



# Interdisciplinary Early Childhood Education (Birth – Primary)



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## Program Experiences

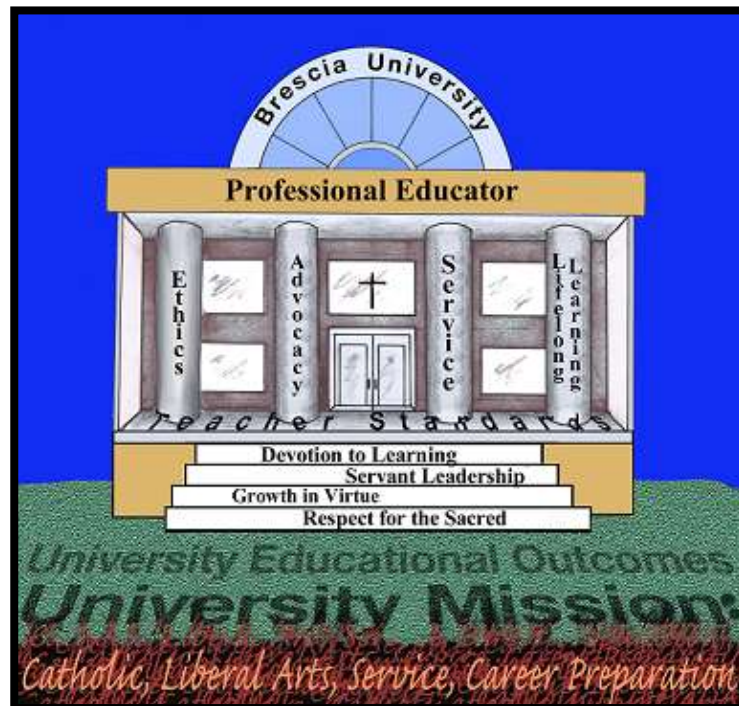
### Conceptual Framework

The model of the atom as the visual display for the School of Education (SOE) existed through Spring semester 2012. During the annual retreat in August of 2012, SOE faculty engaged in program self-study, a discussion lead to the development of a proposed new conceptual framework and visual representation of the model. Early in the Fall semester 2012, SOE faculty through examination of current practice and philosophy decided existing CF was no longer applicable. The mission statement was revised and a new visual model for CF was developed. Input on the proposed changes came from faculty and a special focus group comprised of teacher education candidates and University administration obtained to provide visual clarity. Based on recommendation a revised version was presented to TEAC. With TEAC's input, further revisions were made to the visual model which was subsequently approved by TEAC.

The new mission statement is "Brescia University School of Education candidates are challenged to become Professional Educators committed to Ethics, Advocacy, Service and Lifelong learning." The visual model is that of a teacher candidate as a home- a professional educator- equipped with knowledge and skills supported by the pillars of ethics, advocacy, service, and lifelong learning. This "home" of the professional educator rises from the soil of Brescia University's mission and its Educational Outcomes. The cross placed above the door symbolizes the Catholic liberal arts institution founded in the Ursuline tradition of personal and social transformation through education. The teacher candidate enters the Professional Educator "home" by means of the four steps of the Brescia Difference: Respect for the Sacred, Devotion to Learning, Commitment to Growth in Virtue, and Promotion of Servant Leadership. Kentucky Teacher Standards and the Specialty Professional Associations (SPA) standards provide the "floor" which is the professional foundation. Upon completion of the degree, symbolized by the arched window at the top of the model, Brescia's teacher education graduates leave Brescia and enter their professional careers through the archway. However, the graphic clearly illustrates the SOE belief that the entire structure would not exist without the four entryway steps, the foundational floor, and the soil that either supports it or provides access to it. While not depicted, the image of the home carries implicit connections to its partners in terms of families, colleagues, and the larger society. The elements of ethics, advocacy, service, and lifelong learning continuously transform the level of knowledge and skills of the professional educator. Both the collaboration required in a neighborhood community and the diversity of residents and workers within modern neighborhoods give additional depth to the image. Through the doors are the living workings of the house.

**Brescia University  
School of Education Program**

**CONCEPTUAL FRAMEWORK MODEL**



**Brescia University School of Education candidates are challenged to become Professional Educators committed to Ethics, Advocacy, Service, and Lifelong Learning.**

## Course Relationship to Conceptual Framework

The Interdisciplinary Early Childhood Education Program is a 128 hour program that leads to a Bachelor of Science (BS) degree. Upon completion of the Kentucky Teacher Internship Program (KTIP), program completers earn initial teacher certification for Birth – 5.

The SOE IECE candidates are provided with a strong rational and ethical foundation which guides their preparation as future educators. The Brescia mission that constitutes “the Brescia Difference”: Respect for the Sacred, Devotion to Learning, Commitment to Growth in Virtue, and Promotion of Servant Leadership blends with the School of Education Conceptual Framework. This commitment to excellence is based on the Brescia University Teacher Education Conceptual Model. This model challenges IECE candidates to become professional educators committed to ethics, advocacy, service and lifelong learning. IECE candidates are given the training and skills so they will be able to develop scholarly curiosity and collaborate in the delivery of innovative instructional techniques. The goals, course content, programmatic emphasis, conceptual framework, Kentucky Teacher Standards, Specialty Professional Associations, and competencies, have been developed in collaboration. SOE IECE candidates learn to develop programs to further young children’s (ages birth to five years) success in mastery of the Kentucky Common Core Standards. The IECE Program also provides many opportunities for its candidates to actively participate in community service. The unit employs a face-to-face (on ground) delivery model that equips candidates with the training and skills necessary to help them to develop scholarly curiosity and collaborate in the delivery of innovative instructional techniques. The IECE Program (coursework, field experiences, and clinical practice) also helps candidates to understand and practice tenets of the conceptual framework and the following SOE professional dispositions: ethics, service, lifelong learning, and advocacy.

IECE candidates learn to design and plan instruction, create and maintain positive learning environments, implement and manage instruction, assess and communicate learning results, and reflect on teaching and learning in ways to help them develop experiences that positively impact on young children’s learning and mastery of the Kentucky Early Childhood Standards, Kentucky Core Academic Standards, NAEYC, CEC. The IECE Program also provides opportunities for its candidates to actively participate in course-related field experiences and community service.

Close alignments exist among the IECE Program and 1) the Conceptual Framework, 2) Kentucky Teacher Standards, 3) KYECS/KCAS Standards, 4) Specialty Professional Associations standards, and 5) EPSB themes. Alignments also exist among the IECE Program and the mission, goals, values, and vision of the institution.

## **DIVERSITY and CLOSING THE ACHIEVEMENT GAP**

The University as a whole and the SOE in particular consider diversity an important value as evidenced in one of its Educational Outcomes, the Human Welfare Value. It is expected that all Brescia graduates, “respect individual differences” and “appreciate diversity of culture.” IECE Education candidates are provided many opportunities to experience cultural diversity through field experiences and academic courses such as Philosophy, History and field experiences. (See [Field Handbook](#)) A solid background in the Liberal Arts along with a strong commitment to service and advocacy ensures that IECE candidates will actively participate in many culturally diverse activities (many of which are on campus and co-curricular). Within the context of diversity and closing the achievement gap, the IECE candidates are acutely aware of the relationship between “regular education” and needs of special populations. Diversity and closing the achievement gap are addressed formally in “Teaching Diverse Populations of Children and Youth” (Edu 255), a required SOE Professional Core course. It is in this course that IECE candidates become cognizant of their role and responsibilities in serving students. Course related field experience placements ensure that candidates actively participate in culturally diverse activities in schools, in other settings where academic experiences exist, and in co-curricular activities on campus.

Working with diverse populations is an inherent component of the IECE Program. Early childhood candidates must develop knowledge, skills and dispositions that will support them in effective interaction with families and young children who display multiple forms of diversity. Candidates must also acquire and utilize strategies that are responsive to and supportive of a variety of family structures. Children ages birth through 5 with disabilities – and those who manage and provide care for these children – are another core constituency served by early childhood educators. Securing access to services and delivering educational programming appropriate to meet the needs of each young child and family demands a knowledgeable professional practitioner with strong commitment to ethical practice, advocacy, service, and lifelong learning. Through their course of studies, Brescia University SOE IECE candidates expand their levels of competency and commitment to enhancing educational opportunities for young children and their families in ways that are responsive to their unique elements of diversity and have demonstrated positive evidence-based results in terms of impact on closing the achievement gap.

### **DISPOSITIONS:**

Ethics, advocacy, service, and lifelong learning are the professional dispositions that IECE candidates and program completers are expected to know and demonstrate. The key components of the SOE’s professional educator are defined by a commitment to ethics, advocacy, service, and lifelong learning, and depend on their appropriate expression upon the teacher candidates’ internal dispositions for teaching. Rooted in the works of Angela Merici, and contemporary authors such as Revell and Arthor, 2007, Johnson, 2008, and Manos, 2007, awareness of dispositions is necessary for one to become an effective educator. IECE Education at Brescia emerges from the founding by Ursuline Sisters who are committed to the Ursuline approach to education which focuses on the commitment to the whole person and the power of education to transform each person and thus society. SOE teacher candidates in IECE

are immersed in a setting permeated with strong, positive teacher dispositions and are expected to explore their own dispositions through individual and group reflection activities through reflective journaling following field experiences with young children, their families and other professionals in educational settings, and through developing and evaluating their own philosophies of education.

The SOE in collaboration with the Director of Mission Effectiveness builds an understanding of the Ursuline Educational Tradition from Italy in 1535 to present day. Throughout their program, IECE candidates explore the eleven values which permeate the Ursuline Legacy of Teaching and Learning. The Legacy is introduced during BU orientation to all BU students. Annual SOE Fall Convocations provide opportunities for awareness of and reflection on how those values relate directly to teaching and learning in the 21<sup>st</sup> century. In Edu 204, Introduction to Education (or Edu 108 Orientation), the Director's presentation concentrates on St. Angela Merici in her role as Teacher. The Director's final presentation at the Clinical Practice Seminar interconnects with the candidates' maturity as a professional educator. The presentation allows for a deeper understanding of the Ursuline Legacy of Teaching and Learning. This culminating experience bridges the application of St Angela's values from antiquity to the present and beyond...thus continuing the Legacy.

#### **TECHNOLOGY:**

Brescia University is committed to providing the technological capabilities necessary for its students to be successful in their majors by requiring Eng. 102 Writing 2 and offering IdC 100 Introduction to Information Resources. Technology is a critical component the SOE mission of becoming professional educators committed to ethics, advocacy, service, and lifelong learning. IECE candidates must demonstrate competency in their classes that will ensure the young children and their families will have the level of skills required for lifelong learning. Technology Application and Integration in Education, Edu 246, is a Common Core education requirement designed to develop digital-age learning experiences and assessments. Edu 246 includes computer-enhanced instruction that reflects the ability to demonstrate and evaluate the appropriate use of technology in their field experiences, data collection, multimedia presentations, and clinical practice as it impacts learning opportunities., Technology is evidenced in lesson plans throughout the candidates' course work (Edu 255 Teaching Diverse Populations of Children and Youth, Edu 256 Adaptive Physical Education, Edu 307 Early Childhood Special Education, Edu 430 Adaptive/Assistive Technology: Communication/Curricular Issues and the methods courses – Edu 310, 311 and 431-, Edu 414 Practicum, Edu 433 Clinical Practice: IECE). During micro teachings incorporation of technology is required (Edu # 12/13 section: Designs/Plans and Implements/Manages Instruction (f)). Competence in KTS 9: The Teacher Demonstrates the Implementation of Technology is evidenced in the candidates' Application to Clinical Practice and culminating Clinical Practice portfolios.

In the 21st century, technology must permeate educator preparation programs to ensure that: 1) educators can provide effective instruction to meet the diverse needs of young children and their families and 2) young children and their families can access and effectively utilize technology to meet their own needs. Professional educators must understand the role of technology in content and

pedagogy, model ethical practice, advocate for access to technology appropriate to meet the unique needs of all young children and their families, integrate technology into service opportunities and model commitment to lifelong learning through effective practice.

In Edu 246: Technology Application and Integration in Education , a Common Core course in SOE for all candidates exploring a major in education, IECE candidates acquire the foundation for their skills in utilizing technology for instruction. The course is designed to provide candidate’s knowledge, skills and dispositions for developing digital-age learning experiences and assessments. Edu 246 supports IECE candidates’ performance in computer-enhanced instruction reflecting their ability to demonstrate the appropriate use of technology in: 1. their field/clinic and practicum experiences, data collection, multimedia presentations, and clinical practice, as well as, 2. their evaluation of how it impacts learning opportunities for young children and their families.

In Edu 430: Adaptive and Assistive Technology: Communication and Curricular Issues IECE candidates are provided with knowledge of assistive and adaptive technologies and their use. This course enhances the foundation of IECE candidates competency in facilitating young children’s’ use of technology as well as technology use by their families. IECE candidates can increase their abilities when advocating for young children to ensure just access to the core curriculum as well as just access to the mode of communication that allows them to accurately demonstrate their rate of progress and level of competence. Early childhood candidates are committed to advocacy for their young students and family members by ensuring that they gain the skills and desire to become seekers and sharers of knowledge themselves and the confidence to explore a wide range of technologies. Such technologies include use of computer-enhanced instruction, computer modifications to insure student access (e.g., TEXT Help products), adaptive and assistive technologies to permit basic student communication, and means of securing access to these technologies.

**Table 1: Conceptual Framework Relationship to IECE Professional Courses**

Conceptual Framework	Signature Assignments	Ethics	Advocacy	Service	Lifelong Learning
<b>Courses</b>		<b>Related Experiences</b>			
<b>EDU 104</b> Exploring Early Childhood Education	Observation reports from various sites	Awareness of confidentiality and professional behavioral expectations	Development of resource file for future advocacy efforts	Engagement in service-based settings; volunteer activities	Acquisition of professional vocabulary; research; resources; data collection



Conceptual Framework	Signature Assignments	Ethics	Advocacy	Service	Lifelong Learning
<b>Courses</b>		<b>Related Experiences</b>			
<b>EDU 256</b> Adaptive PE	Lesson plan demonstrated adaptive PE for diverse learners	Interaction with public; safety issues	Exploration of accessibility issues; initiating systemic change	Involvement in Special Olympics; accessibility surveys	Development of skills; teaching for cross disciplinary connections
<b>EDU 307</b> Early Childhood Special Education	Analysis of Case study which requires candidate to apply knowledge of child development as related to milestones of development	Demonstration of ability to maintain confidentiality	Collaboration with the IFSP teams	Collaboration with families; participative field	Development of professional skills for research papers
<b>EDU 308</b> Infant/Toddler/Preschool Assessment	Individual Field Experience Professional Development Plan in assessment of young children	Application of confidentiality and standards re: sharing diagnostic information; regulations	Determination of initial eligibility; discovering needs; child find	Engagement in direct assessment opportunities	Application of theory into practice with increased depth of knowledge
<b>EDU 309</b> Family & Agency Services	Individual Field Experience Plan in area of family assessment with IFSP goals, home visit & parent-teacher conference	Demonstration of confidentiality re: child welfare practices, assessment, service eligibility	Location of services assistance to family in securing services for children and families	Provision of direct services to meet needs of families; active participation in KEA/CEC	Acquisition of depth of knowledge and understanding of available services and policies & procedures for securing same
<b>EDU 310</b>	Intervention Plan DAP in motor, language, cognition,	Demonstration of confidentiality re: child welfare and	Identification of needs and assistance in providing	Provision of service in field sites; working with families;	Development of a standards-based interdisciplinary unit

<b>Conceptual Framework</b>	<b>Signature Assignments</b>	<b>Ethics</b>	<b>Advocacy</b>	<b>Service</b>	<b>Lifelong Learning</b>
<b>Courses</b>		<b>Related Experiences</b>			
Infant/Toddler Curriculum/ Methods	self-help, and socialization	interventions in service settings	appropriate instruction	participation in KEA/CEC	
<b>EDU 311</b> Preschool Curriculum/ Methods	Lesson plan series: 5-7 lessons on an integrated topic:  Overview, materials and lesson plans	Demonstration of confidentiality and interventions in preschool settings	Identification of needs and assistance in providing appropriate instruction	Provision of service in field sites; tutoring if possible	Addition of enhancements to Interdisciplinary unit development
<b>EDU 337</b> Behavior Disorders	Development of Behavior Improvement Plan which incorporates FBA, data, observation, plan for behavior change	Utilization of FBA to determine behavioral needs; need for medical and psychological confidentiality	Implementation of behavior plans, monitoring and implementing changes	Identification of opportunities within classes and programs for children with BD	Acquisition of depth of knowledge in BD and interventions
<b>EDU 443</b> Legal Aspect, Parent Issues, & IEP	Developed and critiqued IEP, complete with implementation strategies and provisions for monitoring	Demonstration of professional behavior in compliance with: Code of ethics; KAR and CFR; IEP	Collaboration with families re: legal rights and due process protections	Provision of IFSP/IEP support; and development of resources manual to share with families	Investigation of legal issues; family concerns and needs; IFSP/IEP
<b>EDU 430</b> Adaptive/ Assistive Technology & Communication Issues	Using case study, complete a functional language assessment and develop or suggest an appropriate	Demonstration of confidentiality and collegial involvement	Collaborate with students and families re: functional communication assessment; advocacy to attain devices and	Creation of augmentative devices; and communication strategies	Acquisition of depth of Knowledge and skills in language development and its interaction with disabilities

Conceptual Framework	Signature Assignments	Ethics	Advocacy	Service	Lifelong Learning
<b>Courses</b>		<b>Related Experiences</b>			
	communication strategy and curriculum modification		training for families		
<b>EDU 431</b> Transition to Kindergarten Curriculum & Methods	Lesson plan series: 5-7 lessons on an integrated topic:	Demonstration of confidentiality, collegial interactions, use of resources, treatment of students and families	DAP to meet unique needs of child in kindergarten and the family	Design of systematic instruction focused on meeting individual learner needs	In-depth analysis of DAP
<b>EDU 414</b> <b>Practicum</b> <b>(150 hours)</b>	Admission to Clinical Practice portfolio evidence	Demonstration of confidentiality, collegial interactions, use of resources, treatment of students and families	Development and implementation of lessons emphasizing responses to diverse needs; behavior plan; IFSP	Participation in extended service opportunity as a professional and work with students in similar service activities	Development and implementation of integrated standards-based lessons; synthesize skills and knowledge; reflective portfolio
<b>EDU 433</b> <b>Clinical Practice</b>	Portfolio requirements: reflection (journals/bi-weekly self evaluations) Lesson plans, BIP, IFSP, Assessment, PGP	Demonstration of confidentiality, collegial interactions, use of resources, treatment of students and families	Development and implementation lessons emphasizing responses to diverse needs; behavior plan; IEP	Development, implementation and reflection of leadership project KTS #10	Demonstration of growth in knowledge, skills and dispositions through self-reflection as evidenced in journals.

## Continuous Assessment Plan

The SOE Admission Policies are consistent across all programs. See SOE Handbook, Policies and Procedures. In keeping with professional standards, Brescia University School of Education program uses multiple assessment instruments and sources of data to recruit, admit, prepare, support, and retain candidates who demonstrate potential for professional success. Assessment is continuous throughout the program and is linked to four developmental levels (identified transition points).

### The relationship of the Program with the Unit's Continuous Assessment Plan

The Continuous Assessment Plan (CAP) of The School of Education identifies competencies that a professional educator must demonstrate: content/professional/pedagogy, technology, assessment, dispositions, and diversity. Imbedded are the EPSB themes, NAEYC, ISTE, KTS, KYECS/KCAS, and SOE dispositions. These five strands, are woven throughout the program and continuously monitored. This CAP is designed to ensure the candidate meets stated expectations of the unit to become a professional educator committed to ethics, advocacy, service and lifelong learning. The School of Education in fall of 2014 adopted TaskStream, a Learning Management System (LMS) to track candidate performance. SOE expects candidates to progress in competency from **Beginning** to **Developing** to **Accomplished** to **Exemplary**. Candidate competencies are tracked across four Levels: 1: Admission to the School of Education Program, 2: Successful Completion of Course Work and Field/Clinical Placements, 3: Admission into Clinical Practice, 4: Program Completion.

At Level 1, Admission to School of Education, students seeking to become IECE candidates are introduced to strand competencies through **SOE Professional Core Courses**. The **Professional Core Courses** are: Edu 204 Introduction to Education, Edu 255 Teaching Diverse Populations of Children and Youth, Psy 300 Developmental Psychology. In order to attain candidate status students must: have earned a grade of "C" or better in the **Professional Core Courses**, completed two of the three **Professional Core Courses**, maintained 2.75 GPAs-cumulative/SOE, passed PRAXIS I, signed EPSB Code of Ethics statement, passed a background check, and completed the written and oral application process. Instructors complete the Professional Dispositions and Skill Evaluation on all education students enrolled in the **Professional Core Courses** and in the technology foundation course, Edu 246 Technology Application and Integration in Education. **Signature Assignments** in these courses and field supervisor evaluations are posted to TaskStream and evidence a candidate's competency in the strands through data obtained from internal and external sources. Continuous monitoring of data regarding these requirements allows for early feedback on each student's ability to demonstrate **Beginning** level competencies in content/professional/pedagogy, technology, assessment, dispositions, and diversity. This data provides the basis for the Teacher Education Advisory Committee (TEAC) to determine that a student's level of performance meets stated expectations including 16 KAR 5:020 for completion of Level 1- Admission to School of Education and candidate status.

At Level 2, Successful Completion of Course Work and Field/Clinical Placements, IECE candidates continue completion of General Education Requirements (GERs), the IECE Professional Sequence, and Related Subjects requirements and begin content/pedagogy coursework. The required Field components become more interactive and diverse, progressing toward completion of 200 hours. (16 KAR 5:020 requirements). Edu 415 Practicum – Elementary serves as the culminating course providing an intense experience allowing opportunity for evaluative observation(s) by SOE faculty, field supervisor, and candidate. Evaluation of Signature Assignments in these courses, field supervisor evaluation, candidate self-evaluations, and GPAs-cumulative/SOE evidences a candidate’s competency in the strands through data obtained from internal and external sources. Signature Assignments form the required components of the candidate’s portfolio to evidence their level of competence across the Kentucky Teacher Standards (KTS). Candidates complete initial and annual Professional Growth Plan (PGP) which includes a self- assessment and action plan based on KTS. Data obtained through these requirements are posted on TaskStream ~~and~~ which allows for continued feedback on each candidate’s demonstration of **Developing** level competencies in content/professional/pedagogy, technology, assessment, dispositions, and diversity. SOE Data Manager and SOE faculty review of data provides basis for determining that candidate meets stated expectations for completion of Level 2.

At Level 3, Admission into Clinical Practice, IECE candidates have completed methods course work except for Edu 433 Clinical Practice - IECE. To submit an application for Clinical Practice a candidate must have: passed a Federal Background check, maintained 2.75 GPAs-cumulative/ SOE or 2.75 in last 30 hours, have taken PRAXIS II Specialty Exam and PLT, signed EPSB Code of Ethics statement, completed physical/TB skin test, met Field requirements, and submit a summative portfolio. This portfolio demonstrates candidates’ performance levels on the KTS for every indicator within each standard. Data obtained through these requirements allows for feedback on each candidate’s demonstration of **Accomplished** level competencies in content/professional/ pedagogy, technology, assessment, dispositions, and diversity. This data provides the basis for the TEAC to determine that a candidate’s level of performance meets stated expectations including 16 KAR 5:040 for completion of Level 3 Admission into Clinical Practice.

At Level 4: Program Completion the capstone experience of the IECE curriculum is Edu 433 Clinical Practice- IECE during which candidates complete a fourteen week placement: seven weeks at the primary level and a seven weeks at the intermediate level. During Clinical Practice, Cooperating Teachers, University Supervisors, and candidates complete multiple formative evaluations and a summative evaluation is also completed by Cooperating Teachers. Candidates submit a Clinical Practice Portfolio evaluated by Cooperating Teachers and University Supervisors providing data from internal and external sources. Data obtained through these evaluations allows for feedback on each candidate’s demonstration of **Exemplary** level competencies in content/ profession-al/pedagogy, technology, assessment, dispositions, diversity and KTS. This data provides the basis to determine that a candidate’s level of performance meets stated expectations for Program Completion of the IECE program. Data Manager, SOE faculty and Registrar review of data provides basis for certifying completion of all requirements for a Baccalaureate degree in Interdisciplinary Early Childhood Education and for determination of eligibility for initial Kentucky Teacher Certification. The SOE Data Manager

tracks: obtainment of statement of eligibility, acquisition of provisional/initial teaching license, subsequent employment contract, completion of KTIP (or first year if not in Kentucky), and acquisition of a professional teaching license. Graduation and professional employment evidence completion of Level 4- Program Completion.

The Continuous Assessment Plan of the SOE regarding undergraduate candidates includes four, formal monitoring points or Levels 1-4. Table 2 presents the core requirements of the continuous assessment plan of the School of Education IECE program at Brescia University. These pieces of evidence formatively and summative measure student performance and growth over time in the five strands of the SOE and are aligned with EPSB themes, NAEYC, ISTE, KTS, KYECS/KCAS, and SOE dispositions. This continuous assessment plan is designed to ensure the candidate meets stated expectations of the unit to become a professional educator committed to ethics, advocacy, service and lifelong learning.

Content Knowledge, Pedagogical Knowledge, Skills, Dispositions, and Kentucky Teacher Standards with KYECS/KCAS are key assessment points which provide feedback loops throughout the program used by candidate, faculty, and professional practitioners. Each level is intended to prepare the candidate for the next level and provide diagnostic and prescriptive intervention where needed. The following grids demonstrate the format, integration, measurement, and use of the continuous assessment program in IECE across all four levels.

**Table 2: KTS Alignment with Program Assessments**

See Table 1: CF Relationship to IECE Professional Courses and Table 4: KTS Relationship with Professional Ed Requirements for Signature Assignments

<b>Level 1: Admission to School of Education - Beginning</b>		
Monitoring	Assessments	KTS Alignment
PRAXIS I GPA 2.75	<p><b>Content/Professional/Pedagogy:</b> Complete 2 out of 3 Professional core courses completed with Signature Assignments</p> <p><b>Technology:</b> Edu 246 Signature Assignment</p> <p><b>Assessment:</b> Edu 204 Assessment section of Lesson Plan Rubric</p> <p><b>Dispositions:</b> Interview (Edu #5A), Faculty Recommendations (Edu #4A) Professional Disposition &amp; Skill Evaluation (Edu #4B)</p> <p><b>Diversity:</b> Edu 255 Signature Assignment</p>	<p>IECE:4,6,7,9,10 P-12: 1,5,6,8,10</p> <p>IECE: 9 P-12: 6</p> <p>IECE: 4 P-12: 5</p> <p>IECE: 6,7,10 P-12:1,8,9,10</p> <p>IECE:1,2,3,4,6,8 P-12:1,2,3,4,5,8</p>
<b>Level 2: Successful Completion of Course Work and Field/Clinical Placements - Developing</b>		
Monitoring	Assessments	KTS Alignment
GPA 2.75 Diverse Field/Experiences	<p><b>Content/Professional/Pedagogy:</b> Practicum Requirements, Professional and Major course Signature Assignments, Field Supervisors, Candidate &amp; SOE faculty Evaluations (Edu #12, #13), PGP</p> <p><b>Technology:</b> Technology section of Lesson Plan Rubric, Practicum Requirements , Field Supervisors, Candidate &amp; SOE faculty Evaluations (Edu #12, #13), PGP</p> <p><b>Assessment:</b> Assessment section of Lesson Plan Rubric, Practicum Requirements , Field Supervisors, Candidate &amp; SOE faculty Evaluations (Edu #12, #13), PGP</p> <p><b>Dispositions:</b> Field Evaluation (Edu #16), Field Supervisors, Candidate &amp; SOE faculty Evaluations (Edu #12, #13), Practicum Requirements , PGP</p> <p><b>Diversity:</b> Diversity section of Lesson Plan Rubric, Practicum Requirements , Field Supervisors, Candidate &amp; SOE faculty Evaluations (Edu #12, #13), PGP,</p>	<p>IECE:4,6,7,9,10 P-12: 1,5,6,8,10</p> <p>IECE: 9 P-12: 6</p> <p>IECE: 4 P-12: 5</p> <p>IECE: 6,7,10 P-12:1,8,9,10</p> <p>IECE:1,2,3,4,6,8 P-12:1,2,3,4,5,8</p>
<b>Level 3: Admission into Clinical Practice - Accomplished</b>		
Monitoring	Assessments	KTS Alignment

<p>GPA 2.75 Federal Background Check Code of Ethics Physical/TB skin test 200 Field Hours and Requirements PRAXIS II</p>	<p><b>Content/Professional/Pedagogy:</b> Faculty Recommendations (Edu #26), Clinical Practice Application Portfolio (Edu #24), PGP</p> <p><b>Technology:</b> Technology section of Lesson Plan Clinical Practice Application Portfolio (Edu #24), PGP</p> <p><b>Assessment:</b> Clinical Practice Application Portfolio (Edu #24), Assessment section of Lesson Plan Rubric, PGP</p> <p><b>Dispositions:</b> Clinical Practice Application Portfolio (Edu #24), PGP</p> <p><b>Diversity:</b> Clinical Practice Application Portfolio (Edu #24), Diversity section of Lesson Plan Rubric, PGP</p>	<p>IECE:4,6,7,9,10 P-12: 1,5,6,8,10</p> <p>IECE: 9 P-12: 6</p> <p>IECE: 4 P-12: 5</p> <p>IECE: 6,7,10 P-12:1,8,9,10</p> <p>IECE:1,2,3,4,6,8 P-12:1,2,3,4,5,8</p>
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**Level 4: Program Completion - Exemplary**

Monitoring	Assessments	KTS Alignment
<p>Completion of Clinical Practice Completion of Baccalaureate Degree Completion of KTIP Acquisition of Professional Teaching License</p>	<p><b>Content/Professional/Pedagogy:</b> Cooperating Teacher, Candidate, &amp; SOE faculty Evaluations (Edu #12, #13 #14), Clinical Practice Portfolio (Edu #30)</p> <p><b>Technology:</b> Cooperating Teacher, Candidate, &amp; SOE faculty Evaluations (Edu #12, #13 #14), Clinical Practice Portfolio (Edu #30)</p> <p><b>Assessment:</b> Cooperating Teacher, Candidate, &amp; SOE faculty Evaluations (Edu #12, #13 #14), Clinical Practice Portfolio (Edu #30)</p> <p><b>Dispositions:</b> Cooperating Teacher, Candidate, &amp; SOE faculty Evaluations (Edu #12, #13 #14), Clinical Practice Portfolio (Edu #30)</p> <p><b>Diversity:</b> Cooperating Teacher, Candidate, &amp; SOE faculty Evaluations (Edu #12, #13 #14), Clinical Practice Portfolio (Edu #30)</p>	<p>IECE:4,6,7,9,10 P-12: 1,5,6,8,10</p> <p>IECE: 9 P-12: 6</p> <p>IECE: 4 P-12: 5</p> <p>IECE: 6,7,10 P-12:1,8,9,10</p> <p>IECE:1,2,3,4,6,8 P-12:1,2,3,4,5,8</p>



## Alignment with Kentucky Teacher Standards

The following matrix illustrates the relationship between the Brescia University IECE Program and the Teacher Standards for Preparation and Certification: Interdisciplinary Early Childhood Education Birth to 5.

Within every syllabus for the professional courses in any School of Education Program, the Kentucky Teacher Standards (KTS) are identified and linked with the course objectives, activities, and assessments. In this manner every student is exposed to and participates with Kentucky’s Teacher Standards throughout their studies at Brescia University.

**Table 3: KTS Relationship with IECE Program with Teacher Standards for Preparation and Certification: Interdisciplinary Early Childhood Education Birth to 5**

Course Number	Course Title	Signature Assignment	KTS 1	KTS 2	KTS 3	KTS 4	KTS 5	KTS 6	KTS 7	KTS 8	KTS 9	KTS 10
Edu 103	Orientation to Special Education	Observation reports from various sites					x		x			
Edu 104	Exploring Early Childhood Education	Observation reports from various sites		x			x	x	x	x	x	
Edu 204	Intro to Education	KTIP Lesson Plan, Dispositional Paper	x	x	x	x	x	x	x	x	x	
Edu 213	School Health, Safety, Nutrition, & Environment	Development of resource file containing four course areas: School Health, Safety, Nutrition, and Environment.	x									
Edu 246	Tech Applications in Education	Key Competency Assessment	x	x			x	x			x	

Edu 255	Teaching Diverse Populations	Resource File	x	x	x	x	x		x	x		
Edu 256	Adaptive PE	Lesson plan demonstrated adaptive PE for diverse learners	x	x	x	x						
Edu 257	Physical Edu P-5	KTIP Lesson Plan	x	x	x	x						
Psy 300	Developmental Psychology	Exams, developmental periods/theorists papers	x		x							
Edu 301	Growth, Development, Learning Theory	Journal article	x		x							
Edu 307	Early Childhood Special Education	Analysis of Case study which requires candidate to apply knowledge of child development as related to milestones of development	x									
Edu 308	Infant/Toddler/Preschool Assessment	Individual Field Experience-Professional Dev. Plan in assessment of young children		x	x	x	x	x	x		x	x
Edu 309	Family & Agency Services	Individual Field Experience Plan in area of family assessment with IFSP goals, home visit and parent-teacher conference	x	x			x	x	x	x	x	
Edu 310	Infant/Toddler Curriculum/Methods	Intervention Plan DAP in motor, language, cognition, self-help, and socialization	x	x	x	x	x	x	x	x	x	
Edu 311	Preschool Curriculum/Methods	Lesson plan series: 5-7	x	x	x	x	x	x	x	x	x	

		lessons on an integrated topic: Overview, materials and lesson plans											
Edu 337	Behavior Disorders	Development of Behavior Improvement Plan which incorporates FBA, data, observation, plan for behavior change	x	x	x	x	x	x	x		x		
Edu 414	IECE Infant & Toddler Practicum	Admission to Clinical Practice portfolio evidence	x	x	x	x	x	x	x	x	x	x	x
Edu 430	Adaptive/ Assistive Technology & Communication Issues	Using case study, complete a functional language assessment and develop or suggest an appropriate communication strategy and curriculum modification	x	x	x	x	x	x	x		x		
Edu 431	Transition to Kindergarten Curriculum/Methods	Lesson plan series: 5-7 lessons on an integrated topic: Overview, materials and lesson plans	x	x	x	x	x	x	x	x	x		
Edu 443	Legal Aspect, Parent Issues, & IEP	Developed and critiqued IEP, complete with implementation strategies and provisions for monitoring	x	x									
Edu 433	Clinical Practice	Portfolio requirements:	x	x	x	x	x	x	x	x	x	x	x

		reflection (journals/bi-weekly self-evaluations) Lesson plans, BIP, IFSP, Assessment, PGP										
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IECE candidates graduate competent in the areas of KYECS/KCAS, NAEYC Standards, CEC Specialty standards and Kentucky Teacher Standards. The candidates evidence their mastery of content knowledge by maintaining the required 2.75 GPA in their professional core, obtaining acceptable faculty references at Admission to School of Education and Admission to Clinical Practice Level II and III transition points, and obtaining a passing score on the Praxis Content Specialty Test in Early Childhood.

The candidates gain pedagogical and curricular knowledge through their IECE Sequence courses as well as through the Professional Education Common Core courses. Curriculum and pedagogical knowledge are developed in tandem throughout the sequence. In Curriculum and Methods classes the candidates effectively design and implement assessment tools aligned with the KYECS documents to determine developmental levels for Individual Family Service Plans and Individual Education Plans. The candidates create a variety of units which includes the construction and implementation of materials and structuring the environment to foster progress for each young child in all developmental areas. Candidates conduct independent research by gathering information on various agencies and services that are available for families and children. Guest speakers, field trips and exposure to a variety of early childhood professionals provide first hand experiences. Diverse field experiences are required in a variety of settings: homes, both private and public child care centers, preschool and kindergarten settings, and shadowing developmental interventionists prepare candidates for the multiple service delivery options available to young children and their families. Reflective journaling from the candidates' field experiences as well as self-assessment through PGP development and revisions evidence growth throughout the program. The candidates' Professional Teaching Portfolio evidences their competence across Kentucky Early Childhood Standards.

To enable the candidate to see the connection of continuous learning from elementary to post-secondary education, the College and Career Readiness Anchor Standards (CCR) of Reading, Writing, Language, and Speaking and Listening have been incorporated in the objectives of the Education courses (See course syllabi for coded connections to objectives in each course).

## Content Standards

The following integrated course listing includes the catalog descriptions for the Professional Core courses, the IECE Professional courses, and the Related Subject courses required (the two recommended electives are also included):

**Edu 103 Orientation in Special Education (1 credit hour):** Observation of selected area special education, vocational preparation, and residential programs. Overview of service delivery systems in special education. Introduction to systematic classroom observation techniques.

**Edu 104 Exploring Early Childhood (1 credit hour):** Observation of selected area preschools and developmental interventions provided in hospital, center and home environments. Overview of service delivery systems in interdisciplinary early childhood education. Introduction to systematic classroom observation techniques.

**Edu 204 Introduction to Education (3 credit hours):** Examines the historical, philosophical, and social foundations of education; focus upon the American school system -- organization, curriculum, and administration; review of current educational research; includes a required field component. May not be taken directed study. *Prerequisite: fifteen hours of university course work.*

**Edu 213 School Health, Safety, Nutrition and the Environment (3 credit hours):** Required for elementary education majors. It provides a basic background for understanding how the body functions, health related problems, personal hygiene, good health practices, nutrition, environmental issues, safety measures in the community, and the roles and responsibilities of teachers as advocates for children.

**Edu 246 Technology Application and Integration in Education 3 credit hours**

Introduction to current educational technology hardware, software, and research-based practices that seek to have a positive impact on teaching and learning in diverse settings and with diverse populations. Specific emphasis will focus on awareness of best-practice technology integration techniques into the design, execution, and assessment of learning. Candidates will practice using 21st-century technology equipment to leverage necessary skills as a future education professional. Field Experience is required. *Prerequisite: Word processing competency.*

**Edu 255 Teaching Diverse Populations of Children and Youth 3 credit hours**

Introduction to issues regarding elements of diversity in P–12 children and youth that affect educational performance and outcomes. Elements of diversity examined include: gender, race, ethnicity, culture, sexual orientation, socio-economic status, language, exceptionalities, religion, and geographical area. Current issues include: legal requirements at state and federal levels, definitions, characteristics, educational needs of identified and at-risk students, appropriate adaptations/accommodations/modifications for school environments and for instructional design/implementation/assessment and ethical professional practice. Field experience required. *Prerequisites: Sophomore status; Eng 102 recommended.*

**Edu 256 Adaptive Physical Education (1 credit hour)** Introduction to physical education and recreation programs for special populations. Overview of safety considerations and proper techniques for lifts, transfers and positioning. Introduction to accessibility and adaptive needs for persons with orthopedic handicaps. Exposure to variety of orthopedic/adaptive equipment and technological assists.

**Edu 257 Physical Education (P-5) (1 credit hour):** Designed to enable understanding of motor and social developmental stages of P-5 students, and to facilitate the acquisition of the skills necessary to conduct programs appropriate to the needs and abilities of those students.

**Edu 301 Growth, Development and Learning Theory (3 credit hours):** This course provides an in-depth study of human growth and development with respect to physical, social, cognitive, gender, emotional, and personality issues, in conjunction with consideration of theories of learning and teaching which apply to student development. Field experience is required. *Prerequisite: Edu 204 or permission of instructor.*

**Edu 307 Early Childhood Special Education (3 credit hours)** Course content includes issues, intervention techniques, and service delivery models for infants, toddlers, and preschool children who are considered to have developmental disabilities or to be at risk. It also examines transdisciplinary approaches to Individual Family Service Plans, assessment and curriculum, transition, integration; and explores the developmental and functional approaches to instruction. Field experience is required. *Prerequisite: Admission to School of Education Program or permission of instructor.*

**Edu 308 Infant/Toddler/Preschool Assessment (3 credit hours):** Introduction to and familiarization with a variety of screening, standardized, and non-standardized assessments and procedures for infants, toddlers, and preschoolers. Field experiences in assessment are required. *Prerequisite: Admission to School of Education Program and completion of Edu 204 and Edu 255, or permission of instructor.*

**Edu 309 Family and Agency Services (3 credit hours):** Explores community and professional services that benefit children and families; examines family structures and means of assessing the functional quality of families. Field experiences required. *Prerequisite: Admission to School of Education Program and completion of SW 280, or permission of instructor.*

**Edu 310 Infant/Toddler Curriculum & Methods (3 credit hours):** Methods, materials, assessment and developmental expectations for planning and providing systematic intervention to infants and toddlers with disabilities (or at risk for disabilities), and their families or care givers. Various service delivery systems and research findings are examined. Field experience is required. *Prerequisite: Admission to School of Education Program and completion of Edu 307, Edu 308, and Edu 309 or permission of instructor.*

**Edu 311 Preschool Curriculum & Methods (3 credit hours):** Methods, materials and curriculum for planning and providing systematic language rich instruction and development activities to children from ages three to five in a variety of preschool settings. Focus is on individualized assessments, skill development, family involvement, center development, and appropriate use of technologies. Various service delivery systems and research findings are examined. Field experience is required. *Prerequisite: Admission to School of Education Program and completion of Edu 307, Edu 308, and Edu 309 or permission of instructor.*

**Edu 337 Behavior Disorders: Techniques & Procedures (3 credit hours):** Application of classroom management skills with emphasis on changing student behavior; establishing effective behavioral environments; and identifying, monitoring, and charting targeted behaviors. Behavior modification, effective teaching variables, self-monitoring techniques, and other theories are discussed. Field experience is required. *Prerequisite: Admission to School of Education Program or permission of instructor.*

**430 Adaptive & Assistive Technology in MSD: Communication and Curricular Issues (3 credit hours):** Explores language development, language disorders associated with students with disabilities, adaptive & assistive technologies, and strategies to promote language and communication. Experiences will include assessment, program development, use and evaluation of technologies, collaborative problem solving. Field experiences will be required. *Prerequisites: Admission to School of Education Program or permission of instructor.*

**443 Legal Aspects, Parental Issues, and the IEP (3 credit hours):** Examines laws, regulations, due process procedures, and court decisions that affect special education providers, individuals with exceptionalities and their families. Also explores communication and counseling issues for working with parents and families. Develops techniques for creating individualized educational programs.

*Prerequisites: Admission to School of Education Program or permission of instructor.*

**Edu 431 Transition to Kindergarten Curriculum and Methods (3 credit hours):** Methods, materials and curriculum for planning and providing systematic instruction to individuals transitioning to and enrolled in Kindergarten; included are children with and without identified disabilities. Focus is on individualized diagnosis, strategies, formative evaluation, collaboration, literacy development, and use of appropriate technology in the classroom. Service delivery systems and research findings are examined. Field experience is required. *Prerequisite: Admission to School of Education Program and completion of Edu 311 or permission of instructor*

**Edu 414 IECE Infant/Toddler Practicum (3 credit hours):** Supervised intervention experience with **150 field/clinic** hours during the semester immediately preceding Clinical Practice. Focuses on the assessment, design, and implementation of systematic intervention with infants and toddlers and their families. Shadowing of early intervention specialists with, for example, First Steps or other providers. Interventions may occur in centers, in family homes, or with in-patient or out-patient therapists. *Prerequisite: Admission to School of Education Program and completion of Edu 310, Edu 311 and permission of instructor*

**Edu 433 IECE Clinical Practice (Student Teaching) (9 credit hours):** Observation, participation and extensive teaching experience with students in preschool and kindergarten settings; includes development of professional portfolio. The experience is for eight weeks in each two approved settings (*a total of 16 weeks*). *Prerequisites: Admission to Clinical Practice (Student Teaching), completion of Edu 431, and permission of instructor.*

**Art 370 School Art Methods (3 credit hours):** An introduction to the elements and principles of design as they pertain to integrated classroom teaching and meeting KERA core educational goals. Students will design art assisted curriculum and apply it to classroom situations in area elementary schools.

**Sppa 254 Principles and Practices (3 credit hours):** A survey of functional and organic communication disorders with evaluation and remediation procedures. Introductory knowledge of the diversity of normal communication behaviors and developmental patterns found in a multicultural society.



**Mus 204 Music for Classroom Teachers** (3 credit hours): Prepares the classroom teacher to meet adequately the needs of the music program in the elementary school. (Mus 203 is highly recommended as a prerequisite.)

**Psy 300 Developmental Psychology** (3 credit hours): A study of human growth and development from conception to death. The course deals with physical, social, emotional, intellectual, moral and personality development at all age levels, and the respective theories; the effects of heredity and environment on the developmental process. *Prerequisite: Psy 105 or permission of instructor.*

**SW 280 Introduction to Social Work** (3 credit hours): Introduces to student to the social work profession and its value, skill, and knowledge bases.

*[recommended elective]* **Edu 314 Children's Literature** (3 credit hours) Provides a general overview of the literature appropriate for elementary grades; acquaints students with books and their uses in the literature-based approach to teaching. Clinical hours required. *Prerequisite: Sophomore status or permission of instructor.*

*[recommended elective]* **SW 400 Child Abuse and Neglect** (3 credit hours): This course is designed to provide a comprehensive introduction to child abuse and neglect from a social work perspective. Social workers in all professional work settings must know how to identify child maltreatment and domestic violence. Students will learn the family dynamics and indicators of maltreatment and effective interventions on the micro and macro level. Additionally, students will learn the extent of the problem, effects on children, treatment issues, the social worker's role in a multidisciplinary team approach, and how to advocate for individuals and families.

### General Education Requirements

Students will complete the university's general education requirements (57 hours, with 6 upper division 300-400 level hours) within the framework identified for SOE candidates. **NOTE:** This framework requires that SOE candidates take at least three hours of American history and that the natural sciences selections must include both a biological and a physical science.

Professional Education Requirements (56 hours)

**Professional Education – Common Core (16 hours)**

Edu 103	Orientation in Special Education	1 hr
Edu 204	Introduction to Education	3 hr
Edu 246	Technology Application and Integration in Education	3 hr
Edu 255	Teaching Diverse Populations of Children and Youth	3 hr
Psy 300	Developmental Psychology	3 hr
Edu 301	Growth, Development, & Learning Theory	3 hr

**IECE Core (41 hours)**

Edu 104	Exploring Early Childhood Education	1 hr
Edu 256	Adaptive Physical Education	1 hr
Edu 307	Early Childhood Special Education	3 hr
Edu 308	Infant/Toddler/Preschool Assessment	3 hr
Edu 309	Family and Agency Services	3 hr
Edu 310	Infant/Toddler Curriculum and Methods	3 hr
Edu 311	Preschool Curriculum and Methods	3 hr
Edu 337	Behavior Disorders	3 hr
Edu 430	Adaptive/Assistive Technology & Language Issues	3 hr
Edu 431	Transition to Kindergarten Curriculum and Methods	3 hr
Edu 414	IECE Infant and Toddler Practicum	3 hr
Edu 443	Legal Aspects, Parental Issues, the IEP	3 hr
Edu 433	Clinical Practice: IECE	9 hr

Related Subject Requirements (16 hours)

Edu 213	School Health, Nutrition, Safety & the Environment	3 hr
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Edu 257	Physical Education for P-5	1 hr
Mus 204	Music for the Classroom Teacher	3 hr
Art 370	School Art Methods	3 hr
SW 280	Introduction to Social Work	3 hr
Sppa 254	Principles and Practices [ <i>speech pathology</i> ]	3 hr

**Electives to Satisfy the 128 Hours Required for Baccalaureate Degree (6 hours)**

Strongly recommended courses include: Edu 314 – Children’s Literature; SW 400 – Child Abuse and Neglect

Competency and Assessment Requirements

- Maintenance of at least a 2.75 GPA overall and at least a 2.75 GPA in professional coursework/program.
- Satisfactory performance on Exams, Projects, Portfolio Artifacts as required in all coursework
- Satisfactory completion of Field and Clinical components, including practicum and Clinical Practice
- Competency demonstrated by meeting or exceeding passing scores established for the licensure exam(s) deemed necessary by the Kentucky Education Professional Standards Board.

## SPAs

**Table 4:** Major Course Requirements Signature Assignments indicates course assessments of content competency. Make reference to Table 5: NSTA Relationship to Professional Required Courses to provide explanation and clarity between course numbers and signature assignments.

**Table 4: IECE Major Course Requirements Signature Assignments**

Course Number	Course Title	Signature Assignment
Edu 103	Orientation to Special Education	Observation reports from various sites
Edu 104	Exploring Early Childhood Education	Observation reports from various sites
Edu 204	Intro to Education	KTIP Lesson Plan, Dispositional Paper
Edu 213	School Health, Safety, Nutrition, & Environment	Development of resource file containing four course areas: School Health, Safety, Nutrition, and Environment.
Edu 246	Tech Applications in Education	Key Competency Assessment
Edu 255	Teaching Diverse Populations	Resource File
Edu 256	Adaptive PE	Lesson plan demonstrated adaptive PE for diverse learners
Edu 257	Physical Edu P-5	KTIP Lesson Plan
Psy 300	Developmental Psychology	Exams, developmental periods/theorists papers
Edu 301	Growth, Development, Learning Theory	Journal article
Edu 307	Early Childhood Special Education	Analysis of Case study which requires candidate to apply knowledge of child development as related to milestones of development
Edu 308	Infant/Toddler/Preschool Assessment	Individual Field Experience Professional Development Plan in assessment of young children
Edu 309	Family & Agency Services	Individual Field Experience Plan in area of family assessment with IFSP goals, home visit & parent-teacher conference
Edu 310	Infant/Toddler Curriculum/Methods	Intervention Plan DAP in motor, language, cognition, self-help, and socialization
Edu 311	Preschool Curriculum/Methods	Lesson plan series: 5-7 lessons on an integrated topic: Overview, materials and lesson plans
Edu 337	Behavior Disorders	Development of Behavior Improvement Plan which incorporates FBA, data, observation, plan for behavior change
Edu 414	IECE Infant & Toddler Practicum	Admission to Clinical Practice portfolio evidence
Edu 430	Adaptive/Assistive Technology & Communication Issues	Using case study, complete a functional language assessment and develop or suggest an appropriate communication strategy and curriculum modification

Edu 431	Transition to Kindergarten Curriculum/Methods	Lesson plan series: 5-7 lessons on an integrated topic:
Edu 443	Legal Aspect, Parent Issues, & IEP	Developed and critiqued IEP, complete with implementation strategies and provisions for monitoring
Edu 433	Clinical Practice	Portfolio requirements: reflection (journals/bi-weekly self-evaluations) Lesson plans, BIP, IFSP, Assessment, PGP

### Council for Exceptional Children (CEC) Specialty Area Matrix

The following matrix illustrates the relationship between the Brescia University IECE Program and the “CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Early Childhood Students.”

**Table 5.1: Relationship between Brescia University IECE Program and CEC Standards for All Beginning Special Education Teachers of Early Childhood Students**

CEC Standards	Demonstrated <i>[courses &amp; experiences]</i>
<b>Standard 1: Foundations</b>	
<b>Knowledge:</b>	
Historical and philosophical foundations of services for young children both with and without exceptional learning needs.	Edu 103 –Orientation in Special Education; Edu 104 – Exploration of Early Childhood; Edu 204 – Introduction to Education; Edu 255 – Teaching Children with Exceptionalities; Edu 301 – Growth, Development, Learning Theory; Edu 307 – Early Childhood Special Education
Trends and issues in early childhood education and early childhood special education.	Edu 103, 104, 204, 255, 307
Law and policies that affect young children, families, and programs for young children.	Edu 204, 255; Edu 309 – Family & Agency Services; Edu 443 – Legal Aspects, Parental Issues, the IEP; SW 280 – Introduction to Social Work
<b>Skills:</b> None in addition to Common Core	
<b>Standard 2: Development and characteristics of learners</b>	

CEC Standards	Demonstrated <i>[courses &amp; experiences]</i>
<b>Knowledge:</b>	
Theories of typical and atypical early childhood development.	Sppa 254 – Principles & Practices <i>[speech pathology &amp; audiology]</i> ; Psy 300 – Developmental Psychology; Edu 255, 307; Edu 430 – Adaptive/Assistive Technology & Language Issues
Effect of biological and environmental factors on pre-, peri-, and post-natal development.	Edu 255, 307, 430
Influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children.	SW 280; SW 400 – Child Abuse & Neglect; Psy 300; Edu 255, 309
Significance of sociocultural and political contexts for the development and learning of young children who are culturally and linguistically diverse.	SW 280; Edu 255, 301, 309; Psy 300
Impact of medical conditions on family concerns, resources, and priorities.	Edu 255, 307, 309; Edu 432 – Infant/Toddler Practicum
Childhood illnesses and communicable diseases	Psy 300; Sppa 254; Edu 307, 309, 432
<b>Skills:</b> None in addition to Common Core	
<b>Standard 3: Individual learning differences</b>	
<b>Knowledge:</b> None in addition to Common Core	
<b>Skills:</b>	
Use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.	Edu 204, 301, 307, 309, 432; Edu 337 – Behavior Disorders; Edu 310 – Infant & Toddler Curriculum & Methods; Edu 311 – Preschool Curriculum & Methods; Edu 431 – Transition to Kindergarten Curriculum & Methods; Edu 433 – IECE Clinical Practice (Student Teaching)
<b>Standard 4: Instructional strategies</b>	
<b>Knowledge:</b> None in addition to Common Core	
<b>Skills:</b>	

CEC Standards	Demonstrated <i>[courses &amp; experiences]</i>
Use instructional practices based on knowledge of the child, family, community, and the curriculum.	Edu 213 – School Health, Safety, Nutrition, Environment; Edu 256 – Adaptive PE; Edu 257 – PE for P-5; Edu 255, 307, 309, 310, 311, 431, 432, 433
Use knowledge of future educational settings to develop learning experiences and select instructional strategies for young children.	Edu 103, 104, 204, 307, 310, 311, 431, 432, 433
Prepare young children for successful transitions.	Edu 309, 310, 311, 431, 432, 433
<b>Standard 5: Learning environments/social interactions</b>	
<b>Knowledge:</b>	
Medical care considerations for premature, low-birth-weight, and other young children with medical and health conditions.	Edu 307, 309, 310, 432
<b>Skills:</b>	
Implement nutrition plans and feeding strategies.	Edu 430, 432
Use health appraisal procedures and make referrals as needed.	Edu 308 – Infant, Toddler & Preschool Assessment; Edu 310, 432, 430
Design, implement, and evaluate environments to assure developmental and functional appropriateness.	Edu 308, 309, 310, 432
Provide a stimuli-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology.	Edu 246 – Microcomputing in the Classroom; Mus 204 – Music for Classroom Teacher; Art 370 – School Art Methods; Edu 256, 257, 307, 310, 311, 431, 432, 433, 430
Maximize young children’s progress in group and home settings through organization of the physical, temporal, and social environments.	SW 280; Edu 309, 310, 432
<b>Standard 6: Language</b>	
<b>Knowledge:</b> None in addition to Common Core	
<b>Skills:</b>	
Support and facilitate family and child interactions as primary contexts for learning and development.	SW 280; Edu 309, 430

CEC Standards	Demonstrated <i>[courses &amp; experiences]</i>
<b>Standard 7: Instructional planning</b>	
<b>Knowledge:</b> None in addition to Common Core	
<b>Skills:</b>	
Implement, monitor and evaluate individualized family service plans and individualized education plans.	Edu 307, 308, 309, 443, 432, 433; field & practicum
Plan and implement developmentally and individually appropriate curriculum.	Psy 300; Edu 204, 255, 301, 307, 308, 310, 311, 431, 432, 433; field & practicum
Design intervention strategies incorporating information from multiple disciplines.	Mus 204; Art 370; Liberal Arts Core of the General Education Requirements (GER); Edu 301, 307, 337, 310, 311, 431, 432, 433
Implement developmentally and functionally appropriate individual and group activities including play, environmental routines, parent-mediated activities, group projects, cooperative learning, inquiry experiences, and systematic instruction.	Edu 256, 257, 204, 307, 309, 310, 311, 431, 432, 433; Mus 204, Art 370; Liberal Arts GER Core; field & practicum
<b>Standard 8: Assessment</b>	
<b>Knowledge:</b> None in addition to Common Core.	
<b>Skills:</b>	
Assess the development and learning of young children.	Edu 308, 430; Spqa 254
Select, adapt and use specialized formal and informal assessments for infants, young children and their families.	Edu 308, 309, 432, 433; field & practicum
Participate as a team member to integrate assessment results in the development and implementation of individualized family service plans and individualized education plans.	Edu 308, 307, 309, 432, 433, 443; field & practicum
Assist families in identifying their concerns, resources, and priorities.	Edu 308, 309, 310, 432; field & practicum; SW 280
Participate and collaborate as a team member with other professionals in conducting family-centered assessments.	Edu 308, 309, 310, 432; field & practicum
Evaluate services with families.	Edu 309, 310, 432; SW 280
<b>Standard 9: Professional and ethical practice</b>	



<b>CEC Standards</b>	<b>Demonstrated</b> <i>[courses &amp; experiences]</i>
<b>Knowledge:</b>	
Organizations and publications relevant to the field of early childhood special education.	Edu 255, 307, 104 and all the IECE Core
<b>Skills:</b>	
Recognize signs of child abuse and neglect in young children and follow reporting procedures.	SW 280, 400; Edu 255, 307, 443
Use family theories and principles to guide professional practice.	Edu 307, 309, 310, 432; SW 280
Respect family choices and goals.	Edu 307, 308, 309, 310, 432, SW 280
Apply models of team process in early childhood.	Edu 309, 310, 432; field & practicum
Advocate for enhanced professional status and working conditions for early childhood service providers.	Edu 432, 433; field & practicum; advising; student professional organizations
Participate in activities of professional organizations relevant to the field of early childhood special education.	Edu 432, 433; field & practicum; student professional organizations
Apply research and effective practices critically in early childhood settings.	Edu 309, 310, 311, 431, 432, 433; field & practicum
Develop, implement and evaluate a professional development plan relevant to one's work with young children.	Edu 204 (first plan); throughout with advising; application to School of Education & Clinical Practice (Student Teaching)
<b>Standard 10: Collaboration</b>	
<b>Knowledge:</b>	
Dynamics of team-building, problem-solving, and conflict resolution.	SW 280; Psy 300; Edu 204, 213, 207, 309, 443
<b>Skills:</b>	
Assist the family in planning for transitions.	Edu 308, 309, 307, 311, 431, 432, 433; field & practicum
Communicate effectively with families about curriculum and their child's progress.	Edu 308, 309, 310, 311, 431, 432, 433; field & practicum
Apply models of team process in early childhood settings.	Edu 308, 309, 310, 311, 431, 432, 433; field & practicum

<b>CEC Standards</b>	<b>Demonstrated</b> <i>[courses &amp; experiences]</i>
Apply various models of consultation in early childhood settings.	Edu 308, 309, 310, 311, 431, 432, 433; field & practicum
Establish and maintain positive collaborative relationships with families.	Edu 308, 309, 310, 311, 431, 432, 433; field & practicum
Provide consultation and instruction specific to services for children and families.	Edu 308, 309, 310, 311, 431, 432, 433; field & practicum

### National Association for the Education of Young Children (NAEYC) Matrix

The following matrix illustrates the relationship between the Brescia University IECE Program and the National Association for the Education of Young Children (NAEYC) Standards.

**Table 5.2: Relationship of Brescia University IECE Program with National Association for the Education of Young Children (NAEYC) Standards**

<b>NAEYC Standard</b>	<b>Documented</b> <i>[courses &amp; experiences]</i>
<b>Standard 1. Promoting Child Development and Learning:</b> Candidates 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 all children.	
<b>1a.</b> Knowing and understanding young children’s characteristics and needs	Psy 300 – Developmental Psychology, Edu 104 – Exploring Early Childhood Education, Edu 307 – Early Childhood Special Education, Edu 308 – Infant/ Toddler/Preschool Assessment, Edu 310 – Infant/Toddler Curriculum & Methods, 311 – Preschool Curriculum & Methods, Edu 432 – IECE Infant/Toddler Practicum, Edu 433 – IECE Clinical Practice (Student Teaching); field experiences

NAEYC Standard	Documented [courses & experiences]
	attached throughout professional education courses
<b>1b.</b> Knowing and understanding the multiple influences on development and learning	Psy 300, Edu 204 – Introduction to Education; Edu 255 – Teaching Diverse Populations of Children and Youth Edu 301 – Growth, Development, Learning Theory
<b>1c.</b> Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.	Edu 204; Edu 213 – School Health, Safety, Nutrition, & the Environment; Edu 255; Edu 337 – Behavior Disorders; Edu 310, 311; Edu 431 – Transition to Kindergarten Curriculum & Methods; Edu 432, 433
<b>Standard 2. Building Family and Community Relationships:</b> Candidates 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.	
<b>2a.</b> Knowing about and understanding family and community characteristics	SW 280 – Introduction to Social Work; Psy 300; Edu 309 – Family and Agency Services
<b>2b.</b> Supporting and empowering families and communities through respectful, reciprocal relationships	SW 280; Edu 255, 307, 309, 432, 433; Edu 443 – Legal Aspects, Parental Issues, the IEP; field experiences and practicum experiences with families and infants/toddlers
<b>2c.</b> Involving families and communities in their children’s development and learning	Psy 300; Edu 301, 307, 309, 432, 433, 443; field and practicum
<b>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families:</b> Candidates 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 support children’s development and learning.	
<b>3a.</b> Understanding the goals, benefits, and uses of assessment	Sppa 254 – Principles and Practices [of speech pathology & audiology]; Edu 308, 309, 310, 311, 431; Edu 430 – Adaptive/Assistive Technology & Language Issues
<b>3b.</b> Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.	Sppa 254; Edu 103 – Orientation in Special Education; Edu 103. 104, 204, 255, 308, 337, 430

NAEYC Standard	Documented <i>[courses &amp; experiences]</i>
<b>3c.</b> Understanding and practicing responsible assessment	Edu 308, 337, 430, 432, 433; field and practicum experiences
<b>3d.</b> Knowing about assessment partnerships with families and other professionals	Edu 308, 309, 432, 433, 430, 443; field and practicum experiences
<p><b>STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES</b></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 tools to connect with children and families and positively influence each child’s development and learning.</p>	
<b>4a:</b> Understanding positive relationships and supportive interactions as the foundation of their work with young children	Edu 255, 307, 337, 309, 443, 432, 433; field and practicum experiences
<b>4b:</b> Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology	Edu 104, 255, 307, 310, 311, 431, 432, 433; field and practicum experiences
<b>4c:</b> Using a broad repertoire of developmentally appropriate teaching /learning approaches	Edu 204, 213, 255; Edu 256 – Adaptive PE; Edu 257 – PE for P-5; Edu 307, 310, 311, 431; Mus 204 – Music for the Classroom Teacher; Art 370 – School Art Methods
<b>4d:</b> Reflecting on own practice to promote positive outcomes for each child	Edu 204, 255, 307, 310, 311, 431, 432, 433; field and practicum experiences
<p><b>STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM</b></p> <p>Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and</p>	

NAEYC Standard	Documented <i>[courses &amp; experiences]</i>
evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.	
<b>5a:</b> Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.	General Education Liberal Arts Edu 213, 256, 257, 307, 310, 311, 430, 431, 432, 433 Mus 204,
<b>5b:</b> Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	Edu 256, 255, 307, 308, 310, 311, 430, 431, 432, 433
<b>5c:</b> Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child	Edu 204, 255, 256, 307, 310, 311, 337, 430, 431, 432, 433, 443
<b>STANDARD 6. BECOMING A PROFESSIONAL</b>	
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.	
<b>6a:</b> Identifying and involving oneself with the early childhood field	Edu 103, 104, 204, 309, 432, 433; field and practicum experiences; student professional organizations
<b>6b:</b> Knowing about and upholding ethical standards and other early childhood professional guidelines	Edu 204, 443, 432, 433; field and practicum experiences; student professional organizations
<b>6c:</b> Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.	All professional education courses; field and practicum experiences; student professional organizations
<b>6d:</b> Integrating knowledgeable, reflective, and critical perspectives on early education	Edu 104, 103, 204, 255, 307, 309, 310, 311, 431, 432, 433; field and practicum experiences

NAEYC Standard	Documented <i>[courses &amp; experiences]</i>
<b>6e:</b> Engaging in informed advocacy for young children and the early childhood profession	Edu 104, 103, 255, 307, 443, 409, 410; field and practicum experiences; student professional organizations
<p><b>STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES</b></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) <i>and</i> in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).</p>	
<b>7a.</b> Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)	Edu 103, 104, 204, 255, 256, 307, 308, 309, 310, 311, 337, 430, 431,432, 433
<b>7b.</b> Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)	Edu 103, 104, 204, 255, 256, 307, 308, 309, 310, 311, 337, 430, 431,432, 433

## Kentucky P-12 Curriculum

IECE candidates graduate competent in the areas of KYECS/KCAS, NAEYC Standards, CEC Specialty standards and Kentucky Teacher Standards: IECE. The candidates evidence their mastery of content knowledge by maintaining the required 2.75 GPA in their professional core, obtaining faculty references at Admission to School of Education and Admission to Clinical Practice check points, and a passing score on the Praxis Content Specialty Test in Early Childhood indicate their competency.

The candidates gain pedagogical and curricular knowledge through their IECE Sequence courses as well as through the Professional Education Common Core courses. Curriculum and pedagogical knowledge are addressed in tandem throughout the sequence. In Curriculum and Methods classes the candidates effectively design and implement assessment tools aligned with the KYECS documents to determine developmental levels for Individual Family Service Plans and Individual Education Plans. The candidates create a variety of units which includes the construction and implementation of materials and structuring the environment to foster progress in all developmental areas. They conduct independent research gathering information on various agencies and services that are available for families and children. Guest speakers, field trips and exposure to a variety of early childhood professionals provide first hand experiences. Diverse field experiences in homes, both private and public child care centers, preschool and kindergarten settings, and shadowing developmental interventionists prepare candidates for the multiple service delivery options available to young children and their families. Reflective journaling from the candidates' field experiences as well as self-assessment through PGP development and revisions evidence growth throughout the program. The candidates' Professional Teaching Portfolio evidences their competence across Kentucky Early Childhood Standards.

To enable the candidate to see the connection of continuous learning from elementary to post-secondary education, the College and Career Readiness Anchor Standards (CCR) of Reading, Writing, Language, and Speaking and Listening have been incorporated in the objectives of each of the Education courses.

**Table 6: KYECS/KCAS Relationship with IECE**

Course Number	Course Title	Signature Assignment	KYECS/KCAS Alignment
Edu 104	Exploring Early Childhood Education	Observation reports from various sites	Introduction to KYECS/KCAS
Edu 311	Preschool Curriculum/Methods	Lesson plan series: 5-7 lessons on an integrated topic: Overview, materials and lesson plans	Integration of KYECS
Edu 430	Adaptive/ Assistive Technology & Communication Issues	Using case study, complete a functional language assessment and develop or suggest an appropriate communication strategy and curriculum modification	Integration of KYECS/KCAS

Edu 431	Transition to Kindergarten Curriculum/Methods	Lesson plan series: 5-7 lessons on an integrated topic: Overview, materials and lesson plans	KYECS crosswalk with KCAS
Edu 433	Clinical Practice	Portfolio requirements: reflection (journals/bi-weekly self-evaluations) Lesson plans, BIP, IFSP, Assessment, PGP	Integration of KYECS/KCAS



## EPSB Themes

Table 7: Brescia University SOE IECE Birth – 5 Program Alignment with EPSB Themes

EPSB Themes	Signature Assignment	Diversity	Assessment	Literacy/ Reading	Closing the Achievement Gap
<b>Courses</b>		<b>Related Experiences</b>			
<b>EDU 103 Orientation to Special Education</b>	Exploring Early Childhood Education	Observation reports from various sites	Exposure to data collection techniques	Utilization of descriptive observations through written reports	Exposure to various service delivery models
<b>EDU 104 Exploring Early Childhood Education</b>	Observations reports from various sites	Observation reports from various sites	Role of assessment in design of instruction and programs	Utilization of descriptive observations through written reports	Exposure to a variety of early childhood service providers
<b>EDU 204 Intro to Education EDU 108 Orientation to School of Education</b>	KTIP Lesson Plan, Dispositional Paper	Introduction to global education issues; working with diverse populations	Presentation of a lesson following KTIP lesson plan format with self-assessment	Acquisition of membership in CEC and KEA at the pre-service level is strongly encouraged	Realization of the importance of lifelong learning in attaining and maintaining success as a professional educator.
<b>EDU 246 Technology Application and Integration in Education</b>	Key Competency Assessment	Utilization and modifications of technology to meet diverse learner needs at any grade level	Application of multiple formative assessment strategies leveraging appropriate technologies	Utilization of perceptive and adaptive technologies to leverage individualized literacy plans	Design and development of digital-age learning experiences as application assessment
<b>EDU 255 Teaching Diverse Populations of Children and Youth</b>	Resource File	Exploration of current issues: legal requirements, definitions educational needs, classroom	Recognition of elements of non-discriminatory assessment	Exploration of methods for teaching literacy to children with exceptional needs	Introduction to RtI practices

		adaptations and techniques			
<b>EDU 256</b> <b>Adaptive Physical</b>	Lesson plan demonstrated adaptive PE for diverse learners	Development of adaptive physical education lesson plans and instruction for learners in all disability areas	Assessment of motor skills		Introduction to inclusive strategies in physical education
<b>PSY 300</b> <b>Developmental Psychology</b>	Exams, developmental periods/theorists papers	Introduction to Human Development, Uniqueness of the Individual, Range of Diversity	Formative on: Theories, Research and Domains of Human Development	Read, Summarize, and draw conclusions from text and research	Development of a conceptual framework of human development: physical, social, emotional, intellectual, moral, and personality domains; demonstration of impact of heredity and environment on processes of human development
<b>EDU 301</b> <b>Growth Learning &amp; Development</b>	Journal article	Analysis and synthesis of human growth & development concepts with respect to physical, social, cognitive, gender, emotional and personality issues	Awareness of purpose of various assessments	Exploration of the influence of family literacy on the child	Exploration of matching instructional approaches to learners to maximize learning outcomes
<b>EDU 307</b> <b>Early Childhood Special Education</b>	Analysis of Case study which requires candidate to apply knowledge of child development as related to	Discussion of infancy and early developmental disability issues and the impact on families and prenatal and infant care	Exposure to variety of developmental scales	Correlation of language development and literacy issues with early intervention	Construction of IFSP that supports early intervention across S.E.S. and culture

	milestones of development				
<b>EDU 308</b> <b>Infant/ Toddler/ Preschool Assessment</b>	Individual Field Experience- Professional Dev. Plan in assessment of young children	Utilization of assessment data to identify typical and atypical development	Familiarization with screening, standardized and non-standardized assessment tools and procedures	Implementation of reading and language assessment for child and family	Utilization of assessment data to drive appropriate instruction
<b>EDU 309</b> <b>Family and Agency Services</b>	Individual Field Experience Plan in area of family assessment with IFSP goals, home visit and parent-teacher conference	Examination of a variety of family structures	Identification of ways to assess functional qualities of families	Facilitation of family access to adult literacy services	Facilitation of families' links with community and professional services
<b>EDU 310</b> <b>Infant/Toddler Curriculum and Methods</b>	Intervention Plan DAP in motor, language, cognition, self-help, and socialization	Analysis of methods and materials and developmental expectations of infants and toddlers with disabilities	Analysis of assessments and service delivery systems	Examination of research base for provision of systematic intervention	Facilitation of supports for families and care givers to become active partners in planning and providing instruction
<b>EDU 311</b> <b>Preschool Curriculum and Methods</b>	Lesson plan series: 5-7 lessons on an integrated topic:  Overview, materials and lesson plans	Exploration of ways to develop lessons/units for preschoolers with and without disabilities, varied SES, ethnicity	Analysis of individualized assessment tools and data	Exploration of instructional approaches for children with reading and/or language deficits	Facilitation of approaches to maintain family involvement to strengthen educational experiences
<b>EDU 337</b>	Development of Behavior	Description of a variety of	Description and utilization of a	Description of behavior	Demonstration of competence in

<b>Behavior Disorders: Techniques and Procedures</b>	Improvement Plan which incorporates FBA, data, observation, plan for behavior change	procedures for increasing, maintaining or decreasing the occurrence of target behaviors	variety of types of data collection and analyses	management programs	defining target behaviors and writing behavioral objectives
<b>EDU 430 Adaptive and Assistive Technology: Communication and Curricular Issues</b>	Using case study, complete a functional language assessment and develop or suggest an appropriate communication strategy and curriculum modification	Implementation of adaptive and assistive technology for diverse populations	Analysis of a learner's need for adaptive and assistive technology and an analysis of the efficacy of utilization by the learner	Alignment of adaptive and assistive technology to meet the literacy needs of all learners	Utilization of adaptive and assistive technology that allows learners to effectively access general curriculum
<b>EDU 431 Transition to Kindergarten Curriculum and Methods</b>	Lesson plan series: 5-7 lessons on an integrated topic:  Overview, materials and lesson plans	Design of methods, materials and curriculum for learners with and without disabilities or learners at-risk	Analysis of formative assessment and utilization of assessment data	Integration of curricular elements to ensure development of literacy skills	Design of systematic instruction focused on meeting individual learner needs
<b>EDU 414 IECE Infant/Toddler Practicum</b>	Admission to Clinical Practice portfolio evidence	Observation of a variety of early intervention personnel in diverse settings utilizing the "shadowing" approach	Implementation and analysis of efficacy of service delivery systems and the impact of systematic intervention on infants/toddlers and their families	Integration of literature in the design of early intervention and when providing direct literacy instruction	Implementation of systematic intervention in at least one setting: center, home, in-patient or out-patient
<b>EDU 433</b>	Portfolio requirements:	Creation and implementation	Development, implementation,	Incorporation of literacy across	Implementation of research-based

<p><b>Clinical Practice (Student Teaching)</b></p> <p><b>IECE</b></p>	<p>reflection (journals/bi-weekly self-evaluations) Lesson plans, BIP, IFSP, Assessment, PGP</p>	<p>of appropriate instruction within a developmental and curricular framework</p>	<p>and analysis of formative and summative assessment to make appropriate instructional decisions</p>	<p>content areas through effective instructional design, implementation and assessment</p>	<p>instruction, assessment and systematic delivery strategies to meet diverse learner needs</p>
<p><b>EDU 443</b></p> <p><b>Legal Aspects, Parental Issues, and the IEP</b></p>	<p>Developed and critiqued IEP, complete with implementation strategies and provisions for monitoring</p>	<p>Exploration of legal provisions which address unique aspects of special needs families who are members of cultural or linguistic minorities</p>	<p>Discussion and description of guidelines for all categories of disabilities as related to legal protections for the non-discriminatory and multidisciplinary assessment and eligibility determination processes</p>	<p>Research and analysis of major legal battles, court cases, and legislation comprising the basis for special education laws and regulations</p>	<p>Development of and critique of an IEP that meets both the requirements of KY DOE and local standards</p>

## Program Faculty

[Elementary](#)

## Syllabi

### Required Education Courses

- [EDU 103 Orientation in Special Education](#)
- [EDU 204 Introduction to Education](#)
- [EDU 246 Technology Application & Integration in Education](#)
- [EDU 255 Teaching Diverse Populations of Children & Youth](#)
- [PSY 300 Developmental Psychology](#)
- [EDU 301 Growth, Development and Learning Theory](#)

### Professional IECE Sequence

- [EDU 104 Exploring Early Childhood Education](#)
- [EDU 256 Technology Application and Integration in Education](#)
- [EDU 307 Early Childhood Special Education](#)
- [EDU 308 Infant/Toddler Preschool Assessment](#)
- [EDU 309 Family and Agency Services](#)
- [EDU 310 Infant/Toddler Curriculum and Methods](#)
- [EDU 337 Behavior Disorders: Techniques and Procedures](#)
- [EDU 430 Adaptive/Assistive Technology: Communication/Curricular Issues](#)
- [EDU 431 Transition to Kindergarten Curriculum and Methods](#)
- [EDU 414 Practicum: IECE](#)
- [EDU 443 Legal Aspects, Parental Issues, and the IEP](#)
- [EDU 433 Clinical Practice: IECE](#)

### Related Subject Requirements

- [EDU 213 School Health, Nutrition, Safety and the Environment](#)
- [EDU 257 Physical Education for P-5](#)
- [MUS 204 Music for Classroom Teachers](#)
- [ART 370 School Art Methods](#)
- [SW 280 Introduction to Social Work](#)
- [SPPA 254 Principles and Practices \[Speech Pathology\]](#)

# Curriculum Contract/Guide Sheet

## [Elementary Guide Sheet](#)