

**IHE Curriculum/Program of Study Self-Assessment Checklist**

This checklist is designed for program self-assessment for an Early Intervention/Early Childhood Special Education (EI/ECSE) or a blended Early Childhood Education and EI/ECSE curriculum or program of study at an approved Institution of Higher Education (IHE).

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| Name: |
| University: |
| Title of Degree Program: |
| Level of Degree (e.g., B.S., M.ED., M.S., M.A., 6th year; Ph.D., E.D., Certificate): |
| Date Submitted: |
| Coordinated with State CSPD: Yes/No |

| **Step** | **Things to Do/Consider**  | **Yes** | **No** | **In Process** | **Notes** |
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| 1. Getting started: Self Study
 | Establish the faculty planning team, curriculum committee and other stakeholders.  |  |  |  |  |
| Identify all required products for the program development or revision using the required forms, organization/format, and timelines of the University and College or School. |  |  |  |  |
| Identify current program materials: requirements for graduation, student competencies and roles upon graduation, course syllabi and assignments. |  |  |  |  |
| Identify state teacher requirements if program will result in certification, endorsement, credential, or license.  |  |  |  |  |
| Develop/revise program’s vision and mission. |  |  |  |  |
| Align vision/mission with other education programs in school/college.  |  |  |  |  |
| 1. Review EI/ECSE standards and other standards, competencies, and state requirements for use with the ECPC Curriculum Planning Tool.
 | Enter, align or crosswalk state requirements for certification, endorsement, credential, or license with EI/ECSE standards into the [ECPC Curriculum Planning Tool](https://ecpcta.org/wp-content/uploads/sites/2810/2021/01/ECPC-Curriculum-Planning-Tool.xlsx). |  |  |  |  |
| Enter, and align or crosswalk standards, competencies, and requirements by using ECPC Curriculum Planning Tool (e.g., ECE standards and competencies for blended, ECPC cross disciplinary competencies, etc.).  |  |  |  |  |
| 1. Review existing university/college/school courses addressing EI/ECSE and other standards, competencies and state requirements which will guide the new program of study or a revised program of study.
 | Determine the level of the course: undergraduate, graduate, certificate. |  |  |  |  |
| Enter courses by prefix, title, and credit hours in courses column of the ECPC Curriculum Planning Tool, sequencing from knowledge acquisition to skill acquisition. |  |  |  |  |
| Note that the standards and components (and competencies for blended programs) may be addressed in more than one course. |  |  |  |  |
| Identify courses across the IHE from different departments, colleges, etc. and next steps in obtaining permission to include in program.  |  |  |  |  |
| 1. Identify additional courses or practicum/field work needed to address EI/ECSE and other standards, competencies, and state requirements in new or revised program of study.
 | List courses and field work needed by topical area in courses column. |  |  |  |  |
| Identify type/level of knowledge and/or skill acquisition to be addressed by course. |  |  |  |  |
| 1. Develop student learning objectives/outcomes for each new or revised course or practicum/fieldwork.
 | Develop observable and measurable student objectives/outcomes for new and revised courses. |  |  |  |  |
| Align the objectives/outcomes with the EI/ECSE standards and components, other program, and state requirements/ competencies/standards(e.g., ECE standards and competencies for blended programs) and supporting explanations. * [EI/ECSE Standards (dec-sped.org)](https://www.dec-sped.org/ei-ecse-standards)
* [Professional Standards and Competencies for Early Childhood Educators | NAEYC](https://www.naeyc.org/resources/position-statements/professional-standards-competencies)
 |  |  |  |  |
| 1. Identify course/class topics and instructional activities.
 | Align course topics with the EI/ECSE standard(s) and component(s), and other program and state requirements/ competencies/standards (e.g., ECE standards and competencies for blended programs). |  |  |  |  |
| List the EI/ECSE standard(s) and component(s), and other program and state requirements/competencies/standards (e.g., ECE standards and competencies for blended programs) addressed by each topic/class and instructional activity. |  |  |  |  |
| Identify and align key instructional resources to illustrate the course topics/classes (e.g., videos, group work, simulations, case studies, self-paced modules). * [Curriculum Module | The Early Childhood Personnel Center (ecpcta.org)](https://ecpcta.org/curriculum-module/) [IHE Faculty | The Early Childhood Personnel Center (ecpcta.org)](https://ecpcta.org/ihe-faculty/)
 |  |  |  |  |
| Align instructional activities to adult learning practices as developed by ECPC. * [ECPC Adult-Learning-Planning-Tool.pdf (ecpcta.org)](https://ecpcta.org/wp-content/uploads/sites/2810/2020/10/ECPC_Adult-Learning-Planning-Tool.pdf)
 |  |  |  |  |
| 1. Identify course text(s) and supplemental readings
 | Identify readings that reflect the EI/ECSE standard(s) and component(s), and other program and state requirements/competencies/standards (e.g., ECE standards and competencies for blended programs). * [Curriculum Module | The Early Childhood Personnel Center (ecpcta.org)](https://ecpcta.org/curriculum-module/) (See sample syllabi and resources sections.)
 |  |  |  |  |
| Identify readings that reflect the student learning objectives/outcomes. |  |  |  |  |
| Identify readings that reflect the course topics. |  |  |  |  |
| 1. Develop evaluation criteria for each assignment
 | Align assignments with EI/ECSE standard(s) and component(s), and other program and state requirements/competencies/standards (e.g., ECE standards and competencies for blended programs). |  |  |  |  |
| Align assignments with course/student objectives. |  |  |  |  |
| Develop evaluation criteria and/or rubrics for each assignment. |  |  |  |  |
| Sequence assignments across program of study courses to assess increasing knowledge and skill attainment. |  |  |  |  |
| 1. Identify Practicum and Field Experiences\*

*\*Embed into courses, assignments, and program of study requirements.* | Align and sequence field experience and practicum activities with EI/ECSE standard(s) and component(s), and other program and state requirements/competencies/standards (e.g., ECE standards and competencies for blended programs) throughout the curriculum from observation to beginning application of skills to more advanced application of skills. |  |  |  |  |
| List the EI/ECSE standard(s) and component(s), and other program and state requirements/competencies/standards (e.g., ECE standards and competencies for blended programs) addressed by each practicum and field experience. |  |  |  |  |
| Provide practicum and field experience opportunities across diverse settings within natural, and inclusive environments (e.g., home, childcare, Head Start, public and private preschool, grocery store, park, etc.); across a range of children’s ages and abilities; and a diversity of family structures, cultures, and languages.  |  |  |  |  |
| 1. Submit new or revised program of study through relevant IHE office/person/committee for approval
 | Develop and submit new or revised syllabi and program of study with all products using the required forms, organization/format, and timelines to relevant office/person/committee(s) for approval.  |  |  |  |  |