WKU.

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)

Date Submitted: 04/13/2020

Preparation Level:	☒ Graduate
Grade Levels:	☐ P-5 ☐ 8-12 ☐ P-12 X Birth to Primary
Modes of Delivery:	☐ Face-to-Face Only ☐ Online Only ☒ Hybrid
Degree Type:	☒ Masters ☐ Non-Degree 5th Year ☒ Rank II ☐ Non-Degree 6th Year ☒ Rank I ☐ Certification Only ☐ Doctorate ☐ Specialist
Program Route:	X Traditional ☐ Option 6 ☐ 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
CD 486G	Language Disorders	Identification, diagnosis, and treatment approaches used with language delayed children. Covers current state and federal legislation as related to service delivery models. Evaluation strategies include language sampling and report writing. Treatment approaches based on medical and educational models with emphasis on functional language therapy.	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
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	3

		providing services will be emphasized. Field experience is required. Note: Students are responsible for their own transportation.	
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 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 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
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
IECE 530	Advanced IECE Curriculum	Advanced curriculum and program development for children birth through 5 years of age in schools, centers, or home settings, including collaboration with families and professionals, continuous assessment, and program evaluation. Field experiences required.	3
IECE 550	Advanced Early Childhood Assessment	Identification and diagnostic procedures for developmental delay and at-risk conditions in infants, toddlers, and preschoolers. Continuous assessment of children's developmental, instructional, behavioral, and environmental needs; evaluation of effectiveness of services and family involvement. Field experience required.	3
PSY 645	Consultation in Educational and Mental Health Settings: Theory and Practice	Designed to provide theory and practice to mental health professionals. Theories and methods of mental health consultation in depth. Field experiences in appropriate off-campus settings may be required. Note: Students are responsible for arranging their own transportation to designated or assigned sites.	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
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
SWRK 436G	Services to Children	A survey of institutional and community services with focus on principles of social services for children and their families.	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 520	Principles of Action Research for Teacher Leaders	Principles of action research as it is applied to educational settings.	3
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													
	IECE 520	IECE 521	IECE 522	IECE 523	IECE 524	SPED 523	IECE 526	SLP 517	CD 486G	FACS 577	PSY 645	IECE 423	IECE 530	IECE 550
Standard 1. Learner development	X		X	X	X	X		X	X	X		X	X	X
Standard 2. Learning differences	X	X	X	X	X	X	X	X	X	X		X	X	X
Standard 3. Learning environments	X		X	X	X	X	X					X	X	
Standard 4. Content knowledge	X	X	X	X	X	X	X	X	X	X		X	X	
Standard 5. Application of content	X	X		X	X	X	X	X	X	X		X	X	
Standard 6. Assessment	X	X	X	X	X	X	X	X	X			X	X	X
Standard 7. Planning for instruction	X	X		X	X	X	X	X	X	X		X	X	
Standard 8. Instructional strategies	X				X	X	X	X	X			X	X	
Standard 9. Professional learning and ethical practice	X	X	X	X	X	X	X				X	X	X	X
Standard 10. Leadership and collaboration	X	X	X	X	X	X	X				X	X	X	X

Kentucky Teacher Performance Standards (KTPS)	TCHL 500	TCHL 530	TCHL 545	TCHL 555	TCHL 559	TCHL 560
Standard 1. Learner development		X	X			X
Standard 2. Learning differences		X	X			X
Standard 3. Learning environments		X	X			X
Standard 4. Content knowledge		X	X			X
Standard 5. Application of content		X	X			X
Standard 6. Assessment	X	X	X	X		X
Standard 7. Planning for instruction		X	X			X
Standard 8. Instructional strategies		X				X
Standard 9. Professional learning and ethical practice	X		X	X	X	X
Standard 10. Leadership and collaboration	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.

Kentucky IECE Standard # and Description	Course Alignment											
	IECE 520	IECE 521	IECE 522	IECE 523	IECE 524	SPED 523	IECE 526	SLP 517	CD 486G	FACS 577	PSY 645	IECE 423G
Standard 1. Designs/Plans Instruction.	X	X		X	X	X	X	X	X	X		
Standard 2. Creates/Maintains Environments.	X			X	X	X	X		X			X
Standard 3. Implements Instruction	X				X	X	X	X	X			X
Standard 4. Assesses & Communicates Learning Results.	X	X	X	X	X	X	X	X	X			X
Standard 5. Reflects/Evaluates Professional Practices.	X	X	X	X	X	X	X	X		X	X	X
Standard 6. Collaborates with Colleagues/Families/Others.	X	X	X	X	X	X	X				X	X
Standard 7. Engages in Professional Development.	X	X	X	X	X	X	X				X	X
Standard 8. Supports Families.	X	X	X	X	X	X	X			X	X	X
Standard 9. Demonstrates Implementation of Technology.	X	X		X	X	X	X					X

CEC SPA Standard # and Description	Course Alignment											
Initial Special Education Early Childhood Specialist Set (2012)	IECE 520	IECE 521	IECE 522	IECE 523	IECE 524	SPED 523	IECE 526	SLP 517	CD 486G	FACS 577	PSY 645	IECE 423G
Standard 1: Learner Development and Individual Learning Differences	X		X		X	X	X	X			X	X
Standard 2: Learning Environments	X	X	X	X	X			X		X		X
Standard 3: Curricular Content Knowledge	X		X	X	X	X		X	X	X	X	
Standard 4: Assessment		X	X		X	X			X		X	X
Standard 5: Instructional Planning and Strategies			X	X	X	X			X			X
Standard 6: Professional Learning and Ethical Practice	X	X	X		X	X	X	X	X	X		X
Standard 7: Collaboration	X	X	X	X	X				X		X	X

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

IECE SPA Standard # and Description NAEYC Standards for Initial Early Childhood Professional Preparation (2010)	Course Alignment											
	IECE 520	IECE 521	IECE 522	IECE523	IECE524	SPED 523	IECE 526	SLP 517	CD 486G	FACS 577	PSY 645	IECE 423G
STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING	X	X	X	X	X	X	X	X	X			X
STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS		X	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	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	X					X

Teacher Leader Standards						
	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

Teacher Leader Standards						
	IECE 423G	IECE 530	IECE 550			
Standard 1. Foster a Collaborative Culture to Support Educator Development and Student Learning.	X	X	X			

		X	X			
Standard 2. Access and Use Research to Improve Practice and Student Learning.	X					
Standard 3. Promote Professional Learning for Continuous Improvement.		X	X			
Standard 4. Facilitate Improvements in Instruction and Student Learning	X	X	X			
Standard 5: Promote the Use of Assessments and Data for School and District Improvement.			X			
Standard 6: Improving Outreach and Collaboration with Families and Community	X					
Standard 7: Advocate for Student Learning and the Profession.	X	X	X			

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.	Timing of Assessment or Transition points Indicate the point in the program when the assessment is administered. (**Beginning, Middle, End)**
1	Candidate Knowledge (content), Skills, and Professional Dispositions (integrated practices of diversity)	Activity Based Intervention Program Evaluation Internship Portfolio	Middle End End
2	Professional Dispositions	EPP-wide Dispositions Assessment	Beginning, Middle, End
3	Data and Research driven decision making	Standards Based Unit Activity Based Intervention Program Evaluation Internship Portfolio	Middle Middle End End
4	Integration of Technology in the discipline	Technology Matrix Program Evaluation	Middle End
5	Clinical Practice (integrated practices of diversity)	Internship Portfolio	End

PROGRAM FACULTY:

Name	Gender	Race / Ethnicity	Status / Academic RANK at IHE Full-time, Part-time, or Adjunct	Status at Program Full-time, Part-time, or Adjunct	Highest Relevant Degree	Field or Specialty Area of highest relevant degree	Relevant Expertise and/or Scholarship (i.e., SACSCOC justification or as needed)	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)	Courses qualified to teach (SACSCOC guidelines)
Stepahnie K. Gandy	F	Caucasian	Full	Part	PhD						
Jeanine Huss	F	Caucasian	Full	Part	PhD						
Pam Jukes	F	Caucasian	Full	Part	PhD						
Michael McDonald	M	Caucasian	Full	Part	PhD						
Rebekah Stobaugh	F	Caucasian	Full	Part	PhD						
Antonia Szymanski	F	Caucasian	Full	Part	PhD						
Sylvia Dietrich	F	Caucasian	Full	Full	PhD						All IECE graduate courses.
Beth Schaeffer	F	Caucasian	Full	Part	M.A.E.						

*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 Clinic Partnerships and Practice:
Candidates across the IECE program spend extensive time in school and community based settings with young children both with and without disabilities. The IECE program prepares candidates to work with young children birth – 5 years of age both with and without disabilities and their families. Candidates have unique experiences across these age ranges including with First Steps (Ky Early Intervention System), State Funded Preschool and some Kindergarten experiences. Relationships exist with First Steps Providers, local school systems and other community agencies that serve young children and families. Candidates seeking certification in IECE complete an internship (student teaching like experience) as the final capstone experience/class.

*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**.*

Program Specific Clinical Experiences:
Clinical experiences are connected to course outcomes and occur across settings IECE candidates workplace or potential future place of employment (e.g., Early Intervention, State Funded Preschool, Head Start) or settings designed to address needs of children between birth and 5 years of age. IECE

candidates engage in a variety of clinical experiences across the IECE program that provide them with opportunities to deepen their skills working with young children both with and without disabilities, families and other professionals. Activities and work within the program are designed in partnership with the clinical partners and based on their goals and needs.

*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 involved in classrooms and professional experiences connected to course assignments and research for the capstone project (such as interviews, interaction with students and administrators, and surveying other teachers). Specific clinical experiences are embedded within the program to provide real-life, mutually beneficial experiences for the candidates and their respective districts. For example the Unit Lesson Plan and Assessment Analysis require students to consider the diversity of student needs and to design learning activities that will promote learning for all students. The Capstone Project requires candidates to design specific intervention activities to help them achieve their KY Teacher Leader Framework goals and to work within their professional practice in their schools to conduct the activities.

Program Specific Clinical Experiences:
The program is designed to prepare early childhood educators to provide leadership in working with children with and without special needs, ages birth through kindergarten and their families. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools and other settings with early childhood programs. IECE program graduates are qualified to work with children from birth to entry into the primary program. This includes teaching children in kindergarten or other programs for five-year-olds if those programs are operated separately from the primary program. Graduates are prepared for positions in public schools, First Steps, Head Start programs, child care centers, and other public and private agencies serving young children and families. In addition, graduates may serve in leadership roles, such as preschool consultant, professional development provider, child evaluation specialist, etc.

All candidates are required to complete clinical experiences related to their courses and complete a variety of assignments and experiences connected with clinical practice. For candidates who already hold IECE certification, clinical experiences serve to deepen and expand their expertise related to providing high quality services and interventions for young child both with and without disabilities and their families. In IECE 423G candidates develop an intervention plan for a child with a low incidence disability, identify appropriate appropriate outcomes, develop interventions, and implement Activity Based Intervention across the child's routines/schedule. Ongoing data collection occurs to guide the candidates decision regarding effectiveness of outcome achievement.

IECE 550 provides an opportunity for candidates to expand engage in a self-program evaluation, implementing an environmental program assessment (ITERS or ECERS or similar), score and analyze finding including strengths and areas of need. Analyze student data, detailing trends, implement a

survey or conduct a focus group with stakeholders and analyze stakeholder data detailing strengths and areas for potential need. Prepare a written report, detailing data, analysis and develop a plan of action over-time, with immediate, one year and five-year goals.

*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.

Admission Criteria same as Curriculum Contract

For programs leading to certification

1. Document completion of a bachelor's degree from an accredited institution.
2. Have completed SPED 330 or SPED 516 or an equivalent introductory special education course prior to entering the MAT program or complete SPED 516 as a program deficiency.
3. Present a letter of application including a professional goals statement.
4. Provide three letters of reference. At least one reference letter must be from a university faculty member who can speak to the applicant's ability to be successful in a graduate program.
5. Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all coursework, undergraduate or graduate) OR a GPA of 3.0 in the last 30 hours of coursework (counting all coursework, undergraduate and graduate).
6. Submit documentation to satisfy all criteria for admission to professional education.

MAE not adding certification

- *WKU Graduate:*Applicants who are alumni of WKU teacher preparation programs must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility with the application.
- *Graduate of a Kentucky Higher Education Institution Other Than WKU:*Applicants who completed their initial certification program at another Kentucky institution must have earned at least a 2.75 GPA for all previous coursework (undergraduate and graduate) and must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility with the application.
- *Graduate of an Out-of-State Institution of Higher Education:* Applicants who completed their initial certification program at an out-of state institution must have earned at least a 2.75 GPA for all previous coursework (undergraduate and graduate) and must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility with the application.

- *Applicants with undergraduate degrees from all other accrediteduniversitieswith a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score[(GRE-V + GRE-Q) added to (GPA X 100)] of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative Reasoning score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score (GRE score multiplied by the undergraduate GPA) of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate for interdisciplinary early childhood education. A copy of the teaching certificate must be submitted with the application.*

*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.***

Program Specific Clinical Experiences:
Candidates are engaged in clinical experiences connected to coursework throughout the program aimed at developing early childhood educators to provide leadership in working with children with and without special needs, ages birth through kindergarten and their families. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools and other settings with early childhood programs.

*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 complete the capstone project and maintain a 3.0 grade-point-average

Program Specific Exit Requirements:
PRAXIS content area exam for individuals seeking certification.

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

*Q. Kentucky P-12 Curriculum Requirements - The following information is gathered in accordance with Kentucky Senate Bill 1 - http://www.lrc.ky.gov/record/09RS/SB1.htm and the associated legislation tied to this bill. **1. How does the EPP ensure each candidate's knowledge/proficiency of the Kentucky Academic Standards (KAS)? 2. How does the EPP measure the depth of knowledge of each candidate?***

Candidates are required to successfully complete TCHL 500 assignment Professional Growth Plan and Emergent Philosophy. This assignment requires students to discuss the KAS, the Kentucky IECE Curriculum Framework and Assessment System and determine a plan to enhance their understanding of the standards.

Program Specific Use of KAS:

The graduate student must include the Kentucky Early Learning Standards and KAS in lesson plans throughout the program and receive feedback on the appropriate use and assessment of these standards within lessons and activities.
All candidates are required to complete clinical experiences related to their courses and complete a variety of assignments and experiences connected with clinical practice. For candidates who already hold IECE certification, clinical experiences serve to deepen and expand their expertise related to providing high quality services and interventions for young child both with and without disabilities and their families.

In IECE 423G candidates develop an intervention plan for a child with a low incidence disability, identify appropriate appropriate outcomes, connected to standards and the developmental continuum, develop interventions, and implement Activity Based Intervention across the child's routines/schedule. Ongoing data collection occurs to guide the candidates decision regarding effectiveness of outcome achievement.

In SPED 523 candidates develop an integrated standards based unit based on the Kentucky Early Learning Standards and developmental continuum and designed for infants and toddlers and preschool aged children.

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

Program Specific Use of KAS:
The graduate student must include the Kentucky Early Learning Standards and KAS in lesson plans throughout the program and receive feedback on the appropriate use and assessment of these standards within lessons and activities.

In IECE 423G candidates develop an intervention plan for a child with a low incidence disability, identify appropriate appropriate outcomes, connected to standards and the developmental continuum, develop interventions, and implement Activity Based Intervention across the child's routines/schedule. Ongoing data collection occurs to guide the candidates decision regarding effectiveness of outcome achievement.
In SPED 523 candidates develop an integrated standards based unit based on the Kentucky Early Learning Standards and developmental continuum and designed for infants and toddlers and preschool aged children.

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.

Program Specific Use of KAS:
The graduate student must include the Kentucky Early Learning Standards and KAS in lesson plans throughout the program and receive feedback on the appropriate use and assessment of these standards within lessons and activities.
IECE 550 provides an opportunity for candidates to expand engage in a self-program evaluation, implementing an environmental program assessment (ITERS or ECERS or similar), score and analyze

finding including strengths and areas of need. Analyze student data, detailing trends, implement a survey or conduct a focus group with stakeholders and analyze stakeholder data detailing strengths and areas for potential need. Prepare a written report, detailing data, analysis and develop a plan of action over-time, with immediate, one year and five-year goals.

IECE 524 provides canddiates seeking certification the opportuntiny to engage in an internship experience and throughout that experience candidates design, implement and reflect on developmentally appropriate instruction with children between birth and 5 years of age. Lesson design and related activites are connected with the Kentucky Early Learning Standards, developmental continuum and KAS.

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).

Program Specific Use of KAS:
The graduate student must include the Kentucky Early Learning Standards and KAS in lesson plans throughout the program and receive feedback on the appropriate use and assessment of these standards within lessons and activities. *The Kentucky Early Childhood Continuous Assessment Guide* is designed as a companion piece to the Kentucky Early Childhood Standards, which provides a framework to assist families, early care and education professionals, administrators, and others in understanding what children are able to know and do from birth through four years of age.The Early Childhood Continuous Assessment Guide addresses the four primary methods used to collect data when conducting classroom/instruction assessments using a performance or authentic approach: observation, interview, evaluating children's work, and direct testing. Recommended practice would suggest that all of these methods are important in classroom/instruction assessment. All of these methods can be a part of an early childhood continuous assessment system; however, they should include normal routines and classroom activities and be directly relevant to instructional decisions to help children make progress and monitor their progress toward developmental goals.

IECE 550 provides an opportunity for candidates to expand engage in a self-program evaluation, implementing an environmental program assessment (ITERS or ECERS or similar), score and analyze finding including strengths and areas of need. Analyze student data, detailing trends, implement a survey or conduct a focus group with stakeholders and analyze stakeholder data detailing strengths and areas for potential need. Prepare a written report, detailing data, analysis and develop a plan of action over-time, with immediate, one year and five-year goals.

In SPED 523 candidates develop an integrated standards based unit based on the Kentucky Early Learning Standards and developmental continuum and designed for infants and toddlers and preschool aged children. The Standards Based Unit is implemented during the internship experience.

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.

See above

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

Program Specific Use of KAS:
The graduate student must include the Kentucky Early Learning Standards and KAS in lesson plans throughout the program and receive feedback on the appropriate use and assessment of these standards within lessons and activities. The Key Assessment for IECE 550 is a self program evaluation in which students conduct a program evaluation on their current program, including components outlined below.

1. Administer the ITERS or ECERS, score and analyze findings, detailing noted strengths and areas of need
2. Analyze student data, detailing trends (strengths and needs)
3. Survey stakeholders (all staff, parents, therapists, collaborators, etc.) regarding their impression of program effectiveness utilizing:
•   Anonymous surveys, or
•   Focus groups, or
•   A combination of surveys and focus groups
4. Analyze stakeholder data, detailing noted strengths and areas of need
5. Prepare a written report, detailing 1-4 above and a plan for action over-time, with immediate, one year and five-year goals. The plan should include:
•   Defined area of need
•   Goal/intended outcome
•   Strategies to meet intended outcome
•   Stakeholders and their role in goal attainment
•   Budgetary needs
•   Specific time line with schedule for measuring on-going progress of goal attainment

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.

Program Specific Use of Data for program improvement:
Data from each of the key assessments will be used to evaluate the level of understanding and preparedness for our students. By focusing on Early Childhood standards and collecting 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 developmental needs of learners and children between the ages of birth and 5 both with and without disabilities and their families. 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 and overall program effectiveness.

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.

Key Assessment data collection will being in fall 2020 and analysis will follow.

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.

The Key Assessments in the IECE program include an *Activity Based Intervention Plan* which allows candidates the opportunity to target a child or group of children with a low incidence disability and create an intervention plan that will allow the students to receive appropriate research based intervention within the context of naturally occurring routines connected with child outcomes, standards and developmental continuum. Candidates collect and analyze data on the effectiveness of the intervention, achievement of outcome and mastery of targeted skills.

Program Self Evaluation provides candidates with an opportunity to engage in program evaluation looking at individual environments and practices, student outcomes and data and stakeholder data.

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 Degree Program –
Master of Arts in Education (MAE) in Interdisciplinary Early Childhood Education, Birth to Primary,
Leading to Certification (Rank II or I) in
Interdisciplinary Early Childhood Education, Birth to Primary (KIE)
(WKU #0461, EPSB #3019 Rank II KIE)
(WKU #0461, EPSB #1807 Rank I KIE)

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
IECE 530 Advanced IECE Curriculum Development	3
TCHL 560 Capstone Project for Teacher Leadership	3
IECE 520 Organizing Programs for Early Childhood Special Education	3
IECE 550 Advanced Early Childhood Assessment	3
Specialization Component	
TCHL 520 Principles of Action Research for Teacher Leaders	3
FACS 577 Child Development Theory and Research	3
CD 486G Language Disorders	3
IECE 423G Interdisciplinary Services for Young Children with Low Incidence Disabilities	3
Electives	
Advisor Approved Electives	9
Total Hours	36

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

Transition Point 1: Admission to Education Preparation Program				
Data Reviewed	*Minimal Criteria*	*Review Cycle*	*Reviewed By*	*Approved By*
• GPA • Application for admission • Undergraduate degree • Existing Teaching Certificate or Statement of Eligibility (SOE) in IECE	• 2.75 GPA or 3.0 in last 30 hours • Completed Application including the following: • KY Code of Ethics • Professional Dispositions • 4Cs – Collaboration, Communication Skills, Critical Thinking, and Creativity • Evidence of current teaching certificate or SOE • Evidence of an Undergraduate degree from an accredited institution.	Each Month	Department Faculty	Professional Education Council
Transition Point 2: Admission to Final Experience				
Data Reviewed	*Minimal Criteria*	*Review Cycle*	*Reviewed By*	
• Application to Capstone Course • Dispositions • Key Assessments • GPA	• 3.0 (Proficient) or higher on all Key Assessments • 3.0 or higher overall GPA	Each Semester	Department Faculty	Department Faculty
Transition Point 3: Program Exit				
Data Reviewed	*Minimal Criteria*	*Review Cycle*	*Reviewed By*	
• GPA • Final Capstone Project	• 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.

EPSB Disclaimer: Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.epsb.ky.gov for current requirements or contact 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   Signature   Date

END OF CURRICULUM CONTRACT

CURRICULUM CONTRACT:

WKU

CURRICULUM CONTRACT
Rank I Non-degree Program
Interdisciplinary Early Childhood Education, Birth to Primary,
Leading to Rank I Certification in Interdisciplinary Early Childhood Education,
Birth to Primary (KIE)
(This program does not lead to a degree)
(WKU #156, EPSB #1814 Rank I KIE)

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
SLP 517 Normal Language Development	3
CD 486G Language Disorders	3
IECE 521 Assessment in Early Childhood Special Education	3
IECE 522 Family-Focused Services	3
IECE 523 Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education	3
IECE 524 Internship in Early Childhood Special Education	3
SPED 523 Curriculum/Methods in Early Childhood Special Education	
Content Area Courses	
IECE 520 Organizing Programs for Early Childhood Special Education	3
FACS 577 Child Development Theory and Research	3
SWRK 436G Services to Children	3
PSY 645 Consultation in Educational and Mental Health Settings: Theory and Practice	3
Total Hours	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:
4. To complete a teacher preparation program, candidates must meet all minimal criteria described under "Transition Point 3: Program Exit."
5. Note that additional requirements (described below) must be met in order to be recommended for certification.
6. Rules and regulations governing the completion of this program of study have been described above and on the next page. By your signature, you are acknowledging that you understand and accept responsibility for meeting these requirements.

Delineation of EPP-Wide Transition Points – Advanced Preparation Program

Transition Point 1: Admission to Education Preparation Program				
Data Reviewed	*Minimal Criteria*	*Review Cycle*	*Reviewed By*	*Approved By*
• GPA • Application for admission • Undergraduate degree • Existing Teaching Certificate or Statement of Eligibility (SOE)	• 2.75 GPA or 3.0 in last 30 hours • Completed Application including the following: • KY Code of Ethics • Professional Dispositions • 4Cs – Collaboration, Communication Skills, Critical Thinking, and Creativity • Evidence of current teaching certificate or SOE • Evidence of an Undergraduate degree from an accredited institution.	Each Month	Department Faculty	Professional Education Council
Transition Point 2: Admission to Internship				
Data Reviewed	*Minimal Criteria*	*Review Cycle*	*Reviewed By*	
• Application Internship • Dispositions • Key Assessments • GPA	• Completed Application • 3.0 (Proficient) or higher on all Key Assessments • 3.0 or higher overall GPA	Each Semester	Department Faculty	Department Faculty
Transition Point 3: Program Exit				
Data Reviewed	*Minimal Criteria*	*Review Cycle*	*Reviewed By*	
• GPA • Internship Portfolio	• 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.

EPSB Disclaimer: Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.epsb.ky.gov for current requirements or contact 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   Signature   Date

END OF CURRICULUM CONTRACT