

<p style="text-align: center;">IECE 423 Interdisciplinary Services for Children Birth through Kindergarten with Low Incidence Disabilities May 2020</p>	
Instructor: Dr. Sylvia Dietrich	
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Instructor Office Hours: This course will be delivered online, therefore office hours and location will be based on student need.	

*Note: This document and other class related materials are available at <https://blackboard.wku.edu>.

Course Description: Characteristics of children birth through five years with low incidence disabilities (e.g., autism, sensory impairments, physical impairments), as well as assessment and instructional strategies will be addressed. The role of the transdisciplinary team, including family members, in providing services will be emphasized. Field experience is required; students are responsible for their own transportation.

Prerequisites: Instructor permission.

Learning Outcomes:

At the completion of this course, the student will be able to:

1. Develop an activity-based matrix for infants and young children with multiple, severe disabilities in natural environments.
2. Identify and apply teaching strategies for developing basic critical skills including systematic instruction.
3. Employ communication skills with families/caregivers/other practitioners regarding the student's needs in inclusive, natural environments.
4. Discuss strategies to address concerns of parents and families regarding parenting and life planning issues for children with multiple and severe disabilities.
5. Demonstrate knowledge of typical and atypical development of young children including motor disabilities, sensory impairments (hearing and vision), sensory integration, communication development (non-oral), oral motor, and behavior management as it impacts programming and individual children's goals.

Textbooks/Readings:

Selected readings will be designated on course calendar and schedule

Major Course Topics:

- A. Specific low incidence disabilities (e.g., autism, sensory impairments, sensory integration disorders, severe mental retardation, physical and health impairments)
 - a. Etiology
 - b. Characteristics influencing learning and development
 - c. Learning profiles
- B. Planning for, implementing, and evaluating evidence-based instruction
 - a. Embedding instruction
 - b. Selecting curricula for children with low incidence disabilities
 - c. Adapting learning environments

- d. Selecting and adapting curriculum materials
- e. Implementing evidence-based instructional strategies (e.g., adult-directed teaching, differential reinforcement, visual supports, peer-mediated intervention)
- f. Continuous assessment strategies, including functional behavioral assessment

Description of Course Assignments:

- 1. Low Incidence Disability Report, Brochure, and Resources (150 points)**
 - Research a specific low incidence disability and prepare a written report, a brochure, and a resource page based on the chosen disability that would be helpful to professionals and/or families.
- 2. Student Profile (75 points)**
 - Develop a profile of a child with severe and/or multiple disabilities; gathering information from the child's family and other transdisciplinary team members based on field experience/observation within an approved environment.
- 3. Activity Based Matrix (75 points)**
 - Develop and implement an activity-based matrix that embeds IEP or IFSP goals/outcomes into a variety of routines and activities for a target child.
- 4. Environmental Supports Project (50 points)**
 - Develop one of two options related to supporting communication efforts of children with disabilities.
- 5. Philosophical Framework (100 points)**
 - Develop a philosophical framework in a 4-6-page paper based on how the student views disability and individuals from diverse cultures.
- 6. Field Experience (40 points)**
 - Complete 30 hours of field experience in a public preschool or early childhood classroom in a public school
- 7. Discussion Board Postings 6 @ 10 points each (60 points)**
 - Participate in discussion board forums specific to content from class readings and based on field experience observations.
- 8. Quizzes 5 @ 10 points each (50 points)**
- 9. Course Final (100 points)**

Course Grading and Evaluation:

Assignment	Point Value	Due Date
Low Incidence Disability Report and Brochure	150	
Student Profile	75	
Activity Based Matrix	75	
Environmental Supports Project	50	

Quizzes	50	
Field Experience	40	
Philosophical Framework	100	
Discussion Board Postings and Activities	60	
Course Final	100	
TOTAL	700	

Course Grading Scale:

A= 700-630

B= 629-560

C= 559-490

D= 489-420

F= 419 and below

Attendance and Participation Policy: students are expected to attend zoom meetings regularly and participate in weekly modules and assignments.

Student Disability Services: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity: We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Plagiarism: To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

Course Expectations & Student Conduct: This section contains the policies and expectations that have been established for this course. Please read carefully and refer back to this when you have questions. These policies and expectations are intended to create a productive learning atmosphere for all.

This class will be conducted in an atmosphere of mutual respect. Your active participation in class discussions is encouraged and expected. Each of us may have strong, differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcomed as well as the orderly questioning of the ideas of others, including those of the instructor. However, the responsibility of the

instructor will be exercised to manage the discussions so that ideas and arguments can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect, you will not be permitted to participate further.

University Policy for Field Experiences or Observations: All students are required to complete 30 hours of field experience in this course. According to university policy, all students completing field experiences are required to have the following documents on file in the Office of Teacher Services, Room 1092 Gary Ransdell Hall: current TB test, current physical, current criminal background check (thumbprint). It is the student's responsibility to obtain the appropriate forms and submit the documents BEFORE beginning field experience directly to Teacher Services; questions should be directed to Wendy Delk.

Field experience hours must be documented. Failure to complete and document hours of field experience will result in an automatic grade of F for the course, regardless of point accumulations on assignments. Access the [tracking form](#), complete and turn your completed form in at the end of the semester to your instructor, I sign and will submit to Teacher Services.

In addition to this form, all hours should be documented on the [KFETS website](#)

For help you can view [these videos](#)

THE LEARNING CENTER (TLC): Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, 2141) provides free supplemental education programs for all currently enrolled WKU students. [The Learning Center](#) at Downing Student Union offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and a computer lab to complete academic coursework. Please call TLC in the Downing Student Union at (270) 745-5065 for more information or to schedule a tutoring appointment.

Attendance and Participation Policy:

This class is completely online, therefore the student is responsible for maintaining their computer access and completing assignments by deadlines as indicated in the course outline. Students are suggested to have a "back-up" plan for computer access if their regular computer access is not available. All assignments and rubrics will be available for the student to access on the designated Blackboard site. Late work is not accepted. In addition, discussion board postings are intended to be engaging, therefore it is required that students respond to other classmates. Posting earlier than the deadline is encouraged to allow for more conversations between students on the topic discussed but not required. The instructor may post to the discussion board to ignite interest, comment or ask a question. Late postings to discussion board will result in a zero. Please see the rubrics on the discussion boards and individual assignments for further details. There is a course schedule that delineates due dates.

Field Experiences

According to university policy, all students completing field experiences are required to have the following

documents on file in the Office of Teacher Services, Room 2052 Gary Ransdell Hall: current TB test, current physical, current criminal background check (thumbprint). It is the student's responsibility to obtain the appropriate forms and submit the documents **BEFORE** beginning field experience directly to Teacher Services; questions should be directed to Andrea Ford regarding appropriate documentation needed to receive a field placement.

Field experience hours must be documented. Failure to complete and document hours of field experience will result in an automatic grad of F for the course, regardless of point accumulations on assignments. The form below is an example of what you will have individuals sign after each field experience visit. Keep copies of the forms for your

records.

WKU College of Education and Behavioral Sciences Field Experience Form									
Student Name _____		Course _____		WKU ID _____					
School District _____		School _____		Date _____					
Teacher _____		Signature _____		Notes _____		Grade Level _____		Elementary _____ Middle Grades _____ Secondary _____	
a. Engagement with Diverse Populations		b. Observations in Schools and related agencies		c. Student Tutoring		d. Interaction with Families of Students		e. Attendance at a school board and school board council meeting	
f. Participation in a professional learning community		g. Opportunities to assist teachers or other school professional		Other _____		Date _____		Start Time _____ End Time _____ Hours _____	
Teacher _____		Signature _____		Notes _____		Grade Level _____		Elementary _____ Middle Grades _____ Secondary _____	
a. Engagement with Diverse Populations		b. Observations in Schools and related agencies		c. Student Tutoring		d. Interaction with Families of Students		e. Attendance at a school board and school board council meeting	
f. Participation in a professional learning community		g. Opportunities to assist teachers or other school professional		Other _____		Date _____		Start Time _____ End Time _____ Hours _____	
Teacher _____		Signature _____		Notes _____		Grade Level _____		Elementary _____ Middle Grades _____ Secondary _____	
a. Engagement with Diverse Populations		b. Observations in Schools and related agencies		c. Student Tutoring		d. Interaction with Families of Students		e. Attendance at a school board and school board council meeting	
f. Participation in a professional learning community		g. Opportunities to assist teachers or other school professional		Other _____		Date _____		Start Time _____ End Time _____ Hours _____	
I certify that to the best of my knowledge this record is accurate and complete.									
Signature of WKU Student _____					Signature of WKU Instructor _____				

In addition to completing the form referenced above, all hours should be documented on the KFETS website <http://www.epsb.ky.gov/>.

- Enter your hours and data into the KFETS system
- Print the Detailed Summary Sheet after you have entered all field hours for that course.
- Submit the Detailed Summary Sheet to your instructor with your Field Experience Forms.
- Submit the Detailed Summary Sheet to your instructor with your Field Experience Forms. o Your instructor will verify that the hours on your KFETS are accurately entered from the data on your Field Experience Forms. o Once verified, your instructor will sign the KFETS summary and submit to Andrea Ford in Teacher Services, GRH 2051 andrea.ford@wku.edu. They may or may not also submit your Field Experience Forms. If so, a file will be kept in Teacher Services. o After all hours have been recorded in your file, Teacher Services will **enter** them into your CEBS E-PASS electronic portfolio.
- *The Teacher Services office must have the signed KFETS Detailed Summary form by the Friday before Final Exam week each semester.* Students must keep copies of all student fieldwork forms.

For help go to: http://www.wku.edu/teacherservices/field_exp/kfets_videos.php

UNIVERSITY POLICY FOR FIELD EXPERIENCES OR OBSERVATIONS: Western

Kentucky University implemented a policy in August, 2002 that requires all students to have a criminal background check, a physical and a TB Skin test on file in the Office of Teacher Services before they can begin field experiences or observations. See document from Office of Teacher Services and information concerning this policy at the following link:

http://www.wku.edu/cebs/programs/undergraduate/policies/field_experience_policy.php

Field Placement Professional Code of Conduct

As a WKU Education student observing in a Kentucky public school, you will need to be informed of the

following guidelines and procedures.

1. WKU students should use email as their primary source of contacting their assigned field placement hosting teacher. Email is less intrusive to instruction in the classroom.
2. WKU students should adhere to the follow professional dress code: Hats are not worn.
 - Skirts must be long enough to reach the wearer's fingertips.
 - Shirts are not sleeveless, show cleavage, or low cut.
 - No tobacco, drug or alcohol endorsements on attire.
 - Cell phones are not used or heard on premises in presence of students or during meetings.
 - All piercings (except for earrings) should be removed and/or covered.
 - All tattoos should be covered.
 - Students should follow any additional guidelines noted in the assigned school professional code of conduct.
3. WKU students are to enter the building using the front entrance and sign in. Please sign out when leaving the premises.
 - If you are scheduled to observe, then be on time and ready to assist and observe. If you are ill and cannot report to your assignment on that day, call and advise your supervising teacher and responsible university faculty member by 7:00 AM.
4. Complete all required forms as indicated by Teacher Services.
5. Students must keep copies of all student fieldwork forms and provide copies to the faculty member of the course in which the hours are completed. The instructor of the course must confirm the accuracy of the field hours completed in the course.
6. All Students will be required to use the KFETS system, which can be located at <http://www.epsb.ky.gov/>.
7. Any student completing fieldwork in a Warren County school must have a copy of their TB test, physical, and background check on file with Kim Orange at the WCPS Central Office. *IF your placement is elsewhere, it is your responsibility to find out what requirements are necessary.* For Criminal Check, Physical and TB screening information, contact: [Ms. Cindy White](#).
8. Students must watch the Confidentiality Training Video (see below). After viewing the video, students must print and sign the [confidentiality affidavit](#) (pdf) and turn it in to the Warren County Public Schools Central Office. A legible copy of the affidavit can be emailed to personnel.office@warren.kyschools.us to satisfy this requirement.

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personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

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Disabilities Accommodations Statement: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A200 of the Student Success Center in Downing University Center.

Course Required Classroom Observation or Clinical Experience

Total Number of Hours: 30	
EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 3(3)	
(a) Engagement with diverse populations of students which include:	
1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;	
2. English language learners;	X
3. Students with disabilities; and	X
4. Students from the following grade levels:	
Elementary	X
Middle School	
Secondary	
(b) Observation in schools and related agencies, including:	
1. Family Resource Centers; or	
2. Youth Service Centers	
(c) Student tutoring	
(d) Interaction with families of students;	X
(e) Attendance at school board and school-based council meetings;	
(f) Participation in a school-based professional learning community; and	
(g) Opportunities to assist teachers or other school professionals.	X

Course Assignments and Experiences Related to:

- **The Kentucky Early Childhood Standards (KYECS):**
 - o Every teacher candidate must be fluent in the KYECS for his/her content area and must be able to deconstruct the standards into learning targets and create formative assessments.

How does the EPP ensure each candidate's knowledge/proficiency of the Kentucky Early Childhood Standards (KYECS)? How does the EPP measure the depth of knowledge of each candidate?

Course Assignment and Due Date	Measurement of Teacher Candidate's Depth of Knowledge/Proficiency
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Activity Based Matrix

Each student will create activity-based matrix that embeds IEP or IFSP goals/outcomes into a variety of routines and activities for a target child. Each student will:

- link the activity to specific KYECS standards, benchmarks, and continuum; and
- describe the assessment tool to be used to measure the IEP or IFSP goal/outcome

- **The Kentucky IECE Curriculum Framework and Assessment System (Building a Strong Foundation for School Success):** o Every early care and education provider, school staff, and community professional must work to promote and provide experiences that support growth and learning to ensure that all children enter school ready to learn. The identified five developmental areas for school readiness include: approaches to learning, health and physical well-being, language and communication development, social and emotional development, and cognitive and general knowledge. o Every early care and education provider, school staff, and community professional must work to prepare children to take advantage of learning opportunities in school depends on four school dimensions: child readiness, approaches to learning, school readiness, and family and community supports. o Every early care and education provider, school staff, and community professional must be familiar with recommended guidelines and standards in all areas of assessment (e.g., screening, diagnostic, classroom/instructional and program evaluation).

Course Assignment and Due Date	Measurement of Teacher Candidate's Depth of Knowledge/Proficiency
Activity Based Matrix	<p>Each student will create activity-based matrix that embeds IEP or IFSP goals/outcomes into a variety of routines and activities for a target child. Each student will:</p> <ul style="list-style-type: none">• link the activity to specific KYECS standards, benchmarks, and continuum; and• describe the assessment tool to be used to measure the IEP or IFSP goal/outcome• implement activities designed with identified child

Low Incidence Disability Report	Each student will research and compose a written report on an identified low incidence disability that will include: a definition; prevalence; diagnosis: when, how & who; characteristics; how characteristics impact learning; how; characteristics impact development; research-based intervention strategies; and family friendly resources
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• **Candidates Using the KAS Framework in Lesson Planning**

Course Assignment and Due Date	Measurement of Teacher Candidate's Depth of Knowledge/Proficiency
N/A	N/A

• **Candidates Using Formative and Summative Assessments Related to Kentucky Curriculum Framework**

Course Assignment and Due Date	Measurement of Teacher Candidate's Depth of Knowledge/Proficiency
N/A	N/A

Course Assignment Serving as Education Preparation Program "Key Assessments":

Key Assessment Areas	Assessment Name
Candidate Knowledge (content), Skills, and Professional Dispositions (integrated practices of diversity)	Standards Based Unit SPED 523 Internship Portfolio IECE 524
Professional Dispositions	EPP-wide Dispositions Assessment IECE 520, 523 SPED 523
Data and Research driven decision making	Assessment Battery and Outcome Development IECE 521 Standards Based Unit SPED 523 Internship Portfolio IECE 524
Integration of Technology in the discipline	Inclusion and Technology Integration Matrix IECE 423G Internship Portfolio IECE 524
Clinical Practice (Integrated practices of diversity)	Clinical Feedback and Disposition IECE 526 & SPED 523 Internship Portfolio IECE 524

Course Experiences and Assessments Addressing Learned Society (SPA) Standards:

NAEYC Professional Prep Standards	Course Experiences and Assessments
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<p>Standard 1: Promoting Child Development and Learning</p> <p>Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.</p>	<ul style="list-style-type: none"> • Activity based matrix • Discussion boards • Student profile • Quizzes
<p>Standard 2: Building Family and Community Relationships</p> <p>Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.</p>	<ul style="list-style-type: none"> • Activity based matrix • Philosophical framework • Discussion boards • Quizzes
<p>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.</p>	Field experience
<p>Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families</p> <p>Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and</p>	Activity based matrix
<p>tools to connect with children and families and positively influence each child's development and learning.</p>	
<p>Standard 6: Growing as a Professional</p> <p>Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</p>	<p>Philosophical framework</p> <p>Discussion boards</p> <p>Low incidence disability report</p>

<p>Standard 7: Early Childhood Field Experiences</p> <p>Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).</p>	Field experience
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Initial CEC Special Education Early Childhood Specialist Set	Course Experiences and Assessment
<p>Standard 1: Learner Development & Individual Learning Differences</p> <p>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</p>	<p>Low incidence disability report</p> <p>Inclusion Matrix</p>
<p>Standard 2: Learning Environments</p> <p>Beginning special education professional 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.</p>	<p>Inclusion and Technology Matrix</p> <p>Discussion Boards</p> <p>Environmental Supports Project</p>
<p>Standard 3: Curricular Content Knowledge</p> <p>Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities</p>	<p>Low incidence disability report</p> <p>Activity based matrix</p> <p>Discussion boards</p> <p>Student profile</p>
<p>Standard 4: Assessment</p> <p>Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</p>	<p>Low incidence disability report</p> <p>Philosophical framework</p> <p>Discussion boards</p>
<p>Standard 5: Instructional Planning</p> <p>Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional</p>	Inclusion and Technology Matrices

Initial CEC Special Education Early Childhood Specialist Set	Course Experiences and Assessment
strategies to advance learning of individuals with exceptionalities.	
Standard 6: Professional Learning & Ethical Practice Beginning special education professionals use foundational knowledge for the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	Philosophical Framework
Standard 7: Collaboration Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	Discussion Boards

Kentucky Teacher Performance Standards (KTPS)	Course Standard Alignment									
	IECE 520	IECE 423G	IECE 522	FACS 577	EDFN 500	IECE 521	IECE 523	IECE 524	SPED 523	SLP 517
Standard 1. Learner development	X	X	X				X	X	X	
Standard 2. Learning differences	X	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	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	X
Standard 8. Instructional strategies	X	X					X	X	X	X
Standard 9. Professional learning and ethical practice	X	X	X			X	X	X	X	
Standard 10. Leadership and collaboration	X	X	X			X	X	X	X	

CEC SPA Standard # and Description	Course Alignment									
	IECE 520	IECE 423G	IECE 522	FACS 577	EDFN 500	IECE 521	IECE 523	IECE 524	SPED 523	SLP 517
Standard 1: Learner Development and Individual Learning Differences	X	X	X				X	X	X	X
Standard 2: Learning Environments	X	X	X	X		X	X	X	X	X
Standard 3: Curricular Content Knowledge	X	X	X	X			X	X	X	X
Standard 4: Assessment		X	X			X	X	X	X	
Standard 5: Instructional Planning and Strategies		X	X			X	X	X	X	X

Standard 6: Professional Learning and Ethical Practice	X	X	X	X		X		X	X	X
Standard 7: Collaboration	X	X	X				X	X		

IECE SPA Standard # and Description NAEYC Standards for Initial Early Childhood Professional Preparation (2010)	Course Alignment									
	IECE 520	IECE 423G	IECE 522	FACS 577	EDFN 500	IECE 521	IECE 523	IECE 524	SPED 523	SLP 517
STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING	X	X	X				X	X	X	
STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS	X	X	X			X	X	X		
STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES		X	X			X	X	X	X	
STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES	X	X	X			X	X	X	X	
STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM			X				X	X	X	
STANDARD 6. BECOMING A PROFESSIONAL	X	X	X					X	X	
STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES	X	X	X			X	X	X		

[illegible]