

Northern Kentucky University

Name of Program: Interdisciplinary Early Childhood Education Advanced

Certification Level:

Advanced: Master's; Specialist; Certification Only

Program Codes:

KIE (3998); KIE, RANK 1 (126, 3777); KIE, RANK 2 (2780)

Modes of Delivery: Hybrid

2016-17 Catalog URL: <http://nku.catalog.acalog.com/index.php?catoid=7>

IECE Advanced

The **graduate Interdisciplinary Early Childhood Education (IECE)** Certification is for candidates in the Master of Arts in Education, Rank I in Education, or non-degree graduate candidate (who hold initial teacher certification) who are interested in gaining theory, knowledge and skills needed to work with infants, toddlers, preschool age, and kindergarten age children with and without disabilities and their families. As such, candidate's complete 21 credit hours of courses that help them prepare for the IECE PRAXIS II exam, which is required for obtaining the IECE certification.

All of the graduate candidates are required to take EDU 552 (Infant and Toddler Education and Programming), EDS 551 (Assistive Technology in Special Education), EDS 570 (Working with Families of Students with Disabilities), and EDU 569 (Kindergarten Education and Programming) courses. The graduate candidates, depending on their initial teacher certification, are required to complete either EDU 551 (Preschool Education and Programming) or EDU 554 (Language Development and Emergent Literacy) as well as one of the assessment courses (EDU 565 "Early Childhood Assessments for Screening" or EDU 566 "Ongoing Assessment in Early Childhood Education"). In these six courses, graduate candidates focus on young children's development, integrated curriculum across domains, appropriate physical and social environments, adaptation and selection of assistive technology, and relationships among/between significant adults in children's lives in various settings. Specifically, candidates evaluate appropriate classroom learning environments using environmental rating scales, learn how to integrate appropriate assistive technology for children with disabilities, and are introduced to an overview of early childhood curricula, subject area content as well as teaching strategies. In EDS 570 "Working with Families of Students with Disabilities" course, candidates become better aware of available community resources for facilitating young children with disabilities' development as well the importance of viewing family's concerns and priorities as the beginning point for collaboration. The candidates also evaluate assessment tools based on purpose and use on-going assessment techniques to observe and document children's development and learning during the first five years.

The remaining three credit hours of content area is selected (in consultation with advisor) based on the identified gaps, as evaluated by the candidates' initial teacher certification and teaching experience, in working with young children (0-5 years) with and without disabilities and their families from a list of elective courses. These courses focus on competencies required to be successful interdisciplinary early childhood educators in an inclusive setting and gain a better understanding of the early care and education field. See the curriculum contract for specific course titles.

The IECE program can be combined with the MAED- Teacher as Leader Degree, the Educational Specialist in Teaching and Learning Degree, and the Planned Program Rank 1 Non-Degree 6th Year programs. Please refer to those programs for additional information.

<https://inside.nku.edu/coehs/collegeaccreditation/caep/EPsBProgramSubmissions.html>

Each curriculum contract states the admission and exit criteria, the curriculum criteria, required courses, and other information about the program. The curriculum contracts for the IECE program options are at this link:

<https://inside.nku.edu/coehs/collegeaccreditation/caep/EPsBProgramSubmissions/IECEAdvanced/IECEAdvancedCCX.html>

Collaboration with school and community partners

The College of Education and Human Services works with our P-12 partners to ensure the continuous improvement of our programs. Teachers and administrators from our local school districts participate on

the Teacher Education Committee (TEC) which meets monthly at NKU. The purpose of TEC is to discuss and review proposed curricular changes, provide review and input in the development and/or revision of EPP wide assessments, review trends in collected data, and provide input on the effectiveness of our candidates and completers. Secondly, school and community agency partners (e.g., Redwood Center, Brighton Center, Children, INC.) participate on our Advisory Council and meet with our individual program faculty at least one time per year to review assessments and collected data and also provide input into how we can adapt our programs to meet the needs of our local schools and agencies. School partners and agencies where candidates are working also review proposed research studies and provide permission for our candidates to conduct those action research studies in their classrooms and/or schools. Data from these action research projects are often shared with the individual schools or districts in which they were conducted and help to improve educational practice and, in turn, the learning of young students. Also, some of our MATL completers go on to become clinical educators for our undergraduate teacher candidates in field and clinical experience. The IECE program faculty have established strong working relationships with many community organizations serving young children. These relationships have helped to shape our IECE program to fit the needs of our community agencies, preschools, and kindergarten classrooms.