Analysis and Improvement of Educational Programs, 3 credits
Fall 2023

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Office Hours: By appointment.

- CPS 456
- Zoom Link: Join Zoom Meeting
  - https://wisconsin-edu.zoom.us/j/9280015808?pwd=OGJKQ05ablhkdnJMV1hVRi9zRE92dz09
  - Meeting ID: 928 001 5808
  - Passcode: i4XDwj

Catalog Description:

Develop skills in assessment procedures and instruction to use with newborn, infants, and toddlers up to age three who are at high risk and/or have disabilities; work in cooperation with family members and related services professionals. Includes field experience.

Syllabi are always subject to change

Textbook: To avoid confusion for students, text rental (conversation attached) is not going to list the book on their site.
Practice Improvement Tools: Using the DEC Recommended Practices from Div for Early Childhood/ECTA can only be purchased from the site below (it is not available for purchase from the bookstore) but there is a free online version.
https://www.dec-sped.org/product-page/practice-improvement-tools-using-the-dec-recommended-practices

Learning Outcomes:

Council for Exceptional Children Initial Practice-Based Standards for Early Interventionists/Early Childhood Special Educators.	Signature Embedded Assessment
Standard 2: Partnering with Families: Candidates use their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They	- Intervention Plan- Coaching (must receive a 70% or higher) - Individualized Family

apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. They engage families in opportunities that build on their existing strengths, reflect current goals, and foster family competence and confidence to support their children's development and learning.	Service Plan (must receive a 70% or higher)
Standard 3: Collaboration and Teaming: Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.	● Evaluation Report (must receive a 70% or higher)
Standard 4: Assessment Processes: Candidates know and understand the purposes of assessment in relation to ethical and legal considerations. Candidates choose developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program. Using evidence-based practices, candidates develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals. They analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.	● Evaluation Report (must receive a 70% or higher)
Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction. Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.	● Individual Family Service Plan (must receive a 70% or higher) ● Intervention Plan - Coaching (must receive a 70% or higher)

Standard 7: Professionalism and Ethical Practice: Candidates identify and engage with the profession of early intervention and early childhood special education (EI/ECSE) by exhibiting skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines. Evidence-based and recommended practices are promoted and used by candidates.	Practicum/Field Experience (must have 20 hours completed)
Wisconsin Teaching Standards	**Signature Embedded Assessment**
Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Practicum/Field Experience (must have 20 hours completed)
Standard #2: *Learning Differences. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.*	- Individual Family Service Plan (must receive a 70% or higher) - Intervention Plan - Coaching (must receive a 70% or higher) - Evaluation Report (must receive a 70% or higher)
Standard #6: *Assessment. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.*	- Individual Family Service Plan (must receive a 70% or higher) - Evaluation Report (must receive a 70% or higher)
Standard #7: *Planning for Instruction. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.*	Intervention Plan - Coaching (must receive a 70% or higher)

Summary: must receive a 70% or higher on…
- Intervention Plan- Coaching (must receive a 70% or higher)
- Individualized Family Service Plan (must receive a 70% or higher)
- Evaluation Report (must receive a 70% or higher)
- Practicum/Field Experience (must have 20 hours completed)

Grading Scale

94 – 100% =A	77 – 79.99% = C+	60 – 63.99% = D-
90 – 93.99% = A-	74 – 76.99% = C	< 59.99% = F
87 – 89.99% = B+	==70 – 73.99% = C-==	
84 – 86.99% = B	67 – 69.99% = D+	
80 – 83.99% = B-	64 – 66.99% = D	

==*Need to get a C- or higher to pass the class*==

Late Work

Submit all assignments by the posted due date to the appropriate location by 11:59pm on the due date. Assignments turned in after the due date will be downgraded ==5%== from the earned grade per day. Please ask before the assignment is due if you need an extension; in most cases I will grant one.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the Military Call-Up Instructions for students.

Religious Beliefs Accommodation

It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:
● There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
● You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
● Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
● Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.

● You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Technology Guidelines:
Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. I understand that we all have lives and commitments outside of the classroom and there may be times when it is necessary for you to take a phone call or respond to a text message during class times. If you have extenuating circumstances related to your need to use technology during class, please discuss this with me.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to the sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you.

Inclusivity Statement:
It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu   .

Confidentiality
Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic

standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability. If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Helpful Resources

Tutoring: Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568

Advising: Academic and Career Advising Center, 320 Albertson Hall, ext 3226

Safety and General Support: Dean of Students Office, 212 Old Main, ext. 2611

Health: Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

UWSP Service Desk: The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this link for more information.

Care Team: The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here.

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary

action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

   UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:
        (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
        (b) Uses unauthorized materials or fabricated data in any academic exercise;
        (c) Forges or falsified academic documents or records;
        (d) Intentionally impedes or damages the academic work of others;
        (e) Engages in conduct aimed at making false representation of a student's academic performance; or
        (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:
- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student ● Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

   Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Other Campus Policies

   FERPA: [The Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear educational need to know may also have access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX: UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

Clery Act: The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act page](#).

Drug Free Schools and Communities Act: The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright Infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).