



## Program Review Document

### Preparation Program:

*Interdisciplinary Early Childhood Education, Masters of Arts in Teaching (MAT)*

Date Submitted: *January, 2018*

<b>Certification Level:</b>	<input checked="" type="checkbox"/> B-P <input type="checkbox"/> P-5 <input type="checkbox"/> 5-9 <input type="checkbox"/> 5-12 <input type="checkbox"/> 8-12 <input type="checkbox"/> P-12
<b>Preparation Level:</b>	<input checked="" type="checkbox"/> Initial or <input checked="" type="checkbox"/> Additional
<b>Modes of Delivery:</b>	<input type="checkbox"/> Face-to-Face Only <input type="checkbox"/> Online Only <input checked="" type="checkbox"/> Hybrid
<b>Degree Type:</b>	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate (MAT) <input type="checkbox"/> Undergraduate – Cert Only <input type="checkbox"/> Option 6
<b>Rank Level:</b>	Rank II
<b>Program Codes:</b>	WKU #460 EPSB #1166
<b>University Catalog:</b>	<a href="https://www.wku.edu/undergraduatecatalog/">https://www.wku.edu/undergraduatecatalog/</a> <a href="http://catalog.wku.edu/graduate/">http://catalog.wku.edu/graduate/</a>
<b>WKU Quality Assurance Document:</b>	<a href="http://www.wku.edu/cebs/caep/">http://www.wku.edu/cebs/caep/</a>

**SYLLABI:** All Professional Education, Methods Syllabi, and a Sampling of Content Area Syllabi are available on the WKU website [http://www.wku.edu/cebs/peu/epsb\\_prds.php](http://www.wku.edu/cebs/peu/epsb_prds.php).

The IECE MAT Program, Birth to Primary, Initial Certification is for individuals who are not currently certified in any area of certification or whose certification is not in IECE.

<b>Courses</b>	<b>Hours</b>
FACS 577 Seminar in Child Development Research, or advisor-approved elective	3
SLP 517 Normal Language Development	3
IECE 520 Organizing Programs for IECE	3
PSY 645 Consultation in Educational & Mental Health Settings: Theory & Practice	3
IECE 521 Assessment in Early Childhood Special Education	3
SPED 523 Curriculum/Methods in Early Childhood Special Education	3
Research Foundations – EDFN 500 Research Methods (3 hours) or TCHL 520 Principles of Action Research for Teacher Leaders	3
IECE 522 Family-Centered Services	3
IECE 523 Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education	3
CD 486 G Language Disorders	3
IECE 526 Practicum in IECE	1
IECE 524 Internship	3
<b>TOTAL PROGRAM HOURS</b>	<b>34</b>

## Program Description

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

- **Core Education Courses**

**FACS 577, Seminar in Child Development (3 hours)** - Analysis of current theories and research relevant to the development of social perceptual-cognitive, and physical-physiological processes in children.

**CD 486G, Language Disorders (3 hours)** - 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.

**IECE 520, Organizing Programs for IECE (3 hours)** - 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.

**PSY 645, Consultation in Educational and Mental Health Settings (3 hours)** - 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. Students are responsible for arranging their own transportation to designated or assigned sites.

**IECE 521, Assessment in IECE (3 hours)** – Assessment process specific to children B-5, both with and without disabilities, and their families. Thirty clock hours field experiences required.

**SPED 523, Advanced Methods and Materials in Early Childhood Education and Curriculum/Methods in Early Childhood Special Education (3 hours each)** - Examines curricula, instructional strategies, and support materials for children with varied abilities (birth through kindergarten) and their families. Planning, implementation, and evaluation of instruction will be emphasized. Minimum of 30 hours of field experience is required.

**EDFN 500, Research Methods (3 hours)** - 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.

OR

**TCHL 520, Principles of Action Research for Teacher Leaders 3 Hours** - Principles of action research as it is applied to educational settings.

**IECE 522, Family-Centered Services (3 hours)** – 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.

**IECE 523, Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education (3 hours)** - 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; students are responsible for their own transportation.

**SLP 517, Normal Language Development (3hours)** - 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.

**IECE 526 Special Topics in Interdisciplinary Early Childhood Education (1 Hour)** - Practical application in clinical settings of critical skills for interdisciplinary early childhood educators. Students are responsible for transportation to assigned sites.

**IECE 524, Internship in IECE (3 hours)** – Supervised work with children B-5, both with and without disabilities, and their families.



**3. KENTUCKY TEACHER PERFORMANCE STANDARDS ALIGNMENT:** The table delineates how the EPP-wide Initial Preparation Key Assessments, aligned to both Kentucky Teacher Performance and InTASC Standards, are embedded in the program.

KEY ASSESSMENTS					
AREA		NAME	STANDARD ALIGNMENT		COLLECTED
			KTS	InTASC	
1	Content Assessment	Praxis II	(1)	(4,5)	Praxis Report
2	Other Content Assessment	Major GPA	(1)	(4)	Prior to Student Teaching
3	Assessment of Professional Capabilities	Praxis PLT	(2-10)	(1-3,6-10)	Praxis Report
4	Clinical Experiences Measure of Teaching Proficiency	Student Teacher/Intern Evaluation	1-10	1-10	IECE 524
5	Measure of Assessment Proficiencies	A: Learning Goals & Pre/Post Assessment B: Analysis of Student Learning	1-3,5-7	1-10	SPED 523
6	Ability to Diagnose and Prescribe for Personalized Student Learning	Design for Instruction	1,2,5,6	1,4-10	SPED 523
7	Application of Content Knowledge and Pedagogical Skills	Teacher Work Sample	1-3,5-7,9	1-10	IECE 524
8	Assessment of Literacy Outcomes	Operational Stance Concerning Content-Area and Discipline-Specific Literacies	1,2,5	1,4-7	SLP 517
9	Dispositions	Dispositions Form	NA	NA	IECE 520, IECE 523, IECE 524, SPED 523
10	KTS Exit Survey	KTS Exit Survey	1-10	1-10	IECE 524

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

<b>Course # and Title</b>	<b>KY IECE Teacher Standards</b>	<b>SPA for CEC Initial Special Education Early Childhood Specialist Set (2012)</b>	<b>SPA for NAEYC Standards for Initial Early Childhood Professional Preparation (2010)</b>
IECE 520 Organizing Programs for IECE	1,2,3,4,5,6,7,8,9,10	1,2,3,6,7	1,6, 7
IECE 521 Assessment in IECE	1,4,5,6,7,8,	2,4,6,7	1,2,3,5,6,7
IECE 522 Family Based Services	4,5,6,7,8	1,2,3,4,5,6,7	1,2,3,4,5,6,7
IECE 523 Planning Curriculum and Instruction in IECE	1,2,4,5,6,7,8,9,10	2,3,5,7	1,2,3,4,5,7
IECE 524 Internship in IECE	1,2,3,4,5,6,7,8,9,10	1,2, 3,4,5,6,7	1,2,3,4,5,6,7
SPED 523 Advanced Methods and Materials in Early Childhood Education and Curriculum/Methods in Early Childhood Special Education	1,,2,3,4,5,6,7,8,9,10	1,3,4,5,6,	1,3,4,5,6,7
IECE 526	1,2,3,4,5,6,7,8,9,10	1,6	1,2,7
SLP 517 Normal Language Development	1,3,4,5	1,2,3,6	1,4
CD 486G Language Disorders	1,2,3,4	3,4,5,6,7	1,4
FACS Seminar in Child Development	1,5,8	2,3,6,	2
PSY 645 Consultation in Educational and Mental Health Settings	5,6,7,8,10	1,3,4,7	2,5

**5. CURRICULUM CONTRACT:**



**CURRICULUM CONTRACT**  
**Graduate Degree Program – MAT IECE Grades Birth through Age 5 (WKU #460 EPSB #1166)**  
**Leading to Initial Teacher Certification and Rank II in IECE**

The IECE MAT Program, Birth to Primary, Initial Certification is for individuals who are not currently certified in any area of certification or whose certification is not in IECE.

**Candidate Contact Information:**

<b>Last Name</b>	<b>First Name</b>	<b>Middle Name/Initial</b>	<b>WKU ID Number</b>
<b>Street</b>	<b>Home Phone Number</b>		<b>Cell Phone Number</b>
<b>City</b>	<b>State</b>	<b>Zip Code</b>	<b>Email Address</b>

**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.”

<b>CONTENT COURSES (13 HOURS)</b>	<b>HOURS</b>		<b>PROFESSIONAL EDUCATION COURSES (18 HOURS)</b>	<b>HOURS</b>
IECE 520	3		IECE 521	3
FACS 577 or advisor approved elective	3		IECE 522	3
IECE 523	3		IECE 524	3
IECE 526	1		SPED 523	3
PSY 645	3		SLP 517	3
			CD 486G or approved elective	3
			<b>OTHER COURSES (3 hours)</b>	<b>HOURS</b>
			EDFN 500 or TCHL 520	3

**Mid-Point Assessment Requirements:**

To be admitted into the Student Teaching Semester, candidates must meet all minimal criteria described under “Transition Point 2: Admission to Final Clinical Experience.”

**Program Completion Requirements:**

1. To complete a teacher preparation program, candidates must meet all minimal criteria described under “Transition Point 3: Program Exit.”
2. Note that additional requirements (described below) must be met in order to be recommended for initial certification.
3. Rules and regulations governing the completion of this program of study have been described above and on the next page. By your signature, you are acknowledging that you understand and accept responsibility for meeting these requirements.

**Delineation of Unit/Program Transition Points – Initial Preparation**

<b>Transition Point 1: Admission to MAT Interdisciplinary Early Childhood Education for Initial Certification Preparation Programs</b>			
<b>Data Reviewed</b>	<b>Minimal Criteria for Admission/Continuation</b>	<b>Review Cycle</b>	<b>Reviewed By</b>
<u>Unit Level Data:</u>		Each Month	Professional Education Council
<ul style="list-style-type: none"> <li>Admission Application</li> </ul>	<ul style="list-style-type: none"> <li>Completion of application</li> </ul>		
<ul style="list-style-type: none"> <li>Documentation of completion of baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of completion of baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution</li> </ul>		
<ul style="list-style-type: none"> <li>Recommendation for admission following a transcript review by an MAT advisor associated with the certification area sought (deficiencies may require applicant to take additional undergraduate courses)</li> </ul>	<ul style="list-style-type: none"> <li>MAT advisor approval</li> </ul>		
<ul style="list-style-type: none"> <li>Letter of application including professional goals</li> </ul>	<ul style="list-style-type: none"> <li>Completion and submission of letter including professional goals</li> </ul>		
<ul style="list-style-type: none"> <li>GPA</li> </ul>	<ul style="list-style-type: none"> <li>Cumulative grade point average of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of coursework (counting all course work, undergraduate and graduate).</li> </ul>		
<ul style="list-style-type: none"> <li>Test Scores – State minimum passing scores for GRE or CASE for admission to the professional education unit</li> </ul>	<ul style="list-style-type: none"> <li>State minimum required for GRE or CASE qualifying scores for admission to the professional education unit. (demonstrates Critical Thinking and Communication Skills)</li> </ul>		
<ul style="list-style-type: none"> <li>Admission requirements for teacher education</li> </ul>	<ul style="list-style-type: none"> <li>Acceptance to graduate studies:</li> <li>3 positive references (demonstrates their dispositions for teaching indicating their Creativity and Collaboration skills)</li> <li>physical (including TB test)</li> <li>successful KY criminal background check,</li> <li>signed code of ethics</li> </ul>		
<b>Transition Point 2: Admission to Final Experience (e.g., Internship, Student Teaching, Clinical Practice, Culminating Assessment)</b>			
<b>Data Reviewed</b>	<b>Minimal Criteria for Continuation</b>	<b>Review Cycle</b>	<b>Reviewed By</b>
<u>Unit Level Data:</u>		Each Semester	Professional Education Council
<ul style="list-style-type: none"> <li>GPA</li> </ul>	<ul style="list-style-type: none"> <li>3.0 overall as per Graduate Studies Policy for all graduate programs</li> </ul>		
<ul style="list-style-type: none"> <li>Completion of required field hours</li> </ul>	<ul style="list-style-type: none"> <li>At least 200 hours documented based on requirements of 16 KAR 5:040</li> </ul>		
<ul style="list-style-type: none"> <li>Semester Hours Completed</li> </ul>	<ul style="list-style-type: none"> <li>31 hours</li> </ul>		
<ul style="list-style-type: none"> <li>Dispositions Scores</li> </ul>	<ul style="list-style-type: none"> <li>All dispositions average “At Standard” (3+)</li> </ul>		



<ul style="list-style-type: none"> <li>Key Assessment Scores</li> </ul>	<ul style="list-style-type: none"> <li>2.0+ overall</li> <li>2.0+ per Kentucky Teacher Standard measured</li> </ul>		
<b>Transition Point 3: Program Exit</b>			
<b>Data Reviewed</b>	<b>Minimal Criteria for Exit</b>	<b>Review Cycle</b>	<b>Reviewed By</b>
<u>Unit Level Data:</u>		Each Semester	Office of Teacher Services
<ul style="list-style-type: none"> <li>Advanced Internship Grade (IECE 524)</li> </ul>	<ul style="list-style-type: none"> <li>C or higher - based on Teacher Work Sample holistic score of 2+ and 2.0+ Kentucky Teacher Standard Measured</li> </ul>		

**To be recommended for initial certification, an applicant must document:**

- Completion of an approved teacher preparation program in each desired certification area;
- Passing Scores on the appropriate PRAXIS II exams (e.g., Content, PLT) or other assessments required for each desired certification area;
- Achievement of at least a 3.0 GPA overall in each major and minor, and in professional education courses;
- Attainment of at least a “C” in all professional education courses, including IECE 524.

**Remediation Opportunities:**

**TP 1:** Candidates may continue to submit Faculty Recommendations until three are positive.

**TP 2:** Candidates may request additional instruction from faculty and may resubmit Key Assessments in order to improve their scores.

**TP 3:** Candidates may request additional instruction from faculty and may resubmit the Teacher Work Sample Key Assessment in order to improve their score. Candidates may repeat student teaching.

**EPSB Disclaimer:** Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at [www.epsb.ky.gov](http://www.epsb.ky.gov) for current requirements or contact the EPSB at 502-564-4606 or toll free 888-598-7667.

By signing below, the candidate ensures that he or she has been advised of, understands, and agrees to adhere to all program requirements, including assessment requirements, of the program.

**Candidate Name (printed):**

**Education Advisor’s Signature/Date:**

\_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Candidate Signature/Date:**

**Specialization Advisor’s Signature/Date (if needed):**

Signature \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_