: <ul style="list-style-type: none"> ○ KY Code of Ethics ○ Professional Dispositions ○ 4 C's Collaboration, Communication Skills, Critical Thinking, and Creativity 	Each Month	Graduate School and Program Coordinator	Graduate School and Program Coordinator
Transition Point 2: Admission to Specialist Project Course				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	
<ul style="list-style-type: none"> ● Praxis II ● Dispositions 	<ul style="list-style-type: none"> ● Passing score on the Praxis II content area test ● Self-evaluation of Dispositions 	Each Semester	Program Coordinator	Program Coordinator
Transition Point 3: Program Exit				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	
Unit Level Data:	Program Exit			
<ul style="list-style-type: none"> ● Specialist Project ● GPA in program 	<ul style="list-style-type: none"> ● Successful completion of Specialist Project ● 3.0 or greater GPA 	Each Semester	Graduate School and program faculty	Graduate School and Program Faculty

To be recommended for endorsement/certification and Rank, an applicant must document:

Candidates must complete all program requirements and pass the appropriate Praxis Exam in Gifted Education to be recommended for Certification.

KDE 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 EPSB 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****