Graduate Executive Committee
September 11, 2020
Minutes

Attendees:

Voting Members: Brian McAllister, Jeff Ferguson, Carole Traylor, Mandi Elder, James Pearson, Jon Caudill, David Moon, Shannon Johnson, Michael Corl, Rory Lewis, TS Kalkur, Steve Tragesser, Brandon Vogt, Kathrin Spendier, Janel Owens, Jeremy Bono, Kay Yoon, Roger Martinez, Leilani Feliciano, David Fenell, Linda Button, Sylvia Mendez

Non-Voting Members: Kylie Rossman, KrisAnn McBroom, Barbara Fry, Kevin Laudner, Donald Rabern, David DuBois, Kelli Klebe, Mary Ann Cutter, Sarah Elsey, Sandy Ho, Wendi Clouse, Mandy Hansen, Rosey Reidl-Smith, Andrew Lac, Lissanna Follari, Janice Dowsett, Jose Mora, Wang Chao, Jessica Kirby, Deborah Tuffield, Robert Block

- Provost Search- Don Rabern and Mary Ann Cutter
    - o Dean Rabern and Dr. Cutter requested feedback for traits and skills the directors would like to see in the provost hire.
    - o If you have feedback please reach out to Kelli (kklebe@uccs.edu), who is on the search committee.

- Special Education track in Inclusive Early Childhood Education - Lissanna Follari (See supporting documents below)
    - o The College of Education proposed a new track in the Special Education MA program for Inclusive Early Childhood Education.
    - o The track will be 3 credits higher than the general SPED MA.
    - o The GEC voted to recommend approval of the Special Education track in Inclusive Early Childhood Education (20 Yes, 0 No, 0 Abstain)

- Special Education GE certificate in Inclusive Early Childhood Education- Lissanna Follari (See supporting documents below)
    - o The College of Education proposed a new Gainful Employment Certificate for Inclusive Early Childhood Education.
    - o The certificate will be 27 credits and prepare the student for state licensure/endorsement.
    - o The GEC voted to recommend approval of the Special Education Gainful Employment certificate in Inclusive Early Childhood Education (20 Yes, 0 No, 0 Abstain)

- Application fee waivers for Fulbright Scholars and Active Military/Veterans
    - o The Graduate School discussed whether we should allow those who participated in the Fulbright Scholarship program to qualify for the specialized program application fee waiver available for other programs.
    - o The GEC voted to recommend approval of application fee waivers for Fulbright Scholar (17 Yes, 0 No, 3 Abstain). The graduate school will add Fulbright Scholarship program to the list of eligible diversity programs which get a fee waiver.
    - o The campus is currently offering Active Military and Veterans a waived application fee for undergraduate programs. Do we want to offer this same incentive to Active Military and Veterans applying to graduate programs?
    - o The GEC voted to recommend approval for application fee waivers for Active Military / Veterans (21 Yes, 0 No, 1 Abstain). The graduate school will pursue this further. This is a new category of waivers.

- Application policies from last semester
    - Last semester the GEC voted to approve a policy updating when a student needs to submit a new application and pay the fee. It came to light over the summer that the registrar and admissions offices needed additional information that would not be covered in the current policy. We have proposed updates to this to allow for that information to be gathered (see below). The general requirement for when a new application and fee is required did not change.
    - The GEC voted to recommend approval of reapplication & switching program application policy updates (17 Yes, 0 No, 3 Abstain)

Announcements:
- GRE subject tests will not be administered until April 2021 at the earliest. All subject tests scheduled for fall 2020 have been cancelled. You may need to evaluate this for your admission requirements for your program. GRE general and TOEFL are offered online although not for all countries.
- Graduate School Virtual Fair will be Oct. 13th from 11am-2pm on the Handshake Platform. Sarah Elsey will represent all UCCS programs and UCCS students will schedule times to talk to various visiting school reps during the event.
- If you have any virtual recruitment ideas for your program/department and need support the graduate school is willing to help. Please let Sarah (selsey@uccs.edu) know how we can help you.
- Graduate School Travel Awards has a new name (*Research and Professional Development Award)* and is expanded for Fall 2020 (and likely Spring). It will now include: publication costs, research support, virtual professional conference registration, other research activities may be considered as fund are available, until travel is allowed again by the University. Application will be rolling until funds are gone.
    - https://graduateschool.uccs.edu/uccs-finances/finance-resources (Under the Research and Professional Development Award tab)
- December Graduation- It is still being determined whether this will be virtual or in-person. Should know by beginning of October.

GEC Meetings for 2020-2021 all meetings are from 10:00-11:30

- Fall 2020 GEC (online)
    - September 11, October 9, November 13, December 11
- Spring 2021 GEC Meetings (likely online)
    - February 12, March 12, April 9, May 7 (A week early due to commencement)

Master of Arts in Special Education
Inclusive Early Childhood Education Track Option
And IECE Graduate Certificate

A. discussion of the program and degree plan(s): (1) MA in SPED with IECE and (2) IECE Graduate Certificate

This proposal seeks approval for the addition of an Inclusive Early Childhood Education track within the existing MA in Special Education (36 credits), and an Inclusive Early Childhood Education Certificate (27 credits, can lead to the Master's with additional coursework). The IECE programs encompass early childhood education and early childhood special education professional preparation.

The area of Early Childhood Special Education (ECSE) continues to grow and become recognized in state and federal legislation, thereby increasing family access and demand. Increasing enrollments of children with disabilities in general education (public and private schools and childcare) has significantly increased demand for qualified teachers. In contrast, ECSE remains a critical teacher shortage area every year across the country, particularly in rural and underfunded schools (US Department of Education, 2016; Walker, 2019).

Aligning with research and increasing inclusion of young children with and without disabilities in shared classrooms, the COE faculty see a need for early childhood teachers to be better prepared to respond to the needs of diverse learners (e.g., students with disabilities and second language learners) in classrooms and programs. Current teachers often struggle to implement instruction that will allow all students to have access to learning. Specifically, teachers most often struggle with effective inclusive practices, supporting positive behavior (particularly in children experiencing trauma), utilizing technology as a method of access, and differentiating instruction.

1.   Master's Degree Program: The curriculum for the MA in SPED with Inclusive Early Childhood Education (MA in SPED: IECE track) is based on research and best practices for educating young children with and without disabilities, children learning English as an additional language, as well as adhering to professional standards in the fields of Early Childhood Education and Early Childhood Special Education. The program is aligned with the Colorado Department of Education licensing regulations (Early Childhood Education 4.01 and Early Childhood Special Education 5.09, Colorado Teacher Quality Standards, and English Language Learner 5.12-5.15 and Elementary Literacy 4.02 expectations for all new teachers). The national professional association standards addressed are those of the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children-Division for Early Childhood (CEC-DEC). The national accreditation agency is the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE). Each set of standards has influenced the structure, content and delivery in this program. The state licensure requirements have determined the number of course credits, fieldwork hours, and the types of fieldwork placements. MA in SPED: IECE students will learn how to respond to the needs of *all* children from birth-8 years old and support families across diverse settings.

This is an MA in Special Education with a track in Inclusive Early Childhood Education which qualifies graduates to earn Colorado Department of Education teaching license/endorsement in

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Early Childhood Education birth-8 (4.01) and Early Childhood Special Education, birth-8 special education (5.09). The Master of Arts in Special Education with IECE Track for ECE licensure and ECSE Endorsement requires 36 credits to be completed at the graduate level. This track includes 3 additional credits beyond the other options within MA in SPED because the IECE track must meet the extensive requirements for ECE and ECSE licensure/endorsement which are set by the CO Department of Education. Dr. Follari has submitted extensive crosswalks to all of the 6 regulation competencies to CDE and received feedback that the program will meet the ECE licensure and ECSE endorsement requirements with the 36 credits specified in the MA in SPED with IECE track plan.

Students must complete 18 credits of core classes and 18 credits of required IECE/ECSE coursework, including student teaching (required by CO Department of Education). All courses in the program are offered in a distance/online format.

Required Core Classes (18 credits):
SPED 5001 Introduction to Special Education
SPED5000 Disability Studies in Education
LEAD 5700 Introduction to Research and Statistics
CURR 5090 Applied Research Project
IECE 5010 Inclusive Child Development
SPED 5020 Teaching Students with Significant Support Needs

Required IECE/ECSE Track (18 credits):
IECE 5500 Collaborative ECSE Assessment and Planning with Families
IECE 5600 Inclusive Early Childhood Curriculum and Instructional Strategies
SPED 5303 Designing Trauma Informed Supports
TED 5570 Elementary Literacy Methods
IECE 6950 ECSE Student Teaching and Seminar (6)
Required prior to student teaching: passing score on Praxis #5024 Early Childhood Education; #5691 Special Education: Early Childhood; and #5205 Teaching Reading: Elementary exams.

2.   IECE Graduate Certificate: Additionally, we have created the IECE Graduate Certificate to focus student coursework for those who either are only seeking the ECE/ECSE endorsement with CO Department of Education and not a complete Master's degree, or those who want to begin with the professional credential preparation and add the remaining 9 credits to earn the Master's degree. The Inclusive Early Childhood Education Graduate Certificate qualifies graduates to earn Colorado Department of Education teaching license/endorsement in Early Childhood Education birth-8 (4.01) and Early Childhood Special Education, birth-8 special education (5.09). The IECE Graduate Certificate coursework is preliminarily approved by the CO Department of Education to meet the requirements for ECE licensure and ECSE endorsement. Full approval will come in October, 2020.

Required Courses for the IECE Graduate Certificate (27 credits):
- SPED 5001 Introduction to Special Education
- IECE 5010 Inclusive Child Development
- IECE 5500 Collaborative ECSE Assessment and Planning with Families
- IECE 5600 Inclusive Early Childhood Curriculum and Instructional Strategies
- SPED 5303 Designing Trauma Informed Supports

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- SPED 5020 Teaching Students with Significant Support Needs
- TED 5570 Elementary Literacy Methods
- IECE 6950 ECSE Student Teaching and Seminar (6 credits)
- Required prior to student teaching: passing score on Praxis #5024 Early Childhood Education; #5691 Special Education: Early Childhood; and #5205 Teaching Reading: Elementary exams.

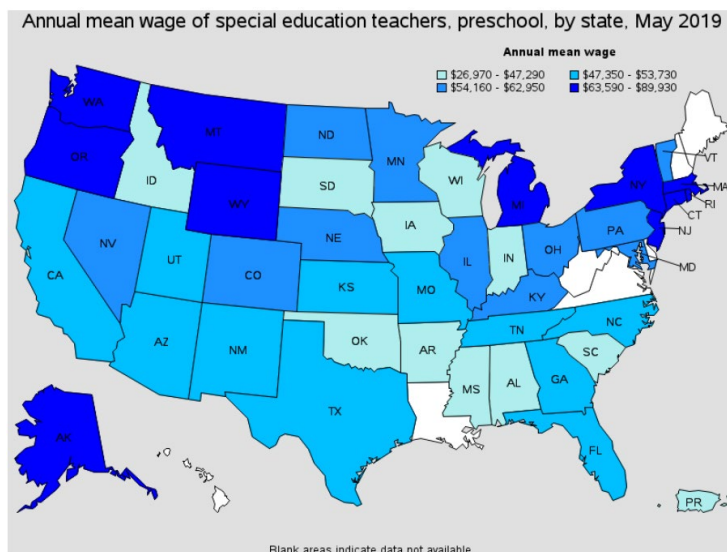## 2. Resources needed for the program/option/track

Faculty in the College of Education will instruct the courses. COE faculty have expertise in the areas of Early Childhood Education, Elementary Education, Special Education, English as a Second Language, Counseling, and the health professions. The IECE track will be implemented with existing faculty and utilize existing enrollment availability in current courses. For the four new courses, online, summer, and evening class scheduling will be implemented to utilizing existing space resources. All courses in the MA in SPED: IECE and Graduate Certificate will have a distance/online option.

No additional resources of personnel, space, or supplies will be needed to implement the program.

3. The student demand for the new program/option/track

ECSE licensure is quickly becoming an attractive and sought-after credential for practicing educators, and a requirement for an increasing number of attractive positions in schools, particularly in geographically dispersed locations across the Southwest United States. Reasons this credential is in high demand include:
- Teachers educating children with disabilities at the preschool level earned a median wage of $67,060 in May 2020, according to the U.S. Bureau of Labor Statistics (2020). Preschool teachers WITHOUT the special education certification make an average of $30,000. The western region of the US demonstrates ECSE professional salaries at the higher levels of mean wage, providing a strong employment market for CO and surrounding states.

Annual mean wage of special education teachers, preschool, by state, May 2019

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- Inclusion in general education (or "regular program") is widely recognized as a primary goal for supporting young children's learning and development, though inclusive practices persistently demonstrate a pressing need for improvement. Across Colorado, nearly 86% of young children with disabilities are served in regular ECE programs for at least 10 hours per week (12,865 out of 15,029 total 3- to 5- year olds). The need for highly trained ECE teachers who have strong preparation in ECSE is made clearly evident by the placement statistics.

COLORADO Department of Education

Colorado IDEA Child Count & Ages 3-5

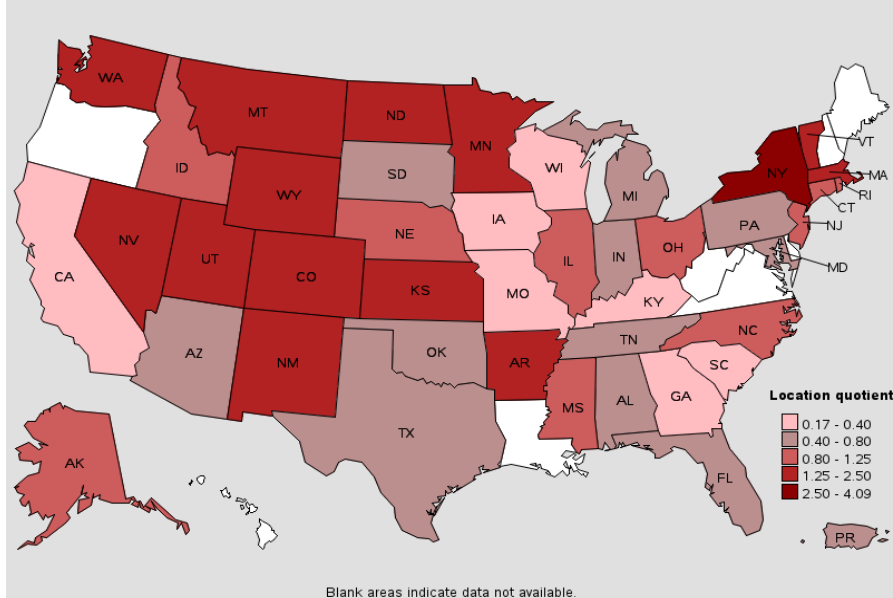Table 1. Ages 3-5 Student Count by Age and Educational Environment

Educational Environment	Age 3 Count	Age 4 Count	Age 5 Count	Age 3 to 5 Total	Age 3 %	Age 4 %	Age 5 %
Services in Regular Early Childhood Program (attend at least 10 hours)	3,270	4,752	4,843	12,865	25%	37%	38%
Services in Regular Early Childhood Program (attend less than 10 hours)	134	87	51	272	49%	32%	19%
Services in Other Location than Regular Early Childhood Program (attend at least 10 hours)	61	178	997	1,236	5%	14%	81%
Services in Other Location than Regular Early Childhood Program (attend less than 10 hours)	22	26	78	126	17%	21%	62%
Separate School, Age 3-5	45	76	31	152	30%	50%	20%
Separate Class	104	105	118	327	32%	32%	36%
Residential Facility	0	0	0	0			
Home	5	2	10	17	29%	12%	59%
Service Provider Location	3	6	25	34	9%	18%	74%
Total, Age 3-5	*3,644*	*5,232*	*6,153*	*15,029*	*24%*	*35%*	*41%*

CDE 2020. Colorado Preschoolers with Disabilities Placement.
https://www.cde.state.co.us/cdesped/sped_data

- The US Bureau of Labor Statistics projects a 4-7% job growth through 2024 for early childhood special education and preschool teacher job categories.
- Over 1 million children are enrolled in Head Start nationally; and enrollment is holding steady over last 5 years (KidsCount, 2018). Head Start legislation requires enrollment of at least 10% of children with disabilities and at least 50% of teachers holding a minimum of a Bachelors degree. The combination of ECE and ECSE teacher licensure creates an especially strong and highly qualified workforce.
- States with highest ECSE job concentration: NY, MN, AR, MA, CO, WA, CA, TX, IL, OH, FL (Bureau of Labor Statistics, 2020). CO and the surrounding states demonstrate among the highest concentration of professional positions for ECSE qualified professionals, creating a strong employment demand and need for our graduates. *"The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. A location quotient greater than one indicates the occupation has a higher share of employment than average, and a location quotient less than one indicates the occupation is less prevalent in the area than average." (BLS 20202, https://www.bls.gov/oes/current/oes252051.htm)*

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Location quotient of special education teachers, preschool, by state, May 2019

Blank areas indicate data not available.

States with the highest concentration of jobs and location quotients in this occupation:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
New York	5,930	0.62	4.09	(4)	$89,930
Vermont	110	0.37	2.40	(4)	$58,920
Minnesota	1,020	0.35	2.33	(4)	$62,950
Nevada	480	0.34	2.24	(4)	$59,560
Arkansas	390	0.32	2.09	(4)	$47,050

Location quotient of preschool special education teachers by state:
https://www.bls.gov/oes/current/oes252051.htm

- ECSE licensure qualifies teachers to hold positions in community-based preschools and public elementary schools, which opens up access to coveted positions with higher salaries and health benefits.

On average, 6-10 in-service teachers come to UCCS seeking to add an endorsement in Early Childhood Special Education on to their current teacher licensure. This is particularly true for teachers who are switching teaching settings into public preschool. Public preschools increasingly require the ECSE endorsement. UCCS maintains a strong partnership with School District 11 PreK Department, which sends 3-8 candidates per year seeking the ECSE endorsement and routinely hires many of our recent graduates. The UCCS College of Education currently has a post-Bachelors program which is completed at the undergraduate level. However, for many students in this program, being able to complete the ECSE endorsement program at the graduate level is far more attractive, since graduate level coursework and MA completion support upward movement on the salary scale.

4. Faculty expertise in the area of Inclusive Early Childhood Education
Current IECE Program Faculty Bios:
Dr. Lissanna Follari, CTP-E has been working with and for young children and families for 23 years. She began her teaching career with infants and toddlers and has worked in classrooms throughout the elementary grades. Lissanna has served as a full-time college/university faculty in Early Childhood Education since 2002. Her work focuses on diversity studies and innovative

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approaches to inclusive early care and education, and she actively participates with numerous community agencies and schools advocating for high quality practices in inclusive early care and education. Lissanna earned her PhD in Education in 2005 with a focus in early intervention and international approaches to early childhood education. Lissanna's research focuses on diversity, inclusion, and trauma informed practice in early childhood education. She has authored two books: Foundations and Best Practices in ECE and Valuing Diversity in Early Childhood, and numerous articles on diversity, social emotional learning, and trauma informed practice in early childhood. She joined the College of Education at the University of Colorado Colorado Springs in January 2014.

Dr. Ji Hyun Oh is an Assistant Professor of Inclusive Early Childhood Education in the Department of Teaching and Learning. She received her Ph.D. in Special Education with an emphasis on Early Childhood Studies from the University of Florida. Dr. Oh has been teaching in higher education since 2011. Over the last 10 years, she has taught both in-person and online courses and supervised numerous teacher candidates in early childhood teacher preparation programs. Dr. Oh's research interests include children's play, learning environments, early childhood teacher education, teacher residencies, and qualitative research methodologies. She is also interested in investigating the most effective distance education method and engaging online delivery strategies for adult learners in the field of teacher education.

Dr. Kassy Lopez has been working in the field of education for 20 years and recently completed her doctoral dissertation. Her experience includes a focus on early childhood learning and instructional practices with diverse populations. She spent 13 years as a classroom teacher in southwest Colorado and served as a preschool director for the Ute Mountain Ute Tribe for 3 years. Kassy saw the need for mental health services in the four corners region of Colorado and decided to move into an early childhood mental health specialist position. After serving in this capacity, she became the curriculum and instructional coordinator for a school district serving students on the Navajo Nation. Aside from her work in the school environment, Kassy has also provided ECE course instruction for future preschool directors. Her passion for teaching and learning is well displayed in her career path. Kassy joined the UCCS College of Education in 2020.

5. Any other information that the department/school/college believes is relevant to the discussion.

The addition of the IECE track to the MA in SPED marks the onset of graduate programming in IECE at the COE. Currently, our IECE program offering is only at the undergraduate level. The integration of the IECE track into the current MA in SPED will allow for enrollment growth in the MA in SPED, which has seen stagnant and declining enrollment in recent years.

References

Bureau of Labor Statistics, U.S. Department of Labor. (2020). *Occupational Outlook Handbook*, Special Education Teachers, on the Internet at https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm.

CDE, 2020. Colorado Preschoolers with Disabilities Placement. Colorado Department of Education. https://www.cde.state.co.us/cdesped/sped_data

KidsCount Data Book, 2018. *Annie E Casey Foundation.*

US Department of Education, Office of Post-Secondary Education. (2016). *Teacher shortage areas nationwide listing.* U.S. Dept. of Education/OPE/PPI/PAFG.

Walker, T. (2019). Teacher shortage is 'real and growing, and worse than we thought'. NEAToday, April 2, 2019.

Appendix 1: New IECE Course Syllabi (Already Approved by COE)
- IECE 5010 Inclusive Child Development
- IECE 5500 Collaborative ECSE Assessment and Planning with Families
- IECE 5600 Inclusive Early Childhood Curriculum and Instructional Strategies
- IECE 6950 ECSE Student Teaching and Seminar

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University of Colorado Colorado Springs

College of Education

Department of Teaching and Learning

IECE5010, Inclusive Child Development Birth-8, 3 credits

- Instructor: (Your Name)
- Office Location: (Building and Room Number)
- Telephone: (Telephone Number)
- Email: (Your Email Address)
- Office Hours: (Days and Times)
- Class Day/Time: (Days and Times)
- Class Location: (Building and Room Number)

Required Texts/Readings

Textbook

TBD to be determined by faculty, suggested texts:

Deiner, P.L. (2013). Inclusive Early Childhood Education: Development, Resources, and Practice, 6th Ed. Cengage.

Johnson, A., Ricardo, A., Rymond, D., & Paris, J. (2019). Child Growth and Development. Open Education Resources Commons (OER). https://www.oercommons.org/courses/child-growth-and-development-2

Other Readings

TBD

Other Equipment/Material Requirements

Students will need access to a computer, tablet, or other devices and Canvas.

Course Format

This course consists of lectures, use of audio and visual media, readings from required text and supplementary journal articles, classroom discussions, student presentations, and in-class small group activities. Course assignments will include research literature analyses and applied activities observing or working with young children.

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Course Description

This course is an extensive examination of multiple theories of child development across the prenatal through 8 years old span, with emphasis on the universalities and complex diversities of child development within the family and society contexts. Connections are made to current best practices in effective inclusive early childhood education and early childhood special education to promote cultural competence in professional practice, including theoretical and applied aspects of screening and assessment for early intervention.

Course Expectations

This course provides essential foundational knowledge in child development (prenatal through 8 years old emphasis) with coverage of typical and atypical developmental trends and milestones, with an emphasis on recognizing the individual pace and path of development across all domains. Additionally, this course will focus on exploring broad aspects of human diversity, family diversity, and the impact on children's development of culturally competent professionals throughout programming, screening and early intervention processes. Students will critically analyze current research on early childhood special education interventions and assessment instruments.

Personal background and biases will be explored in self-reflective components woven throughout the course. Topics include: domains of development; ages and stages; theoretical work from Piaget, Erikson, Bronfenbrenner, Bruner, Vygotsky, Maslow, Ainsworth, Bandura, and others; and facets of human diversity and how they relate to development and experiences in early childhood including language, ethnicity, race, religion, abilities, family composition and structure, and socioeconomic status.

Course Objectives

Learning Outcomes (LO)

Upon successful completion of this course, students will be able to:

LO1 Analyze trends, progressions, and trajectories in all domains of development across the first 8 years of life, tracing universalities and diversities in development, with emphasis on recognizing delays and disabilities in domains of language, social emotional, cognitive/intellectual, and physical development.
LO2 Compare and contrast a wide array of theories of child growth and development across all domains.
LO3 Examine research-based frameworks for applying practices of anti-bias, inclusive education.
LO4 Practice key concepts, beliefs, and practices for effectively working with diverse children and families, including mandatory reporting responsibilities for recognizing signs of abuse, neglect, and distress.
LO5 Practice culturally sensitive methods of assessing and supporting individual development with complex, dynamic family and societal settings.
LO6 Evaluate current systems and processes for early intervention screening, assessment, and service planning.

LO7 Assess plans and policies that are designed to support anti-racist, anti-based, culturally responsive practices.

Accreditation Standards

Colorado Early Childhood Education
Colorado Early Childhood Special Education
Colorado Elementary Education
Colorado Special Education Generalist
Colorado Culturally and Linguistically Diverse
National Association for the Education of Young Children
Council for Exceptional Children

Technology Competencies

It is expected that students begin our program with foundational technology skills that include digital word processing, digital and online formats (e.g. Blackboard) and using online research databases. Knowledge of the use of technology-supported multimedia, such as PowerPoint and other audio/video resources, is expected. Students who need assistance with building technological skills should speak with their professor to learn about technology resources in the COE and at UCCS.

Using your UCCS email account is a requirement of this course due to digital delivery of course content. All students must obtain a UCCS email address and check it regularly (every day) so as not to miss announcements. If your UCCS email address is not your primary one, please have emails from UCCS rerouted to the one you check daily.

Attendance, Preparation, and Participation

Students are expected to maintain high standards of ethical and professional conduct. This includes attending class (Canvas or face to face), being adequately prepared, contributing to class discussions, submitting high caliber work and representing your own work fairly and honestly. As an important member of a classroom community, attendance and punctuality is mandatory. You must actively engage in class and group work to maximize your learning in this course.

If you must miss a class or module, please inform the professor by phone or email prior to class. It is the responsibility of the student to obtain course information that is missed during the absence. Unexcused absences will result in a lower grade.

Course Evaluation

The instructor is committed to providing the best possible learning experience to every student. A key mechanism to provide ongoing excellence in teaching and learning is to gather your thoughts on each course and the effectiveness of our faculty. Students are expected to provide feedback on the quality of instruction in this course by completing an online evaluation, typically during the last two weeks of the semester. Additional instructions will be provided via a notification sent to student UCCS email accounts later in the semester. Please know that student feedback is extremely valuable to your instructor, the

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College of Education, and UCCS as a whole. In particular, constructive comments guide the enhancement of future versions of this course.

Professional Behavior

Professional behavior is necessary for you to be a successful member of a learning community. Please monitor your participation in class discussions and group work and find ways to contribute intelligently to the discussion without silencing others. All written assignments must be computer generated unless otherwise indicated by the professor. Professional behavior will be expected in your future teaching/counseling career and is often the hallmark of career success.

Diversity Statement

The faculty and staff of the College of Education are committed to preparing students to recognize, appreciate, and support diversity in all forms – including ethnic, cultural, religious, gender, economic, sexual orientation and ability – while striving to provide fair and equitable treatment and consideration for all. Any student who believes that he/she has not been treated fairly or equitably for any reason should bring it to the attention of the instructor, Department Chair or the Dean of the College of Education.

Person-First Language

Teacher candidates are expected to use person-first language when discussing or writing about persons with disabilities. People with disabilities are a minority group that has historically experienced prejudice and discrimination. As future teachers and citizens who foster equality among all people we must be conscious of how our language shapes meaning and reifies stereotypes. For example, the word handicap has historical origins related to begging. Further, phrases such as, "wheelchair bound" and "confined to a wheelchair" paint a very restrictive vision of what it is like to use a wheelchair. Instead people with disabilities more often refer to their wheelchair as tools of liberation. Please be aware of your language and what meaning it is conveying.

Accommodations

The College of Education wishes to fully include persons with disabilities in this course. In compliance with section 504 and the Americans with Disabilities Act (ADA), UCCS is committed to ensure that "no otherwise qualified individual with a disability … shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity…" If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact and register with the Disabilities Services Office, and provide them with documentation of your disability, so they can determine what accommodations are appropriate for your situation.

To avoid any delay in the receipt of accommodations, you should contact the Disability Services Office as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until a "Faculty Accommodation Letter" from the Disability Services office has been given to the professor by the student. Please contact Disability Services for more information about receiving accommodations at Main Hall room 105, 719-255-3354 or dservice@uccs.edu.

Military Students

Military students who have the potential to participate in military activities including training and deployment should consult with faculty prior to registration for any course, but no later than the end of the first week of classes. At this time, the student should provide the instructor with a schedule of planned absences, preferably signed by the student's commander, in order to allow the instructor to evaluate and advise the student on the possible impact of the absences.

In this course, the instructor will consider absences due to participation in verified military activities to be excused absences, on par with those due to other unavoidable circumstances such as illness. If, however, it appears that military obligations will prevent adequate attendance or performance in the course, the instructor may advise the student to register for the course at another time, when she/he is more likely to be successful.

Student Appeals

Students enrolled in programs or courses in the College of Education may access the COE Appeal/Exception Form at: http://www.uccs.edu/Documents/coe/studentresources/AppealsForm2009.pdf. This form is to be used for an appeal when a student is:

- Denied admission to professional education program
- Denied permission to student teach or complete professional internship
- Removed from a professional education program or internship
- Denied permission to graduate due to missing requirements
- Requesting an exception to specific policies, procedures, or requirements
- Requesting a grade change

This form is not to be used for requests to take classes out of sequence or to take a class without the proper prerequisites. Such requests should be initiated with the department chair.

UCCS Student Code of Conduct

The purpose of the Student Code of Conduct is to maintain the general welfare of the university community. The university strives to make the campus community a place of study, work, and residence where people are treated, and treat one another, with respect and courtesy. http://www.uccs.edu/~oja/student-conduct/student-code-of-conduct.html.

UCCS Student Rights and Responsibilities

http://www.uccs.edu/orientation/student-rights-and-responsibilities.html

UCCS Academic Ethics Code

http://www.uccs.edu/Documents/vcaf/200-019 StudentAcademic Ethics.pdf

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Confidentiality

Under no circumstances will students disclose individual student or teachers' names during whole class discussions. Please remember to respect the confidentiality of all participants, schools, and/or organizations.

Requesting an Incomplete

An incomplete will be given under these circumstances only: (a) your assignment grade average to date is 82% or higher and (b) personal situations clearly beyond your control prevent you from completing the required work by the end of the semester.

If the instructor judges the situation does not meet these criteria, you will be given the grade you earn and not an incomplete. If you are granted an incomplete, the course work must be completed within 12 months. Please keep in mind that the final grade (earned either by completing the course requirements or by retaking the course) does not result in deletion of the incomplete grade symbol from the transcript.

Grading Scale

The instructor adheres to the following table when assigning letter grades for the course:

- A is within 94% to 100%
- A- is within 90% to 93%
- B+ is within 87% to 89%
- B is within 83% to 86%
- B- is within 80% to 82%
- C+ is within 77% to 79%
- C is within 74% to 76%
- C- is within 70% to 73%
- D+ is within 67% to 69%
- D is within 64% to 66%
- D- is within 60% to 63%
- F is under 60%

Half percentage points of 0.5 or higher are rounded up. So for example, a 93.5% is rounded up to an A grade.

Assignments (graded activities)

Student Learning Objectives	Assignments	Assignment Description	Points
LO1 Analyze trends, progressions, and trajectories in all	Developmental Milestones Project:	Observe a child, birth to 4, and complete an Ages & Stages Questionnaire (ASQ-3) by observing the child and speaking with his/her parent and/or teacher. After you complete the	

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domains of development across the first 8 years of life, tracing universalities and diversities in development.	ASQ3 Observation and activity planning birth-4	questionnaire, you will complete the "Information Summary" (which is one of the last pages and the older, 48 months+, ASQ's do not have this page) by scoring the child in each of the domains: Communication, Gross Motor, Fine Motor, Problem Solving, and Personal-Social. Based on this you will write a 1-2 page developmental profile of this child, outlining strengths and next steps (such as appropriate practice skills). You will submit the completed ASQ-3 and your developmental profile together.	
	Developmental Milestones Project: Checklist Ages 4-8	Part 1: Research articles on developmental milestones for children ages 4-8 and synthesize this information into your own developmental milestone checklist. Your checklist should be organized by age (milestones listed for each year of age) and include milestones for motor, cognitive, language and social/emotional. Each domain should have at least 5-7 indicators. Your checklist should be organized, neat and user-friendly. This is a partner/group activity, therefore it is up to you to communicate and collaborate with each other – deciding if you'd like to meet in person, talk on the phone, work online, etc. Part 2: After you create your checklist, each group member will find a child for which you can individually observe and complete your checklist (you can do this separately and doesn't have to be the same child -- as each of you will submit your own assignment). Write a 1 page summary of your observation, reflecting on the strengths/weaknesses of your checklist and what you learned from this project. Each of you will submit your own assignment.	
LO2 Compare and contrast a wide array of theories of child growth and development across all domains.	TBD by course faculty		
LO3 Examine research-based frameworks for applying practices of anti-bias, inclusive education.	TBD by course faculty		
LO4 Practice key concepts, beliefs, and practices for effectively working	TBD by course faculty		

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with diverse children and families.			
LO5 Practice culturally sensitive methods of assessing and supporting individual development with complex, dynamic family and societal settings.	TBD by course faculty		
LO6 Evaluate current systems and processes for early intervention screening, assessment, and service planning.	Child Assessment Flow Chart with Detailed Descriptions	Attend a Child Find or other early intervention screening event; discuss the process and expectations for appropriate developmental and disabilities screenings with practicing early intervention professionals; and create a flow chart of activities, outcomes, and expectations for professional practices in community- and school-based developmental screenings.	

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Course Schedule

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Week/ Module	Date	In-Class Topics, Activities, Assignments
1		Introductions Syllabus review Expectations Overview of Developmental Theories
2		Prenatal and Infant Development Brain Development: Research Review
3		Prenatal and Infant/Toddler Development Language Delays: Research Review
4		**Theorist Research (part 1)**
5		Preschooler Development
6		Preschooler Development **Developmental Milestones Project 1**
7		Development 5-8 years
8		Development 5-8 years **In-class: Theorist Research (2)**
9		Race and Ethnicity: Impact on Development and learning **Developmental Milestones Project 2**
10		Families : Impact on Development and learning Language and Nationality: Impact on Development and learning
11		Abilities: Impact on Development and learning

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		Socioeconomics : Impact on Development and learning
12		Early Intervention: Screening, Assessment, Evaluation, Documentation, and Planning **In-class: Theorist Research (3)**
13		Early Intervention: Screening, Assessment, Evaluation, Documentation, and Planning
14		Trauma Informed Care and Practice: Neurosequential Model
15		Trauma Informed Care and Practice: PolyVagal Theory

Alignment of Course Objectives, Standards, and Conceptual Framework

Inclusive Child Development IECE5010											
Course Objective(s)	CO Competencies for ECE Teachers and Administrators	O ECE .01	CO ECSE .09	CEC DEC (CAEP SPA)	NAEYC (CAEP SPA)	CO TQS	CO English Learner	INTASC	CAEP	Literacy	
Analyze trends, progressions, and trajectories in all domains of development across the first 8 years of life, tracing universalities and diversities in development.	CGDL 1.1, 2.1, 3.1, 4.1, 7., 11.1 HSN 15.1, 18.1	4.01(1)(a)	5.09(1)(a)(i) 5.09(1)(a)(ii) 5.09(1)(a)(v) 5.09(1)(a)(vi) 5.09(1)(a)(vii)	k1.1; k1.2; k1.3; k1.4; k1.5; k1.6; k1.7; k1.8; k1.9;	1a, 1b, 1c, 3c 2a, 2b, 2c	IIIa	**5.12(1); 5.13(2)**	I.1;			
Compare and contrast a wide array of theories of child growth and development across all domains.	CGDL 2.1, 2.2, 3.1, 5.1, 6.1, 7.1 FCP 3.1, 4.1, 4.2, 5.1, 5.2, 9.1, 10.1 TP 14.1, 36.1, 37.1,	01(3)(b)	5.09(1)(a)(ii)		2c, 4a, 6d	IIIa	**5.12(1); 5.13(2)**	I.1			
. Examine research-based frameworks for applying practices of anti-bias, inclusive education .	CGDL 1.2, 1.3, 2.2, 8.2, 9.2, 11.2, FCP 1.1, 3.1, 3.2, 11.1, G 9.1, 9.2 TP 1.1, 3.3, 3.1, 9.1, 9.2, 11.1, 12.1, 13.1 , 14.1 , 15.1, 29.1, 33.1, 36.1,37.1, 42.1, 44.1	01(3)(b)	5.09(2)(a) 5.09(3)(a)(i) 5.09(3)(a)(ii) 5.09(3)(a)(iii) 5.09 (6)(a)(i) 5.09(6)(a)(ii) 5.09(6)(a)(iii)	k1.3; k1.7; k2.1; k3.1; k3.2	2a, 5b, 6d	IIb	**5.12(1; 5.13(2);**	I.1			

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Practice key concepts, beliefs, and practices for effectively working with diverse children and families.	CGDL 6.1, COA 6.1, FCP 1.1, 2.1,3.1, 4.1, 5.1, 7.1, 8.1,9.1, 10.1, 11.1, 12.1, 13.1 TP 3.1, 36.1,	4.01(3)(b)	5.09(4)(a)(i)	k4.1 s1.3, k3.1, k3.2, k3.3, s3.1, s5.3, s5.8, s5.10-s5.13	2c, 3a, 3b, 3c, 4b	IIb	**5.12(1;**	**I.1**			
Practice culturally sensitive methods of assessing and supporting individual development with complex, dynamic family and societal settings.				K1.5, s 1.3, s1.4, s2.7, s4.1-s4.11							
Evaluate current systems and processes for early intervention screening, assessment, and service planning.				S2.7, k4.1-k4.4							

References

Bronfenbrenner, U., & Morris, P. (1998). The ecology of developmental processes. In W. Damon & R. Lerner (Eds), *Handbook of child psychology: Volume 1: Theoretical models of human development* (5th ed.). Hoboken, NJ: John Wiley & Sons Inc.

Copple, C., & S. Bredekamp. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs* (3rd ed). Washington, DC: National Association for the Education of Young Children.

Deiner, P.L. (2013). Inclusive Early Childhood Education: Development, Resources, and Practice, 6th ed. Cengage.

Fitzgerald, H. E., Mann, T., Cabrera, N., Sarche, M., & Qin, D. (2009). Development of infants and toddlers in ethnoracial families. *Infant Mental Health Journal*, *30*(5), 425–432. doi: 10.1002/imhj.20222.

Follari, L. (2015). Valuing Diversity in Early Childhood Education. NJ: Pearson.

Johnson, A., Ricardo, A., Rymond, D., & Paris, J. (2019). Child Growth and Development. Open Education Resources Commons (OER). https://www.oercommons.org/courses/child-growth-and-development-2

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Porges, S.(2011). The Polyvagal Theory: Neruophysiological foundations of emotions, attachment, communication, self-regulation. W.W. Norton.

van Rhijn, T., Maich, K., Lero, D., Irwin, S.H. (2019). Assessing Inclusion Quality: The SpeciaLink Early Childhood Inclusion Quality Scale. *Exceptional Education International, 29* 3, 92-112.

Wanerman, T., Roffman, L., Britton, C. (2010). Including One, Including All: A guide to relationship-based early childhood inclusion.

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University of Colorado Colorado Springs

College of Education

Department of Teaching and Learning

IECE 5500 Collaborative ECSE Assessment and Planning with Families, 3 credits

- Instructor: (Your Name)
- Office Location: (Building and Room Number)
- Telephone: (Telephone Number)
- Email: (Your Email Address)
- Office Hours: (Days and Times)
- Class Day/Time: (Days and Times)
- Class Location: (Building and Room Number)

Required Texts/Readings

Textbook

TBD by faculty; suggested text:
Kritikos, E., LeDosquet, P., & Melton, M. (2012) Foundations of Assessment in Early Childhood Special education.ISBN-13: 978-0136064237; ISBN-10: 013606423X

Reichow, B., Boyd, B. A., Barton, E. E., Odom, S. L. (Eds.), Handbook of early childhood special education. Basel, Switzerland: Springer

Barton, E. E., Smith, B. J. (2015). The preschool inclusion toolbox: How to build and lead a high quality program. Baltimore, MD: Brookes.

Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education*. Retrieved from http://www.dec-sped.org/recommendedpractices

Other Readings

TBD; course resources may be found in the syllabus references

Other Equipment/Material Requirements

Students will need access to a computer, tablet, or other devices and Canvas.

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Course Format

This course consists of lectures, use of audio and visual media, readings from required text and supplementary journal articles, classroom discussions, student presentations, and in-class small group activities. Course assignments will include research literature analyses of current research and practice in assessment, screening, and progress monitoring for children birth-5 with potential or diagnosed disabilities or delays, and application of assessment tools and strategies in observations and work with young children in inclusive settings.

Course Description

This course prepares ECSE professionals for the scope of assessment, progress monitoring, individualized planning, and family engagement related to assessment screening, individualized planning for learning and development, and on-going monitoring of children's development and learning across diverse early childhood settings. Students will analyze research and current best practices and regulations related to assessment, screening, and determination of services for young children, with careful attention to family participation and engagement.

Course Expectations

Students in the IECE5500 course are expected to engage in research and evaluation of assessment practices and instruments, including required criteria set by local, state, and federal regulations pertaining to appropriately and effectively serving young children with, or at potential risk for, disabilities or delays. Students will demonstrate strength-based approaches which demonstrate respect for the dignity and value of all children and families. Students will collaborate with professionals, families, and young children in a variety of settings and demonstrate the use of appropriate engagement and teaching strategies for the participants (developmentally appropriate communication and activities, adult learning practices, etc). Students will practice appropriate and effective assessment activities in field settings.

Course Objectives

Learning Outcomes (LO)

Upon successful completion of this course, students will be able to:
LO1. Analyze and determine appropriate use of multiple methods of assessment processes and instruments, to ensure a strength-based approach, preservation of family safeguards with integration of family resources and priorities, and comprehensive integration of child progress data across the five developmental domains, play and temperament.
LO2. Use formal and informal assessment methods to gather multiple sources of data to make appropriate recommendations and referrals, with ongoing follow-up, for community health and social services supports.
LO3. Use multiple methods of assessment and data-sources in making educational decisions.
LO4. Participate as a team member to integrate assessment results in individualized plans, provide consultation to various settings serving young children with disabilities using adult learning principles when working with adults.
LO5. Use practices which ensure meaningful and appropriate involvement of families in evaluation of services.

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LO6. Engage families in planning for transitions and implement processes that support effective and appropriate transitions across settings

Accreditation Standards

Colorado Early Childhood Education
Colorado Early Childhood Special Education
Colorado Culturally and Linguistically Diverse
National Association for the Education of Young Children
Council for Exceptional Children

Technology Competencies

It is expected that students begin our program with foundational technology skills that include digital word processing, digital and online formats (e.g. Blackboard) and using online research databases. Knowledge of the use of technology-supported multimedia, such as PowerPoint and other audio/video resources, is expected. Students who need assistance with building technological skills should speak with their professor to learn about technology resources in the COE and at UCCS.

Using your UCCS email account is a requirement of this course due to digital delivery of course content. All students must obtain a UCCS email address and check it regularly (every day) so as not to miss announcements. If your UCCS email address is not your primary one, please have emails from UCCS rerouted to the one you check daily.

Attendance, Preparation, and Participation

Students are expected to maintain high standards of ethical and professional conduct. This includes attending class (Canvas or face to face), being adequately prepared, contributing to class discussions, submitting high caliber work and representing your own work fairly and honestly. As an important member of a classroom community, attendance and punctuality is mandatory. You must actively engage in class and group work to maximize your learning in this course.

If you must miss a class or module, please inform the professor by phone or email prior to class. It is the responsibility of the student to obtain course information that is missed during the absence. Unexcused absences will result in a lower grade.

Course Evaluation

The instructor is committed to providing the best possible learning experience to every student. A key mechanism to provide ongoing excellence in teaching and learning is to gather your thoughts on each course and the effectiveness of our faculty. Students are expected to provide feedback on the quality of instruction in this course by completing an online evaluation, typically during the last two weeks of the semester. Additional instructions will be provided via a notification sent to student UCCS email accounts later in the semester. Please know that student feedback is extremely valuable to your instructor, the College of Education, and UCCS as a whole. In particular, constructive comments guide the enhancement of future versions of this course.

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Professional Behavior

Professional behavior is necessary for you to be a successful member of a learning community. Please monitor your participation in class discussions and group work and find ways to contribute intelligently to the discussion without silencing others. All written assignments must be computer generated unless otherwise indicated by the professor. Professional behavior will be expected in your future teaching/counseling career and is often the hallmark of career success.

Diversity Statement

The faculty and staff of the College of Education are committed to preparing students to recognize, appreciate, and support diversity in all forms – including ethnic, cultural, religious, gender, economic, sexual orientation and ability – while striving to provide fair and equitable treatment and consideration for all. Any student who believes that he/she has not been treated fairly or equitably for any reason should bring it to the attention of the instructor, Department Chair or the Dean of the College of Education.

Person-First Language

Teacher candidates are expected to use person-first language when discussing or writing about persons with disabilities. People with disabilities are a minority group that has historically experienced prejudice and discrimination. As future teachers and citizens who foster equality among all people we must be conscious of how our language shapes meaning and reifies stereotypes. For example, the word handicap has historical origins related to begging. Further, phrases such as, "wheelchair bound" and "confined to a wheelchair" paint a very restrictive vision of what it is like to use a wheelchair. Instead people with disabilities more often refer to their wheelchair as tools of liberation. Please be aware of your language and what meaning it is conveying.

Accommodations

The College of Education wishes to fully include persons with disabilities in this course. In compliance with section 504 and the Americans with Disabilities Act (ADA), UCCS is committed to ensure that "no otherwise qualified individual with a disability … shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity…" If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact and register with the Disabilities Services Office, and provide them with documentation of your disability, so they can determine what accommodations are appropriate for your situation.

To avoid any delay in the receipt of accommodations, you should contact the Disability Services Office as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until a "Faculty Accommodation Letter" from the Disability Services office has been given to the professor by the student. Please contact Disability Services for more information about receiving accommodations at Main Hall room 105, 719-255-3354 or dservice@uccs.edu.

Military Students

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Military students who have the potential to participate in military activities including training and deployment should consult with faculty prior to registration for any course, but no later than the end of the first week of classes. At this time, the student should provide the instructor with a schedule of planned absences, preferably signed by the student's commander, in order to allow the instructor to evaluate and advise the student on the possible impact of the absences.

In this course, the instructor will consider absences due to participation in verified military activities to be excused absences, on par with those due to other unavoidable circumstances such as illness. If, however, it appears that military obligations will prevent adequate attendance or performance in the course, the instructor may advise the student to register for the course at another time, when she/he is more likely to be successful.

Student Appeals

Students enrolled in programs or courses in the College of Education may access the COE Appeal/Exception Form at: http://www.uccs.edu/Documents/coe/studentresources/AppealsForm2009.pdf. This form is to be used for an appeal when a student is:

- Denied admission to professional education program
- Denied permission to student teach or complete professional internship
- Removed from a professional education program or internship
- Denied permission to graduate due to missing requirements
- Requesting an exception to specific policies, procedures, or requirements
- Requesting a grade change

This form is not to be used for requests to take classes out of sequence or to take a class without the proper prerequisites. Such requests should be initiated with the department chair.

UCCS Student Code of Conduct

The purpose of the Student Code of Conduct is to maintain the general welfare of the university community. The university strives to make the campus community a place of study, work, and residence where people are treated, and treat one another, with respect and courtesy. http://www.uccs.edu/~oja/student-conduct/student-code-of-conduct.html.

UCCS Student Rights and Responsibilities

http://www.uccs.edu/orientation/student-rights-and-responsibilities.html

UCCS Academic Ethics Code

http://www.uccs.edu/Documents/vcaf/200-019 StudentAcademic Ethics.pdf

Confidentiality

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Under no circumstances will students disclose individual student or teachers' names during whole class discussions. Please remember to respect the confidentiality of all participants, schools, and/or organizations.

Requesting an Incomplete

An incomplete will be given under these circumstances only: (a) your assignment grade average to date is 82% or higher and (b) personal situations clearly beyond your control prevent you from completing the required work by the end of the semester.

If the instructor judges the situation does not meet these criteria, you will be given the grade you earn and not an incomplete. If you are granted an incomplete, the course work must be completed within 12 months. Please keep in mind that the final grade (earned either by completing the course requirements or by retaking the course) does not result in deletion of the incomplete grade symbol from the transcript.

Grading Scale

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- B+ is within 87% to 89%
- B is within 83% to 86%
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- C- is within 70% to 73%
- D+ is within 67% to 69%
- D is within 64% to 66%
- D- is within 60% to 63%
- F is under 60%

Half percentage points of 0.5 or higher are rounded up. So for example, a 93.5% is rounded up to an A grade.

Assignments (graded activities)

Student Learning Objectives	Assignments	Assignment Description	Points

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LO1. Analyze and determine appropriate use of multiple methods of assessment processes and instruments, to ensure a strength-based approach, preservation of family safeguards with integration of family resources and priorities, and comprehensive integration of child progress data across the five developmental domains, play and temperament.	Research report on 6-10 culturally appropriate early childhood screening or assessment processes and tools, with analysis of use in Child Find screenings.	In this project, students will attend 2-3 days of Child Find screenings (with all required approvals) to observe the process and appropriate implementation of a variety of screening tools and practices. Students will interview 1-2 ECSE professionals who routinely complete Child Find or developmental screenings to learn about processes and tools for comprehensive developmental assessments and best practices for meaningfully engaging families in the screening and assessment process. Students will create a report of the process, tools, and practices implemented to determine next steps for individual children, which may include referrals for assessments or services, and further goal-setting processes. The final report will include direct links to how local, state, and/or federal regulations are addressed in the processes and implementation of tools.	
LO2. Use formal and informal assessment methods to gather multiple sources of data to make appropriate recommendations and referrals, with ongoing follow-up, for community health and social services supports.	TBD by course faculty		
LO3. Use multiple methods of assessment and data-sources in making educational decisions.	Collaborate with an appropriate team to create an IEP or IFSP for a child with a documented disability.	Students will work with a team of professionals and family members to participate in the IFSP/IEP development or review process (with all required approvals). Students will create a report which documents the assessment process, including how child assessment data was gathered (variety of sources) and connections between evidence of learning and development and creation of appropriate goals. The report will include direct links to how local, state, and/or federal regulations are addressed in the processes and implementation of tools.	

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LO4. Participate as a team member to integrate assessment results in individualized plans, provide consultation to various settings serving young children with disabilities using adult learning principles when working with adults.	Collaborate with an appropriate team to create an IEP or IFSP for a child with a documented disability.	Students will work with a team of professionals and family members to participate in the IFSP/IEP development or review process (with all required approvals). Students will create a report which documents the assessment process, including how child assessment data was gathered (variety of sources) and connections between evidence of learning and development and creation of appropriate goals. The report will include direct links to how local, state, and/or federal regulations are addressed in the processes and implementation of tools.	
LO5. Use practices which ensure meaningful and appropriate involvement of families in evaluation of services.	Collaborate with an appropriate team to create an IEP or IFSP for a child with a documented disability.	Students will work with a team of professionals and family members to participate in the IFSP/IEP development or review process (with all required approvals). Students will create a report which documents the assessment process, including how child assessment data was gathered (variety of sources) and connections between evidence of learning and development and creation of appropriate goals. The report will include direct links to how local, state, and/or federal regulations are addressed in the processes and implementation of tools.	
LO6. Engage families in planning for transitions and implement processes that support effective and appropriate transitions across settings.	TBD by course faculty		

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Course Schedule

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Week/ Module	Date	In-Class Topics, Activities, Assignments
1		Examining best practices and research in developmental screenings.
2		Reviewing local, state, and federal regulations in referral, assessment, and screening of young children.
3		Determining developmentally appropriate and culturally responsive practices and instruments for screening and assessment of children with, or at risk for, disabilities or delays.
4		Practicing assessment strategies using a strengths-based approach to working with young children and their families.
5		**Research Report Due** Practicing assessment strategies using a strengths-based approach to working with young children and their families.
6		**Complete first Child Find Observation/Implementation due** Discuss and evaluate Child Find process and practices.
7		Analysis of IEP/IFSP components.
8		Analysis of IEP/IFSP procedures- what works and what doesn't.
9		The IEP/IFPS process: effective strategies for meaningfully engaging all participants and communicating effectively for diverse audiences.
10		**Complete second Child Find Observation/Implementation** Discuss and evaluate Child Find process and practices.
11		Creating and implementing effective information-sharing practices for diverse audiences (pedagogy and andragogy).
12		**IEP/IFSP Development Report Due**
13		Understanding and implementing effective progress monitoring for children with disabilities; making connections to the IEP/IFSP.
14		**Complete third Child Find Observation/Implementation**
15		Course Wrap-Up, Culminating experience

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Alignment of Course Objectives, Standards, and Conceptual Framework

Course Objective(s)	CO ECE 4.01	CO ECSE 5.09	CEC DEC (CAEP SPA)	NAEYC (CAEP SPA)	CO TQS	CO English Learner	INTASC	CAEP	Literacy
LO1. Analyze and determine appropriate use of multiple methods of assessment processes and instruments, to ensure a strength-based approach, preservation of family safeguards with integration of family resources and priorities, and comprehensive integration of child progress data across the five developmental domains, play and temperament.	4.01 (2) (a), (b), (c), (d) 4.01(3) (b),	5.09 4(b)(iii) 5.09(4)(b)(iv) 5.09(4)(b)(v) 5.09(4)(b)(vi) 5.09(4)(b)(viii) 5.09(4)(b)(ix) 5.09(6)(b)(iii) 5.09(6)(b)(vii) 5.09(7)(b)(iii) 5.09(7)(b)(iv)	K4.1; s4.1-S4.3; K4.3, 4.4 S4.6, S4.9	3a; 3b; 3c	IIc IIIh	5.12(2)	6		
LO2. Use formal and informal assessment methods to gather multiple sources of data to make appropriate recommendations and referrals, with ongoing follow-	4.01 (2) (a), (b), (c), (d)	5.09(4)(b)(v) 5.09(4)(b)(vi)	K4.1-4.4 S4.4; S4.5-4.7 S4.10-4.11	3a; 3b; 3c	IIIh	5.12(2)	6		

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up, for community health and social services supports.									
LO3. Use multiple methods of assessment and data-sources in making educational decisions.	4.01 (2) (b)	5.09(4)(b)(viii) 5.09(4)(b)(vi)	S4.6-4.11	3a; 3b; 3c	IIIh	5.12(2)	6		
LO4. Participate as a team member to integrate assessment results in individualized plans, provide consultation to various settings serving young children with disabilities using adult learning principles when working with adults.	4.01 (2) (d)	5.09(7)(b)(v) 5.09(7)(b)(viii)	S4.8	3d			10		
LO5. Use practices which ensure meaningful and appropriate involvement of families in evaluation of services.	4.01(3) (a), (b),(c), (d), (e)	5.09(7)(b)(iii)	S4.1, S4.2, S4.8	2b; 2c; 3d	IIe		**10**		

LO6. Engage families in planning for transitions and implement processes that support effective and appropriate transitions across settings.	4.01(3) (d), (e)	5.09(7)(b) (v) 5.09(7)(b) (ix) 5.09(7)(b) (x)	S4.1, S4.2,	3d	IIe				

References

Barton, E. E., Smith, B. J. (2015). The preschool inclusion toolbox: How to build and lead a high-quality program. Baltimore, MD: Brookes.

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University of Colorado Colorado Springs

College of Education

Department of Teaching and Learning

IECE 5600, Inclusive Early Childhood Curriculum and Instructional Strategies, Section, Semester, and Year

- Total Credits: 3
- Instructor: (Your Name)
- Office Location: (Building and Room Number)
- Telephone: (Telephone Number)
- Email: (Your Email Address)
- Office Hours: (Days and Times)
- Class Day/Time: (Days and Times)
- Class Location: (Building and Room Number)

Required Texts/Readings

Textbook

TBD by course faculty, suggested texts:

Reichow, B., Boyd, B., Barton, E., & Odom, S.L. (Eds.), Handbook of Early Childhood Special Education. Springer.

Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education*. Retrieved from http://www.dec-sped.org/recommendedpractices

Zucker, G. (2010). Intervention Strategies for Pre-School Students with Special Needs. https://files.eric.ed.gov/fulltext/EJ912980.pdf

Other Readings

TBD (Insert the list of any additional readings here.)

Other Equipment/Material Requirements

Students are expected to consistently access to a UCCS email account and the course's Canvas website using electronic devices (e.g. computer, tablet, Smartphone, etc.) due to digital delivery of course content.

Course Format

The course consists of lectures, use of audio and visual media, readings from required text and supplementary journal articles, discussions, technology-mediated interactions, student presentations, guest speakers, and small group learning activities.

Course Description

This course is designed to provide students with the educational research and theoretical background, culturally and linguistically responsive teaching, developmentally appropriate practice (DAP), and instructional strategies needed for teaching young children in inclusive early childhood classrooms. Particular focus is placed on the importance of learning environments, the development of social and emotional competence, evidence-based inclusive classroom practices to meet the needs of a range of young learners, and appropriate curriculum content for young children. This course also provides an overview of the scholarly and theoretical literature on play for early learning and development.

Course Expectations

Students are expected to be active learners in both the in-person classroom and Canvas online learning environment. It is assumed that each student will exhibit a professional attitude, attend every class, be on-time, have completed the required reading assignments prior to coming to class, spend an adequate amount of time to complete homework, submit assignments on-time, and actively engage in classroom discussions and learning activities.

Students are responsible for checking their UCCS webmail account and for accessing the Canvas course shell on a regular basis over the course of the semester.

Course Objectives

Learning Outcomes (LO)

Upon successful completion of this course, students will be able to:

1. Discuss the concepts of developmental appropriateness with its theoretical and empirical bases and create developmentally and functionally appropriate materials, equipment, and learning environments, with an appropriate evaluation plan for implementations.
2. Identify DEC recommended and evidence-based practices that discuss developmental delays demonstrated by young children with or at risk for developmental disabilities in early educational settings.
3. Discuss and plan for the application of culturally responsive and effective instructional strategies which support the learning needs of culturally and linguistically diverse children in inclusive education.
4. Develop instruction or intervention plans that are empirically-informed and developmentally appropriate for all learners while aligning with assessment, progress monitoring, required standards, and local, state and federal regulations in early childhood programs.
5. Discuss and plan for engaging families to support family-child interactions as a primary context for development and to provide caregivers related supports they need (e.g., how to respond to a child's cues and preferences, establish predictable routines and turn-taking interactions, and

promote communicative initiations).

6. Create curriculum and instructional strategies which encourage the development of young children's social and emotional learning (SEL) as foundations for optimal trajectories, with particular emphasis on the five core competencies in the context of play.

Accreditation Standards

Colorado Early Childhood Education
Colorado Early Childhood Special Education
Colorado Special Education Generalist
Colorado Teacher Quality Standards
Colorado Culturally and Linguistically Diverse Education
Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC)
Interstate Teacher Assessment and Support Consortium (InTASC)
National Association for the Education of Young Children (NAEYC)

Technology Competencies

It is expected that students begin our program with foundational technology skills that include digital word processing, digital and online formats (e.g. Blackboard) and using online research databases. Knowledge of the use of technology-supported multimedia, such as PowerPoint and other audio/video resources, is expected. Students who need assistance with building technological skills should speak with their professor to learn about technology resources in the COE and at UCCS.

Using your UCCS email account is a requirement of this course due to digital delivery of course content. All students must obtain a UCCS email address and check it regularly (every day) so as not to miss announcements. If your UCCS email address is not your primary one, please have emails from UCCS rerouted to the one you check daily.

Attendance, Preparation, and Participation

Students are expected to maintain high standards of ethical and professional conduct. This includes attending class, being adequately prepared, contributing to class discussions, submitting high caliber work and representing your own work fairly and honestly. As an important member of a classroom community, attendance and punctuality is mandatory. You must actively engage in class and group work to maximize your learning in this course.

If you must miss a class, please inform the professor by phone or email prior to class. It is the responsibility of the student to obtain course information that is missed during the absence. Unexcused absences will result in a lower grade.

Course Evaluation

The instructor is committed to providing the best possible learning experience to every student. A key mechanism to provide ongoing excellence in teaching and learning is to gather your thoughts on each course and the effectiveness of our faculty. Students are expected to provide feedback on the quality of instruction in this course by completing an online evaluation, typically during the last two weeks of the semester. Additional instructions will be provided via a notification sent to student UCCS email accounts

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later in the semester. Please know that student feedback is extremely valuable to your instructor, the College of Education, and UCCS as a whole. In particular, constructive comments guide the enhancement of future versions of this course.

Professional Behavior

Professional behavior is necessary for you to be a successful member of a learning community. Please monitor your participation in class discussions and group work and find ways to contribute intelligently to the discussion without silencing others. All written assignments must be computer generated unless otherwise indicated by the professor. Professional behavior will be expected in your future teaching/counseling career and is often the hallmark of career success.

Diversity Statement

The faculty and staff of the College of Education are committed to preparing students to recognize, appreciate, and support diversity in all forms – including ethnic, cultural, religious, gender, economic, sexual orientation and ability – while striving to provide fair and equitable treatment and consideration for all. Any student who believes that he/she has not been treated fairly or equitably for any reason should bring it to the attention of the instructor, Department Chair or the Dean of the College of Education.

Person-First Language

Teacher candidates are expected to use person-first language when discussing or writing about persons with disabilities. People with disabilities are a minority group that has historically experienced prejudice and discrimination. As future teachers and citizens who foster equality among all people we must be conscious of how our language shapes meaning and reifies stereotypes. For example, the word handicap has historical origins related to begging. Further, phrases such as, "wheelchair bound" and "confined to a wheelchair" paint a very restrictive vision of what it is like to use a wheelchair. Instead people with disabilities more often refer to their wheelchair as tools of liberation. Please be aware of your language and what meaning it is conveying.

Accommodations

The College of Education wishes to fully include persons with disabilities in this course. In compliance with section 504 and the Americans with Disabilities Act (ADA), UCCS is committed to ensure that "no otherwise qualified individual with a disability … shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity…" If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact and register with the Disabilities Services Office, and provide them with documentation of your disability, so they can determine what accommodations are appropriate for your situation.

To avoid any delay in the receipt of accommodations, you should contact the Disability Services Office as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until a "Faculty Accommodation Letter" from the Disability Services office has been given to the professor by the student. Please contact Disability Services for more information about receiving accommodations at Main Hall room 105, 719-255-3354 or dservice@uccs.edu.

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Military Students

Military students who have the potential to participate in military activities including training and deployment should consult with faculty prior to registration for any course, but no later than the end of the first week of classes. At this time, the student should provide the instructor with a schedule of planned absences, preferably signed by the student's commander, in order to allow the instructor to evaluate and advise the student on the possible impact of the absences.

In this course, the instructor will consider absences due to participation in verified military activities to be excused absences, on par with those due to other unavoidable circumstances such as illness. If, however, it appears that military obligations will prevent adequate attendance or performance in the course, the instructor may advise the student to register for the course at another time, when she/he is more likely to be successful.

Confidentiality

Under no circumstances will students disclose individual student or teachers' names during whole class discussions. Please remember to respect the confidentiality of all participants, schools, and/or organizations.

Requesting an Incomplete

An incomplete will be given under these circumstances only: (a) your assignment grade average to date is 82% or higher and (b) personal situations clearly beyond your control prevent you from completing the required work by the end of the semester.

If the instructor judges the situation does not meet these criteria, you will be given the grade you earn and not an incomplete. If you are granted an incomplete, the course work must be completed within 12 months. Please keep in mind that the final grade (earned either by completing the course requirements or by retaking the course) does not result in deletion of the incomplete grade symbol from the transcript.

Student Appeals

Students enrolled in programs or courses in the College of Education may access the COE Appeal/Exception Form at: https://www.uccs.edu/coe/sites/coe/files/2018-11/AppealsForm2009_0.pdf This form is to be used for an appeal when a student is:

- Denied admission to professional education program
- Denied permission to student teach or complete professional internship
- Removed from a professional education program or internship
- Denied permission to graduate due to missing requirements
- Requesting an exception to specific policies, procedures, or requirements
- Requesting a grade change

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This form is not to be used for requests to take classes out of sequence or to take a class without the proper prerequisites. Such requests should be initiated with the department chair.

UCCS Student Code of Conduct

The purpose of the Student Code of Conduct is to maintain the general welfare of the university community. The university strives to make the campus community a place of study, work, and residence where people are treated, and treat one another, with respect and courtesy. https://www.uccs.edu/Documents/dos/Final%20Approved%20Code%20of%20Conduct%20Fall%202016%20.pdf

UCCS Student Rights and Responsibilities

http://catalog.uccs.edu/content.php?catoid=8&navoid=336

UCCS Academic Ethics Code

http://catalog.uccs.edu/content.php?catoid=8&navoid=336#Acad_Honor_Code

Confidentiality

Under no circumstances will students disclose individual student or teachers' names during whole class discussions. Please remember to respect the confidentiality of all participants, schools, and/or organizations.

Requesting an Incomplete

An incomplete will be given under these circumstances only: (a) your assignment grade average to date is 82% or higher and (b) personal situations clearly beyond your control prevent you from completing the required work by the end of the semester.

If the instructor judges the situation does not meet these criteria, you will be given the grade you earn and not an incomplete. If you are granted an incomplete, the course work must be completed within 12 months. Please keep in mind that the final grade (earned either by completing the course requirements or by retaking the course) does not result in deletion of the incomplete grade symbol from the transcript.

Grading Scale

The instructor adheres to the following table when assigning letter grades for the course:

- A is within 94% to 100%
- A- is within 90% to 93%
- B+ is within 87% to 89%
- B is within 83% to 86%
- B- is within 80% to 82%
- C+ is within 77% to 79%

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- C is within 74% to 76%
- C- is within 70% to 73%
- D+ is within 67% to 69%
- D is within 64% to 66%
- D- is within 60% to 63%
- F is under 60%

Half percentage points of 0.5 or higher are rounded up. For example, a 93.5% is rounded up to an A grade.

Assignments (graded activities)

1. Key Assignment #1. Curriculum and Instructional Design

Assignment Description:
Students will be required to create two-week long curriculum and instructional strategies demonstrating application of culturally responsive and developmentally appropriate practice (DAP) which support learning needs of diverse children in inclusive education. The curriculum should demonstrate how instructional design and learning activities are incorporated with evidence-based practices and/or scientifically-informed intervention while aligning with Universal Design for Learning (UDL), assessment, progress monitoring, and required standards in multiple learning and developmental domains.

The curriculum and instructional design should also show how an inclusive classroom project, exploration, and/or thematic unit can be woven throughout hands-on activities and academic disciplines. Students will choose their topics based on their interests and will explore multiple disciplines within the topic areas. Students are required to submit their curriculum topic statement and outline for an instructor's review and approval.

Things to Consider: Give thoughtful consideration to DAP that includes age appropriateness, learning and developmental appropriateness, individual appropriateness, functional appropriateness, and the appropriateness to the social, cultural, and linguistic contexts of individual children's lives.

Students' Curriculum and Instructional Design will include:
Students will write their topics, state how it is relevant to their students (or focus child), and illustrate how it is developmentally and/or individually appropriate for the group of students they teach. Students will also describe how the topic and classroom project can be socially, culturally, and linguistically relevant for learners with diverse backgrounds. In addition, the curriculum and instructional design paper should identify related benchmarks and state level learning standards. Please describe how the curriculum will be implemented in inclusive early childhood classrooms and how the instructional plans and learning materials/environments will be introduced to young children.

Instructional plans should incorporate multiple academic disciplines and integrated subject areas (e.g., literacy/language arts, math and science, STEM, music and movement, arts, social studies, etc.). Instructional plans should clearly demonstrate appropriate teaching strategies and child-centered (or child-guided) learning. The curriculum and instructional design should be well-aligned with UDL.

Additional information and examples will be provided throughout the semester.

Total Points: ###

2. Key Assignment #2. Play and Social and Emotional Learning (SEL) Intervention

Assignment Description:
Students will create classroom-based or individualized intervention which encourages the development of young children's social and emotional learning (SEL) in the context of play. In this assignment, students will provide a critical overview of the recent research and theoretical literature on play and SEL in the early years (from birth to age eight). Students will also discuss the power of play as a context and process for learning and development; five core competencies in SEL, the nurture of social and emotional competence; and interventions that students created for social and emotional competence and play. Then, students will implement the SEL intervention in their classrooms and write a reflection paper after implementing it. Students will submit both the SEL paper and a reflection paper.

Things to Consider: Give special attention to culturally relevant and developmentally- and functionally appropriate materials, equipment, and learning environments, with an appropriate evaluation plan for implementations in inclusive early childhood classrooms.

The SEL intervention paper will also discuss plans for engaging families to promote home-school connections and family-child interactions and to provide caregivers SEL strategies that can be used at home to support their child's social and emotional learning.

Additional information and examples will be provided throughout the semester.

Total Points: ###

Course Schedule

(List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.)

Week	Date	Topics, Readings, Assignments, Deadlines
Week 1		Course Overview • Syllabus Review • Expectations and Scope of Course Introduction and Overview of Inclusive Early Childhood Curriculum How Young Children Learn and Develop

Week	Date	Topics, Readings, Assignments, Deadlines
Week 2		Introduction to Appropriate Inclusive Early Childhood Curricula and Practices Theoretical/Conceptual Approaches to Inclusive Early Childhood Education
Week 3		Evidence-based Programs and Practices Appropriate Inclusive Practice with Infants and Toddlers, Preschoolers, and Kindergarteners
Week 4		Activity Types and Teaching Practices in Inclusive Early Childhood Programs Instructional Planning and Strategies
Week 5		Creating Inclusive Environments and Learning Experiences for Young Children
Week 6		Inclusive Intervention Practices Developmentally & Individually Appropriate Intervention Practices
Week 7		The Role of Play in Early Childhood Programs Play into Inclusive Practices
Week 8		Play and Social and Emotional Learning (SEL)
Week 9		Social and Emotional Intervention Strategies
Week 10		Appropriate Practices in Specific Developmental Domains Social and Pre-academic instruction
Week 11		Progress Monitoring; Linking Assessment to Curriculum/Intervention
Week 12		Challenging Behaviors: Preventive Strategies for Young Children Building Relationships and a Positive Classroom Climate
Week 13		Early Intervention (EI) Response to Intervention (RTI)
Week 14		Response Prompting Strategies Communicating with children, families, and EI/ECSE professionals
Week 15		Policy and Position Statement Course reflection and debriefing
Week 16		No Lecture/Topics Final Week

Alignment of Course Objectives, Standards, and Conceptual Framework

		Standards								
Course Objective(s)	*Assignment, Activity, or Required Reading(s)*	**CO ECE** *4.01*	**CO ECSE** *5.09*	**CEC DEC** *(CAEP SPA)*	**NAEYC** *(CAEP SPA)*	*CO TQS*	*INTASC*	*CAEP*	*CO* **English Learner**	*CO* **Special Education Generalists**
1. Discuss the concepts of developmental appropriateness with its theoretical	Key Assignment #1 Key Assignment	4.01(1) (a) 4.01(8) (a) 4.01(8)	5.09(2)(b) (i) 5.09(3)(a) (i)	ECSE. K1.1 ECSE.K2. 1 ECSE.	1a, 1b, 1c, 3a, 3d, 4a, 4b, 4c, 5a, 5b, 5c, 6c	I.A I.B I.C II.A II.B	1(a), 1(b), 1(e), 1(j), 2(h), 2(j), 4(f), 4(g), 4(m), 5(s)		5.13(1) 5.14(2)	5.08(1)(b) 5.08(3)(e) 5.08(4)(a) 5.08(4)(d) 5.08(4)(c)(ii)

and empirical bases and create developmentally and functionally appropriate materials, equipment, and learning environments, with an appropriate evaluation plan for implementations.	#2	(i)	5.09(3)(a)(ii) 5.09(3)(a)(iii) 5.09(3)(b)(i) 5.09(3)(b)(ii) 5.09(3)(b)(iv)	S2.1 ECSE. K3.2 ECSE. K3.3 ECSE. K4.2 ECSE. S4.4		II.C III.A III.C	6(h), 6(p), 7(b), 7(i) 7(k), 8(h), 8(k)			5.08(5)(a)(i) 5.08 (5)(a)(v) 5.08(5)(a)(ii) 5.08(5)(a)(iii) 5.08(5)(a)(iv) 5.08(5)(c)(i) 5.08(5)(e) 5.08(6)(a)(i) 5.08(7)(b)(i) 5.08(7)(b)(ii)
2. Identify DEC recommended and evidence-based practices that discuss developmental delays demonstrated by young children with or at risk for developmental disabilities in early educational settings.	Key Assignment #1	4.01(3) (b)	5.09(3)(a)(i) 5.09(3)(a)(iii)	ECSE. K4.2 ECSE. S6.5	1a, 1b, 1c, 3a, 3b, 3c, 3d, 4b, 4c, 6c	I.D II.B	1(j), 2(h), 2(j), 4(g), 6(p), 7(b), 7(k)			5.08(4)(a) 5.08(4)(c)(i) 5.08 (5)(a)(v) 5.08(5)(a)(ii) 5.08(5)(a)(iii) 5.08(5)(b)(iii) 5.08(5)(e) 5.08(6)(a)(i) 5.08(6)(a)(ii) 5.08(6)(b)(i)
3.Discuss and plan for the application of culturally responsive and effective instructional strategies which support the learning needs of culturally and linguistically diverse children and inclusive education.	Key Assignment #1 Key Assignment #2	4.01(1)(a) 4.01(3)(b) 4.01(8)(c)	5.09(3)(a)(i) 5.09(3)(a)(iii) 5.09(3)(b)(ii)	ECSE. S5.13 ECSE. S6.5 ICSI. 7.K4	1a, 1b, 1c, 3a, 3b, 3c, 3d, 4b, 4c	I.C II.A II.B II.C	2(d), 2(j), 2(m),2(n), 4(m), 5(s), 6(h), 7(b), 8(h), 8(k)		5.12(1) 5.13(1) 5.13(2) 5.14(2)	5.08(1)(b) 5.08(5)(a)(i) 5.08 (5)(a)(v) 5.08(5)(a)(ii) 5.08(5)(a)(iii) 5.08(5)(h) 5.08(6)(b)(ii)
4. Develop instruction or intervention plans that are empirically-informed and developmentally appropriate for all learners while aligning with assessment, progress monitoring process, required standards, and local, state and federal regulations in early childhood programs.	Key Assignment #1	4.01(2)(b) 4.01(2)(c) 4.01(8)(a) 4.01(8)(c) 4.01(8)(i)	5.09(2)(b)(i) 5.09(3)(a)(i) 5.09(3)(a)(iii) 5.09(3)(b)(i) 5.09(3)(b)(ii) 5.09(3)(b)(iv) 5.09(4)(a)(iii) 5.09(4)(a)(iv)	ECSE. K3.3 ECSE. K4.1 ECSE. K4.2 ECSE. K4.3 ECSE. K4.4 ECSE. S4.4 ECSE. S4.5	1a, 1b, 1c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 5a, 5b, 5c, 6a	I.C III.B	1(j),2(j), 2(h), 2(l), 2(m),2(n), 4(f), 4(m), 5(s), 6(h), 6(p), 7(b), 7(k)		5.12(2) 5.14(2) 5.15(2)	5.08(1)(b) 5.08(3)(a) 5.08(3)(c) 5.08(3)(d)(i) 5.08(3)(e) 5.08(4)(a) 5.08(4)(c)(ii) 5.08(5)(a)(i) 5.08(5)(a)(ii) 5.08(5)(a)(iii) 5.08(5)(a)(iv) 5.08(5)(a)(v) 5.08(5)(c)(i) 5.08(6)(a)(i) 5.08(6)(f)(i)
5. Discuss and plan for engaging families to support family-child interactions as a primary context for development and to provide caregivers related supports they need (e.g., how to respond to a	Key Assignment #2	4.01(1)(a) 4.01(3)(a) 4.01(3)(b 4.01(3)(d) 4.01(3)(e) 4.01(8)	5.09(1)(b)(iii) 5.09(1)(b)(iv) 5.09(3)(b)(ii)	ECSE. S2.4 ECSE. K4.1 ECSE. S6.2 ECSE. S7.6 ICSI. 7.K4	2a, 2b, 2c, 3d	II.D	1(k),2(d), 2(j),3(n), (8c)			5.08(5)(b)(v) 5.08(5)(h) 5.08(5)(i)(iv)

child's cues and preferences, establish predictable routines and turn-taking interactions, and promote communicative initiations)		(c)								
6. Create instructional strategies which encourage the development of young children's social and emotional learning (SEL) as foundations for optimal trajectories, with particular emphasis on the five core competencies in the context of play.	Key Assignment #2	4.01(2)(b) 4.01(6) 4.01(3)(d) 4.01(3)(e) 4.01(8)(a) 4.01(8)(c) 4.01(8)(f)	5.09(1)(b)(iii) 5.09(1)(b)(iv) 5.09(3)(a)(iii) 5.09(3)(b)(i) 5.09(3)(b)(iii) 5.09(5)(a)(v)	ECSE. K1.6 ECSE. K1.9 ECSE. S2.4 ECSE. S3.1 ECSE. S4.3 ECSE. S5.5	1a, 1b, 1c, 2b, 3a, 3b, 3c, 3d, 4a, 4b, 5c	I.C III.F	1(a), 1(e), 1(j), 2(j), 7(b), 7(k), 8(k)		5.14(2)	5.08(3)(e) 5.08(4)(a) 5.08(5)(a)(ii) 5.08(5)(a)(iii) 5.08 (5)(a)(v) 5.08(5)(b)(vi) 5.08(5)(c)(i) 5.08(5)(e)

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Thompson, R.A. & Lagatutta, K.H. (2006). Feeling and understanding: Early emotional development. In McCartney, K. & Phillips, D. (Eds.). The Blackwell handbook of early childhood development. Malden, MA: Blackwell Publishing.

Trivette, C. M., Dunst, C. J., & Hamby, D. W. (2010). Influences of family-systems intervention practices on parent-child interactions and child development. *Topics in Early Childhood Special Education, 30*, 3-19. doi: 10.1177/0271121410364250

UCCS MA SPED with IECE/ECSE Track or ECE/ECSE credential-only program

College of Education

Department of Teaching and Learning

IECE6950, Inclusive Early Childhood Student Teaching, 6 credits

Faculty liaison: (Your Name)
- Office Location: (Building and Room Number)
- Telephone: (Telephone Number)
- Email: (Your Email Address)
- Office Hours: (Days and Times)
- Class Day/Time: (Days and Times)
- Class Location: (Building and Room Number)

The role of the faculty liaison is to create the Canvas courseroom and syllabus, provide supervisors with student placement rosters with contact information (student, school, cooperating teachers), connect cooperating teachers and school administrators with supervisors, and enter final grades (as provided by supervisors) into the UCCS portal. The faculty liaison prepares and conducts regular seminar sessions with all student teachers to provide advanced skills development, debriefing, feedback, problem-solving, and reflection on the student teaching experience.

Supervisors:

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The role of the UCCS supervisor is to review students' instructional plans, complete all required on-site supervision of students, provide regular informal and formal feedback to students, maintain communications with cooperating teachers, school administration, and university faculty, enter feedback and grades into Canvas.

Required Texts/Readings

Textbook

TBD by course faculty; suggested texts:
Gruenberg, A. & Miller, R. (2011). A Practical Guide to Early Childhood Inclusion: Effective
Reflection. Pearson.
Souers, K. & Hall, P. (2016). Fostering Resilient Learners: Strategies for Creating a Trauma-
Sensitive Classroom. ASCD: Association for Supervision and Curriculum Development.

Other Readings

TBD

Other Equipment/Material Requirements

Students will need access to a computer, tablet, or other devices and Canvas.

Course Format

The student teaching course is a semester-long, supported fieldwork experience, and is designed as the final, summative experience of the MA in SPED- ECSE track program. This is a required field experience as defined in requirements for ECSE teacher licensure through the Colorado Department of Education. The embedded seminar consists of reflective dialogue, use of audio and visual media, readings from required text and supplementary journal articles, highly reflective classroom discussions, technology-mediated interactions, guest subjects/speakers, student presentations, and in-class small group activities.

The IECE6950 course represents a full semester of full-time placement in inclusive early childhood education settings, in which the student will be observing, designing and implementing effective inclusive instruction, collaborating with teachers, families, and service providers, and working with children with disabilities birth through 8years old (approximately 640 hours). Teacher licensure candidates work in the school's programs and classrooms under the supervision of a cooperating teacher and are supervised by a designated university supervisor. This course requires attendance at professional learning community-style seminars.

Course Description

Student teaching is the full-time culminating field experience for the UCCS Special Education MA with ECSE licensure track, in which teacher candidates have the opportunity to work in a variety of formal settings serving children birth-8. Teacher candidates will apply and integrate the knowledge and skills learned in previous and concurrent courses, as well as responsibilities indicated in the weekly experiences log, to demonstrate proficiency in the Council for Exceptional Children, Colorado Quality Teacher Standards, the National Association for the Education of Young Children, and Colorado Department of Education Early Childhood Special Education licensing regulations. The emphasis in Student Teaching is for teacher candidates to complete the requirements with children included in general education classes and programs with the focus on improving learning and development outcomes for children, particularly those with disabilities.

Course Expectations and Roles

IECE 6950 course is designed to support early childhood special education teacher candidates in deep reflection on the theory-to-practice application of effective, evidence-based best practices in inclusive and special education within the placement site in order to ensure that the Teacher Candidate:

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1. Develops the skills, abilities, and perspectives and has adequate opportunities during the student teaching experience to demonstrate at least the level of proficient on each standard in order to be recommended for licensure as a provisional teacher.
2. Demonstrates the integration of theory and practice into his/her teaching practice and becomes increasingly reflective about his/her teaching.
3. Demonstrates a broad and deep understanding of the intellectual, emotional, ethical, and physical requirements of teaching.

During your student teaching semester, you will be at an early childhood education setting for sixteen weeks. During this experience, you are expected to be at the site every day for the full-school/center day. You are expected to gradually take on all of the responsibilities of a classroom teacher, including instructional planning, implementation, small and whole group instruction, recess duties, team collaboration, classroom management, assessment, etc. Your Cooperating Teacher will be your mentor and guide throughout the semester. You will complete at least two full solo-teaching weeks in each setting, which may be co-teaching with your CT or teaching independently.

During your student teaching experience you will be observed at least 6 times. Your Cooperating Teachers will observe 3 of your instructional sessions using the Observation and Evaluation Feedback Form. Your University Supervisor will observe at least 3 other instructional sessions using the same form. After each observation, you will have an opportunity for coaching and dialogue about the observation.

You are expected to fulfill all professional expectations and responsibilities as identified in the Educator Dispositions Assessment and those of your field site. Your Cooperating Teacher and University Supervisor will evaluate your professional behaviors at least twice during student teaching; once as an ungraded mid point evaluation and once at the end of your semester. If you do not meet the required expectations at the mid point informal assessment, a plan for improvement will be implemented. If improvement and progress has not been made by the final assessment, a formal meeting may be required to determine your continued appropriateness for the program.

UCCS **student expectations** for student teaching:
Complete 15 full time weeks semester in the placement classroom (generally 7:30am-4pm daily)
Overview of student activities:
- Observation-learn about each child, observe teacher practices, acclimate to classroom routines
- Participation- support instructional and transitional activities as guided/requested by teacher
- Instruction Implementation- create/implement learning experiences which align with classroom curriculum and instructional goals or objectives; students complete 2-3 weeks as the primary teacher or co-teacher with the classroom cooperating teacher
  - Design and implement appropriate, meaningful, integrated learning experiences for all children
  - Individual instruction to meet each child's needs, integrating IFSP/IEP or individual goals
  - Design instruction based on student assessments
  - Integrate teaching assistants, paraprofessionals, aides, volunteers, or other adults regularly in the classroom into instructional planning and implementation
- Child Assessment –explore and implement informal assessments to drive instructional planning and gauge child progress, explore formal assessments used by the school/program/teacher, participate in IFSP/IEP meetings as appropriate/allowed
- Observations of student teacher:

- - - Formal observation during instructional plan implementation by university supervisor (3)
    - Educator Disposition Assessment Tool- midterm and final completed by university supervisor
    - Formal observation during lesson implementation by cooperating teacher (3)
    - Educator Disposition Assessment Tool - midterm and final completed by cooperating teacher and university supervisor
- Summative Assessments of children's learning
- Final Professional Portfolio
- EdTPA Portfolio

Expectations for the Student Teaching Semester include:
- Be at your site 15 minutes early on your scheduled day
- Actively engage in classroom activities and lessons throughout the entire day
- Know and follow the norms of the field site school/center and classroom. Familiarize yourself with the culture of the school/ center. Be involved. Follow the school/ center's code of professional conduct
- Uphold all expectations as outlined on the Educator Dispositions Assessment
- Follow the school/center calendar
- Attend staff meetings, IFSP/IEP, RTI, or other student meetings, grade-level or center meetings, specials classes (such as Music, Physical Education, and Art), recess duties, etc. when they occur on your scheduled field site days
- Attend any special school/center or site functions, such as Book Fairs, Art Night, Read Across America Day, etc.
- Discuss all of your instructional learning plans and upcoming observations in advance with your Cooperating Teacher to determine developmental and age-appropriateness
- Implement instructional learning plans throughout your experience for observations
- Coordinate each observation with either your Cooperating Teacher or University Supervisor. **Submit instructional learning plans to your CT AND US for review at least 5 days before your scheduled observation. Upload the drafts in Canvas**
- Upload all instructional learning plans and observation forms to the appropriate Canvas Shell
- Meet regularly with your Cooperating Teacher and University Supervisor to discuss progress, evaluations, observations and recommendations

Throughout the semester experiences in the placement site and UCCS seminar:
- Teacher candidates will demonstrate professional, ethical behavior and follow the standards and rules of the placement school.
- Teacher candidates will complete the Student Teaching at the placement site school (at least 640 hours) and communicate with the cooperating teacher in case of absences. Missed days will need to be made up.
- Teacher candidates will submit any written materials to their supervisor related to fieldwork requirements that will be observed *at least* **48 hours** prior to the scheduled observation.
- Teacher candidates are responsible uploading in Canvas the four university supervisor observation evaluations and the mid term and final cooperating teacher evaluations and the mid term and final feedback form, as well as the requirements and additional documentation related to Student Teaching evaluation measures.
- **Adverse Weather Conditions:** Teacher candidates must follow the schedules of the school and are required to teach on their scheduled days if the school is open. For the scheduled seminars, UCCS closures will be announced on local radio and television stations, UCCS email, and the campus

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closure line at 719-255-3346.

UCCS **cooperating (mentor) teacher** expectations
- Cooperating teachers complete three formal observations (with written checklist and notes report, format provided by the university supervisor), and provide informal discussion, coaching and feedback on a daily basis.
- Cooperating Teachers also complete a mid-term and final assessment of students' professionalism using the UCCS Educator Dispositions Assessment tool. Cooperating teachers support students in adding responsibilities to their daily involvement in the classroom, working up to at least 2 weeks of full classroom teacher responsibilities. (Also referred to as "solo teaching weeks", however these weeks may be a co-teaching model).

UCCS **University Supervisor expectations**
- Initiate and maintain communications with cooperating teachers, site administrator, and student (when provided with student roster and placement site/contact by the university faculty)
- Provide regular informal coaching and feedback dialogues with students
- On-site supervise students at least 3 times, conference with student teacher and cooperating teacher about observation feedback, and guide students' written notes of coaching session using the student feedback organizer (all instructional plans reviewed before implementation)
- One video observation may be completed (students provide 20-30 minute video); and provide feedback to students
- Solicit feedback from cooperating teacher at mid-point and final point in each placement about student progress and performance
- Serve as the primary UCCS liaison for the practicum semester with the field site
- Review and assess teacher candidates' instructional plan drafts, and completed instructional plans, reflections, and child assessment reflection
- Enter grades into Canvas for student work

Course Objectives

Learning Outcomes (LO)

Upon successful completion of this course, students will be able to:

LO1 Demonstrate professionalism through ethical behavior and decision-making, including advocacy and confidentiality, in all matters related to the school, and young children with and without disabilities and their families.
LO2 Demonstrate regular, consistent, and thoughtful reflection and action-research practices related to the placement setting.
LO3 Develop learning opportunities that meaningfully engage young children with and without disabilities, as well as culturally and linguistically diverse young learners, with a focus on developmentally and individually appropriate language, math, and social emotional learning outcomes.
LO4 Develop and implement positive behavior supports based on individual students' and/or classroom needs, with sensitivity to understanding the impact and connection of trauma and/or delays in any domain on child behavior.

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LO5 Demonstrate and model a thorough, accurate knowledge of content being taught, as well as varied teaching modalities that support the processes of inquiry, modeling, multi-sensory instruction, positive climate and interactions, and adaptations/modifications, including basic health, nutrition, and safety management.

LO6 Use formative and summative evaluative assessments of children's learning to guide individual student and group programmatic development, as well as to inform IEP/IFSP and RtI/MTSS intervention development.

LO7 Establish and maintain an inclusive classroom environment that promotes socialization and development of positive relationships, utilizing developmentally appropriate practice and play, for all young children.

LO8 Develop and implement a paraprofessional training/support plan, based on individual students' and/or classroom needs;

LO9 Practice cooperation and collegiality with student teaching placement teachers, staff, interventionists, families, and other members of the educational (IEP and IFSP, RtI, etc) teams.

Accreditation Standards

Colorado Early Childhood Education
Colorado Early Childhood Special Education
Colorado Elementary Education
Colorado Special Education Generalist
Colorado Culturally and Linguistically Diverse
National Association for the Education of Young Children
Council for Exceptional Children

Technology Competencies

It is expected that students begin our program with foundational technology skills that include digital word processing, digital and online formats (e.g. Blackboard) and using online research databases. Knowledge of the use of technology-supported multimedia, such as PowerPoint and other audio/video resources, is expected. Students who need assistance with building technological skills should speak with their professor to learn about technology resources in the COE and at UCCS.

Using your UCCS email account is a requirement of this course due to digital delivery of course content. All students must obtain a UCCS email address and check it regularly (every day) so as not to miss announcements. If your UCCS email address is not your primary one, please have emails from UCCS rerouted to the one you check daily.

Attendance, Preparation, and Participation

Students are expected to maintain high standards of ethical and professional conduct. This includes attending class (Canvas or face to face), being adequately prepared, contributing to class discussions, submitting high caliber work and representing your own work fairly and honestly. As an important member of a classroom community, attendance and punctuality is mandatory. You must actively engage in class and group work to maximize your learning in this course.

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If you must miss a class or module, please inform the professor by phone or email prior to class. It is the responsibility of the student to obtain course information that is missed during the absence. Unexcused absences will result in a lower grade.

Course Evaluation

The instructor is committed to providing the best possible learning experience to every student. A key mechanism to provide ongoing excellence in teaching and learning is to gather your thoughts on each course and the effectiveness of our faculty. Students are expected to provide feedback on the quality of instruction in this course by completing an online evaluation, typically during the last two weeks of the semester. Additional instructions will be provided via a notification sent to student UCCS email accounts later in the semester. Please know that student feedback is extremely valuable to your instructor, the College of Education, and UCCS as a whole. In particular, constructive comments guide the enhancement of future versions of this course.

Professional Behavior

Professional behavior is necessary for you to be a successful member of a learning community. Please monitor your participation in class discussions and group work and find ways to contribute intelligently to the discussion without silencing others. All written assignments must be computer generated unless otherwise indicated by the professor. Professional behavior will be expected in your future teaching/counseling career and is often the hallmark of career success.

Diversity Statement

The faculty and staff of the College of Education are committed to preparing students to recognize, appreciate, and support diversity in all forms – including ethnic, cultural, religious, gender, economic, sexual orientation and ability – while striving to provide fair and equitable treatment and consideration for all. Any student who believes that he/she has not been treated fairly or equitably for any reason should bring it to the attention of the instructor, Department Chair or the Dean of the College of Education.

Person-First Language

Teacher candidates are expected to use person-first language when discussing or writing about persons with disabilities. People with disabilities are a minority group that has historically experienced prejudice and discrimination. As future teachers and citizens who foster equality among all people we must be conscious of how our language shapes meaning and reifies stereotypes. For example, the word handicap has historical origins related to begging. Further, phrases such as, "wheelchair bound" and "confined to a wheelchair" paint a very restrictive vision of what it is like to use a wheelchair. Instead people with disabilities more often refer to their wheelchair as tools of liberation. Please be aware of your language and what meaning it is conveying.

Accommodations

The College of Education wishes to fully include persons with disabilities in this course. In compliance with section 504 and the Americans with Disabilities Act (ADA), UCCS is committed to ensure that "no

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otherwise qualified individual with a disability … shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity…" If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact and register with the Disabilities Services Office, and provide them with documentation of your disability, so they can determine what accommodations are appropriate for your situation.

To avoid any delay in the receipt of accommodations, you should contact the Disability Services Office as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until a "Faculty Accommodation Letter" from the Disability Services office has been given to the professor by the student. Please contact Disability Services for more information about receiving accommodations at Main Hall room 105, 719-255-3354 or dservice@uccs.edu.

Military Students

Military students who have the potential to participate in military activities including training and deployment should consult with faculty prior to registration for any course, but no later than the end of the first week of classes. At this time, the student should provide the instructor with a schedule of planned absences, preferably signed by the student's commander, in order to allow the instructor to evaluate and advise the student on the possible impact of the absences.

In this course, the instructor will consider absences due to participation in verified military activities to be excused absences, on par with those due to other unavoidable circumstances such as illness. If, however, it appears that military obligations will prevent adequate attendance or performance in the course, the instructor may advise the student to register for the course at another time, when she/he is more likely to be successful.

Student Appeals

Students enrolled in programs or courses in the College of Education may access the COE Appeal/Exception Form at: http://www.uccs.edu/Documents/coe/studentresources/AppealsForm2009.pdf. This form is to be used for an appeal when a student is:

- Denied admission to professional education program
- Denied permission to student teach or complete professional internship
- Removed from a professional education program or internship
- Denied permission to graduate due to missing requirements
- Requesting an exception to specific policies, procedures, or requirements
- Requesting a grade change

This form is not to be used for requests to take classes out of sequence or to take a class without the proper prerequisites. Such requests should be initiated with the department chair.

UCCS Student Code of Conduct

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The purpose of the Student Code of Conduct is to maintain the general welfare of the university community. The university strives to make the campus community a place of study, work, and residence where people are treated, and treat one another, with respect and courtesy. http://www.uccs.edu/~oja/student-conduct/student-code-of-conduct.html.

UCCS Student Rights and Responsibilities

http://www.uccs.edu/orientation/student-rights-and-responsibilities.html

UCCS Academic Ethics Code

http://www.uccs.edu/Documents/vcaf/200-019 StudentAcademic Ethics.pdf

Confidentiality

Under no circumstances will students disclose individual student or teachers' names during whole class discussions. Please remember to respect the confidentiality of all participants, schools, and/or organizations.

Requesting an Incomplete

An incomplete will be given under these circumstances only: (a) your assignment grade average to date is 82% or higher and (b) personal situations clearly beyond your control prevent you from completing the required work by the end of the semester.

If the instructor judges the situation does not meet these criteria, you will be given the grade you earn and not an incomplete. If you are granted an incomplete, the course work must be completed within 12 months. Please keep in mind that the final grade (earned either by completing the course requirements or by retaking the course) does not result in deletion of the incomplete grade symbol from the transcript.

Grading Scale

The instructor adheres to the following table when assigning letter grades for the course:

- A is within 94% to 100%
- A- is within 90% to 93%
- B+ is within 87% to 89%
- B is within 83% to 86%
- B- is within 80% to 82%
- C+ is within 77% to 79%
- C is within 74% to 76%
- C- is within 70% to 73%
- D+ is within 67% to 69%
- D is within 64% to 66%
- D- is within 60% to 63%
- F is under 60%

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Half percentage points of 0.5 or higher are rounded up. So for example, a 93.5% is rounded up to an A grade.

Assignments (graded activities)

Course Learning Outcome (LO)	Assignment	Points	Description
LO3 Develop learning opportunities that meaningfully engage young children with and without disabilities, as well as culturally and linguistically diverse young learners, with a focus on developmentally and individually appropriate language, math, and social emotional learning outcomes. LO4 Develop and implement positive behavior supports based on individual students' and/or classroom needs. LO6 Use formative and summative evaluative assessments of children's learning to guide individual student and group programmatic development, as well as to inform IEP/IFSP and RtI/MTSS intervention development.	Cooperating Teacher Observation Evaluations (3 total @ 40 points each)	120	Overall observation: score and analysis of comments. Scores of 16-20 and positive comments reflecting exemplary performance "exceeding expectations" on the observation tool Scores of 15-16 and mostly positive comments reflecting effective performance "meeting expectations" on the observation tool Scores below 14 on the observation tool reflect an evaluation of "does not meet expectations" Instructional Plan -up to 20 Points from assessment rubric
	University Supervisor Observation Evaluations (3 total @ 40 points each)	120	
LO1 Demonstrate professionalism through ethical behavior and decision-making, including confidentiality, in all matters related to the school, and young children with and without disabilities and their families. LO9 Practice cooperation and collegiality with student teaching placement teachers, staff,	Educator Disposition Assessment (2 total FINAL,1 from CT and 1 from US @ 100 points each,)	200	95-100% of items reflect "exceeds expectations" score; student has demonstrated exemplary practice and strong commitment to professionalism across all settings translates to a score of 90-100 90-95% of items reflect "meets expectations" or "exceeds expectations" score; student has demonstrated high quality practice and commitment to professionalism across all settings translates to a score of 80-90.

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interventionists, families, and other members of the educational (IEP and IFSP, RtI, etc) teams.			Less than 90% of items scored "meets expectations" or "exceeds expectations") reflect **an overall evaluation of "does not meet expectations"** -ZERO POINTS AWARDED
LO7 Establish and maintain an inclusive classroom environment that promotes socialization and development of positive relationships, utilizing developmentally appropriate practice and play, for all young children.	Literacy Station Rotations Weeklong Plan	80	Using the template provided, plan for small group differentiated literacy station rotations for one week. (Monday plan for description and orientation, Tues-Fri for (4) learning stations plans (20 points for each of 4 plans)
LO5 Demonstrate and model a thorough, accurate knowledge of content being taught, as well as varied teaching modalities that support the processes of inquiry, modeling, multi-sensory instruction, positive climate and interactions, and adaptations/modifications. LO6 Use formative and summative evaluative assessments of children's learning to guide individual student and group programmatic development, as well as to inform IEP/IFSP and RtI/MTSS intervention development.	EdTPA	100	Completed, externally scored EdTPA portfolio. 100 points represents meeting expectations.
LO2 Demonstrate regular, consistent, and thoughtful reflection and action-research practices related to the placement setting.	Evidence Based Practices Action Research Project	100	Examine an instructional practice in your placement classroom, complete a brief literature review, and design/implement an action research project to gather and analyze data on the effects of the instructional practice.
LO1 Demonstrate professionalism through ethical behavior and decision-making, including	Attendance and Participation in Seminar Meetings	80	Required, points indicated in professional dispositions review

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confidentiality, in all matters related to the school, and young children with and without disabilities and their families. LO2 Demonstrate regular, consistent, and thoughtful reflection and action-research practices related to the placement setting.			
LO1-9	Professional Portfolio: Capstone Assessment	200	Complete a comprehensive professional portfolio as outlined below.
1000 points total (B- or higher required for successful completion to be recommended for licensure) 920-1000 = A 900-920= A- 880-900= B+ 820-880 = B 800-820= B- 780-800 = C+ 720-780= C 700-720= C- 680-700= D+ 620-680= D 600-620= D- 600 and below= F			

Course Schedule

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.
The following table provides a Student Teaching "At a Glance" reference to use as you gradually take over the classroom duties and responsibilities. Use the following table as a guide; you will schedule your observations and instructional sessions with your Cooperating Teacher and University Supervisor as you take over responsibilities in the classroom.

Week	Student Teaching Responsibilities
1-2	• Become familiar with the early childhood setting and school/center procedure and policies. Discuss classroom procedures and policies with your Cooperating Teacher (CT) • Become acquainted with classroom materials and activities. Find out where students' data collection on IFSP or IEP goals are kept and how they are organized • Become familiar with the classroom, staff, and individual students' schedules • Assist CT with routine tasks, planning, recess duties; management and teaching • Begin attending all staff, team, and student meetings (continue this throughout your eight-week session) • Use your reflection journal after each day to write down all observations, questions, ideas, and reflections

	•	Conference with University Supervisor
3-4	•	Work with small groups and individual students/children
	•	Begin co-teaching with CT
	•	Collaborate with CT to plan long and short-range instruction
	•	Assist with assessments
	•	Engage in reflective journaling and coaching discussions with CT
	•	Create a data gathering plan: what artifacts will you use as assessment of your impact on children's learning and development
	•	Connect your plans for child progress reports with your data gather plan
	•	Design your Evidence-Based Practice plan
	•	Conference (possibly observation) with University Supervisor
5-6	•	Continue all instructional planning with CT
	•	Co-teach with CT throughout the day
	•	Begin teaching independently (mini-lessons; small and large group lessons)
	•	Take on more responsibility in routine duties
	•	Collaborate with other school/center staff and families
	•	Assist with assessments
	•	Engage in reflective journaling and coaching discussions with CT
	•	Evidence-Based Practice plan
	•	Ask about and schedule observation and IEP or IFSP meeting (this can be done during the second 8 week block, but it might be a good idea to inquire and schedule it early).
7-8	•	Continue all instructional planning with CT
	•	Continue with routine and extra duties
	•	Take on progressive responsibility for classroom planning and instruction, as approved by your CT
	•	Assist with assessments
	•	Collaborate with other school/center staff and families
	•	Engage in reflective journaling and coaching discussions with CT
	•	Evidence-Based Practice plan
	•	Conference with University Supervisor
9-10	•	Create integrated instructional learning plans for the next three weeks independently; CT will review and give input
	•	Solo, Independent Teaching – CT may or may not be in the classroom for your solo weeks, or co-teaching
	•	Collect EdTPA videos
	•	Assume all duties and responsibilities of the classroom teacher
	•	Engage in reflective journaling throughout your independent teaching experience
	•	Observation and Conference with University Supervisor
11-12	•	Solo, Independent Teaching – CT may or may not be in the classroom for your solo weeks or co-teaching with you
	•	Assume all duties and responsibilities of the classroom teacher
	•	Engage in reflective journaling throughout your independent teaching experience
	•	Observation and Conference with University Supervisor
	•	Complete EdTPA
13-14	•	Transition back to co-teaching with your CT
	•	Gather and analyze data evidence on your impact on children's learning and development
	•	Generate child progress reports
	•	Assume all duties and responsibilities of the classroom teacher
	•	Engage in reflective journaling and coaching discussions with CT
	•	Conference with University Supervisor
	•	Complete Professional Portfolio
15-16	•	Engage in reflective journaling and coaching discussions with your CT
	•	Remind your CT to complete the Professional Dispositions and Responsibilities checklist
	•	Upload any key assignments, observation reports, and assignments to Canvas

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Alignment of Course Objectives, Standards, and Conceptual Framework

IECE 6950 Student Teaching and Seminar-										
Course Objectives	**CO Competencies for EC Educators and Administrators**	**ECE 4.01**	**ECSE 5.09**	**CEC (CAEP SPA)**	**NAEYC (CAEP SPA)**	**CO TQS**	**CO English Learner**	**INTASC**	**CAEP**	**Assignment, Activity, or Required Reading(s)**
LO1 Demonstrate professionalism through ethical behavior, collaboration, and decision-making, including confidentiality, in all matters related to the school, and young children with and without disabilities and their families	PDL 2.2, 3.3, 5.2, 6.2, 7.3, 9.2, 9.3	4.01 (6),	5.09 (6aiii, bvii)	K6.3	1a, 1c, 2a, 2c, 3c, 4a, 4c, 6b, 6c, 7a, 7b					Educator Disposition Assessment
LO2 Demonstrate regular, consistent, and thoughtful reflection on teaching and life-long learning.	PDL 4.2, 7.3, 8.2, 9.3	4.01 (6),			4d, 6a, 6d, 7a,b					Evidence Based Practice Project
LO3 Develop and orchestrate learning opportunities that meaningfully engage young children with and without disabilities, as well as culturally and linguistically diverse young learners, with a focus on developmentally and individually appropriate language, math, and social emotional learning outcomes.	TP 1.3, 3.3, 4.3(a), 9.3, 10.3, 11.3, 12.3, 13.3, 14.3, 15.3, 23.3, 38.3, 41.2, 42.2, 43.3, 44.2, 45.3	4.01 (1a-c), 4.01 (8 a, d, e, f, g, h, i)	5.09 (1bi,ii), 5.09 (2bi-vii), 5.09 (5bi, ii, iv)	S1.1, 1.2, 1.3, S2.1-5, S3.4, S5.1-5.3, S5.7-5.13	1a, 1b, 1c, 2a, 2c, 4a, 4b, 4c, 5a, 5b, 5c, 6a, 6b, 6f, 7a, 7b					Literacy Rotations Plans Professional Portfolio
LO4 Develop and implement positive behavior supports based on individual students' and/or classroom needs.		4.01 (1 d), 4.01 (4 a-c), 4.01	5.09 (3biii), 5.09 (5aiv, v)	S2.4, S3.3, S5.4, S5.5, S5.6, S5.12						To be Designed by Faculty

UCCS MA SPED with IECE/ECSE Track or ECE/ECSE credential-only program

		(5), 4.01 (8b, c)								
LO5 Demonstrate and model a thorough, accurate knowledge of content being taught, as well as varied teaching modalities that support the processes of inquiry, modeling, multi-sensory instruction, positive climate and interactions, and adaptations/modificatio ns	TP 17.3, 18.3, 19.3, 20.3, 21.3, 22.3, 24.3, 25.2, 26.2, 27.3, 37.2, 39.3, 40.2 CGDL 7.3, 8.3, 9.3 G 2.2, 4.3	4.01 (a-d), 4.01 (8 a-i)	5.09 (1bi-ii), 5.09 (5ai-xiii)	S1.1-1.5, S3.1-3.4, S5.2, S5.10,	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 5a, 5b, 5c, 6a, 6b, 6c 7a, 7b					Supervisor and Cooperating Teacher Observation Reports Literacy Station Plans Professional Portfolio
LO6 Use formative and summative evaluative assessments of children's learning to guide individual student and group programmatic development, as well as to inform IEP/IFSP and RTI development	COA 1.3, 2.3, 3.2, 4.3, 5.3, 6.2	4.01 (2a-d)	5.09(4 biii-xi)	S4.1-4.11, S6.2-7	1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4d, 6f, 7a, 7b					To be Designed by Faculty
LO7 Establish and maintain an inclusive classroom environment that promotes socialization and development of positive relationships, utilizing developmentally appropriate practice and play, for all young children.	TP 29.3, 30.3, 31.2, 33.3, 34.2, 35.2, G 1.2, 2.3, 3.2, 4.3, 5.3, 7.2, 8.2, 9.3, 10.2	4.01 (4a-c), 4.01 (8c, f)	5.09 (1bv), (2bi-vi), (3bi), (5		1a, 1c, 2a, 2c, 4a, 4b, 4c, 4d, 7a,b					To be Designed by Faculty
LO8 Develop and implement a paraprofessional training/support plan, based on individual students' and/or classroom needs;	PDL 9.3	4.01 (2d), 4.02 (4d)	5.09 (7bi-ii, vii, viii)							To be Designed by Faculty
LO9 Practice cooperation and collegiality with student teaching placement teachers, staff, interventionists, families, and other members of the	PDL 9.3	4.01 (3a-e)	5.09 (6bii, iii, vi, vii), 5.09 (7bi-x)		4d, 6c, 6d					To be Designed by Faculty

educational (IEP and IFSP, RtI, etc) teams.										

References

Devore, S. & Russell. K. (2007). Early childhood education and care for children with disabilities: facilitating inclusive practice. Early Childhood Education Journal, 35(2), 189-198.

Hurley, J.J. & Horn, E.M. (2010). Family and professional priorities for inclusive early childhood settings. Journal of Early Intervention, 32(5), 335-350.

Gruenberg, A. & Miller, R. (2011). A Practical Guide to Early Childhood Inclusion: Effective Reflection. Pearson.

Souers, K. & Hall, P. (2016). Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom. ASCD: Association for Supervision and Curriculum Development.

Appendix 2: Student Program Planning Guide

Master of Arts in Special Education
Inclusive Early Childhood Education Track Option
Program Requirements Planning Form

The Master of Arts in Special Education with IECE Track for ECE licensure and ECSE Endorsement requires 36 credits to be completed at the graduate level. Students must complete 18 credits of core classes and 18 credits of required IECE/ECSE coursework, including student teaching (required).

This is an MA in Special Education which qualifies graduates to earn Colorado Department of Education teaching license/endorsement in Early Childhood Education birth-8 (4.01) and Early Childhood Special Education, birth-8 special education (5.09).

Required prior to student teaching: passing score on Praxis #5024 Early Childhood Education; #5691 Special Education: Early Childhood; and #5205 Teaching Reading: Elementary exams.

Fall Courses		Spring Courses		Summer Courses	
SPED5000 Disability Studies in Education (FA) (distance)		SPED 5001 Introduction to Special Education (SP) (distance)		SPED 5303 Designing Trauma Informed Supports (SU) (distance)	
IECE 5010 Inclusive Child Development (FA) (distance)		SPED 5020 Teaching Students with Significant Support Needs (SP) (distance)		IECE 5500 Collaborative ECSE Assessment and Planning with Families (SU) (distance)	
IECE 5600 Inclusive Early Childhood Curriculum and Instructional Strategies (FA) (distance)		*LEAD 5700 Introduction to Research and Statistics (FA, SP or SU) (distance)*		CURR 5090 Applied Research Project (ECSE focus) (SU) (distance)	
IECE 6950 ECSE Student Teaching and Seminar (6) (SP or FA) (distance option)		TED 5570 Elementary Literacy Methods			
		IECE 6950 ECSE Student Teaching and Seminar (6) (SP or FA) (distance option)			

Required Core Classes (18 credits):
SPED 5001 Introduction to Special Education (SP) (distance)
SPED5000 Disability Studies in Education (FA) (distance)
LEAD 5700 Introduction to Research and Statistics (SP) (distance)
CURR 5090 Applied Research Project (ECSE focus) (CK summer, GC fall) (distance)
IECE 5010 Inclusive Child Development (FA)
SPED 5020 Teaching Students with Significant Support Needs (SP)

Required IECE/ECSE Track (18 credits):
- IECE 5500 Collaborative ECSE Assessment and Planning with Families (SU)
- IECE 5600 Inclusive Early Childhood Curriculum and Instructional Strategies (FA)
- SPED 5303 Designing Trauma Informed Supports (SU)
- TED 5570 Elementary Literacy Methods (SP)
- IECE 6950 ECSE Student Teaching and Seminar (6) (FA or SP)

UCCS MA SPED with IECE/ECSE Track or ECE/ECSE credential-only program

IECE GRADUATE CERTIFICATE (ECE/ECSE CREDENTIAL) (27 credits)
Program Requirements Planning Form

This graduate certificate program in Early Childhood Special Education qualifies students to earn Colorado Department of Education teaching license/endorsement in Early Childhood Education birth-8 (4.01) and Early Childhood Special Education, birth-8 special education (5.09).

For students seeking to earn CDE ECSE endorsement only, and are not degree-seeking, the following courses are required (these may be applied towards the MA SPED at a later time if the student decides to pursue the MA SPED degree).

- SPED 5001 Introduction to Special Education (SP) (distance)
- IECE 5010 Inclusive Child Development (required for ECSE track students)(FA)
- IECE 5500 Collaborative ECSE Assessment and Planning with Families (SU)
- IECE 5600 Inclusive Early Childhood Curriculum and Instructional Strategies (FA)
- SPED 5303 Designing Trauma Informed Supports (SU)
- SPED 5020 Teaching Students with Significant Support Needs (SP)
- TED 5570 Elementary Literacy Methods (SP)
- IECE 6950 ECSE Student Teaching and Seminar (6 credits) (FA/SP)

Required prior to student teaching: passing score on Praxis #5024 Early Childhood Education; #5691 Special Education: Early Childhood; and #5205 Teaching Reading: Elementary exams.

Fall Courses		Spring Courses		Summer Courses	
IECE 5010 Inclusive Child Development (FA) (distance)		SPED 5001 Introduction to Special Education (SP) (distance)		SPED 5303 Designing Trauma Informed Supports (SU) (distance)	
IECE 5600 Inclusive Early Childhood Curriculum and Instructional Strategies (FA) (distance)		SPED 5020 Teaching Students with Significant Support Needs (SP) (distance)		IECE 5500 Collaborative ECSE Assessment and Planning with Families (SU) (distance)	
IECE 6950 ECSE Student Teaching and Seminar (6) (SP or FA) (distance option)		TED 5570 Elementary Literacy Methods			
		IECE 6950 ECSE Student Teaching and Seminar (6) (SP or FA) (distance option)			

Certificate Approval Form

In order for a certificate program to be reviewed, please fill out the form below and submit to the appropriate college and campus committees. Please plan on at least six months after submission before offering a certificate. Complete information in Part I for all requests. Part II needs to be completed by those seeking approval for Gainful Employment (GE) certificates with financial aid eligibility for non-degree seeking students. All appropriate signatures should be obtained.

PART I

1. Name of Certificate: **Inclusive Early Childhood Education Graduate Certificate**

2. Department(s): **Department of Teaching and Learning**

3. College(s)/Institutions: **College of Education**

4. Faculty Director/Advisor: **Lissanna Follari**

5. Type of Certificate:

   - ☑ Gainful Employment
   - ☐ Course of Study
   - ☐ Professional Development
   - ☐ Non-notated

6. Expected start date (semester and year): **Spring 2021**

7. Number of required credit hours: **27**

8. Anticipated length of the program in semesters including summer (e.g., 2 years = 6 semesters):
   1 YEAR

9. Describe the certificate program. Include in your description the following information:

   a. How the certificate program fits the unit's role and mission. If applicable, explain the specific roles of each institution if there are multiple institutions involved.

   The proposed Inclusive Early Childhood Education Graduate Certificate fits within the Mission, Vision, and Goals of the College of Education and UCCS. The mission of the College of Education is: We prepare teachers, leaders, and counselors who embrace equity, inquiry and innovation. The innovative, online nature of the IECE Graduate Certificate opens up new channels of access for underserved student populations, including in rural areas with higher populations of LatinX students who are commonly left out of higher education teacher preparation opportunities. The proposed program centers around preparing highly qualified inclusive education professionals, with a strong emphasis on social justice work (essential for equity in education). Graduates of this program will be prepared to work in a wide variety of inclusive early childhood professional settings, which aligns closely with our mission to advance equity and equality in education.

   b. Courses and requirements (e.g., minimum grades) to complete the certificate.

   - SPED 5001 Introduction to Special Education
   - IECE 5010 Inclusive Child Development
   - IECE 5500 Collaborative ECSE Assessment and Planning with Families
   - IECE 5600 Inclusive Early Childhood Curriculum and Instructional Strategies
   - SPED 5303 Designing Trauma Informed Supports
   - SPED 5020 Teaching Students with Significant Support Needs
   - TED 5570 Elementary Literacy Methods
   - IECE 6950 ECSE Student Teaching and Seminar (6 credits)

see above course list

c. Admission criteria (at a minimum must follow criteria delineated in policy but program may have higher standards)

Will follow the minimum admission standards as provided by the Graduate School.

d. The exit process (include requirements for finishing, any forms that must be completed stating who completes these forms—student, faculty director, etc.; who will provide a list of completers to A&R so that a person's transcript may be changed).

IECE Graduate Certificate candidates will apply for graduation with their faculty advisor, and complete a course review and licensure exam verification process. The IECE Program Coordinator, in partnership with the COE Associate Dean, will provide completer data to A&R.

e. Costs of offering the certificate program.

• The courses in this certificate are options to fulfill requirements of the MA in Special Education.
• These courses will rotate in with other graduate courses being offered. Faculty load and lecturer costs will be associated with these courses.

f. Expected benefits, income, return on investment.

Teachers educating children with disabilities at the preschool level WITH an ECE/ECSE teacher certification earned a median wage of $67,060 in May 2020, according to the U.S. Bureau of Labor Statistics (2020). Preschool teachers WITHOUT the special education certification make an average of $30,000. The western region of the US demonstrates ECSE professional salaries at the higher levels of mean wage, providing a strong employment market for CO and surrounding states.

g. If applicable, describe any fees (e.g., program, course, application) that you will charge. (Note: You will need to follow campus procedures for fees.)

The program follows the posted University Fee Structure:
Matriculation Fee$25.00one-time
Student ID Card Fee$15.00one-time
There will be an application fee of $50.00
• Students will pay other fees consistent with other graduate classes in the College of Education and with regular campus fee schedules.

h. If you are proposing a non-notated certificate, please explain why this is the best type of certificate and why you are not using a CoS or PD certificate. Please submit a plan for how you will inform students that the certificate will not be notated on official university transcripts.

This is a Gainful Employment certificate program.

Part II (for GE Certificates)

1. Program website URL for certificate program:

   uccs.edu/coe

2. Provide a narrative description of how the institution determined the need for the program. Describe what need this program will address and how the institution became aware of that need. If the program will be offered in connection with, or in response to, an initiative by a governmental entity, provide details of that initiative.

   There is an ongoing and significant demand for distance-delivered early childhood and early childhood special education professional preparation and credential preparation. The IECE program at the UCCS COE has annually enrolled 8-10 post-Bachelor's level students over the past 7 years seeking ECE/ECSE teacher credential. Most of these students request graduate level coursework to move up salary steps with employers and further their professional credentials. The COE has not previously provided graduate coursework in IECE. Enrollment projections are based on national market demand trends as well as data gathered by Dr. Follari from:
   - Survey of current UCCS IECE students
   - Online searches of reported ECE/ECSE online enrollment
   - Conversations with ECE faculty at other schools
   - Conversations/data from workforce development partners
   - Conversations with regional employers
   - National employment statistics

3. Provide a narrative description of how the program was designed to meet local market needs, or for an online program, regional or national market needs. For example, indicate if Bureau of Labor Statistics data or state labor data systems information was used, and/or if state, regional, or local workforce agencies were consulted. Include how the course content, program length, academic level, admission requirements, and prerequisites were decided; including information received from potential employers about course content; and information regarding the target students and employers.

   The area of Early Childhood Special Education (ECSE) continues to grow and become recognized in state and federal legislation, thereby increasing family access and demand. Increasing enrollments of children with disabilities in general education (public and private schools and childcare) has significantly increased demand for qualified teachers. In contrast, ECSE remains a critical teacher shortage area every year across the country, particularly in rural and underfunded schools (US Department of Education, 2016; Walker, 2019). ECSE licensure is quickly becoming an attractive and sought-after credential for emerging professionals, and a requirement for an increasing number of attractive positions, particularly in geographically dispersed locations across the Southwest United States. The US Bureau of Labor Statistics projects a 4-7% job growth through 2024 (for early childhood special education and preschool teacher job categories). States with highest ECSE job concentration: NY, MN, AR, MA, CO, WA, CA, TX, IL, OH, FL (Bureau of Labor Statistics, 2020). CO and the surrounding states demonstrate among the highest concentration of professional positions for ECSE qualified professionals, creating a strong employment demand and need for our graduates.

   The IECE Graduate Certificate provides the greatest degree of course access, allowing working students and military students to continue their workplace and military commitments. The IECE program is exploring flexible scheduling options to further increase efficiency of student time, through options such as 8 week intensive course scheduling and consistently leveraging summer sessions.

   One of the major barriers to early childhood educators increasing their credentials through higher education (particularly with the field experience requirements) is in balancing their current employment with school; employment that is often in early childhood programs during the day. Integrating job-embedded coaching within the required field work as a core feature of the IECE certificate not only supports students balancing work and school but goes further to actually support on-the-job coaching and elevates the practice of our students. This creates good partnerships with childcare and preschool programs and positions the UCCS COE as a resource for their own program quality improvement.

   The curriculum and format of the IECE Graduate Certificate was designed with guidance from local school district preschool program, area community based child care, and feedback from potential students.

4. Provide a narrative description of any wage analysis the institution may have performed, including any consideration of Bureau of Labor Statistics wage data related to the new program.

   Teachers educating children with disabilities at the preschool level earned a median wage of $67,060 in May 2020, according to the U.S. Bureau of Labor Statistics (2020). Preschool teachers WITHOUT the special education certification make an average of $30,000. The western region of the US demonstrates ECSE professional salaries at the higher levels of mean wage, providing a strong employment market for CO and surrounding states.

   The US Bureau of Labor Statistics projects a 4-7% job growth through 2024 (for early childhood special education and preschool teacher job categories).

   States with highest ECSE job concentration: NY, MN, AR, MA, CO, WA, CA, TX, IL, OH, FL (Bureau of Labor Statistics, 2020). CO and the surrounding states demonstrate among the highest concentration of professional positions for ECSE qualified professionals, creating a strong employment demand and need for our graduates.

5. Was the program reviewed and approved by any external groups such as: Colorado Department of Education Teacher Licensing

   o Business Advisory Board

   o Program Integrity Board

   o Oversight/regulatory agencies (other than CDHE or accrediting agencies)

   o Business that would likely employ graduates of the program

6. Provide a narrative description of how the program was reviewed or approved by, or developed in conjunction with, the entities selected in #5. For example, describe the steps taken to develop the program, identify when and with whom discussions were held, provide relevant details of any proposals or correspondence generated, and/or describe any process used to evaluate the program. The institution must retain, for review and submission to the appropriate federal agencies upon request, copies of meeting minutes, correspondence, proposals, or other documentation to support the development, review, and/or approval of the program.

The IECE Graduate Certificate was carefully designed to meet the extensive CO Department of Education ECE and ECSE teacher credentialing requirements. Course syllabi were submitted for review, along with 6 spreadsheet crosswalks of course outcomes mapped to licensure requirements. These were reviewed by the Educator Preparation Specialists at the CO Department of Education. Initial feedback:
"Reviewer feedback on UCCS's Early Childhood Special Education Endorsement
August 26, 2020
Overall Feedback:
•It was very helpful to have the learning objectives with their descriptions in the matrix. This made the review go much more quickly. We also appreciated the crosswalks, syllabi templates, course descriptions and overall learning objectives. The content across the courses is integrated nicely and all standards are met. Awesome!
No required changes.
Jennifer Kral
Educator Preparation Specialist"

7. Describe how you will determine the on-time completion rate, job placement rate, and median loan debt in order to disclose the information on the departmental website.

In order to meet compliance and accountability standards, a program coordinator will work with Institutional Research and the Financial Aid office to track individual completer outcomes, to include those listed above. The data will be displayed on the program's website (to be developed).

8. When do you intend to begin disbursing Title IV funds to students: Spring 2021

9. Estimate the cost of the program (you may change table as needed for your certificate and whether the program is online or in-person but make sure you include all information needed for GE designation):

	Per Term	Annual
Tuition and fees	average $740 per credit	$19,980 total program
Room and board	n/a	n/a
Books and supplies	average $100 per course	$700 total program

Additional explanation of costs, if necessary (e.g., cost per credit hour): n/a

10. Using the Standard Occupational Classifications http://www.bls.gov/soc , select the primary occupational group for which the Gainful Employment Program will train the student:

   a. Select the primary occupational group for which the Gainful Employment Program will train the student:
   25-2051

   b. List all six-digit codes that reflect occupations in which the graduates of the proposed program will be trained for employment:

   25-2051, 25-2055, 25-2056

11. Have you read the Gainful Employment regulations posted at
http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html and are you aware that failure to comply
and failure to meet "gainfulness" could make your program ineligible for the Title IV financial aid on an
annual basis? ☑ YES ☐ NO

Have you reviewed the regulations for any further requirements in the application?
☑ YES ☐ NO

Required Signatures

Additional names and signature lines may be added as necessary (e.g., center directors)

Requested by:

Lissanna Follari

<u>Lissanna Follari (Sep 3, 2020 12:47 MDT)</u>

Sep 3, 2020

| Faculty: Name | Signature | Date |

Approvals:

Leslie Grant

Leslie Grant
Leslie Grant (Sep 3, 2020 13:04 MDT)

Sep 3, 2020

| Acting Department Chair: Name | Signature | Date |

Katie Anderson-Pence

Katie Anderson-Pence

Sep 3, 2020

| College Curriculum Committee Chair: Name | Signature | Date |

Valerie Martin Conley

| College Dean: Name | Signature | Date |

Kelli Klebe

| Graduate School Dean or Vice Provost of Academic Affairs | Signature | Date |

Tracy Barber

| Campus Certificate Implementation Committee Chair: Name | Signature | Date |

Tom Christensen

| Provost: Name | Signature | Date |

To be completed by the Campus Certificate Implementation Committee:

CIP Code: _____   Plan Code: _____   _____

Career Code: _____   Subplan Code: _____   _____

Program Code: _____   Effective Date: _____   _____

Date Assigned _____

Meets all federal Gainful Employment Certificate Requirements?: Yes   No
If no, what requirements are missing?

Section C: New Applications

Applications for admission to an advanced degree program should be made online through the University of Colorado Colorado Springs Office of Admissions' graduate application. The complete application must include:

1. The graduate application

2. Official transcripts from degree-granting institutions must be submitted. Additional transcripts may be required to verify prerequisites or major coursework. A final official transcript from degree-granting institution must be verified.

3. A nonrefundable application processing fee.

4. Test scores, letters of reference, and other materials as required by specific department/program/school/college.

5. For international applicants, a score on the Test of English as a Foreign Language (TOEFL), IELTS, or an equivalent if the program/department/school/college agrees to use an alternative proof of language proficiency (e.g., participation in ESL program), and proof of financial support.

See specific program/department/school/college for admission deadlines as well as any other requirements they may have.

A student who wishes to change the major field of study after ~~an admission offer from acceptance in to~~ a program must follow the practices of the new program they plan to enter into, but the following broad guidelines are expected. Programs should have clear posted procedures

- If changing to a program in a different college, the student must submit a new graduate application for the new program and pay the graduate application fee. Dual degree and joint programs may have different processes for adding dual/joint program~~.~~
- If changing to a program in a different department within the same college, typically the student must submit a new graduate application for the new program and pay the graduate application fee. However, some colleges may allow an interdepartmental transfer without requiring a new application or fee (e.g., when there is one admissions committee for a college). For changes without a new application, programs may submit the appropriate change form to graduate admissions or registrar office.
- If changing programs within the same department, the student must discuss the change with the program director. ~~and t~~The program director may submit the appropriate change form to admissions or registrar office ~~a change of program to admissions.~~ OR ~~d~~Departments may have additional internal procedures that ~~may~~ require a new application and fee.

The new program/department/school/college faculty will evaluate the student for admission. Admission to one program does not guarantee admission into another degree program.

At times, departments/schools/colleges may accept partial applications for a student's regular or provisional admission as long as the applicant submits all material by the deadline date determined by the graduate director.

Section D: Applications by Former Students

A student who was previously admitted to a graduate program, did not complete the degree, is no longer eligible to register at the University, and now wishes to return to school must do the following:

1. Clarify status with the program to determine eligibility to return and pursue the same degree.

2. After receiving program approval to continue working on the degree, the student must submit a new application to the admissions office before deadlines have passed for the semester of expected return. If the program does not uniformly require a new application, then the program shall submit the appropriate change form to reactivate the student. A program may require a new application to be submitted and reviewed for the student to be readmitted to the program. In this situation, a new application fee is required.

3. Student may be held responsible for any curricular changes that have occurred in the program since they were last enrolled.

4. Any coursework that is more than 6 years old for master's degrees and 9 years old for doctorates at the semester of degree conferral will need to be validated to be used towards the degree. Departments may have shorter timelines for work needing validation.

5. The program may require a new application to be submitted and reviewed for the student to be readmitted to the program. In this situation, a new application fee is required. If the program does not uniformly require a new application, then the program shall contact the <WHO> to reactivate the student.

A student applying to a doctoral program from a master's program in the same department, should submit an application for the doctoral program and pay the application fee.

A student in a doctoral program who gets a master's degree along the way does not need to submit a new application or pay an application fee