



Program Review Document

Preparation Program: *Interdisciplinary Early Childhood Education, Birth to Primary*

*Master of Arts (MAE) in Education leading to
Interdisciplinary Early Childhood Education (KIE) Rank II or Rank I
WKU# 0461 EPSB# 3019 Rank II KIE
WKU# 0461 EPSB# 1807 Rank I KIE*

WKU# 156 EPSB# 1814 Rank I Non-Degree KIE (this program does not lead to a degree)

WKU #526 EPSB #135 (KIE Certification Only)

Date Submitted: 04/02/2021

Revised 06/29/2021

Preparation Level:	<input checked="" type="checkbox"/> Graduate	
Grade Levels:	<input type="checkbox"/> P-5 <input type="checkbox"/> 8-12 <input type="checkbox"/> P-12 <input checked="" type="checkbox"/> Birth to Primary	
Modes of Delivery:	<input type="checkbox"/> Face-to-Face Only <input type="checkbox"/> Online Only <input checked="" type="checkbox"/> Hybrid	
Degree Type:	<input checked="" type="checkbox"/> Masters <input checked="" type="checkbox"/> Rank II <input checked="" type="checkbox"/> Rank I <input type="checkbox"/> Doctorate	<input type="checkbox"/> Non-Degree 5 th Year <input type="checkbox"/> Non-Degree 6 th Year <input type="checkbox"/> Certification Only <input type="checkbox"/> Specialist
Program Route:	<input checked="" type="checkbox"/> Traditional <input type="checkbox"/> Option 6 <input type="checkbox"/> Option 7 <input checked="" type="checkbox"/> 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. Students take the Core Courses and select a concentration. Options for concentrations include:

- Advanced Behavior Management
- Interdisciplinary Early Childhood Education (KIE)
- Teaching English to Speakers of Other Languages (TESOL)

Course descriptions are those found in the WKU graduate catalog (see links above).

Core Courses

Course	Course Title	Description	Hours
IECE 520	Organizing Programs for Early Childhood Special Education	Rationale for IECE (B-5), service delivery options, teaming issues, and atypical development specific to sensory, physical and cognitive disabilities. Thirty clock hours field experiences required.	3
IECE 423G	Interdisciplinary Services for Young Children with Low Incidence Disabilities	Characteristics of children birth through five years with low incidence disabilities (e.g., autism, sensory impairments, physical impairments), as well as assessment and instructional strategies. The role of the transdisciplinary team, including family members, in providing services will be emphasized. Field experience is required. Note: Students are responsible for their own transportation.	3
IECE 522	Family-Focused Services	Students apply family systems theory to family assessment, the development of family plans, and the implementation-evaluation of family-centered services. Thirty hours of field experiences are required.	3
FACS 577	Child Development Theory and Research	Analysis of current theories and research relevant to the development of social-perceptual cognitive, and physical physiological processes in children.	3
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
Advanced Behavior Management Concentration			
SPED 501	Introduction to Applied Behavior Analysis	This course provides an introduction to the concepts, theories and principles of applied behavior analysis	3
SPED 502	Positive Behavior Supports	This class will focus on methods and models of positive behavior management in group settings for school-aged learners with behavior problems.	3
SPED 503	Behavior Assessment	This class will focus on how to accurately define, assess and measure behavior and learn how to conduct a function-based assessment.	3
SPED 504	Instruction to Improve Behavior	This course examines how evidence-based instructional practices can be used to improve academics, social skills, functional skills, and behaviors.	3
SPED 505	Ethics Surrounding Behavioral Issues	This course examines legislation, regulations, court decisions, and ethical standards that impact practice in schools and other agencies for school-age learners with behavior problems.	3
Interdisciplinary Early Childhood Education Concentration (KIE)			

IECE 521	Assessment in Early Childhood Special Education	Assessment process specific to children B-5, both with and without disabilities, and their families. Thirty clock hours field experiences required.	3
IECE 523	Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education	Planning, designing, and selecting curricula, including learning environments and instruction, for children birth through kindergarten, both with and without disabilities, and their families. Field experience is required. Note: Students are responsible for their own transportation.	3
IECE 524	Internship in Early Childhood Special Education	Supervised work with children B-5, both with and without disabilities, and their families.	3
SPED 523	Curriculum/Methods in Early Childhood Special Education	Selection/development of curricula materials for planning, implementation, and evaluation of intervention with children P-5 who have disabilities.	3
SLP 517	Normal Language Development	Introduction to development of speech and language across the lifespan with emphasis on comprehensive child development. Topics include development of speech and language, play, cognition, socialization, and emerging literacy.	3
Teaching English to Speakers of Other Languages (TESOL) Concentration (KE36)			
ENG 407G	Linguistic Analysis	Current linguistic theory which includes the important levels of language as a means of communication, various theories and applications of linguistic theory to other fields of study.	3
ENG 408G	Psycholinguistics and Sociolinguistics	The study of developmental psycholinguistics (language acquisition), experimental psycholinguistics (speech production/comprehension, and sociolinguistics (how language varieties are used by families, school systems and multicultural nations).	3
ENG 565	Integrated Teaching English as a Second Language	Solid foundation in the theories of child-adult classroom-based language learning and methods for English language instruction. Field experiences in public schools or other appropriate settings away from campus are required. Note: Students are responsible for arranging their own transportation to designated or assigned sites.	3
ENG 566	Teaching and Testing ESL Grammar	Investigation of ESL learners' grammatical difficulties, approaches to solving them, and ways to test their grammatical development. Field experiences in public schools or other appropriate settings away from campus are required. Note: Students are responsible for arranging their own transportation to designated or assigned sites.	3
ENG 471G	TESL Practicum	Supervised observation and instruction in public school or other appropriate settings, culminating in the production of a portfolio. Note: Students are responsible for arranging their own transportation to designated or assigned sites.	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									
	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	

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:

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

Standard 4. Content knowledge. The teacher shall:

- c. Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and
 - d. 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:

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

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

	Course Alignment
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