E C P C

Early Childhood Personnel Center

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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).

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
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.				

6-12-2021

Step	Things to Do/Consider	Yes	No	In Process	Notes
	Align vision/mission with other education programs in school/college.				
2. 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.				
	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.).				
3. 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				
	Identify courses across the IHE from different departments, colleges, etc. and next steps in obtaining permission to include in program.				
4. Identify additional courses or practicum/field work needed to address EI/ECSE and other standards, competencies, and state requirements in new or revised program	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.				

6-12-2021

Step	Things to Do/Consider	Yes	No	In Process	Notes
5. 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) • Professional Standards and Competencies for Early				
6. 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				
	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) • IHE Faculty	The Early Childhood Personnel Center (ecpcta.org)				

Step	Things to Do/Consider	Yes	No	In Process	Notes
	Align instructional activities to adult learning practices as developed by ECPC. • ECPC Adult-Learning-Planning-Tool.pdf (ecpcta.org)				
7. 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) *(See sample syllabi and resources*				
	Identify readings that reflect the student learning objectives/ outcomes.				
	Identify readings that reflect the course topics.				
8. 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				
	Sequence assignments across program of study courses to assess increasing knowledge and skill attainment.				
9. 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				

Step	Things to Do/Consider	Yes	No	In Process	Notes
	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.				
10. 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. See: ECPC Syllabus Checklist				