

**Agendum
Oakland University
Board of Trustees Formal Session
June 26, 2023**

**Bachelor of Science in Early Childhood Education
A Recommendation**

1. **Division and Department:** Academic Affairs, School of Education and Human Services.

2. **Introduction:** Oakland University proposes a new Bachelor of Science in Early Childhood Education degree. This degree will focus on the preparation of teachers of students from birth through grade three. The Michigan Department of Education has updated the structure of its licenses for teachers, creating for the first time a license band for early childhood educators. This program is responsive to the new licensing structure. It is also responsive to the vital need for educators in the state of Michigan. A needs analysis indicates an upward trend in teacher demand in Oakland, Macomb, Livingston and Wayne counties, consistent with nationwide trends.

As compared with previous educator preparation programs in the School of Education and Human Services, this program has fewer academic credits while continuing to emphasize the clinical preparation valued by the field and required by the state of Michigan.

3. **Previous Board Action:** None.

4. **Budget Implications:** The primary source of funding for the program will be undergraduate tuition. The State of Michigan, recognizing the need for teachers, offers tuition scholarships of \$10,000 per year for every teacher education student who has at least 57 credits and pledges to teach in Michigan upon graduation.

The program does not require facilities additional to what is already present at Oakland University and in its clinical partners' K-12 educational context. Materials required for the program can be purchased from existing budgets. The program is designed to be taught by current teacher education faculty and part-time instructors in the departments of Human Development and Child Studies (HDCS), Teacher Development and Educational Studies (TDES), and Reading Language Arts (RLA).

5. **Educational Implications:** The proposed program will prepare educators who will in turn reach Michigan's youngest students: Children from birth to grade three. In its emphasis on early childhood, the program will be distinct from existing teacher preparation programs.

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6. **Personnel Implications:** Initially, the program can be offered using existing faculty and staff. As the program grows, additional faculty may be required.

7. **University Reviews/Approvals:** The proposed program has been approved by the School of Education and Human Services' Committee On Instruction (COI), The University Committee on Undergraduate Instruction (UCUI), the University Senate, and the Provost.

8. **Recommendation:**

WHEREAS, the Bachelor of Science in Early Childhood Education is consistent with the objectives contained in Oakland University's Institutional Priorities; and

WHEREAS, the Bachelor of Science in Early Childhood Education will build on existing faculty, programmatic, and research strengths in the School of Education and Human Services, and is responsive to Michigan Department of Education teacher licensing guidelines; now, therefore, be it

RESOLVED, that the Board of Trustees authorizes the School of Education and Human Services to offer the Bachelor of Science in Early Childhood Education; and, be it further

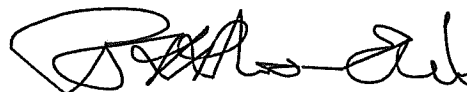
RESOLVED, that the Executive Vice President for Academic Affairs and Provost will complete annual reviews of the Bachelor of Science in Early Childhood Education degree program to evaluate academic quality and fiscal viability to determine whether the program should continue.

9. **Attachments:**

- A. Proposal for the Bachelor of Science in Education degree program
- B. Proforma budget for the Bachelor of Science in Education degree program

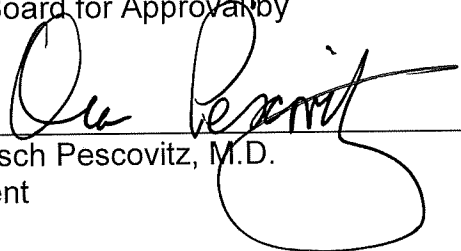
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Submitted to the President
on 6/22, 2023 by



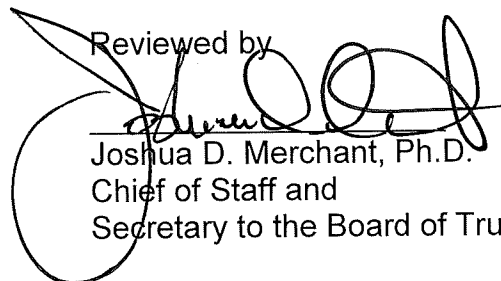
Britt Rios-Ellis, M.S., Ph.D.
Executive Vice President for
Academic Affairs and Provost

Recommended on 6/22, 2023
to the Board for Approval by



Ora Hirsch Pescovitz, M.D.
President

Reviewed by



Joshua D. Merchant, Ph.D.
Chief of Staff and
Secretary to the Board of Trustees

Attachment A

**Program Proposal for Early Childhood
Education, B.S. (leading to a Michigan
Department of Education teaching certificate
Birth – Kindergarten/Pre-K – Grade Three)**

Submitted to the Committee on Instruction

April 2022

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a). RATIONALE

The Michigan Department of Education has recently changed its certification structure. Previously, students earned a Bachelor of Science in Elementary Education which covered Kindergarten to Grade 8. There was no certification for students interested in teaching Birth – Kindergarten. Given this recent development as well as an acute shortage of qualified teachers nationwide and in Michigan, and possible Federal funding for universal PK we envision a huge demand for qualified/certified early childhood teachers. In addition, Michigan is also experiencing a shortage of qualified Special Education teachers. The BK portion of the new MDE structure has a strong emphasis on special education.

We propose an Early Childhood Education, B.S. degree (leading to the Birth – Kindergarten/PK – Grade Three teaching certificate issued by the Michigan Department of Education) to be offered through the School of Education and Human Services. In addition, to make the program more marketable, we propose combining the PK – Three endorsement that students can add to their initial teaching certificate. Early childhood has traditionally covered Birth – Age 8. Research has indicated the longitudinal benefits of quality early childhood education (Schweinhart, 2013; Bakken, Brown & Downing, 2017). However, the benefits of preschool education seem to fade when there are inconsistencies in quality instruction once children enter school. A strong foundation in Birth to Kindergarten that continues into the early elementary years is thus crucial. In addition, this proposal focuses on the specialization (early childhood and special education) with grade bands as recommended by MDE.

Currently, students can add PK-3 and 3-6 grade bands as endorsements to their teaching certificates. This new proposal provides a choice for students.

Oakland University has a longstanding reputation for preparing excellent teacher candidates and is located in the metro Detroit area and serves students and schools across the tri-county area. Given this, we are in a very good position to attract students to this new program. Institutions across Michigan are proposing these new options and we believe that we are well prepared to do so as well. A needs analysis indicates an upward trend in teacher demand in Oakland, Macomb, Livingston and Wayne counties.

b). APPROVAL BY APPROPRIATE DEPARTMENTS

Attached are minutes from the departments of Human Development & Child Studies, Teacher Development & Educational Studies and Reading and Language Art that indicate that they have reviewed and recommend that the proposed program be approved. (See Appendix A).

The department of Teacher Education and Educational Studies (TDES) and Human Development & Child Studies (HDCS) will generate a marketing plan clearly identifying the unique features and career opportunities for each strand. In addition, we will work with the Office of Advising to best support students to be successful in their prospective

careers. The decision about selecting a specific grade band will be made by students when they begin Major Standing.

c). NEEDS ANALYSIS

A brief summary of the needs using Burning Glass indicates that in the last 21 months there were 991 job postings in Michigan. These included K – 12 teaching and Child Care Director positions.

Since this is a new certificate structure introduced by the Michigan Department of Education, it was not feasible to do a specific analysis for this particular area/strand of education.

Please see attached report generated by Burning Glass for details – Appendix - B

d) & e). COST ANALYSIS & PROJECTED BUDGET FOR 5 YEARS

Please see attached report prepared by Dr Leigh Dzwik – Appendix - C

f). DESCRIPTION OF PROGRAM

Students enrolled in this program will take a minimum of 120 credits. The breakdown is shown below.

General Education – Students are required to fulfill General Education requirements.

Professionalism courses – 4 credits

- EED 1000 – Careers in Teaching (1 credit)
- EED 2000 – Teaching & Learning *in Elementary Schools* (3 credits)

Pre-content courses – 16 credits

- MTE 2100 Math for Elementary Education I (3 credits)
- MTE 2111 Math for Elementary Education II (4 credits)
- EED 2400 Science for Elementary Teachers (3 credits)
- EED 2500 Social Studies for Elementary teachers (3 credits)
- RDG 2200 Children’s Literature (3 credits)

Professional Sequence credits – 57 credits including student teaching.

Please see Table 1 for the rubric, title of course, number of credits and year in which each course will be taken. The syllabi for the Professional Sequence courses are included in Appendix D

Table 1

Rubric	Name of Course	Credits
Junior 1		
EC 3331	Child Development Birth. – Age 8: Typical & Atypical	3
EC 3332	Learning Through Play	3
EC 3333	Infant & Toddler Development & Programs	3
EC 3334	Early Language & Literacy Birth to Age 4: Content & Pedagogy	3
EC 3335	Seminar 1 - Core Teaching Practices	3
Junior 2		
RDG 3200	Emergent Literacy	3
EC 3337	Early intervention & Early Childhood Special Education	3
EC 3338	Math for Young Children Content & Pedagogy	3
EC 3339	Building Children’s Resilience: From Trauma Informed to Trauma-sensitive Approaches to ECE	3
EC 3340	Seminar 2 - Professionalism & Collaboration	3
Senior 1		
EC 4441	Culturally Responsive Education: The role of Family, Culture & Community	3
EC 4442	Social Studies for Young Children: Content & Pedagogy	3
EC 4443	Science for Young Children: Content & Pedagogy	3

EC 4444	Mathematics: Teaching Pre-Kindergarten to Third Grade	3
EC 4445	Seminar 3 - Social-Emotional Learning & DEI	3
Senior 2		
EC 4446	Seminar 4 Reflective Practice and Well Being	3
EC 4950	Internship in BK/PK 3	9

g). FORECASTED IMPACT ON OTHER PROGRAMS OFFERED THROUGH SEHS

It is expected that this new program will impact the program offered by TDES – the PK-3/3-6 grade band. However, we believe that it will provide another option for students interested in working in the early elementary grades. In addition, we have worked in conjunction with faculty from TDES and RDG departments to ensure that the syllabi developed meet the standards and prepare students to work in the the lower elementary grades.

h). LETTERS FROM PROFESSIONAL ORGANIZATIONS

See attached in Appendix E

i). ACCREDITATION

The School of Education and Human Services put forth all initial teacher preparation programs for national accreditation through the Council for the Accreditation of Educator Preparation (CAEP) in the spring of 2020. All initial teacher preparation programs were accredited by CAEP through Fall 2027. This accreditation included the Early Childhood program that led to a State of Michigan teaching certification with the Early Childhood - General and Special Education (ZS) endorsement. Due to the State of Michigan updating the early childhood teaching standards and changing the structure of teacher licensure in the state, the Early Childhood - General and Special Education (ZS) endorsement will be replaced by the newly proposed program. Thus, the new program will be reviewed as an initial teacher preparation program by CAEP in the Fall 2027 review when the School of Education and Human Services is due for the next round of accreditation review. Additionally, all programs reviewed by CAEP are simultaneously reviewed by the State of Michigan and earn ongoing state approval to allow Oakland University to recommend graduates for licensure.

j). ASSESSMENT PLAN

The School of Education and Human Services uses four key assessments across all initial teacher preparation programs to assist with continuous improvement, ongoing State of Michigan Approval and Council for the Accreditation of Educator Preparation (CAEP) accreditation. All programs use the Professional Behaviors Assessment (PBA), The Student Learning Analysis (SLA) and the Candidate Preservice Assessment of Student Teaching (CPAST).

The Professional Behaviors Assessment (PBA) is used at three points in a teacher candidate's program (early, intermediate, and advanced) in conjunction with their clinical placements. This assessment is used to communicate and assess teacher candidates' dispositions. The PBA is completed as a self-assessment, by the instructor and by the mentor teacher on all three occasions in the program. The Student Learning Analysis (SLA) is typically completed towards the end of the program and is used to assess teacher candidates' ability to impact the learning and growth of their students and is typically completed toward the end of the program. The Candidate Preservice Assessment of Student Teaching (CPAST) is an observational performance assessment completed twice during the student teaching semester by the teacher candidate, the mentor teacher, and the university supervisor. The CPAST measures six areas of teaching including, pedagogy, instructional delivery, assessment, analysis of teaching, professional dispositions, professional relationships, and critical thinking.

Finally, each program analyzes the outcomes of the Michigan Test for Teacher Certification (MTTC), which is the State of Michigan required licensure test for teacher certification in Michigan.

The State of Michigan requires that each program implement the teaching and assessment of the Core Teaching Practices. The initial teacher preparation programs with input from all programs and departments is working on developing unit wide key assessments related to the Core Teaching Practices. This work is being completed in the Content and Pedagogy Committee. While the unit wide key assessments make up the base of our assessment plan, the early childhood program will also develop program specific assessments to which directly measure outcomes unique to early childhood such as child development, early childhood special education, infant and toddler assessment and subject specific assessment. Specifically, program specific assessments will include Classroom Coach, DEC Recommended Practices, Inclusive Classroom Profile (Early Intervention/ECSE) and Zero to three Competencies (Infant /Toddler)

Unit wide key assessments and program specific assessments are collected using the VIA (Student Learning and Licensure) assessment system and, unit key assessments are reported on the School of Education and Human Services (SEHS) Data Access Website and will be reviewed regularly by the early childhood area.

References

- Bakken, L, Brown, N. & Downing , B. (2017) Early childhood education: The long-term benefits. *Journal of Research in Childhood Education*, 31:2, 255-269, DOI: 10.1080/02568543.2016.1273285
- Scweinhart, L. (2013) Long-term follow-up of a preschool experiment. *Journal of Exp Criminol*, 9:389-409, DOI: 10.1007/s11292-013-9190-3

APPENDIX A



Department of Reading and Language Arts

To: HDCS Department
Oakland University, Pawley Hall
456 Pioneer Drive, Rochester, Michigan 48309-4482

From: Department of Reading and Language Arts
School of Education and Human Services
Oakland University
456 Pioneer Drive, Rochester, Michigan 48309-4482

RE: RLA Vote in Support of the program proposal Birth-K, PK-3 from HDCS

DATE: April 13, 2022

Colleagues,

The Department of Reading and Language Arts approved the program proposal Birth-K, PK-3 from HDCS at the department meeting on April 11, 2022. Copied below is the action item as it appears in our Minutes, which includes two motions:

Second Reading: Program Proposal Birth-K, PK-3 from HDCS (*Bhargava, Ricks-Doneen*)
Concerns from the previous meeting were addressed and revisited.

>>Primary concern for RLA faculty: Literacy faculty teach literacy classes. HDCS proposed a compromise: HDCS teach 1st Literacy course – Birth to Age 4 in their department and RLA teach 2nd Literacy class in their existing course RDG 3200 - PreK- 3. RLA agrees this is a fair compromise. HDCS proposal needs to be submitted by the end of April. HDCS suggested that they submit their original two course syllabi that they created and amend with RLA class later because syllabi won't be ready for the state. RLA stated that they have the most up-to-date version of the syllabus, recently approved by the state, with MDE PK-3 standards articulated including literacy standards. The syllabi were reshared with Bhargava and Ricks-Doneen.

>>Second concern for RLA faculty is the use of term intervention since it is used differently in multiple disciplines. HDCS clarified that they are using the term as it is defined by the state of Michigan.

Motion to accept the HDCS revised proposal that includes RDG 3200 course as their second literacy course: McMillon

Second: Christ

Vote: All in favor. Motion carries.

Motion to offer a separate section of RDG 3200 specific to their cohort in HDCS:

Moore

Second: Li

Vote: All in favor. Motion carries.

S. Rebecca Leigh, Ph.D. Professor & Chair
Tanya Christ, Ph.D. Professor
Ledong Li, Ph.D., Associate Professor
Mary K. Lose, Ed.D., Professor
Kristin McIlhagga, Ph.D., Assistant Professor
Gwendolyn Thompson McMillon, Ph.D., Professor
Jason Moore, Ph.D., Assistant Professor

Department of Teacher Development and Educational Studies

Faculty Meeting Minutes

April 6, 2022

In Attendance: Bartley, Bismack, Bowe, Carver, Childs, Doornbos, Francis, Lee, Ligocki, McGarry, Mulholland, Weinberg, Zaits

Guests: Feiten, Hudson, Kennedy, Phillips. Dr. Britt Rios-Elis, Ambika Bhargava and Julie Ricks-Doneen

Not in Attendance: Bills (teaching), Woods (teaching)

Dr. Britt Rios-Elis joined before business meeting with discussion and updates.

Opening:

10:36am **Approval of Agenda:** Motion to approve by Doornbos, second by Childs. Approved

10:36am **Approval of Meeting Minutes from March Meeting:** Motion to approve by Doornbos, second by Childs. Approved

Discussion Items:

Old Business/Updates:

o **Budget Committee Report (Paul and Renee):**

- March balances are not available due to the month not being closed. Paul will send an email when it is with new any new budget proposals. If you have any proposals you would like to add, please reach out to Paul or Renee.

o **Chair Report (Cindy):**

- Summer/Fall Priorities for DTE
 - Program Coordinator Responsibilities
 - Updates to Student Concerns Process
 - Course Leads
 - Other?
- New and visiting faculty requests: Ed Psych with K12 Special Ed (Visiting) + Elementary Social Studies (Special Instructor)
- Fall staffing concerns... will we need to close sections?
- Student recruiting: boom or bust?
- Approved for MATEE/Clinical Coordinator course release
- STEP/4+1 COI Proposal second read scheduled for Sept
- K12 program revisions (Art, Modern Language) planned for summer
- Update: Erica Ruegg coordinating MAT in Secondary with K-12 Special Education
- Joint meeting with RLA with TDES scheduled for April 14. Please attend!
- Internship mini-grant program: 2 awards made, possible 3rd
- CAS bringing Nicole Hannah Jones to campus in August; DEI bringing Gloria Ladson-Billings in September!
- Annual Diversity Report – Dean's Office needs updates
 - ❖ Each school and CAS will be highlighted individually. Chad Martinez is asking for a summary of efforts from our school during the 2021-22 year. **This can include actions taken by the administrative staff, highlighting the work of faculty members, numeric progress, and other efforts you think should be promoted, including upcoming initiatives.** Of course, you can also highlight ongoing efforts that began before the school year. If you have any photos from any activities, they would be also welcomed. *Jon is asking for updates by April 14.

- **COI Proposal - Birth to 5/PK-3 Proposal (Ambika and Julie Ricks-Doneen):**
 - Second read and discussion of the proposal.
 - Anica Bowe made the motion to vote to approve the second read as presented of the **Birth to 5/PK-3 Proposal** from HDCS. Second by Ji-Eun Lee. Seven in Favor. Four Abstained. See reasoning/concerns below. Approved.
 - Concerns (aka areas where we hope to continue working with HDCS)
 - Sufficient content coverage in methods courses.
 - Sufficient coverage of current techniques and approaches to teaching that content.
 - Competition between programs.
 - Resources (capacity) to teach both programs.

New Business:

- **Incomplete Policy & Practice (Cindy and Ji-Eun):**
 - Discussion is needed around the policy so it is consistent. Additional discussion is needed regarding the proper implementation of the policy. We will review this in September.
- **Program Coordinator Responsibilities (Cindy):**
 - Possible to pass to Director of Teacher Education once the director is hired.

Note: Building community again in the department. Discussion for September.

11:02am **Meeting Adjourned:** Motion to adjourn by Ligocki, second by Lee and Bismack. Approved.

APPENDIX B

EARLY CHILDHOOD EDUCATION CERTIFICATE

PROJECT CRITERIA

Validate	Programs
States	Michigan
Degree Level	Bachelor's degree
Time Period	10/1/2020 - 9/30/2021
Selected Programs	Education/Teaching of Individuals in Early Childhood Special Education Programs (13.1015), Early Childhood Education and Teaching (13.1210)
Career Outcomes mapped to Selected Programs of Study	Special Education Teacher, Childcare / Preschool Director

HOW MANY JOBS ARE THERE FOR GRADUATES OF THIS PROGRAM?

For your project criteria, there were 991 job postings in the last 12 months.

Compared to:

- 1,172,932 total job postings in your selected location
- 269,655 total job postings requesting a Bachelor's degree in your selected location

The number of jobs is expected to grow over the next 10 years.

GROWTH BY GEOGRAPHY

Geography	Selected Occupations	Total Labor Market	Relative Growth
Michigan	4.27 %	0.10 %	Average
Nationwide	1.21 %	3.70 %	Average

HOW HAS EMPLOYMENT CHANGED FOR CAREER OUTCOMES OF YOUR PROGRAM?

	2015	2016	2017	2018	2019	2020	2030
Employment (BLS)	13,434	12,420	12,176	10,792	11,687	10,830	12,046



Employment Figure

Employment data between years 2020 and 2030 are projected figures.

HOW VERSATILE IS THIS DEGREE FOR MY GRADUATES?

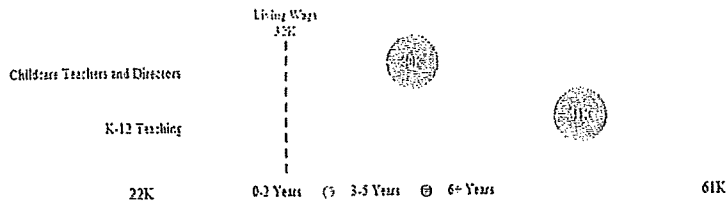
Graduates of this program usually transition into any of the 2 different occupation groups:

Occupations Group	Market Size (postings)	Percentage of Career Outcome demand
K-12 Teaching	736	74.27%
Childcare Teachers and Directors	255	25.73%

WHAT SALARY WILL MY GRADUATES FIND UPON GRADUATION?

The median salary in Michigan for graduates of your program is \$45K

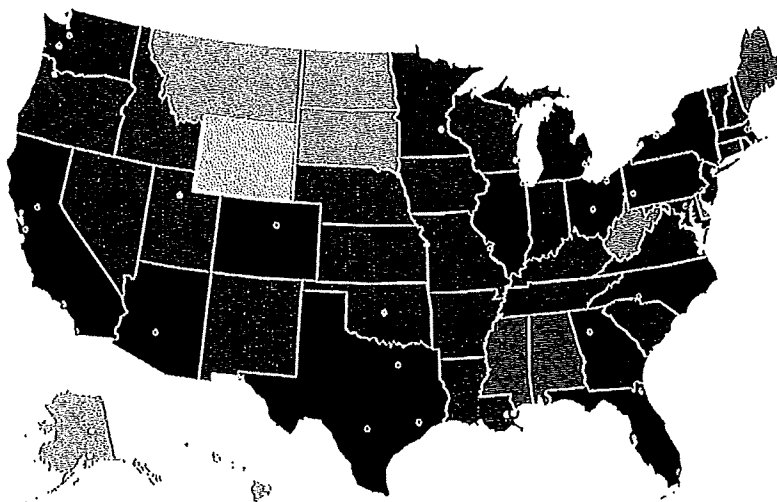
This average salary is Above the average living wage for Michigan of \$32K



Salary numbers are based on Burning Glass models that consider advertised job posting salary, BLS data, and other proprietary and public sources of information.

Occupation Group	0-2 Years	3-5 Years	6+ Years
Childcare Teachers and Directors	\$35K	\$40K	NA
K-12 Teaching	\$40K	\$51K	NA

WHERE IS DEMAND FOR MY PROGRAM?



TOP LOCATIONS BY POSTING DEMAND

Location	Postings
California	5,246
Texas	3,849
Massachusetts	3,301
Arizona	1,767
Illinois	1,679
Pennsylvania	1,672
New York	1,637
Ohio	1,403
Colorado	1,283
Florida	1,265

COMPETITIVE LANDSCAPE

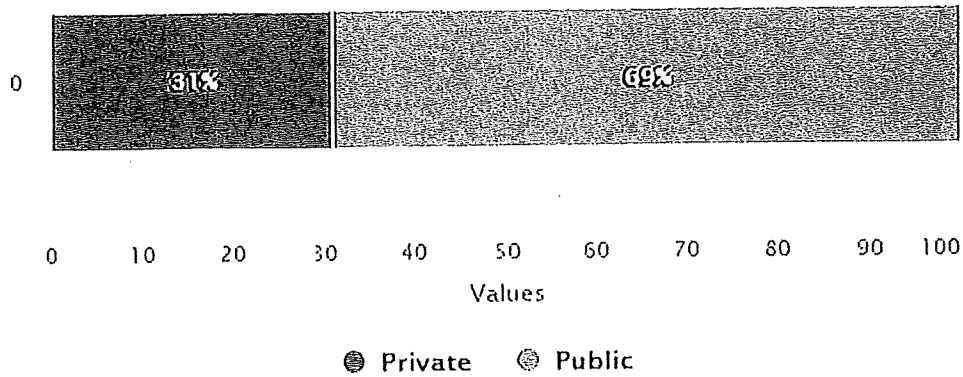
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Career Outcomes mapped to Selected Programs of Study	Special Education Teacher, Childcare / Preschool Director

OVERVIEW

	#	% Change (2016-2020)
Degrees Conferred	242	-2%
Number of Institutions	16	6%
Average Conferrals by Institution	15	-11.76%
Median Conferrals by Institution	8	-20.00%

MARKET SHARE BY INSTITUTION TYPE



Institution Type	Conferrals (2020)	Market Share (%)
Private	75	30.99%
Public	167	69.01%

TOP INSTITUTIONS

Institution	School Type	Market Share (2020)	Market Share Change	Conferrals (2020)	Conferrals Change (2016-2020)
Rochester University	Private	20.25%	8.60%	49	68.97%
Central Michigan University	Public	19.01%	3.75%	46	21.05%

Eastern Michigan University	Public	14.88%	-10.42%	36	-42.86%
Western Michigan University	Public	11.16%	-10.53%	27	-50.00%
Saginaw Valley State University	Public	9.09%	5.88%	22	175.00%
University of Michigan-Dearborn	Public	7.02%	3.00%	17	70.00%
Lake Superior State University	Public	6.20%	2.99%	15	87.50%
Spring Arbor University	Private	3.72%	-0.30%	9	-10.00%
Calvin University	Private	2.89%	-3.13%	7	-53.33%
Concordia University-Ann Arbor	Private	2.07%	2.07%	5	100.00%

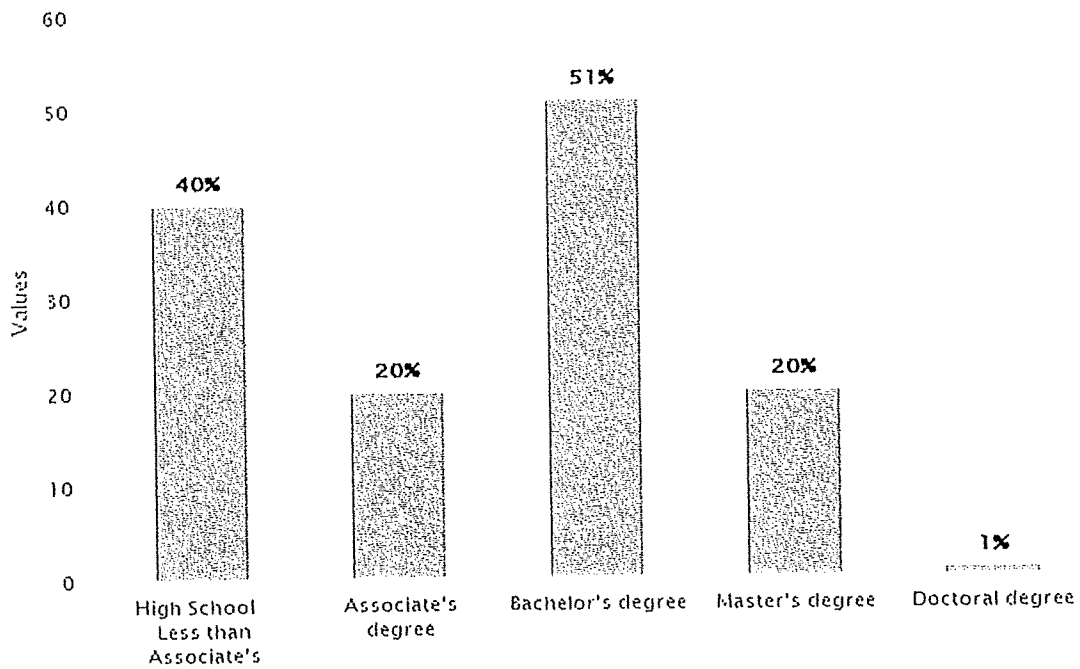
Note: Competitive Landscape reports are based on IPEDS data, which are reported in the CIP 2010 taxonomy. As a result, new programs in CIP 2020 will not have completion data until the release of 2020 data in Fall, 2021.

MARKET ALIGNMENT

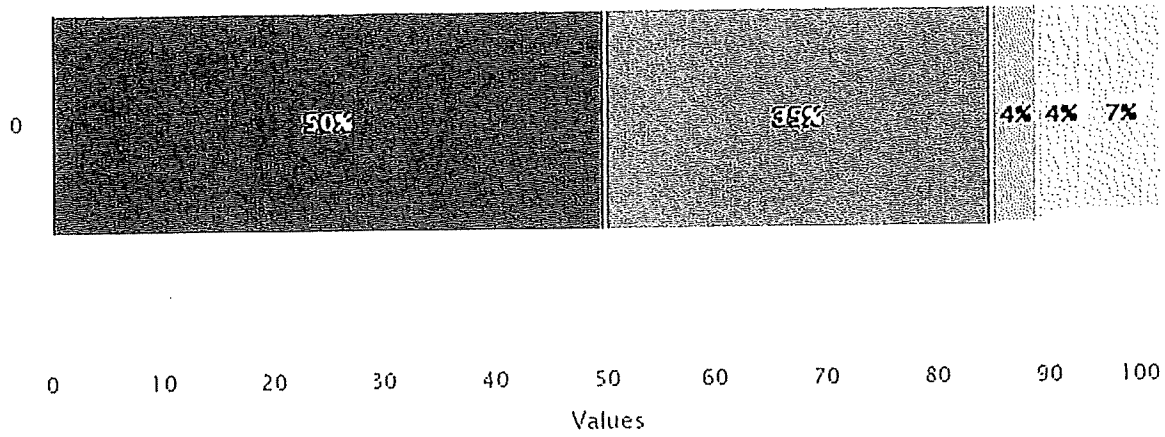
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JOB POSTINGS BY ADVERTISED EDUCATION (%)

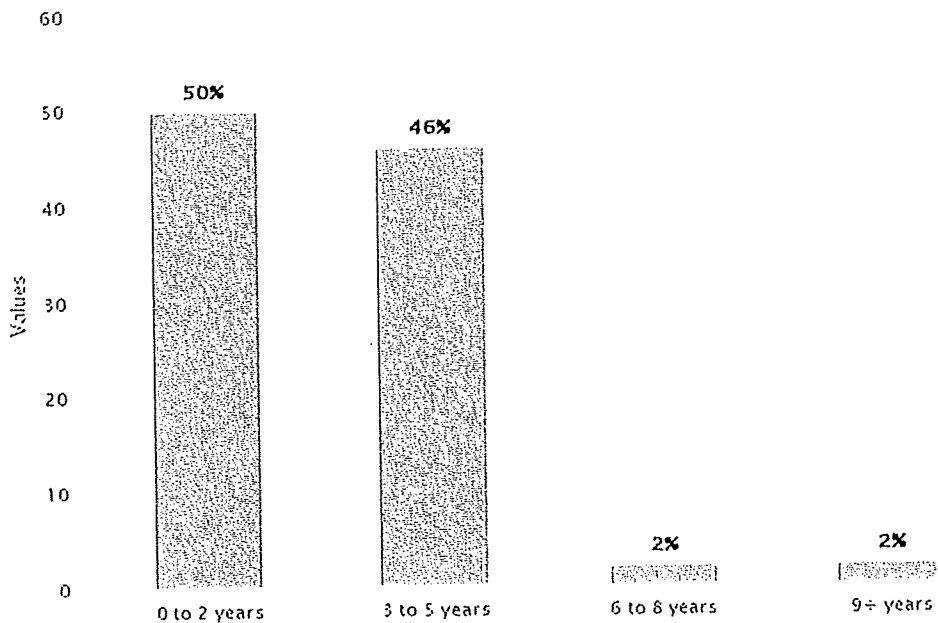


JOB POSTINGS BY INDUSTRY (%)



- Educational Services
- Health Care and Social Assistance
- Other Services (except Public Administration)
- Finance and Insurance
- Other

JOB POSTINGS BY EXPERIENCE REQUESTED (%)



TOP TITLES

Experience Level: All Experience

Title	Postings	Market Share (%)
Special Education Teacher	100	10.09%
Resource Room Teacher	27	2.72%
Child Care Director	21	2.12%
Director	18	1.82%
Child Care Center Director	16	1.61%
Special Education Teacher Near	13	1.31%
Academic Interventionist	12	1.21%
Wraparound Facilltator	10	1.01%
Center Director	9	0.91%
Special Education Teaching	9	0.91%
Round Child Care Site Director	8	0.81%
Special Education Teacher- School	8	0.81%
Teacher - Special Education	8	0.81%
Daycare Director	7	0.71%
Middle School Special Education Teacher	7	0.71%

TOP EMPLOYERS HIRING

Experience Level: All Experience

Employer	Postings	Market Share (%)
Kindercare	50	5.05%
Soliant	50	5.05%
Traverse City Area Public Schools	43	4.34%
K12, Inc	29	2.93%
Anthromed Education	17	1.72%
Vocovision Teleservices	17	1.72%
Detroit Public Schools Community District	15	1.51%
Lutheran Special Education Ministries	14	1.41%
Kentwood Public Schools	13	1.31%
Learning Care	13	1.31%
Chippewa Valley Schools	12	1.21%
Telamon Corporation	12	1.21%
Kalamazoo Regional Educational Service Agency	10	1.01%
Dpscd	9	0.91%
Wayne State University	9	0.91%

KEY COMPETENCIES

PROJECT CRITERIA

Validate	Programs
States	Michigan
Degree Level	Bachelor's degree
Time Period	10/1/2020 - 9/30/2021
Selected Programs	Education/Teaching of Individuals in Early Childhood Special Education Programs (13.1015), Early Childhood Education and Teaching (13.1210)
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TOP 15 SPECIALIZED SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Teaching	792 (79.92%)	4.06%	No	No
Special Education	554 (55.90%)	5.35%	No	No
Child Care	210 (21.19%)	6.19%	No	No
Early Childhood Education	203 (20.48%)	6.44%	No	No

Child Development	152 (15.34%)	6.52%	Yes	No
Lesson Planning	129 (13.02%)	5.31%	No	No
Scheduling	102 (10.29%)	4.17%	No	No
Staff Management	90 (9.08%)	5.60%	No	No
Conflict Management	85 (8.58%)	4.72%	No	No
Educational Programs	84 (8.48%)	4.71%	No	No
Cardiopulmonary Resuscitation (CPR)	84 (8.48%)	5.84%	No	No
Budgeting	75 (7.57%)	5.28%	No	No
Autism Diagnosis / Treatment / Care	67 (6.76%)	59.65%	Yes	Yes
Progress Reports	51 (5.15%)	4.26%	Yes	Yes
Managing Student Data	47 (4.74%)	-19.14%	No	No

TOP 15 BASELINES SKILLS

Skill	Postings
-------	----------

Communication Skills	299 (30.17%)
Planning	242 (24.42%)
Teamwork / Collaboration	218 (22.00%)
Organizational Skills	164 (16.55%)
Microsoft Office	112 (11.30%)
Building Effective Relationships	107 (10.80%)
Physical Abilities	105 (10.60%)
Writing	103 (10.39%)
English	80 (8.07%)
Creativity	78 (7.87%)

Computer Literacy	76 (7.67%)
Research	75 (7.57%)
Microsoft Excel	72 (7.27%)
Problem Solving	69 (6.96%)
Verbal / Oral Communication	60 (6.05%)

TOP 15 SOFTWARE PROGRAMMING SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Microsoft Office	112 (11.30%)	4.96%	No	No
Microsoft Excel	72 (7.27%)	5.72%	No	No
Microsoft Word	27 (2.72%)	5.50%	No	No
Blackboard LMS / CMS	23 (2.32%)	-26.55%	No	No
Microsoft Powerpoint	19 (1.92%)	5.57%	No	No

Word Processing	18 (1.82%)	4.00%	No	No
Microsoft Outlook	10 (1.01%)	4.48%	No	No
Scrum	4 (0.40%)	42.07%	No	No
Salesforce	4 (0.40%)	6.10%	No	No
Qualtrics	4 (0.40%)	-2.87%	No	No
Microsoft Windows	4 (0.40%)	4.54%	No	No
Software as a Service (SaaS)	3 (0.30%)	7.76%	No	No
Public administration	3 (0.30%)	3.82%	No	No
PowerSchool	3 (0.30%)	-19.40%	No	No
Facebook	3 (0.30%)	12.27%	No	No

TOP 15 SKILL CLUSTERS

Skill	Postings
Teaching	802 (80.93%)

Child Care	210 (21.19%)
People Management	205 (20.69%)
Child Development	155 (15.64%)
Mental Health Diseases and Disorders	98 (9.89%)
Business Process and Analysis	60 (6.05%)
Mental and Behavioral Health Specialties	43 (4.34%)
Advanced Patient Care	38 (3.83%)
Public Relations	30 (3.03%)
Project Management	20 (2.02%)
Quality Assurance and Control	16 (1.61%)
Business Management	14 (1.41%)

Basic Patient Care	12 (1.21%)
Transportation Security	4 (0.40%)
Financial Management	4 (0.40%)

TOP 15 SALARY PREMIUM SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Child Development	152 (15.34%)	6.52%	Yes	No
Autism Diagnosis / Treatment / Care	67 (6.76%)	59.65%	Yes	Yes
Progress Reports	51 (5.15%)	4.26%	Yes	Yes
Severe Disability	2 (0.20%)	-26.89%	Yes	No

TOP 15 COMPETITIVE ADVANTAGE SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Autism Diagnosis / Treatment / Care	67 (6.76%)	59.65%	Yes	Yes
Progress Reports	51 (5.15%)	4.26%	Yes	Yes

Case Management	36 (3.63%)	6.52%	No	Yes
Staff Development	19 (1.92%)	6.28%	No	Yes

TOP 15 CERTIFICATIONS

Skill	Postings	Salary Premium	Competitive Advantage
Certified Teacher	373 (37.64%)	No	No
Child Development Associate (CDA)	121 (12.21%)	No	No
Special Education Certification	92 (9.28%)	No	Yes
Driver's License	57 (5.75%)	No	No
First Aid Cpr Aed	50 (5.05%)	No	No
Mental Health Certification	7 (0.71%)	No	No
Learning Behavioral Specialist I	7 (0.71%)	No	No
Board Certified Behavior Analyst (BCBA)	7 (0.71%)	No	No

Registered Behavior Technician	6 (0.61%)	No	No
Bureau of Children and Adult Licensing	6 (0.61%)	No	No
Social Work License	5 (0.50%)	No	No
Licensed Professional Counselor	5 (0.50%)	No	No
Licensed Master Social Worker (LMSW)	4 (0.40%)	No	No
Certificate in School Administration	4 (0.40%)	No	No
Bio-Hazard Certification	4 (0.40%)	No	No

TOP 15 COMPETITIVE ADVANTAGE CERTIFICATIONS

Skill	Postings	Salary Premium	Competitive Advantage
Special Education Certification	92 (9.28%)	No	Yes

APPENDIX C

Per Student Tuition Calculations							Notes:
Accompaniment to SRBC Proforma Statements							
# of Credits for Program Completion		120					Enter total c
Program Level		Student Year - New to OU only					
Undergraduate	View Rates	Year 1	Year 2	Year 3	Year 4	Total	
Tuition Desc	Rate (Resident)						
UG LL CAS	\$ 485.75					0	Enter SCH cu
UG UL CAS	\$ 562.50					0	
UG LL SBA	\$ 506.50					0	
UG UL SBA	\$ 595.50					0	
UG LL SEHS	\$ 499.50					0	
UG UL SEHS	\$ 584.00	32	31	30	27	120	
UG LL SECS	\$ 517.00					0	
UG UL SECS	\$ 608.25					0	
UG LL SHS	\$ 499.50					0	
UG UL SHS	\$ 584.00					0	
UG LL SON	\$ 511.75					0	
UG UL SON	\$ 600.50					0	
GR	\$ 834.00					0	
PHD	\$ 839.00					0	
Total Credits / Student		32	31	30	27	120	
Tuition Revenue / Student		\$ 18,688	\$ 18,104	\$ 17,520	\$ 15,768	\$ 70,080	
Graduate Assistants		Year 1	Year 2	Year 3	Year 4	Year 5	
GR1							
Total Graduate Assistants		0	0	0	0	0	

Proforma - Most Likely					
	Year 1	Year 2	Year 3	Year 4	
New Student Count	10	10	20	20	
Description					
UG LL CAS	\$0	\$0	\$0	\$0	
UG UL CAS	\$0	\$0	\$0	\$0	
UG LL SBA	\$0	\$0	\$0	\$0	
UG UL SBA	\$0	\$0	\$0	\$0	
UG LL SEHS	\$0	\$0	\$0	\$0	
UG UL SEHS	\$186,880	\$367,920	\$730,000	\$1,068,720	\$
UG LL SECS	\$0	\$0	\$0	\$0	
UG UL SECS	\$0	\$0	\$0	\$0	
UG LL SHS	\$0	\$0	\$0	\$0	
UG UL SHS	\$0	\$0	\$0	\$0	
UG LL SON	\$0	\$0	\$0	\$0	
UG UL SON	\$0	\$0	\$0	\$0	
GR	\$0	\$0	\$0	\$0	
PHD	\$0	\$0	\$0	\$0	
Gross Tuition Revenue	\$186,880	\$367,920	\$730,000	\$1,068,720	\$

Proforma - Best					
	Year 1	Year 2	Year 3	Year 4	Year 5
New Student Count	10	10	25	25	25
Description					
UG LL CAS	\$0	\$0	\$0	\$0	\$0
UG UL CAS	\$0	\$0	\$0	\$0	\$0
UG LL SBA	\$0	\$0	\$0	\$0	\$0
UG UL SBA	\$0	\$0	\$0	\$0	\$0
UG LL SEHS	\$0	\$0	\$0	\$0	\$0
UG UL SEHS	\$186,880	\$367,920	\$823,440	\$1,252,680	\$1,515,480
UG LL SECS	\$0	\$0	\$0	\$0	\$0
UG UL SECS	\$0	\$0	\$0	\$0	\$0
UG LL SHS	\$0	\$0	\$0	\$0	\$0
UG UL SHS	\$0	\$0	\$0	\$0	\$0
UG LL SON	\$0	\$0	\$0	\$0	\$0
UG UL SON	\$0	\$0	\$0	\$0	\$0
GR	\$0	\$0	\$0	\$0	\$0
PHD	\$0	\$0	\$0	\$0	\$0
Gross Tuition Revenue	\$186,880	\$367,920	\$823,440	\$1,252,680	\$1,515,480

Preforma - Worst					
	Year 1	Year 2	Year 3	Year 4	Year 5
New Student Count	10	10	16	16	16
Description					
UG LL CAS	\$0	\$0	\$0	\$0	\$0
UG UL CAS	\$0	\$0	\$0	\$0	\$0
UG LL SBA	\$0	\$0	\$0	\$0	\$0
UG UL SBA	\$0	\$0	\$0	\$0	\$0
UG LL SEHS	\$0	\$0	\$0	\$0	\$0
UG UL SEHS	\$186,880	\$367,920	\$655,248	\$921,552	\$1,026,672
UG LL SECS	\$0	\$0	\$0	\$0	\$0
UG UL SECS	\$0	\$0	\$0	\$0	\$0
UG LL SHS	\$0	\$0	\$0	\$0	\$0
UG UL SHS	\$0	\$0	\$0	\$0	\$0
UG LL SON	\$0	\$0	\$0	\$0	\$0
UG UL SON	\$0	\$0	\$0	\$0	\$0
GR	\$0	\$0	\$0	\$0	\$0
PHD	\$0	\$0	\$0	\$0	\$0
Gross Tuition Revenue	\$186,880	\$367,920	\$655,248	\$921,552	\$1,026,672

SBRC Proforma Template

FY2023 Nc

Most Likely Scenario

	Year 1	Year 2	Year 3	Year 4	Year 5	
	10	10	20	20	20	Ente
Est. New Students to Program						
1st Year Cohort Revenue	\$ 186,880	\$ 186,880	\$ 373,760	\$ 373,760	\$ 373,760	
2nd Year Cohort Revenue	\$ -	\$ 181,040	\$ 181,040	\$ 362,080	\$ 362,080	
3rd Year Cohort Revenue	\$ -	\$ -	\$ 175,200	\$ 175,200	\$ 350,400	
4th Year Cohort Revenue	\$ -	\$ -	\$ -	\$ 157,680	\$ 157,680	
Gross Tuition Revenue	\$ 186,880	\$ 367,920	\$ 730,000	\$ 1,068,720	\$ 1,243,920	Calc
Less: Avg Financial Aid (30%)	\$ (56,064)	\$ (110,376)	\$ (219,000)	\$ (320,616)	\$ (373,176)	Oakl
Net Tuition Revenue	\$ 130,816	\$ 257,544	\$ 511,000	\$ 748,104	\$ 870,744	
Expenses						
Salaries						
Faculty Salaries	6101					Use
Visiting Faculty	6101					Use
Administrative Professionals	6201					Use
Clerical Technical	6211					Use
Administrative IC	6221					
Faculty Inload/Replacement Costs	6301					
Faculty Overload	6301					
Part-Time Faculty	6301		\$ 131,248	\$ 146,957	\$ 164,004	
Graduate Assistant	6311	\$ -	\$ -	\$ -	\$ -	
Casual/Temp	6401					
Out of Classification	6401					
Student Labor	6501					
Total Salary Expense		\$ -	\$ -	\$ 131,248	\$ 146,957	\$ 164,004
Fringe Benefits	6701	\$ -	\$ -	\$ 10,500	\$ 11,757	\$ 13,120
Total Compensation		\$ -	\$ -	\$ 141,748	\$ 158,714	\$ 177,124
Operating Expenses						
Supplies and Services	7101	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Graduate Tuition	7101	\$ -	\$ -	\$ -	\$ -	\$ -
E-Learning Support	7102					
Travel	7201					
Equipment	7501					
Maintenance	7110					
Recruitment and advertising	7101		\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Library	7401	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Total Operating Expenses		\$ 3,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000
Total Expenses		\$ 3,000	\$ 8,000	\$ 149,748	\$ 166,714	\$ 185,124
Net Income (Loss)		\$ 127,816	\$ 249,544	\$ 361,252	\$ 581,390	\$ 685,620

*The tuition calculations do not account for any attrition of students.

SBRC Proforma Template

FY2023

Best-Case Scenario

		Year 1	Year 2	Year 3	Year 4	Year 5
Est. New Students to Program		10	10	25	25	25
1st Year Cohort Revenue		\$ 186,880	\$ 186,880	\$ 467,200	\$ 467,200	\$ 467,200
2nd Year Cohort Revenue		\$ -	\$ 181,040	\$ 181,040	\$ 452,600	\$ 452,600
3rd Year Cohort Revenue		\$ -	\$ -	\$ 175,200	\$ 175,200	\$ 438,000
4th Year Cohort Revenue		\$ -	\$ -	\$ -	\$ 157,680	\$ 157,680
Gross Tuition Revenue		\$ 186,880	\$ 367,920	\$ 823,440	\$ 1,252,680	\$ 1,515,480
Less: Avg Financial Aid (30%)		\$ (56,064)	\$ (110,376)	\$ (247,032)	\$ (375,804)	\$ (454,644)
Net Tuition Revenue		\$ 130,816	\$ 257,544	\$ 576,408	\$ 876,876	\$ 1,060,836
Expenses						
Salaries						
Faculty Salaries	6101					
Visiting Faculty	6101					
Administrative Professionals	6201					
Clerical Technical	6211					
Administrative IC	6221					
Faculty Inload/Replacement Costs	6301					
Faculty Overload	6301					
Part-Time Faculty	6301			\$ 131,248	\$ 146,957	\$ 172,524
Graduate Assistant	6311	\$ -	\$ -	\$ -	\$ -	\$ -
Casual/Temp	6401					
Out of Classification	6401					
Student Labor	6501					
Total Salary Expense		\$ -	\$ -	\$ 131,248	\$ 146,957	\$ 172,524
Fringe Benefits	6701	\$ -	\$ -	\$ 10,500	\$ 11,757	\$ 13,802
Total Compensation		\$ -	\$ -	\$ 141,748	\$ 158,714	\$ 186,326
Operating Expenses						
Supplies and Services	7101	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Graduate Tuition	7101	\$ -	\$ -	\$ -	\$ -	\$ -
E-Learning Support	7102					
Travel	7201					
Equipment	7501					
Maintenance	7110					
Recruitment and advertising	7101		\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Library	7401	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Total Operating Expenses		\$ 3,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000
Total Expenses		\$ 3,000	\$ 8,000	\$ 149,748	\$ 166,714	\$ 194,326
Net Income (Loss)		\$ 127,816	\$ 249,544	\$ 426,660	\$ 710,162	\$ 866,510

SBRC Proforma Template

FY2023

N

Worst-Case Scenario

		Year 1	Year 2	Year 3	Year 4	Year 5	
Est. New Students to Program		10	10	16	16	16	En
1st Year Cohort Revenue		\$ 186,880	\$ 186,880	\$ 299,008	\$ 299,008	\$ 299,008	
2nd Year Cohort Revenue		\$ -	\$ 181,040	\$ 181,040	\$ 289,664	\$ 289,664	
3rd Year Cohort Revenue		\$ -	\$ -	\$ 175,200	\$ 175,200	\$ 280,320	
4th Year Cohort Revenue		\$ -	\$ -	\$ -	\$ 157,680	\$ 157,680	
Gross Tuition Revenue		\$ 186,880	\$ 367,920	\$ 655,248	\$ 921,552	\$ 1,026,672	Ca
Less: Avg Financial Aid (30%)		\$ (56,064)	\$ (110,376)	\$ (196,574)	\$ (276,466)	\$ (308,002)	
Net Tuition Revenue		\$ 130,816	\$ 257,544	\$ 458,674	\$ 645,086	\$ 718,670	
Expenses							
Salaries							
Faculty Salaries	6101						Us
Visiting Faculty	6101						
Administrative Professionals	6201						Us
Clerical Technical	6211						Us
Administrative IC	6221						
Faculty Inload/Replacement Costs	6301						
Faculty Overload	6301						
Part-Time Faculty	6301			\$ 131,248	\$ 146,957	\$ 158,324	
Graduate Assistant	6311	\$ -	\$ -	\$ -	\$ -	\$ -	
Casual/Temp	6401						
Out of Classification	6401						
Student Labor	6501						
Total Salary Expense		\$ -	\$ -	\$ 131,248	\$ 146,957	\$ 158,324	
Fringe Benefits	6701	\$ -	\$ -	\$ 10,500	\$ 11,757	\$ 12,666	
Total Compensation		\$ -	\$ -	\$ 141,748	\$ 158,714	\$ 170,990	
Operating Expenses							
Supplies and Services	7101	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	
Graduate Tuition	7101	\$ -	\$ -	\$ -	\$ -	\$ -	
E-Learning Support	7102						
Travel	7201						
Equipment	7501						
Maintenance	7110						
Recruitment and advertising	7101		\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	
Library	7401	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	**
Total Operating Expenses		\$ 3,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	
Total Expenses		\$ 3,000	\$ 8,000	\$ 149,748	\$ 166,714	\$ 178,990	
Net Income (Loss)		\$ 127,816	\$ 249,544	\$ 308,926	\$ 478,373	\$ 539,680	

*The tuition calculations do not account for any attrition of students.

APPENDIX D

**Program Proposal for Early Childhood
Education, B.S. (leading to a Michigan
Department of Education teaching certificate
Birth – Kindergarten/Pre-K – Grade Three)**

Submitted to the Committee on Instruction

April 2022

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a). RATIONALE

The Michigan Department of Education has recently changed its certification structure. Previously, students earned a Bachelor of Science in Elementary Education which covered Kindergarten to Grade 8. There was no certification for students interested in teaching Birth – Kindergarten. Given this recent development as well as an acute shortage of qualified teachers nationwide and in Michigan, and possible Federal funding for universal PK we envision a huge demand for qualified/certified early childhood teachers. In addition, Michigan is also experiencing a shortage of qualified Special Education teachers. The BK portion of the new MDE structure has a strong emphasis on special education.

We propose an Early Childhood Education, B.S. degree (leading to the Birth – Kindergarten/PK – Grade Three teaching certificate issued by the Michigan Department of Education) to be offered through the School of Education and Human Services. In addition, to make the program more marketable, we propose combining the PK – Three endorsement that students can add to their initial teaching certificate. Early childhood has traditionally covered Birth – Age 8. Research has indicated the longitudinal benefits of quality early childhood education (Schweinhart, 2013; Bakken, Brown & Downing, 2017). However, the benefits of preschool education seem to fade when there are inconsistencies in quality instruction once children enter school. A strong foundation in Birth to Kindergarten that continues into the early elementary years is thus crucial. In addition, this proposal focuses on the specialization (early childhood and special education) with grade bands as recommended by MDE.

Currently, students can add PK-3 and 3-6 grade bands as endorsements to their teaching certificates. This new proposal provides a choice for students.

Oakland University has a longstanding reputation for preparing excellent teacher candidates and is located in the metro Detroit area and serves students and schools across the tri-county area. Given this, we are in a very good position to attract students to this new program. Institutions across Michigan are proposing these new options and we believe that we are well prepared to do so as well. A needs analysis indicates an upward trend in teacher demand in Oakland, Macomb, Livingston and Wayne counties.

b). APPROVAL BY APPROPRIATE DEPARTMENTS

Attached are minutes from the departments of Human Development & Child Studies, Teacher Development & Educational Studies and Reading and Language Art that indicate that they have reviewed and recommend that the proposed program be approved. (See Appendix A).

The department of Teacher Education and Educational Studies (TDES) and Human Development & Child Studies (HDCS) will generate a marketing plan clearly identifying the unique features and career opportunities for each strand. In addition, we will work with the Office of Advising to best support students to be successful in their prospective

careers. The decision about selecting a specific grade band will be made by students when they begin Major Standing.

c). NEEDS ANALYSIS

A brief summary of the needs using Burning Glass indicates that in the last 21 months there were 991 job postings in Michigan. These included K – 12 teaching and Child Care Director positions.

Since this is a new certificate structure introduced by the Michigan Department of Education, it was not feasible to do a specific analysis for this particular area/strand of education.

Please see attached report generated by Burning Glass for details – Appendix - B

d) & e). COST ANALYSIS & PROJECTED BUDGET FOR 5 YEARS

Please see attached report prepared by Dr Leigh Dzwik – Appendix - C

f). DESCRIPTION OF PROGRAM

Students enrolled in this program will take a minimum of 120 credits. The breakdown is shown below.

General Education – Students are required to fulfill General Education requirements.

Professionalism courses – 4 credits

- EED 1000 – Careers in Teaching (1 credit)
- EED 2000 – Teaching & Learning *in Elementary Schools* (3 credits)

Pre-content courses – 16 credits

- MTE 2100 Math for Elementary Education I (3 credits)
- MTE 2111 Math for Elementary Education II (4 credits)
- EED 2400 Science for Elementary Teachers (3 credits)
- EED 2500 Social Studies for Elementary teachers (3 credits)
- RDG 2200 Children's Literature (3 credits)

Professional Sequence credits – 57 credits including student teaching.

Please see Table 1 for the rubric, title of course, number of credits and year in which each course will be taken. The syllabi for the Professional Sequence courses are included in Appendix D

Table 1

Rubric	Name of Course	Credits
Junior 1		
EC 3331	Child Development Birth. – Age 8: Typical & Atypical	3
EC 3332	Learning Through Play	3
EC 3333	Infant & Toddler Development & Programs	3
EC 3334	Early Language & Literacy Birth to Age 4: Content & Pedagogy	3
EC 3335	Seminar 1 - Core Teaching Practices	3
Junior 2		
RDG 3200	Emergent Literacy	3
EC 3337	Early intervention & Early Childhood Special Education	3
EC 3338	Math for Young Children Content & Pedagogy	3
EC 3339	Building Children’s Resilience: From Trauma Informed to Trauma-sensitive Approaches to ECE	3
EC 3340	Seminar 2 - Professionalism & Collaboration	3
Senior 1		
EC 4441	Culturally Responsive Education: The role of Family, Culture & Community	3
EC 4442	Social Studies for Young Children: Content & Pedagogy	3
EC 4443	Science for Young Children: Content & Pedagogy	3

EC 4444	Mathematics: Teaching Pre-Kindergarten to Third Grade	3
EC 4445	Seminar 3 - Social-Emotional Learning & DEI	3
Senior 2		
EC 4446	Seminar 4 Reflective Practice and Well Being	3
EC 4950	Internship in BK/PK 3	9

g). FORECASTED IMPACT ON OTHER PROGRAMS OFFERED THROUGH SEHS

It is expected that this new program will impact the program offered by TDES – the PK-3/3-6 grade band. However, we believe that it will provide another option for students interested in working in the early elementary grades. In addition, we have worked in conjunction with faculty from TDES and RDG departments to ensure that the syllabi developed meet the standards and prepare students to work in the the lower elementary grades.

h). LETTERS FROM PROFESSIONAL ORGANIZATIONS

See attached in Appendix E

i). ACCREDITATION

The School of Education and Human Services put forth all initial teacher preparation programs for national accreditation through the Council for the Accreditation of Educator Preparation (CAEP) in the spring of 2020. All initial teacher preparation programs were accredited by CAEP through Fall 2027. This accreditation included the Early Childhood program that led to a State of Michigan teaching certification with the Early Childhood - General and Special Education (ZS) endorsement. Due to the State of Michigan updating the early childhood teaching standards and changing the structure of teacher licensure in the state, the Early Childhood - General and Special Education (ZS) endorsement will be replaced by the newly proposed program. Thus, the new program will be reviewed as an initial teacher preparation program by CAEP in the Fall 2027 review when the School of Education and Human Services is due for the next round of accreditation review. Additionally, all programs reviewed by CAEP are simultaneously reviewed by the State of Michigan and earn ongoing state approval to allow Oakland University to recommend graduates for licensure.

j). ASSESSMENT PLAN

The School of Education and Human Services uses four key assessments across all initial teacher preparation programs to assist with continuous improvement, ongoing State of Michigan Approval and Council for the Accreditation of Educator Preparation (CAEP) accreditation. All programs use the Professional Behaviors Assessment (PBA), The Student Learning Analysis (SLA) and the Candidate Preservice Assessment of Student Teaching (CPAST).

The Professional Behaviors Assessment (PBA) is used at three points in a teacher candidate's program (early, intermediate, and advanced) in conjunction with their clinical placements. This assessment is used to communicate and assess teacher candidates' dispositions. The PBA is completed as a self-assessment, by the instructor and by the mentor teacher on all three occasions in the program. The Student Learning Analysis (SLA) is typically completed towards the end of the program and is used to assess teacher candidates' ability to impact the learning and growth of their students and is typically completed toward the end of the program. The Candidate Preservice Assessment of Student Teaching (CPAST) is an observational performance assessment completed twice during the student teaching semester by the teacher candidate, the mentor teacher, and the university supervisor. The CPAST measures six areas of teaching including, pedagogy, instructional delivery, assessment, analysis of teaching, professional dispositions, professional relationships, and critical thinking.

Finally, each program analyzes the outcomes of the Michigan Test for Teacher Certification (MTTC), which is the State of Michigan required licensure test for teacher certification in Michigan.

The State of Michigan requires that each program implement the teaching and assessment of the Core Teaching Practices. The initial teacher preparation programs with input from all programs and departments is working on developing unit wide key assessments related to the Core Teaching Practices. This work is being completed in the Content and Pedagogy Committee. While the unit wide key assessments make up the base of our assessment plan, the early childhood program will also develop program specific assessments to which directly measure outcomes unique to early childhood such as child development, early childhood special education, infant and toddler assessment and subject specific assessment. Specifically, program specific assessments will include Classroom Coach, DEC Recommended Practices, Inclusive Classroom Profile (Early Intervention/ECSE) and Zero to three Competencies (Infant /Toddler)

Unit wide key assessments and program specific assessments are collected using the VIA (Student Learning and Licensure) assessment system and, unit key assessments are reported on the School of Education and Human Services (SEHS) Data Access Website and will be reviewed regularly by the early childhood area.

References

- Bakken, L, Brown, N. & Downing , B. (2017) Early childhood education: The long-term benefits. *Journal of Research in Childhood Education*, 31:2, 255-269, DOI: 10.1080/02568543.2016.1273285
- Scweinhart, L. (2013) Long-term follow-up of a preschool experiment. *Journal of Exp Criminol*, 9:389-409, DOI: 10.1007/s11292-013-9190-3

EC 3331 - Child Development Birth to Age 8: Typical & Atypical Hours of credit: 3
--

Instructor: TBD
Class Meetings: TBD
Class Location: TBD
Office: TBD
Office ☎: (248) 370-
E-mail: TBD
Office Hours: TBD

Course Description: This course focuses on the social, emotional, cognitive, physical & linguistic development of children from birth to age 8. The focus will be on theories of development as well as developmental milestones.

Course Objectives: Upon completion of the course students will be able to:

- Demonstrate knowledge of social-emotional development, cognitive development, physical & motor development, and linguistic development.
- Understand the interrelationship between these areas of development
- Understand typical & atypical development.
- Understand developmental milestones and use authentic assessment to document children's development
- Apply knowledge of child development to include developmentally appropriate experiences for children
- Describe the contributions of major theorists as they relate to the development of social-emotional, cognitive, physical, and linguistic development

Textbook:

Puckett, M., Black, J., Wittmer, D. & Petersen, S. (2009). *Young Child, The: Development from Prebirth Through Age Eight* (5th ed.). Merrill.

Recommended Reading:

Michigan Early Childhood Standards- Infants & Toddlers and Preschoolers
http://www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf
https://www.michigan.gov/documents/mde/ECSQ_IT_approved_422341_7.pdf
<https://wida.wisc.edu/sites/default/files/resource/connection-michigan.pdf>

Course Outline by topic:

- Definition & importance of early childhood education
- Theories of child development
- Contribution of research literature to the development of the early childhood professional
- Approaches to studying young children & documenting and recording child behavior and development

- Heredity & Environment
- Prenatal period & the neonate
- Infants & toddlers – physical & motor development (typical & atypical)
- Infants & toddlers - cognitive, language and literacy development (typical & atypical)
- Infants & toddlers – social & emotional development (typical & atypical)
- Early Childhood (2-5 years) physical & motor development (typical & atypical)
- Early Childhood (2-5 years) cognitive, language and literacy development (typical & atypical)
- Early Childhood (2-5 years) social & emotional development (typical & atypical)

Methods of instruction:

- Lecture
- Discussions – in class & online
- Small group

Assignments & Grades:

Multiple activities will be used to assess your performance. The tasks and weights used to evaluate your performance are:

Activities:	<u>Points</u>
Attendance & Class Participation	10
Observations & written analysis of infant/toddler	10
Observations & written analysis of 2 -3year old	10
Observations & written analysis of 4 -5 year old	10
Observations & written analysis of 6 -8 year old	10
Development and implementation of lesson plan & Reflective paper on its effectiveness	20
Case Study of atypically developing child	20
Presentation of research article	10
Total	100

Details of Assignments

Observation & analysis

Four narrative observations (running record or anecdotal record) that reflect physical, cognitive & social-emotional development of children birth – age 8.

Each observation should include:

- Written observation
- Developmental stage reflected in the observation
- Role of Early Childhood Professional
- Developmentally appropriate activities

The written observation should be followed by the developmental stage (theory) that you have observed.

Based on those stages, recommend what the early childhood professional can do to facilitate development in each of the areas.

Recommend 2-3 developmentally appropriate activities appropriate for each stage.

Development & implementation of lesson plan & reflection paper on its effectiveness:

Develop lesson plans in the areas of cognitive development, social-emotional development, language development and physical development

Case Study of atypically developing child:

In class PowerPoint Presentation of an atypically developing child – Include background information, IFSP/IEP goal, Interventions used by the classroom teacher to achieve goals.

Core Teaching Practices:

1. Explaining and modeling content, practices, and strategies (EMC)
2. Eliciting and interpreting individual students' thinking (EIST)
3. Checking student understanding during and at the conclusion of lessons (CSU)

Clinical Apprenticeship: Flex hours

This course will include 5 hours of student contact experiences. These contact hours may take the form of direct interactions, planning, engagement with parents and community.

Grading Scale

Grade	Honor Points	Percentage
A	4.0	93-100
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1.0	65-66

Alignment of Standards and Assignments/Assessments

Standards	Assignments/Assessments	CTP
Support the whole child through knowledge and understanding of young children's characteristics and needs, including multiple interrelated areas of child development and learning, learning processes, and motivation to learn. (FC. 1 A)	Observations and analysis of infants, toddlers, preschool and school-age children. Written analysis of observations in formal paper	EIST
Demonstrate knowledge and understanding of the multiple influences on development and learning of the whole child, including but not limited to: cultural and linguistic context, social-emotional needs, traumatic experiences, health status and disabilities, peer and adult relationships; children's individual and developmental variations, play, family and community characteristics; the influence and impact of technology and the media (FC. 1B)	Develop and implement appropriate lessons for children and reflective paper on effectiveness	CSU
Identify and differentiate between the various contributions of research findings and developmental theories that shape the field of child development. (WCD 1. A).	Class lectures and in class discussions	EMC EIST CSU
Explain how the dynamic interaction between biological maturation and experience impact children's development. (WCD 1. B).	Class Discussion	EMC EIST CSU
Describe how early experiences, including relationships, educational practices, interactions and strategies, can help strengthen or weaken the architecture of children's developing brains and brain wiring. (WCD 1. C).	Compare and contrast theoretical and research base of two or more early intervention programs	EMC

<p>Identify and explain the characteristics of typical and atypical whole child development from birth through age five, including the developmental milestones of physical, social-emotional, aesthetic, cognitive, and language development; the interconnected nature between different areas of development and the progression toward greater ability and complexity in self-regulation (including executive function skills and effortful control), and symbolic thinking; and variation in rates of development that occur among children. (WCD. 1.D.)</p>	<p>Observations and analysis of toddlers, preschool and school age children.</p> <p>Application will include students using their awareness of children's present functioning levels in relation to goals and expectations in order to modify the environment. For e.g. using picture schedules, adaptation of physical environment and varied modalities of representation</p> <p>Written analysis of observations in formal paper</p>	<p>EIST</p>
<p>Identify key elements of prenatal growth and development, and their impact on the typical and atypical development of a child such as prenatal periods, role of maternal and paternal heredity/genes, genetic abnormalities/disorders, screening; maternal diseases, disorders, screening; teratogens (substances, environment); methods and complications of labor/delivery; and neonatal risk factors. (WCD. 1. E)</p>	<p>Class lecture and discussions</p>	<p>EIST CSU</p>
<p>Recognize how the following characteristics have profound influences on all developmental domains, their respective developmental milestones, and the dynamic interaction across domains: how young children grow, develop and learn; general characteristics of birth through kindergarten; typical and atypical growth and development; and how children develop and learn over time. (WCD. 2. A)</p>	<p>Case study of a typically developing child</p>	<p>CSU</p>
<p>Demonstrate understanding of the implications for development in early learning of common learning</p>	<p>Case study of an a typically developing child</p>	<p>CSU EIST</p>

<p>challenges and disabilities in young children, including their etiology, characteristics and classification of common disabilities (speech language impairment, cognitive impairment, learning disabilities, autism spectrum disorder, physical disabilities, visual impairment, deaf and hard of hearing, and emotional impairment), how to respond appropriately to these signs, and their implications for development and learning in the early years. (WCD. 2. B)</p>		
<p>Demonstrate knowledge of how young children differ in their development and approaches to learning by: identifying differences and similarities in abilities and skills across developmental domains detailing the impact of adult interactions and parenting styles on children's development, abilities and skill sets; and understanding the impact of secure consistent relationships and positive attachment on children's development. (WCD. 2. C)</p>	<p>Develop and implement appropriate lessons for children and reflective paper on effectiveness</p>	<p>CSU EIST</p>
<p>Provide appropriate learning environments that are responsive to children, birth through Kindergarten, with typical and atypical developing characteristics and children who are English language learners. (NIE. 1 A)</p>	<p>Design an appropriate learning environment for typical children and modifications for children with special needs.</p>	<p>EIST</p>

EC 3332 - Learning Through Play Hours of credit: 3

Instructor: TBD

Class Meetings: TBD

Class Location: TBD

Office: TBD

Office ☎: (248) 370-

E-mail: TBD

Office Hours: TBD

Course Description: This course focuses on the importance of play in all areas of children's development. Also addressed is the role of the teacher in supporting and scaffolding children while they play.

Course Objectives: Upon completion of the course students will be able to:

- Articulate how play is the primary avenue for children's learning
- Design, sequence, and implement play-based learning experiences
- Demonstrate knowledge of the value of play, skill in play interactions, and an understanding of how children use play to translate experience into understanding
- Promote and provide time for daily open ended, self-selected play.
- Explain the multiple forms of play as part of children's development and learning, supporting opportunities to practice newly acquired skills and incorporating supportive and assistive technologies when appropriate.
- Explain the various forms of play from a social and cognitive perspective
- Interact with children during play to scaffold their thinking, and learning
- Provide adequate and uninterrupted time for children to engage in play each day
- Provide age-appropriate materials for children's choice and exploration.
- Ensure that the contribution and importance of play to children's development, learning, and overall well-being is reflected in the daily experiences and activities planned and provided for children
- Use knowledge of children's shared interests and temperaments to facilitate play among peers
- Create opportunities for children to express varied emotions through play and learn how to recognize emotions in others. Use knowledge of children's shared interests and temperaments to facilitate play among peers.
- Advocate for the importance of play to parents, families, peers and other stakeholders

Textbook:

Van Hoorn, J., Nourat, P., Scales, B., & Alward, K. (2015). *Play at the Center of the Curriculum (6th edition)*. Pearson.

Course Outline by topic:

- Play and Developmentally Appropriate Practice
- Play at the Center of early childhood curriculum
- Play and impact on development
- Play & development – theoretical perspectives
- Setting the stage for play
- Interactions with children during play
- Scaffolding learning through play
- Play as a tool of assessment
- Incorporating math, literacy, language, science and the arts in play
- Outdoor play
- Play materials
- Integrating play, development and practice

Methods of instruction:

- Lecture
- Discussions – in class & online
- Small group

Assignments & Grades:

Multiple activities will be used to assess your performance. The tasks and weights used to evaluate your performance are:

Activities:	<u>Points</u>
Written paper	30
Parent newsletter	10
Design a classroom environment	10
Observations of children	20
Using play to meet IFSP and IEP goals	20
Advocacy for play	10
Total	100

Details of Assignments

1. Play Based Experiences (3 in total) Design and implement a play-based experience for Infants, toddlers and Pk -K children focusing on one of the following – Physical development, language development, cognitive development, and special development. You need to submit 3 written papers on play-based experiences for three different age groups. Do not use the same area of development for each age category.
2. Parent newsletters on the value of play and how it contributes to all areas of development.

3. Design a classroom environment with materials. Provide a rationale for the spaces you design and for the materials you include.
4. Observations of children. Observe children during play in each of the three age categories – Infants, 2 – 3 year and 4 - 5 year. Describe how you plan to scaffold the child's play and include 2 activities/experiences that would enhance this development.
5. Using play to meet IFSP and IEP goals. Identify an IFSP goal for a child from birth - age 3 AND an IEP goal for a child ages 3 – 8. Describe how each of the goals can be accomplished through a play-based activity.
6. Advocacy for play – write a letter to your principal explaining why you are including play-based experiences for your kindergarten and/or first grade children.

Core Teaching Practices:

1. Leading a group discussion (LGD)
2. Explaining and modeling content, practices, and strategies (EMC)
3. Eliciting and interpreting individual students' thinking (EIST)
4. Setting up and managing small group work (MSG)
5. Building respectful relationships with students (BRR)
6. Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction
7. Checking student understanding during and at the conclusion of lessons (CSU)

Clinical Apprenticeship: Flex hours

This course will include 5 hours of student contact experiences. These contact hours may take the form of direct interactions, planning, engagement with parents and community

Grading Scale

Grade	Honor Points	Percentage
A	4.0	93-100
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1.0	65-66

Alignment of Standards and Assignments/Assessments

Standard	Assignment	CTP
Articulate how play is the primary avenue for children's learning across all domains, content areas, and for developing self-regulation. (WCD 3.A.)	Parent newsletter	
Design, sequence, and implement play-based learning experiences supported by knowledge of theory and research in child development for infants, toddlers, preschoolers, and kindergarten children. (WCD 3.B.)	Written paper focusing on an area of development	EIST
Demonstrate knowledge of the value of play, skill in play interactions, and an understanding of how children use play to translate experience into understanding. (WCD 3.C)	Parent newsletter Using play to meet IFSP and IEP goals	EMC
Promote and provide time for daily open ended self-selected play. (WCD 3.D.)	Designing classroom environment and reflection paper	MSG BRR
Explain the multiple forms of play as part of children's learning (e.g., imitative play and social referencing in infants; solitary, parallel, social, cooperative, onlooker, fantasy, physical and constructive play to develop symbolic and imaginative thinking, peer relationships, language, creative movement, and problem-solving skills). (WCD 3.E.)	Written paper focusing on an area of development	EIST
Considering multiple audiences, including families, describe the characteristics of play as a pedagogical tool which enables children to enjoy learning and do so in a conceptually rich fashion. (WCD 3.AF)	Parent newsletter Advocacy paper	
Interact with children during play to scaffold children's thinking, to model appropriate behaviors for those who need assistance, to help children become better play partners, and to use play to translate experience into understanding. (WCD 3.G.)	Assignment on Observing and scaffolding children's play	EIST CSU

<p>Provide adequate and uninterrupted time for children to engage in play each day, including age-appropriate extended blocks of time designated for child choice, play, and exploration. (WCD 3.H.)</p>	<p>Designing classroom environment and reflection paper</p>	<p>BRR</p>
<p>Ensure that the contribution and importance of play to children's development, learning, and overall well-being is reflected in the daily experiences and activities planned and provided for children. (WCD 3.I.)</p>	<p>Written paper focusing on an area of development</p>	<p>EIST</p>
<p>Demonstrate the ability to challenge children and to use scaffolding strategies to advance each child's optimal development and learning, supporting many opportunities to practice newly acquired skills, incorporating supportive and assistive technologies when appropriate. (FC.1.H)</p>	<p>Assignment on Observation and scaffolding children's play</p>	<p>EIST CSU</p>
<p>Use knowledge of children's shared interests and temperaments to facilitate play among peers. (WCD 4. F)</p>	<p>Assignment on Observation and scaffolding children's play</p>	<p>EIST</p>
<p>Create opportunities for children to express varied emotions, including through play, and learn that expressing all emotions is acceptable; for children to define emotions, identify their own emotions and situations that bring about these emotions, learn about how to recognize the emotions of others. Use knowledge of children's shared interests and temperaments to facilitate play among peers. (WCD 4. I)</p>	<p>Assignment on Observation and scaffolding children's play</p>	<p>BRR EIST</p>

EC 3333 Infant and Toddler Development & Programs Hours of credit: 3

Instructor: TBD

Class Meetings: TBD

Class Location: TBD

Office: TBD

Office ☎: (248) 370-

E-mail: TBD

Office Hours: TBD

Course Description: This course focuses Infant and Toddler (I/T) development across multiple domains. There is a focus on components of I/T environments such as physical space and appropriate material, embedded responses, interactions, teaching and activities in daily routines, and interpersonal relationships that build security and encourage cognitive, language, physical and social development.

Course Objectives: Upon completion of the course students will be able to:

- Demonstrate understanding that experiences during the first three years of life shape later years development.
- Explain components of responsive caregiving during the birth-three years, and the impact of responsive caregiving on a variety of developmental domains
- Describe a holistic approach to caring for infants and toddlers
- Provide examples of the interrelated nature of developmental areas.
- Articulate both the general developmental patterns of children from birth to three and children's individual differences in rate and sequence of developmental markers or milestones.
- Understand and demonstrate essential and observable skill sets that effective early educators use to optimize babies' and toddlers' social emotional, cognitive and language and literacy development
- Recognize and respond to the additional needs of children from high-needs populations, who are dual-/multi-language learners and who have or are at risk for having special needs.
- Identify and demonstrate strategies for partnering with families of young children
- Identify and demonstrate strategies for collaborating with colleagues from various sectors serving very young children
- Assess infant and toddler environments and materials in terms of protecting, engaging, challenging, and nurturing learning and development.

Textbook:

Koralek, D. & Groves-Gillespie, L. (eds.) (2011) Spotlight on Infants and Toddlers.
Washington, D.C.: NAEYC

ISBN: 978-1-928896-76-0

Gonzalez-Mena, J. & Widmeyer Eyer, D. (2018) Infants, Toddlers and Caregivers:
Curriculum Relationship New York, NY: McGraw-ISBN: 1259870464

Recommended/Supplemental Readings and Resources:

Michigan Early Childhood Standards of Quality for Infant and Toddler Programs

https://www.michigan.gov/documents/mde/ECSQ_IT_approved_422341_7.pdf

Essential Instructional Practices in Language and Emergent Literacy: Birth to Age

<https://literacyessentials.org/literacy-essentials/the-essentials/essential-instructional-practices-in-language-and-emergent-literacy-birth-to-age-3/>

practices-in-language-and

emergent-literacy-birth-to-age-3/

Zero to Three Critical Competencies for Infant-Toddler Educators

<https://www.zerotothree.org/resources/345-zero-to-three-critical-competencies-for-infant-toddler-educators>

toddler-educators

Great Books to read to Infants and Toddlers

<https://www.naeyc.org/our-work/families/great-books-read-infants-and-toddlers>

Great Start Collaborative Oakland County – Sing – Say – Point- Play

<https://www.greatstartoakland.org/family-resources/family-services/early-learning/sing-say-point-play>

say-point-play

Harvard Center

EX: <https://developingchild.harvard.edu/translation/how-to-5-steps-for-brain-building-serve-and-return>

serve-and-return

Course Outline by topic:

- Early experiences shape later development
- Developmental patterns of development in infants and toddlers
- Interrelationships of developmental domains
- What are components of responsive caregiving?
- What is a Holistic approach?
- Focus on Supporting Social and Emotional development
- Focus on Supporting Cognitive Development
- Focus on Language and Literacy Development
- Essential and observable skills for supporting development
- Infant and toddler assessment
- Guidelines from the field – NAEYC, CDA, DEC, Head Start Framework, PICT, AIMH, ECST-IT
- Assessments of infant and toddler settings
- Partnering with families
- Collaborating with colleagues

Methods of instruction:

- Lecture
- Discussions – in class & online
- Case studies and scenario analysis
- Program Evaluation
- Observation/Interaction/Reflection
- Video review and analysis
- Video review and analysis
- Video of teaching/interaction with self-reflection

Assignments & Grades:

Multiple activities will be used to assess your performance. The tasks and weights used to evaluate your performance are:

Assignments	Points
Attendance and Class Participation	10
Discussion Forums (6 x 5 points each)	30
Observations/Interactions/Reflections (Community Visits) (3 x 15 points each)	45
Knowledge Assessments (5x5 points each)	25
Environmental Assessment (2 x 15 points each)	30
From observation to exploration – adding Materials	10
Video of interaction with reflection	20
Family Poster Session	30
TOTAL	200

Details of Assignments

Class attendance and participation Students are expected to attend all face to face or online SYNCHRONOUS classes and participate in the ASYNCHRONOUS Moodle course environment via discussion boards and other activities by the due dates

Discussion Forums/Responses to Readings, videos, etc. Students will read an assigned textbook chapter(s) and/or additional readings, or view a video, then post their feedback per instructions. Responses need to contribute to substantially new ideas, insights, or information to receive full credit.

Observations/Interactions/Reflections Students will visit community settings which may include schools, parent groups, playgroups, advocacy groups where families and children are participating. Using a semi-structured observation format, students will document the setting, interactions and processes and write a reflection about this experience

Knowledge Assessments Students will complete brief knowledge assessments (i.e. quizzes) in class or via Moodle about a variety of key components of infant and toddler development and care

Environmental Assessments Students will complete portions of assessment tools focused on evaluating Infant and Toddler environments

From observation to exploration – adding Materials Students will add a materials to an infant or toddler setting based on an observation of a child/children. The material should reflect interest(s), enrich experiences, and expand ways for children to explore and learn.

Video of interaction with reflection Students will videotape themselves interacting with an infant or toddler and using a rubric focused on components of responsive caregiving, reflect on their skills, approaches and strategies

Family Poster Session In pairs or small groups, student will create a poster or slide presentation on a topic related to language and emergent literacy to be shared in person or virtually with a group of families (e.g. G.S. Parent Coalition, Play groups, etc.)

Core Teaching Practices:

- Leading a group discussion (LGD)
- Explaining and modeling content, practices, and strategies (EMC)
- Eliciting and interpreting individual students’ thinking (EIST)
- Setting up and managing small group work (MSG)
- Building respectful relationships with students (BRR)
- Learning about students’ cultural, religious, family, intellectual, and personal experiences and resources for use in instruction (LAS)
- Checking student understanding during and at the conclusion of lessons (CSU)

Clinical Apprenticeship : Flex hours

This course will include 10 hours of student contact experiences. These contact hours may take the form of direct interactions, planning, engagement with parents and community TBD

Grading Scale

Grade	Honor Points	Percentage
A	4.0	93-100
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1.0	65-66

Alignment of Standards and Assignments/Assessments

B-K Standard(s)	Assignments	CTPs
<p>IT.1 General Considerations in Infant Toddler Content and Pedagogy</p> <p>A. Understand educating and caring for infants and toddlers requires a holistic approach and demonstrate classroom practices that support this approach.</p> <p>B. Create environments that protect, engage, challenge and nurture all aspects of infant and toddler learning and development.</p> <p>C. Understand that activities and experiences can be beneficial as long as they remain within infants' and toddlers' capacities for interest and attention.</p> <p>D. Understand and implement practices to support the five strands of infant and toddler development and learning (Well-being, Belonging, Exploration, Communication and Contribution), that are described in the Early Childhood Standards of Quality for Infant and Toddler Programs.</p> <p>E. Understand that all learning and development in infancy and toddlerhood is intimately connected to responsive caregiving practices and the role of the educator is to promote quality relationships with primary caregivers.</p>	<p>Readings, Discussion Forums Environmental Assessment</p> <p>Adding a Material</p> <p>Knowledge assessments Adding a Material Family Poster</p> <p>Readings, Discussion Forums Adding a Material</p> <p>Knowledge Assessments Video reflection</p> <p>Environmental Assessments Adding a Material</p> <p style="text-align: center;">↓</p>	<p>EMC EMC</p> <p>EMC EIST BRR</p> <p>BRR LAS</p> <p>EMC EIST CSU</p> <p>EMC EIST BRR</p> <p>EMC</p>
<p>IT2. Supporting Cognitive Development</p> <p>A. Facilitate infants' and toddler's exploration and concept development by promoting sensory exploration of a wide variety of materials, demonstrating functional and unique ways to use objects, and providing appropriate labels for attributes and concepts children encounter.</p> <p>B. Facilitate infants' and toddlers' exploration of concepts such as means-end and cause and effect by prompting</p>	<p>Video reflection</p> <p style="text-align: center;">↓</p>	<p>EMC LAS</p>

<p>and offering specific verbal or non-verbal information or guidance</p> <p>C. Organize and provide experiences that increase infants' and toddlers' understanding of the world around them,</p> <p>D. Provide experiences with the specific intent to build new ideas and build knowledge of concepts such as fill/dump, up/down</p> <p>E. Plan experience for children 18 months and older that introduce a wide variety of areas such as counting, sorting and matching and exploring different states of matter (liquid/solid), textures and colors</p> <p>F. Promote imitation and symbolic representation by imitating sounds, facial expressions and gestures of infants, talking about things that are not present, and using props to represent real life items.</p> <p>G. Support infants' and toddlers' reasoning and problem solving by modeling and encouraging children to persist with tasks and to predict, explain and reason about the people and world around them.</p> <p>H. Utilize strategies to support problem solving such as simplifying problems, giving clues and modeling solutions.</p>		
<p>IT3. Supporting Language and Literacy Development</p> <p>A. Promote language and communication exchange by responding to young children's earliest attempts to communicate their emotional, physical and social needs.</p> <p>B. Watch for and respond appropriately to infants and toddlers verbal and nonverbal responses to promote back and forth conversational interaction.</p> <p>C. Use comments and questions to initiate or extend conversations that build on children's interests or activities.</p>	<p>Readings, Discussion Forums Knowledge Assessments Family Poster Video Reflection Observation/Interaction/Reflection Environmental Assessment</p>	<p>EMC EIST BRR LAS CSU</p>

D. Purposely use language to narrate their own actions and those of the children in their group.

E. Repeat and extend children's language by imitating young children's babbling, expanding toddlers' utterances, adding words and modeling complete sentences in context.

F. Use language throughout the day for many purposes including to communicate, to calm, to prepare for transitions, to play, to socialize, and to help children solve problems.

G. Use language to add richness to children's everyday experiences and to expand their understanding processes, terms and concepts.

H. Frequently engage children in book exploration, storytelling and reading activities with a wide variety of books.

I. Point to pictures while labeling them, using facial expression, varied vocal tone and gestures to communicate the meaning of words.

J. Ask toddlers 18 months and up questions about the pictures of plot of a book and provide them opportunities to complete predictable sentences or rhyming phrases while reading aloud.

K. Share many forms of children's literature including poems, songs, finger plays and word play.

L. Use songs that model rhyming, contain alliteration, and enhance predictive sequencing.

M. Demonstrate knowledge of the importance of the children's use of their first or home language(s) and dialect(s) and development of additional languages and literacies, and build upon children's use of their first or home language(s).

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EC 3334 – Early Language & Literacy Birth – Age 4: Content & Pedagogy
Hours of credit: 3

Instructor: TBD
Class Meetings: TBD
Class Location: TBD
Office: TBD
Office ☎: (248) 370-
E-mail: TBD
Office Hours: TBD

Course Description: This course focuses on the language, literacy, and linguistic development of children from birth to age 4. This course includes the Essential Instructional Practices in Early Literacy Birth to Age 3 and Prekindergarten.

Course Objectives: Upon completion of the course students will be able to:

- Define literacy and emergent literacy and the teacher's role in promoting oral language development, phonological awareness, comprehension, emergent writing, authentic literacy experiences, digital text/tools, culturally relevant texts, early literacy assessment, analysis, and how this informs learning and instruction.
- Describe early literacy and language development theories.
- Define literacy environments for children.
- Describe authentic assessment and documentation.
- Summarize vocabulary development and the interrelated nature of literacy.
- Examine and discuss observed classroom lessons/activities with literacy development.
- Examine relevant Michigan Early Childhood Standards in language and literacy.
- Discuss literacy and language development with students' strengths and needs in mind, and incorporating family's funds of knowledge.
- Explain how the teacher can integrate the children's culture into meaningful literacy experiences.
- Identify and discuss family engagement with literacy and language development of environments and materials.
- Identify and select appropriate literature for children.
- Explain the importance of play in learning language and literacy.
- Examine and discuss early intervention and children with special needs in early language and literacy development and classroom activities.

Textbook:

Schickedanz, J.A., Collins, M.F. (2013). *So much more than the ABCs: The early phases of reading and writing*. Washington, DC: National Association for the Education of Young Children.

Recommended Reading:

- Michigan Early Childhood Standards-Infants and Toddlers
https://www.michigan.gov/documents/mde/ECSQ_IT_approved_422341_7.pdf
- Michigan Early Childhood Standards-Preschool
http://www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf

Important URL Sites to Review:

- **Essential Practices in Emergent Literacy:**
- Prekindergarten: <https://literacyessentials.org/literacy-essentials/the-essentials/essential-instructional-practices-in-early-literacy-prekindergarten/>
- Grades K - 3: <https://literacyessentials.org/literacy-essentials/the-essentials/essential-instructional-practices-in-early-literacy-grades-k-to-3/>
- National Association for the Education of Young Children (NAEYC)
<http://www.naeyc.org/>
- Division for Early Childhood (DEC) <http://www.dec-sped.org/dec-recommended-practices>
- **Equity in Literacy in Michigan**
https://www.michigan.gov/documents/mde/Equity_in_Literacy_714794_7.pdf
- **WIDA: Can Do Descriptors**
<https://wida.wisc.edu/sites/default/files/resource/CanDo-Descriptors-Early-Years.pdf>
- **WIDA: The English Language Learner Can Do Booklet**
<https://wida.wisc.edu/sites/default/files/resource/CanDo-Booklet-PreK-K.pdf>

Course Outline by topic:

- Literacy Learning Environments
- Culturally Responsive Practices in Literacy
- Literacy Curriculum Design and Assessment
- Motivation and Engagement
- Print Concept
- Phonological Awareness
- Phonics
- Letter Knowledge and Spelling
- Letters & Words Recognition
- Vocabulary
- Handwriting
- Comprehension
- Early Writing Composition
- Speaking and Listening

Methods of instruction:

- Lecture
- Discussions – in class & online
- Small group

Assignments & Grades:

Multiple activities will be used to assess your performance. The tasks and weights used to evaluate your performance are:

Activities:	<u>Points</u>
1. Attendance & Class Participation	60
2. Chapter Experts	80
3. Concepts of Print Activity	20
4. Transition Activity	20
5. Book Creation Activity	20
6. Alphabetic Principle Mini Lesson Creation and Implementation	50
7. Phonics Small Group Lesson Creation and Implementation	50
8. Vocabulary and Comprehension Activity and Implementation	50
9. Mark-Making Center Activity and Implementation	50
10. Interactive Writing Lesson Creation and Implementation	50
11. Mock Day Final Project	100
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Total	550

Details of Assignments**1. Chapter Experts – 80 points (10 pts per week)**

There are 8 chapters in the textbook. You will be a “chapter expert” for each chapter. You will choose a topic you found interesting in the chapter/article and create a brief 4-5 slide Powerpoint. Each week I will randomly select 3 students to lead the discussion on their chapter experts with the whole class. You will post your chapter experts to the Discussion board by noon on the day of class. Format for Chapter Experts will be the following:

Create 1 slide per item below:

- a. Topic: Identify the topic
- b. Passage and Page #: Write the passage from the text and the page number (2-5 sentences)
- c. Reflection: Write your personal reflection (thoughts) on the topic based on the chapter reading
- d. Connection: Connect the topic to teaching and/or child development

2. Concepts of Print Activity - 20 points

- a. Choose a developmentally appropriate book and an age group

- b. Lead and record a read aloud that can be shared with families, incorporates the concepts of print and how you would teach them to the students. Consider students' strengths and needs, and culture and language backgrounds.

3. Transition Activity - 20 points

- a. Develop a transition or game for a specific age group: infant, toddlers, preschool or pre-kindergarten
- b. Discuss what skill you are focusing on and how you (as the teacher) will present the concept and engage children
- c. Infancy - serve and return; Toddler - nursery rhyme, Preschool - rhyming words, Pre-kindergarten - beginning sound matching

4. Book Creation - 20 points

- a. Create an age appropriate, engaging 6-page non-fiction book for preschool that could be used in your classroom library.
- b. The content should focus on one topic that preschool aged children would be interested in.
- c. Incorporate phonics skills specific to this age group.
- d. Books should include print concepts specific to non-fiction books (ex. Labeling, glossary, table of contents).

5. Alphabetic Principle Mini Lesson Creation and Implementation - 50 points

- a. Develop a mini-lesson/activity for a specific age group.
- b. Discuss what skill you are focusing on and how you as the teacher will present the concept and engage children.
- c. Preschool - identifying letters, PreK - forming letters, matching letters and sounds.
- d. Include a formative assessment at the end of the lesson to gauge children's knowledge of the topic taught (will be used to form the topic in small group activity).
- e. Lessons will be implemented as part of flex hours for the course.

6. Phonics Small Group Lesson Creation and Implementation - 50 points

- a. Using knowledge from the formative assessment in the mini-lesson, students will develop a focused small group activity that will support specific students' needs.
- b. The lesson will allow children independent practice using their letter knowledge and word recognition strategies.
- c. Include how to meet the individual needs of students, specifically those with an exceptionality and dual language learners.
- Lessons will be implemented as part of flex hours for the course.

7. Vocabulary and Comprehension Activity and Implementation - 50 points

- a. Develop a read aloud lesson and incorporate 3 vocabulary words and 3 different comprehension strategies that will be done throughout the read aloud. Utilize both text and the illustrations to support dialogue.
- b. The three categories of comprehension are: making and checking predictions, making connections, and comprehension monitoring and retelling that aligns with text structure, locate and recall, integrate and interpret, and critique and evaluate.
- c. Include how to meet the individual needs of students, specifically those with an exceptionality and dual language learners.
- d. Read aloud lessons will be implemented as part of flex hours for the course.

8. Mark-Making Center Activity and Implementation - 50 points

- a. Create center ideas for babies/toddlers to engage in mark-making.
- b. Teachers will develop open-ended questions and how they would narrate to the students while they are working in the center.
- c. Include how to meet the individual needs of students, specifically those with an exceptionality and dual language learners.
- d. Lessons will be implemented as part of flex hours for the course.

9. Interactive Writing Lesson Creation and Implementation - 50 points

- a. Develop a lesson plan for interactive writing during two parts of the day.
- b. One teacher directed, interactive writing (morning message) and one child directed, scaffolded writing (during play or small group).
- c. Teachers will develop open-ended questions and how they would narrate to the students while they are working in the center.
- d. Include how to meet the individual needs of students, specifically those with an exceptionality and dual language learners.
- e. Lessons will be implemented as part of flex hours for the course.

10. Mock Day Final Project - 100 points

- a. Creating a mock day for a toddler, preschool, or pre-kindergarten classroom that incorporates the standards and parts of the day previously discussed in the course. Parts of the day need to include a morning message, a read aloud, 2 centers, a whole group lesson, a small group lesson and at least one transition activity.
- b. Students can use 2 previously developed lessons/activities from the semester, the rest will need to be newly developed.
- c. Students need to note what Essentials and Early Childhood Standards of Quality that will be met in each part of the day.

Core Teaching Practices:*

1. Leading a group discussion (LGD)
2. Explaining and modeling content, practices, and strategies (EMC)
3. Eliciting and interpreting individual students' thinking (EIST)
4. Setting up and managing small group work (MSG)
5. Building respectful relationships with students (BRR)

6. Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction
7. Checking student understanding during and at the conclusion of lessons (CSU)

Clinical Apprenticeship : Flex hours

This course will include 5 hours of student contact experiences. These contact hours may take the form of direct interactions, planning, engagement with children ages ranging from birth to age 4.

Grading Scale

Grade	Honor Points	Percentage
A	4.0	93-100
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1.0	65-66

Alignment of Standards and Assignments/Assessments

Standards	Assignments	CTP
<p>Print Concepts (L.6) Essential 2 Chapter 3 - Reading storybooks with preschoolers Culturally Responsive Practice in Literacy (L.2) Speaking and Listening (L. 18)</p>	<p>Choose a developmentally appropriate book and record a read aloud that can be shared with families, and shows the TC's ability to support children's understanding of concepts of print.</p>	<p>EIST, EMC,</p>
<p>Phonological Awareness (L. 7) Essential 4 Literacy Curriculum Design and Assessment (L.3) Chapter 5: Young Children and Literacy Skills Development Motivation and Engagement (L.5) Speaking and Listening (L. 18) Supporting Language and Literacy Development (IT 3)</p>	<p>Develop a game/transition for a specific age group: Infant, toddlers, preschool, prek. Discuss what skill you are focusing on and how you as the teacher will present the concept and engage children. (Infancy - serve and return; Toddler - nursery rhyme, Preschool - rhyming words, Prek - beginning sound matching)</p>	<p>EIST, BRR, CSU</p>
<p>Phonics (L. 8) Essential 4,5 Literacy Curriculum Design and Assessment (L.3) Culturally Responsive Practice in Literacy (L.2) Speaking and Listening (L. 18), Supporting Language and Literacy Development (IT 3)</p>	<p>Create an age appropriate, engaging 6-page non-fiction book for preschool that could be used in your classroom library. The content should focus on one topic that preschool aged children would be interested in. Incorporate phonics skills specific to this age group. Books should include print concepts specific to non-fiction books (ex. Labeling, glossary, table of contents).</p>	
<p>Letter Knowledge and Spelling (L.9) Essential 5 Literacy Curriculum Design and Assessment (L.3) Motivation and Engagement (L.5) Speaking and Listening (L. 18)</p>	<p>Develop a mini-lesson/activity for a specific age group. Discuss what skill you are focusing on and how you as the teacher will present the concept and engage children. (Preschool - identifying letters, Prek - forming letters, matching letters and sounds). Include a formative assessment at the end of the lesson to gauge children's knowledge of the topic taught (will be used to form the topic in small group activity).</p>	<p>EMC, EIST, CSU</p>

	Lessons will be implemented as part of flex hours for the course.	
Letters & Words Recognition (L.10) Literacy Curriculum Design and Assessment (L.3) Essential 5 Speaking and Listening (L. 18)	Using knowledge from the formative assessment in the mini-lesson, students will develop a focused small group activity that will support specific students' needs. The lesson will allow children independent practice using their letter knowledge and word recognition strategies. Lessons will be implemented as part of flex hours for the course. Include how to meet the individual needs of students, specifically those with an exceptionality and dual language learners.	EMC, CSU
Comprehension (L. 16) Essential 3 Literacy Curriculum Design and Assessment (L.3) Culturally Responsive Practice in Literacy (L.2) Motivation and Engagement (L.5) Speaking and Listening (L. 18)	Develop a read aloud lesson and incorporate 3 different comprehension strategies that will be done throughout the read aloud, using text and illustrations. . Include how to meet the individual needs of students, specifically those with an exceptionality and dual language learners.	EMC, EIST, CSU, BRR
Handwriting (L. 15) Essential 5 & 7 Literacy Curriculum Design and Assessment (L.3) Motivation and Engagement (L.5) Supporting Language and Literacy Development (IT 3)	Create and implement a center that allows children to exercise and build hand and finger strength (e.g., manipulating play dough, using tweezers). Teachers will develop open-ended questions to pose to the students while they are working in the center.	BRR,

<p>Early Writing Composition (L. 17) Chapter 7: Babies and Toddlers leave their mark Motivation and Engagement (L.5) Essential 6 & 7, Supporting Language and Literacy Development (IT 3)</p>	<p>Create center ideas for babies/toddlers to engage in mark-making. Teachers will develop open-ended questions and how they would narrate to the students while they are working in the center. Include how to meet the individual needs of students, specifically those with an exceptionality and dual language learners.</p>	<p>BRR</p>
<p>Supporting Language and Literacy Development (IT 3), Environment L.1, Overall Literacy L. 4, L.2. Culturally Responsive Practices in Literacy, L.6. Print Concepts, L.7. Phonological Awareness, L.8. Phonics, L.9. Letter Knowledge and Spelling, L.9 (10). Letters & Words Recognition, L.14. Vocabulary, L.15. Handwriting, L.16. Comprehension, L.17. Early Writing Composition</p>	<p>Chapter expert group meeting discussions</p>	<p>LGD</p>
<p>Early Writing Composition (L. 17) Chapter 8: Writing during the preschool years Literacy Curriculum Design and Assessment (L.3) Culturally Responsive Practice in Literacy (L.2) Motivation and Engagement (L.5) Speaking and Listening (L. 18)</p>	<p>Develop a lesson plan for interactive writing during two parts of the day. One teacher directed, interactive writing (morning message) and one child directed, scaffolded writing (during play or small group). Teachers will develop open-ended questions and how they would narrate to the students while they are working in the center. Include how to meet the individual needs of students, specifically those with an exceptionality and dual language learners.</p>	<p>EMC, EIST, BRR, CSU</p>
<p>L.1. Literacy Learning Environments, Motivation and Engagement (L.5) Speaking and Listening (L. 18), L.14. Vocabulary, L.9 (10). Letters & Words Recognition, L.9. Letter Knowledge and Spelling, L.8. Phonics, L.7. Phonological Awareness, L.6. Print Concepts, L.4. Overall Literacy, L.2. Culturally Responsive Practices in Literacy</p>	<p>Creating a mock day for Toddlers-Prek and Kindergarten groups that incorporate these standards and parts of the day previously discussed (Can use previously developed lessons/activities from the semester, but need to add on 2 or 3 other parts of the day). Include how children with exceptionalities and Dual Language Learners are supported in your classroom throughout the day.</p>	<p>EMC, EIST,</p>

EC 3335 Seminar 1 – Core Teaching Practices Hours of credit: 3

Instructor: TBD
Class Meetings: TBD
Class Location: TBD
Office: TBD
Office ☎: (248) 370-
E-mail: TBD
Office Hours: TBD

Course Description: This seminar will focus on seven (of a total of 19) Core Teaching Practices established by the Michigan Department of Education and adopted by teacher education programs in the School of Education & Human Services.

Course Objectives: Upon completion of the course students will be able to:

- Upon completion of the course students will be able to define, describe and understand the seven Core Teaching Practices that have been adopted for this program. These include:
- Leading a group discussion (LGD)
- Explaining and modeling content, practices, and strategies (EMC)
- Eliciting and interpreting individual students' thinking (EIST)
- Setting up and managing small group work (MSG)
- Building respectful relationships with students (BRR)
- Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction (LAS)
- Checking student understanding during and at the conclusion of lessons (CSU)
- Review each CTP in terms MDE's definition
- Recognize the importance of each in terms of their practice.
- Demonstrate the ability to incorporate each CTP

Resources:

https://www.michigan.gov/documents/mde/Core_Teaching_Practices_648488_7.pdf

Developmentally Appropriate Practice in Early Childhood Program (2021), (4th ed.)
NAEYC, Washington, DC.

Course Outline by topic:

- Review leading a group discussion support student learning
- Practice leading group discussions
- Review how Explaining and modeling content, practices, and strategies supports student learning
- Practice explaining and modeling content
- Review how Eliciting and interpreting individual students' thinking supports student learning
- Practice eliciting and interpreting student responses
- Review how setting up and managing small group work supports student learning
- Practice how to set up small groups
- Review how building respectful relationships with students supports student learning
- Practice building relationships
- Review how learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction supports student learning
- Practice incorporating information on diverse learners in lessons
- Review how checking student understanding during and at the conclusion of lessons supports student learning
- Practice checking for understanding

Methods of instruction:

- Lecture
- Discussions – in class & online
- Small group

Assignments & Grades:

Multiple activities will be used to assess your performance. The tasks and weights used to evaluate your performance are:

Activities:	<u>Points</u>
Reflection Paper on why I want to become a teacher	20
Observation of a teacher and written analysis	20
Discussion Forum Posting	20
Video Analysis of self (3 videos)	30
E-Portfolio	10
Total	100

Details of Assignments

Reflection paper on why I want to become a teacher.

Your reflection should include qualities of a teacher who influenced you and how; what traits you possess that will help you become a successful teacher; what you feel will be your biggest challenges.

Observation of Teacher and Analysis

Students observe, analyze and write a reflection of a lesson implemented by a teacher. Analyze the lesson for CTPs that were evident.

Discussion Forums/Responses to Readings, videos, etc.

Respond to questions posed on the Discussion Forum and respond to peers about their postings.

Video Analysis of Self

Record yourself during 3 interactions with young children. For each video analysis explain your strengths and what you could have done differently. What CTP were you trying to implement?

E-Portfolio

Develop an e-portfolio. If you have already started on add

- Reflection paper on why I want to become a teacher
- 1 video recording of yourself implementing a CTP.

Core Teaching Practices:*

1. Leading a group discussion (LGD)
2. Explaining and modeling content, practices, and strategies (EMC)
3. Eliciting and interpreting individual students' thinking (EIST)
4. Setting up and managing small group work (MSG)
5. Building respectful relationships with students (BRR)
6. Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction
7. Checking student understanding during and at the conclusion of lessons (CSU)

Clinical Apprenticeship:

This course will include 10 hours of student contact experiences. These contact hours may take the form of direct interactions, planning, engagement with children ages ranging from birth to age 4.

Grading Scale

Grade	Honor Points	Percentage
A	4.0	93-100
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1.0	65-66

Alignment of Standards and Assignments/Assessments

Standard	Assignment	CTP
<p>F1 a. Support the whole child through knowledge and understanding of young children’s characteristics and needs, including multiple interrelated areas of child development and learning, learning processes, and motivation to learn.</p>	<p>Observation Discussion Forum Posting</p>	<p>EIST EMC BRR</p>
<p>F1 b. Demonstrate knowledge and understanding of the multiple influences on development and learning of the whole child, including but not limited to: cultural and linguistic context, social emotional needs, traumatic experiences, health status and disabilities, peer and adult relationships; children’s individual and developmental variations, play, family and community characteristics; the influence and impact of technology and the media.</p>	<p>Observation Discussion Forum Posting</p>	<p>BRR</p>
<p>F1 d. Demonstrate the ability to build meaningful and effective learning environments, curriculum and experiences by focusing on children’s characteristics, needs, and interests; linking children’s language, culture, and community to early learning; using social interactions during routines and play-based experiences; incorporating technology and integrative approaches to learning; and utilizing incidental teaching, embedded learning opportunities and informal experiences to build children’s development in all areas.</p>	<p>Observation Discussion Forum Posting Video Analysis</p>	<p>EMC BRR</p>
<p>F1 k. Demonstrate knowledge and application of research-based instructional strategies to support the whole child’s learning and development through movement and physical activities.</p>	<p>Discussion Forum Posting Video Analysis</p>	<p>EMC MSG</p>

F1. 1. Demonstrate knowledge and application of research-based instructional strategies to create opportunities to develop critical knowledge, skills, and behaviors that contribute to life-long health.	Discussion Forum Posting Video Analysis	LGD EMC MSG
WCD 1a. Identify and differentiate between the various contributions of research findings and developmental theories that shape the field of child development.	Observation Discussion Forum Posting	EMC EIST CSU
WCD 1b. Explain how the dynamic interaction between biological maturation and experience impact children's development.	Observation Discussion Forum Posting	EMC
WCD 1c. Describe how early experiences, including relationships, educational practices, interactions and strategies, can help strengthen or weaken the architecture of children's developing brains and brain wiring.	Observation Discussion Forum Posting Video Analysis	EMC EIST CSU LGD MSG
WCD 1d. Identify and explain the characteristics of typical and atypical whole child development from birth through age five, including the developmental milestones of physical, social-emotional, aesthetic, cognitive, and language development; the interconnected nature between different areas of development and the progression toward greater ability and complexity in self-regulation (including executive function skills and effortful control), and symbolic thinking; and variation in rates of development that occur among children.	Observation Discussion Forum Posting	EIST
WCD 1e. Identify key elements of prenatal growth and development, and their impact on the typical and atypical development of a child such as prenatal periods, role of maternal and paternal heredity/genes, genetic abnormalities/disorders, screening; maternal diseases, disorders, screening;	Observation Discussion Forum Posting	EIST CSU EMC LGD MSG BRR LAS

<p>teratogens (substances, environment); methods and complications of labor/delivery; and neonatal risk factors.</p>		
<p>WCD 2a. Recognize how the following characteristics have profound influences on all developmental domains, their respective developmental milestones, and the dynamic interaction across domains: how young children grow, develop and learn; general characteristics of birth through kindergarten; typical and atypical growth and development; and how children develop and learn over time.</p>	<p>Observation Discussion Forum Posting Video Analysis</p>	<p>CSU</p>
<p>WCD 2b. Demonstrate understanding of the implications for development in early learning of common learning challenges and disabilities in young children, including their etiology, characteristics and classification of common disabilities (speech language impairment, cognitive impairment, learning disabilities, autism spectrum disorder, physical disabilities, visual impairment, deaf and hard of hearing, and emotional impairment), how to respond appropriately to these signs, and their implications for development and learning in the early years.</p>	<p>Observation Discussion Forum Posting Video Analysis</p>	<p>CSU EIST</p>
<p>WCD 2c. Demonstrate knowledge of how young children differ in their development and approaches to learning by: identifying differences and similarities in abilities and skills across developmental domains detailing the impact of adult interactions and parenting styles on children's development, abilities and skill sets; and understanding the impact of secure consistent relationships and positive attachment on children's development.</p>	<p>Observation Discussion Forum Posting Video Analysis</p>	<p>CSU EIST EMC LAS</p>

WCD 3b. Design, sequence, and implement play-based learning experiences supported by knowledge of theory and research in child development for infants, toddlers, preschoolers and kindergarten children.	Discussion Forum Posting	EIST
WCD 3c. Demonstrate knowledge of the value of play, skill in play interactions, and an understanding of how children use play to translate experience into understanding.	Discussion Forum Posting Video Analysis	EMC
WCD 3d. Promote and provide time for daily open ended, self-selected play.	Discussion Forum Posting	MSG BRR
WCD 3e. Explain the multiple forms of play as part of children's learning (e.g., imitative play and social referencing in infants; solitary, parallel, social, cooperative, onlooker, fantasy, physical and constructive play to develop symbolic and imaginative thinking, peer relationships, language, creative movement, and problem-solving skills).	Discussion Forum Posting	EIST
WCD 3 f. Considering multiple audiences, including families, describe the characteristics of play as a pedagogical tool which enables children to enjoy learning and do so in a conceptually rich fashion.	Discussion Forum Posting	BRR
WCD 3g. Interact with children during play to scaffold children's thinking, to model appropriate behaviors for those who need assistance, to help children become better play partners, and to use play to translate experience into understanding.	Observation Video Analysis	EIST EMC BRR CSU
WCD 3h. Provide adequate and uninterrupted time for children to engage in play each day, including age-appropriate extended blocks of time designated for child choice, play, and exploration.	Discussion Forum Posting Video Analysis	BRR

<p>WCD 3i. Ensure that the contribution and importance of play to children's development, learning, and overall well-being is reflected in the daily experiences and activities planned and provided for children.</p>	<p>Discussion Forum Posting Video Analysis</p>	<p>EIST</p>
<p>WCD 3j. Support the relationship between play and the development in emergent language; executive functioning; emergent mathematics; scientific thinking; social competence; and emotional intelligence.</p>	<p>Observation Discussion Forum Posting Video Analysis</p>	<p>EIST</p>
<p>WCD 4 g. Provide and frame genuine choice for children, support them in making choices and comment positively on the choices they make.</p>	<p>Discussion Forum Posting</p>	<p>EMC LGD MSG</p>
<p>WCD 4i. Create opportunities for children to express varied emotions, including through play, and learn that expressing all emotions is acceptable; for children to define emotions, identify their own emotions and situations that bring about these emotions, learn about how to recognize the emotions of others.</p>	<p>Discussion Forum Posting Video Analysis</p>	<p>EMC LGD MSG EIST BRR</p>

EC 3336 Emergent Language & Literacy Ages 4-8: Content & Pedagogy Hours of credit: 3

Instructor: TBD

Class Meetings: TBD

Class Location: TBD

Office: TBD

Office ☎: (248) 370-

E-mail: TBD

Office Hours: TBD

Course Description: This course focuses on the language, literacy, and linguistic development of children from ages 4 to 8. This course includes the Essential Instructional Practices in Early Literacy Prekindergarten and Grades K-3. This course includes the study of principles, methods, and materials for teaching young children language and literacy through a play-based integrated curriculum; planning, implementing, and evaluation of developmentally appropriate activities, the integration, evaluation, and documentation of learning in language arts and literacy. This course is a continuation of the Early Language and Literacy: Birth to age 4 course.

Course Objectives: Upon completion of the course students will be able to:

1. Define literacy and emergent literacy and the teacher's role in promoting oral language development, phonological awareness, comprehension, emergent writing, authentic literacy experiences, digital text/tools, culturally relevant texts, early literacy assessment, analysis, and how this informs learning and instruction.
2. Describe early literacy and language development theories.
3. Define literacy environments for children.
4. Describe authentic assessment and documentation.
5. Summarize vocabulary development and the interrelated nature of literacy.
6. Examine and discuss observed classroom lessons/activities with literacy development.
7. Examine relevant Michigan Early Childhood Standards in language, literacy and the arts.
8. Discuss literacy and language development with students strengths and needs in mind, and incorporating family's funds of knowledge.
9. Explain how the teacher can integrate the children's culture into meaningful literacy and arts experiences.
10. Identify and discuss family engagement home and parent support with literacy and language development of environments and materials.
11. Examine and discuss imaginative imagery techniques in relation to reading, writing, speaking and listening development.
12. Identify and select appropriate literature for children.
13. Examine and discuss early intervention and children with special needs in early language and literacy development and classroom activities.

Textbook:

Gunning, T. G. (2020). *Creating literacy instruction for all students*. (10th ed.). Pearson Publishing.

Recommended Reading:

- Michigan Early Childhood Standards-Preschool
http://www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf
- Equity in Literacy in Michigan
https://www.michigan.gov/documents/mde/Equity_in_Literacy_714794_7.pdf
- WIDA: The English Language Learner Can Do Booklet
- Grades PK-K <https://wida.wisc.edu/sites/default/files/resource/CanDo-Booklet-PreK-K.pdf>
- Grades 1 & 2 <https://wida.wisc.edu/sites/default/files/resource/CanDo-Booklet-Gr-1-2.pdf>
- Grades 3 & 5 <https://wida.wisc.edu/sites/default/files/resource/CanDo-Booklet-Gr-3-5.pdf>
- WIDA: Connection: <https://wida.wisc.edu/sites/default/files/resource/connection-michigan.pdf>

Important URL Sites to Review:

- **Essential Practices in Emergent Literacy:**
- Prekindergarten: <https://literacyessentials.org/literacy-essentials/the-essentials/essential-instructional-practices-in-early-literacy-prekindergarten/>
- Grades K - 3: <https://literacyessentials.org/literacy-essentials/the-essentials/essential-instructional-practices-in-early-literacy-grades-k-to-3/>
- National Association for the Education of Young Children (NAEYC)
<http://www.naeyc.org/>
- Division for Early Childhood (DEC) <http://www.dec-sped.org/dec-recommended-practices>

Course Outline by topic:

- Literacy Learning Environments
- Culturally Responsive Practices in Literacy
- Literacy Curriculum Design and Assessment
- Motivation and Engagement
- Print Concept
- Phonological Awareness
- Phonics
- Letter Knowledge and Spelling
- Letters & Words Recognition
- Morphology, Syntax, Reading Fluency
- Vocabulary
- Handwriting

- Comprehension
- Early Writing Composition
- Speaking and Listening

Methods of instruction:

- Lecture
- Discussions – in class & online
- Small group

Assignments & Grades:

Multiple activities will be used to assess your performance. The tasks and weights used to evaluate your performance are:

<u>Activities</u>	<u>Points</u>
1. Attendance & Class Participation	60
2. Chapter Experts	80
3. Phonics Game Creation and Implementation	50
4. Phonics Lesson and Implementation	50
5. Alphabetic Principle Small Group Creation and Implementation	50
6. Screening Tool Group Research and Presentation	50
7. Vocabulary and Comprehension Activity and Implementation	50
8. Informative Writing Lesson Creation and Implementation	50
9. Unit Plan Final Project	100
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Total	540

Details of Assignments

1. Chapter Experts – 80 points (10 pts per week)

There are 8 chapters in the textbook. You will be a “chapter expert” for each chapter. You will choose a topic you found interesting in the chapter/article and create a brief 4-5 slide Powerpoint. Each week I will randomly select 3 students to lead the discussion on their chapter experts with the whole class. You will post your chapter experts to the Discussion board by midnight the night before class. Format for Chapter Experts will be the following:

Create 1 slide per item below:

- Topic: Identify the topic
- Passage and Page #: Write the passage from the text and the page number (2-5 sentences)
- Reflection: Write your personal reflection (thoughts) on the topic based on the chapter reading
- Connection: Connect the topic to teaching and/or child development

2. Phonemic Awareness Game Creation and Implementation - 50 points

- Develop a game for a specific age group: preschool or pre-kindergarten
- Discuss what skill you are focusing on and how you as the teacher will present the concept and engage children.
- Topics include syllables, rhyme, onset, initial sounds, matching, blending, segmenting, or substituting sounds.
- Lessons will be implemented as part of flex hours for the course. After teaching the lesson, write a reflection including what went well, and areas you noticed children striving and struggling in and what you could do in a future lesson to support them.

3. Phonics Lesson and Implementation - 50 points

- Create an age appropriate, engaging lesson for grades 1 or 2 that tie to the Michigan K-2 Standards.
- Choose one skill to focus on, include a way to assess children at the end of the lesson to see if they understood.
- Skills can include: letter sound and formations to decoding using many different skills such as blends, digraphs, and diphthong.
- Lessons will be implemented as part of flex hours for the course.

4. Alphabetic Principle Small Group Creation and Implementation - 50 points

- Create a small group activity that allows children independent practice using their letter knowledge and word recognition strategies.
- Lessons will be implemented as part of flex hours for the course.

5. Screening Tool Group Research and Presentation - 50 points

- Research a screening tool that could be used for students who struggle with reading fluency and word recognition.
- As a group, find the research behind the screening tool, are there certain theories that it is modeled after, what research backs its effectiveness? What skills does the tool focus on? What grades or ages is it to be used with? Is there anything that can be given to the parents about the child's score?
- Present it as a group to the class.

6. Vocabulary and Comprehension Activity and Implementation - 50 points

- Develop a read aloud lesson and incorporate 3 vocabulary words and 3 different comprehension strategies that will be done throughout the read aloud. Utilize both text and the illustrations to support dialogue.
- The three categories of comprehension are: making and checking predictions, making connections, and comprehension monitoring and retelling that aligns with text structure, locate and recall, integrate and interpret, and critique and evaluate.
- Read aloud lesson will be implemented as part of flex hours for the course.

7. Informative Writing Lesson Creation and Implementation - 50 points

- Develop a lesson plan that introduces informative writing, the pieces of the text that make it unique. Use the MI Writing Standards K-5 to find this information.
- Use either an informational text or informational video as a mentor text to support children's knowledge base.
- Then craft a lesson to implement a scaffolded writing session as a class.
- Lessons will be implemented as part of flex hours for the course. A reflection will follow after implementation.

8. Unit Plan Final Project - 100 points

- Create a unit with 5 lessons on a topic that children grades 1-3 would be interested in and incorporate all of the standards covered in this semester. Vocabulary, comprehension, handwriting, and writing composition.
- Make sure that two small group activities are incorporated into the 5 whole group lessons. Can incorporate 2 items created throughout this semester.

Core Teaching Practices:*

1. Leading a group discussion (LGD)
2. Explaining and modeling content, practices, and strategies (EMC)
3. Eliciting and interpreting individual students' thinking (EIST)
4. Setting up and managing small group work (MSG)
5. Building respectful relationships with students (BRR)
6. Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction
7. Checking student understanding during and at the conclusion of lessons (CSU)

*All CTPs will not be reflected in every course, and not every assignment has to have a related CTP.

Clinical Apprenticeship: Flex hours

This course will include 5 hours of student contact experiences. These contact hours may take the form of direct interactions, planning, engagement with children ages ranging from ages 4 to 8.

Alignment of Standards and Assignments/Assessments

Standards	Assignments	CTP
Phonological Awareness (L. 7) Speaking and Listening (L. 18)	Develop a game for a specific age group/grade level: Pre K or K. Discuss what skill you are focusing on and how you as the teacher will present the concept and engage children. Topics include: syllables, rhyme, onset, initial sounds, matching, blending, segmenting or substituting sounds. Lessons will be implemented as part of flex hours for the course.	EMC, BRR, CSU
Phonics (L. 8) Essential 4, 5 Motivation and Engagement (L.5) Speaking and Listening (L. 18) Literacy Curriculum Design and Assessment (L.3)	Create an age appropriate, engaging lesson for grades 1 or 2 that tie to the Michigan K-2 Standards. Choose one skill to focus on, include a way to assess children at the end of the lesson to see if they understood. Skills can include: letter sound and formations to decoding using many different skills such as blends, digraphs, and diphthong. Lessons will be implemented as part of flex hours for the course.	EMC, BRR, CSU
Letters & Words Recognition (L.9)	Create a small group activity that allows children independent practice using their letter knowledge and word recognition strategies. Lessons will be implemented as part of flex hours for the course.	EMC, EIST, MSG, BRR, CSU
Letters & Words Recognition (L.9) Motivation and Engagement (L.5) Speaking and Listening (L. 18) Literacy Curriculum Design and Assessment (L.3) Reading Fluency (L. 13)	Research a screening tool that could be used for students who struggle with reading fluency and word recognition. As a group, find the research behind the screening tool, are there certain theories that it is modeled after, what research backs its effectiveness? What skills does the tool focus on? What grades or ages is it to be used with? Is there anything that can be given to the parents about the child's score? Present it as a group to the class.	

<p>Comprehension (L. 16) Essential 3 Speaking and Listening (L. 18) Literacy Curriculum Design and Assessment (L.3)</p>	<p>Develop a read aloud lesson and incorporate 3 vocabulary words and 3 different comprehension strategies that will be done throughout the read aloud. The three categories of comprehension: locate and recall, integrate and interpret, and critique and evaluate. Lessons will be implemented as part of flex hours for the course.</p>	<p>EMC, EIST, BRR, CSU</p>
<p>Early Writing Composition (L. 17) Motivation and Engagement (L.5) Speaking and Listening (L. 18)</p>	<p>Develop a lesson plan that introduces informative writing, the pieces of the text that make it unique. Use the MI Writing Standards K-5 to find this information. Use either an informational text or informational video as a mentor text to support children's knowledge base. Then craft a lesson to do a scaffolded writing as a class. Lessons will be implemented as part of flex hours for the course. A reflection will follow after implementation.</p>	<p>EMC, BRR, CSU</p>
<p>Literacy Learning environments (L. 1), Motivation and Engagement (L.5), Overall Literacy (L.4)</p>	<p>Final Project: Create a unit with 5 lessons on a topic that children grades 1-3 would be interested in and incorporate all of the standards covered in this semester. Vocabulary, comprehension, handwriting, and writing composition. Make sure that two small group activities are incorporated into the 5 whole group lessons. Can incorporate 2 items created throughout this semester.</p>	<p>EMC, EIST, MSG, CSU</p>
<p>Supporting Language and Literacy Development (IT 3), Environment L.1, Overall Literacy L. 4, L.2. Culturally Responsive Practices in Literacy, L.6. Print Concepts, L.7. Phonological Awareness, L.8. Phonics, L.9. Letter Knowledge and Spelling, L.9 (10). Letters & Words Recognition, L.14. Vocabulary, L.15. Handwriting, L.16. Comprehension, L.17. Early Writing Composition</p>	<p>Chapter expert group meeting discussions</p>	

Grading Scale

Effective Fall 2018, OU switched from a numeric to a letter grade scale. Previously earned numeric grades will remain on transcripts

Grade	Honor Points	Percentage
A	4.0	93-100
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1.0	65-66

EC 3337: Early Intervention (EI) and Early Childhood Special Education (ECSE) Hours of credit: 3

Instructor: TBD
Class Meetings: TBD
Class Location: TBD
Office: TBD
Office ☎: (248) 370-
E-mail: TBD
Office Hours: TBD

Course Description: This course focuses on Early Intervention (EI) and Early Childhood Special Education (ECSE). Law and policy of the Individuals with Disabilities Education Improvement Act (IDEIA) will be discussed, along with contemporary trends in guidance, policy and evidence-based practice which blend key principles of general Early Childhood Education (ECE) and EI/ECSE programs and approaches.

Course Objectives: Upon completion of the course students will be able to:

- Demonstrate a knowledge of the historical progression of Early Intervention (EI) and Early Childhood Special Education (ECSE), in the context of the history of ECE
- Identify current components of Special Education legislation related to Early Intervention (EI) and Early Childhood Special Education (ESCE)
- Identify service delivery models, including approaches and types of programs providing services to children and families
- Demonstrate understanding of Universal Design and Tiered models of intervention to promote access, participation, and success of all children
- Understand the role of National Association for the Education of Young Children (NAEYC) program guidance, Division for Early Childhood (DEC) Recommended Practices, Licensing Rules and Statutes and Professional Educator Codes and Standards
- Understand processes involved in initiating, developing, and assessing Individualized Family Service Plans (IFSP), Individualized Education Plans (IEP) and 504 plans
- Identify and understand the roles of various EC, EI & ECSE professionals and the function of teaming and collaboration among professionals and family members
- Use classroom and program assessments to evaluate Inclusive Early Childhood Programs
- Develop strategies for tiered support using embedded learning opportunities, curriculum modifications and child-focused strategies
- Demonstrate a knowledge of and ability to create transition plans between programs and services for children with and without disabilities

Textbook:

Sandall, S.R., Schwartz, I.S., Joseph, G.E., & Gauvreau, A.N. (2019). *Building blocks for teaching preschoolers with special needs*. Baltimore, MD: Brookes Publishing, Baltimore, MD.

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

Recommended Reading:

Bricker, D., Bohjanen, S. L., Ryan, S., Squires, J., Xie, H. (2020). *EI/ECSE: A history of early intervention/early childhood special education in the United States*. Washington, DC: Division for

Course Outline by topic:

- Defining and examining the history of ECE, EI, and ECSE
- Components of IDEIA related to ECE, EI and ECSE
- Program models and planning in ECE, EI & ECSE
- NAEYC Guideline, DEC Recommended Practices, Licensing Regulations, Ethical Codes of Conduct
- Development of Individualized Family Service Plan (IFSP) and an Individualized Education Plan (IEP)
- Developmental expectations, assessment, referral, service
- Universal Design and Tiered models of intervention to promote access, participation, and success of all children
- Teaming and collaboration among professionals and family members around IFSP's, IEP's and services
- Transition plans between programs
- Evaluation of classroom and programs

Methods of instruction:

- Lecture
- Discussions - in class and online
- Case studies
 - IFSP/IEP Development
 - Tiered intervention, embedded intervention, modifications
 - Family Support
 - Transition
- Program Evaluation
- Small Group/Partner Project (IDEIA components)
- Interviews

Assignments & Grades:

Multiple activities will be used to assess your performance. The tasks and weights used to evaluate your performance are:

Assignments	Points
Attendance and Class Participation	5
Online Discussion Forums (5 x 5 points each)	25
Partner/Small Group Presentation of IDEIA Components	15
Resources Review	15
Interview with Professional	20
Interview with Family	20
Classroom Evaluation Tools	40
Case Study	60
TOTAL	200

Details of Assignments

Online Discussion Forums (5 x 5 points each)	25
<i>For each Discussion Forum, you will respond to a brief reading and/or video clip highlighting topic areas including History, Family Stories, Teacher roles, Systemic impact, Inclusion practices</i>	
Partner or Small Group Presentation of IDEIA Components	15
<i>Partners or small groups will investigate a component of IDEIA and share information with the class</i>	
Resources Review	15
<i>Investigation of major sources (agencies, organizations, etc.) that provide informational or interactive resources for children, family members or teachers</i>	
Interview with Professional	20
<i>Interview with an EC, EI or ECSE teacher or ancillary service provider (e.g, speech therapist, occupational therapist, physical therapist, psychologist, home visitor)</i>	
Interview with Family	20
<i>Routines-Based interview with parent(s) or guardian(s) of a child</i>	
Classroom Evaluation Tools	40
<i>Completion of Classroom Evaluation Tools including a general program quality tool (e.g, ECERS, PQA, CLASS) and a tool specific for evaluating inclusion support (ICP, Building Blocks).</i>	
Case Study Analysis and Action	60
<i>Case studies of children of varying ages will be presented. Small group analysis will include a) considering components of family diversity, b) understanding specific</i>	

components of IFSPs/IEPs and c) identifying team members involved in providing services. Action plans will incorporate, as appropriate, a) Tiered Supports, b) Embedded Learning, c) Modifications/Accommodations/Adaptations, d) Family Support and e) Transition plans

Core Teaching Practices:*

1. Leading a group discussion (LGD)
2. Explaining and modeling content, practices, and strategies (EMC)
3. Eliciting and interpreting individual students' thinking (EIST)
4. Setting up and managing small group work (MSG)
5. Building respectful relationships with students (BRR)
6. Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction (LAS)
7. Checking student understanding during and at the conclusion of lessons (CSU)

Clinical Apprenticeship: Flex hours

This course will include 10 hours of student contact experiences. These contact hours may take the form of direct interactions, planning, engagement with parents and community TBD

Grading Scale

Grade	Honor Points	Percentage
A	4.0	93-100
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1.0	65-66

Alignment of Standards and Assignments/Assessments

B-K Standard(s)	Assignment/ points	Core Teaching Practice(s)
<p>NIE.1 Learning Environments</p> <p>A. Provide appropriate learning environments that are responsive to children, birth through kindergarten, with typical and atypical developing characteristics and children who are English language learners.</p> <p>B. Apply and construct learning environments that provide achievable and challenging experiences for all children, including children with differing abilities and children with disabilities or developmental delays.</p> <p>C. Evaluate environments to ensure the physical and emotional safety of all children.</p> <p>D. Meet children’s physical needs through small and large group muscle play, feeding, diapering and toileting, and rest and take into consideration all necessary health and safety procedures to limit the spread of infectious diseases, symptoms of common illness and environmental hazards, how to use environmental factors and conditions to promote the health, safety, and physical development of infants and toddlers and meeting healthy nutritional needs.</p> <p>E. Use educational materials that balance needs for growing independence and active exploration with the need for safety and health.</p> <p>F. Coach and work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child’s access to and participation in daily routines and learning experiences.</p>	<p>Classroom/Program Evaluation Tools: -Building Blocks Classroom Assessment -Inclusive Classroom Profile</p> <p>Resources Review Discussion Forums</p> <p>Building Blocks Classroom Action Worksheet Routines based Family Interview</p> <p>Routines Based Family Interview Discussion Forums</p>	<p>EMC</p> <p>EMC EIST</p> <p>MSG LGD BRR</p> <p>BRR LAS</p> <p>EMC EMC EMC</p>

<p>G. Provide services and coach family members to support child development in natural and inclusive environments during daily routines and activities to promote the child’s access to and participation in learning experiences.</p>	<p>Case Study Analysis & Action Plan</p>	<p>EMC LGD</p>
<p>H. Demonstrate a knowledge of and ability to create transition plans between programs for children with and without disabilities.</p>	<p>Case Study Analysis & Action Plan</p>	<p>CSU EMC</p>
<p>I. Consider Universal Design for Learning principles to create accessible environments.</p>	<p>Case Study Analysis & Action Plan</p>	<p>EMC</p>
<p>J. Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments.</p>	<p>Case Study Analysis & Action Plan</p>	<p>BRR LAS</p>
<p>K. Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments.</p>	<p>Classroom Evaluation Tools</p>	<p>EMC</p>
<p>L. Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, as well as opportunities for movement and regular physical activity to maintain or improve fitness, wellness, and development across domains and that is responsive to individual.</p>	<p>Resources Review Discussion Forums</p>	<p>EMC</p>
<p>M. Identify and implement Department of Licensing and Regulatory Affairs regulations relating to early childhood childcare ratios, requirements for physical space, equipment recalls, and the administration of Supplemental Nutrition Assistance Program benefits.</p>	<p>Case Study Analysis & Action Plan Family Interview</p>	<p>EMC</p>
<p>N. Identify and implement practices that promote success for young children in the Least Restrictive Environment, utilizing strategies and supports to ensure full access to the curriculum and participation in learning.</p>	<p>Family Interview</p>	<p>EMC</p>
<p>O. Protect the privacy of children and families in compliance with FERPA.</p>	<p>Resources Review</p>	<p>EMC</p>

<p>F.C.5 Professionalism F. Demonstrate knowledge of and maintain currency in public policy issues and processes and the impact on the education of all children, including English learners and children with special needs (Also PK-3: P.1.i)</p>		
<p>NIE.2 Individualized Family Service Program (IFSP) and Individualized Education Program (IEP) A. Demonstrate understanding of the teacher’s role in the referral and eligibility determination process, as well as in development, enactment, and assessment of an Individualized Family Service Plan (IFSP), Individualized Education Program (IEP) and 504 Plan. (Also PK-3: P.1.i)</p> <p>B. Support the development of an Individualized Family Service Program (IFSP) or Individualized Education Program (IEP) as a member of the IFSP/IEP team to identify and support goals, including embedding strategies, so that children may access early intervention and supports, and the general curriculum and benefit educationally.</p> <p>C. Support the unique roles of the IFSP/IEP required team members particularly related to the parent/family role.</p> <p>D. Understand timelines and requirements related to the implementation of the IFSP/IEP.</p> <p>E. Successfully include and support optimal outcomes for young children with IFSPs and IEPs in settings with typically developing peers, such as home visiting model programs, state-funded preschool, early childhood special education programs, and other related early childhood programs.</p> <p>F. Demonstrate the ability to formulate and use action plans based on IFSPs and IEPs in collaboration with the team.</p>	<p>Presentations of IDEIA components</p> <p>Interview with Professional</p> <p>Interview with Family Discussion Forums</p> <p>Interview with Professional</p> <p>Presentation of IDEIA components</p> <p>Case Study Analysis and Action Plan</p> <p>Case Study Analysis and Action Plan</p> <p>Case Study Analysis and Action Plan</p>	<p>EMC</p> <p>EMC</p> <p>BRR LAS</p> <p>BRR LAS</p> <p>EMC</p> <p>EMC</p> <p>EMC LGD</p> <p>EMC BRR</p> <p>EMC LAS</p> <p>BRR LAS</p>

<p>G. Demonstrate the ability to participate and serve as an advocate during the development, implementation and annual meetings of the IFSP and IEP.</p>	<p>Case Study Analysis and Action Plan</p>	<p>BRR LAS</p>
<p>H. Support the individual needs of children within their programs through the natural and least restrictive environment.</p>	<p>Interview with Family</p>	<p>EMC</p>
<p>I. Collaborate with families and other early childhood and interdisciplinary providers about developmentally and functionally appropriate individual and group strategies and activities within natural routines and across settings for infants, toddlers, and young children.</p>	<p>Interview with Family Interview with Professional</p>	
<p>J. Support families with children who exhibit a broad range of developmental delays or disabilities in infant or toddler, preschool and primary settings across a range of service delivery models</p>	<p>Presentation of IDEIA components</p>	
<p>K. Understand the legal requirements and best practices related to transition planning and implementation</p>		

EC 3338: Math for Young Children: Content & Pedagogy Hours of credit: 3
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Instructor: TBD

Class Meetings: TBD

Class Location: TBD

Office: TBD

Office ☎: (248) 370-

E-mail: TBD

Office Hours: TBD

Course Description: This course focuses on a constructivist approach to teaching and learning mathematics concepts and skills in early childhood education (birth through age 6). Developing meaningful curricular content, supporting an inquiry approach to learning, planning for diverse learners, project-based learning experiences, assessment and integration of Michigan early childhood standards are explored.

Course Objectives: Upon completion of the course students will be able to:

- View early childhood and kindergarten mathematics as the construction of knowledge and skills through inquiry, experience, and dialogue.
- Use mathematical manipulatives to aid teachers in supporting typically and atypically developing children in understanding mathematical concepts.
- Be aware of general mathematical concepts introduced in early childhood and know where to gather resources to aid in the teaching and learning of any of those concepts with modifications for individual children.
- Develop long term, in-depth projects with children that draw on students' prior knowledge, enhance the development of new concept(s), facilitate concept understanding, and utilize authentic assessment techniques.
- Assess the progress of students who are learning mathematics and be able to remediate for students who are having difficulties.
- Create and/or adapt a personal collection of instructional resources (e.g., literature connections, instructional videos, activities, etc.) to aid in the teaching of mathematics and support equitable teaching.
- Decrease math anxiety and sexism in the mathematics learning environment.
- Develop a greater understanding of the interactive nature of the teaching/learning process by actively participating in role-playing experiences and class discussions related to specific topics that have been identified.
- Incorporate child-initiated practices in the 0-6 mathematics environment.
- Understand & assess how you feel about mathematics and how that impacts your work with young children.
- View self as a math learner and professional educator who is fully capable of making instructional decisions.
- Explain and model content, practices and strategies based at each child's need and developmental level.

- Be able to elicit, interpret, and support and extend children's mathematical thinking.
- Attend to and build children's positive mathematical identities, disrupting patterns of marginalization that reinforce inequities and exclusion

Textbook:

Charlesworth, R. (2016). *Math and Science for Young Children* (8th ed). Belmont, CA: Wadsworth.

Additional Resources:

The Early Math Collaborative (2014). *Big Ideas of Early Mathematics: What Teachers of Young Children Need to Know*. Boston, MA: Pearson. ISBN 978-0-13-294697-1.

Carpenter, T. P., Franke, M. L., Johnson, N. C., Turrou, A. C., & Wager, A. A. (2017). *Young Children's Mathematics: Cognitively Guided Instruction in Early Childhood Education*. Portsmouth, NH: Heinemann. ISBN 9780325078120.

Course Outline by topic:

- Definition & importance of early childhood mathematics education
- Key mathematical concepts and process skills
- Development of concept trajectories and skills in children birth-age 6
- Integrating content areas: Engaging children in meaningful learning experiences and project based learning
- Inquiry approach to math learning
- Observation and assessment of learning
- Key number tasks in early childhood
- Importance of mathematically correct materials
- Differentiation of Instruction and Assessment
- Phases of Student Learning: Pedagogy, Plan & Rehearse, Enact with Children, Reflect
- Supporting Student Talk

Methods of instruction:

- Lecture
- Discussions – in class & online
- Small group
- Classroom/Field application assignment

Assignments & Grades:

Multiple activities will be used to assess your performance. The tasks and weights used to evaluate your performance are:

Activities:	<u>Points</u>
Attendance & Class Participation	20
Weekly Reading and Response Questions	55
In Class Application Assignment	35
Field Application Assignment	35
Developmental Trajectory Project	55
Total	200

Details of Assignments

Weekly Reading and Response Questions

Readings will be assigned each week from the assigned textbook with questions to respond to in writing. This assignment will connect research and content knowledge to direct teaching practices. Grade will be determined based on 1) submission by due date 2) relevant details and 3) evidence of critical thinking in question response.

In Class Application Assignment:

Plan one math small group (5 children) experience. Planned experience will target children within the age range 18 months to age 6 years. Experience will be presented during class on assigned due date. Submissions for assignment include: Lesson Plan, In-Class Demonstration, Reflection Paper (includes modifications for a child with special needs.)

Field Application Assignment:

Plan one math small group (4 children) experience for an assigned age group at Lowry or another approved field site. Planned experience will target children of assigned age (B-K) level. Submissions for assignment include: Lesson Plan, Field Demonstration, Reflection Paper (includes modifications for a child with special needs).

Developmental Trajectory Project

Students will choose a mathematical concept and show the developmental trajectory from birth – age 6. Students will detail plans for children's learning while citing mathematical standards, developmental milestones, implementation strategies, necessary materials, and meaningful assessments.

Core Teaching Practices:*

1. Leading a group discussion (LGD)
2. Explaining and modeling content, practices, and strategies (EMC)
3. Eliciting and interpreting individual students' thinking (EIST)
4. Setting up and managing small group work (MSG)
5. Building respectful relationships with students (BRR)
6. Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction (LAF)
7. Checking student understanding during and at the conclusion of lessons (CSU)

Clinical Apprenticeship: Flex hours

This course will include 10 hours of student contact experiences. These contact hours may take the form of direct interactions, planning, engagement with parents and community.

Grading Scale

Grade	Honor Points	Percentage
A	4.0	93-100
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1.0	65-66

Alignment of Standards and Assignments/Assessments

Standards	Assignments	CTP
M.1 Build and draw on relationships with children, caregivers, and communities in ways that support children's mathematics learning	In class lecture Reading/Response Questions Reflection paper assignments linked to Application Assignments	MSG CSU
M.2 Plan mathematics learning	Application Assignments Developmental Trajectory Project	MSG CSU
M.3 Use formative and summative mathematics assessments to gauge children's learning and to make instructional decisions	Application Assignments Developmental Trajectory Project	MSG CSU
M.4 Enact instruction that allows all children to engage with significant mathematics and to develop productive dispositions toward mathematics	Small Group Experiences Application Assignments	EIST EMC
M.5 Unpack mathematical content and identify mathematical competence for Spatial Relationships and Shapes (Geometry)	In class lecture and in class experiences with children Reading/Response Questions Application Assignments	EIST EMC
M.6 Perform mathematical explanations and support children's mathematical explanations for spatial relationships and shapes (Geometry)	In class lecture and in class experiences with children Reading/Response Questions Application Assignments	EIST EMC
M.7 Choose, interpret, and talk with representations using concrete materials in purposeful, relevant activities for spatial relationships and shapes (Geometry)	In class lecture and in class experiences with children Reading/Response Questions Application Assignments	EIST EMC
M.8 Elicit, interpret, support, and extend others' mathematical thinking for spatial relationships and shapes (Geometry)	In class lecture and in class experiences with children Reading/Response Questions Application Assignments	EIST EMC
M.9 Unpack mathematical content and identify mathematical	In class lecture and in class experiences with children	EIST EMC

competence for patterns, relationships, and change (Algebra) implications for development and learning in the early years.	Reading/Response Questions Application Assignments	
M.10 Perform mathematical explanations and support children's mathematical explanations for patterns, relationships, and change (Algebra)	In class lecture and in class experiences with children Reading/Response Questions Application Assignments	EIST EMC
M.11 Choose, interpret, and talk with representations using concrete materials in purposeful, relevant activities for patterns, relationships, and change (Algebra)	In class lecture and in class experiences with children Reading/Response Questions Application Assignments	EIST EMC
M.12 Elicit, interpret, support, and extend others' mathematical thinking for patterns, relationships, and change (Algebra)	In class lecture and in class experiences with children Reading/Response Questions Application Assignments	EIST EMC
M.13 Unpack mathematical content and identify mathematical competence for numbers and operations	In class lecture and in class experiences with children Reading/Response Questions Application Assignments	EIST EMC
M.14 Perform mathematical explanations and support children's mathematical explanations for numbers and operations	In class lecture and in class experiences with children Reading/Response Questions Application Assignments	EIST EMC
M.15 Choose, interpret, and talk with representations for Numbers and Operations	In class lecture and in class experiences with children Reading/Response Questions Application Assignments	EIST EMC
M.16 Elicit, interpret, support, and extend others' mathematical thinking for numbers and operations	In class lecture and in class experiences with children Reading/Response Questions Application Assignments	EIST EMC
M.17 Unpack mathematical content and identify mathematical competence for measurement	In class lecture and in class experiences with children Reading/Response Questions Application Assignments	EIST EMC

M.18 Perform mathematical explanations and support children's mathematical explanations for measurement	In class lecture and in class experiences with children Reading/Response Questions Application Assignments	EIST EMC
M.19 Choose, interpret, and talk with representations for measurement	In class lecture and in class experiences with children Reading/Response Questions Application Assignments	EIST EMC
M.20 Elicit, Interpret, support, and extend others' mathematical thinking for measurement	In class lecture and in class experiences with children In class lecture and in class experiences with children Reading/Response Questions Application Assignments	EIST EMC
M.21 Unpack mathematical content and identify mathematical competence for Collecting, Representing, Using and Organizing Information (Data Analysis)	In class lecture and in class experiences with children In class lecture and in class experiences with children Reading/Response Questions Application Assignments	EIST EMC
M.22 Perform mathematical explanations and support children's mathematical explanations for collecting, representing, using and organizing information (Data Analysis)	In class lecture and in class experiences with children Reading/Response Questions Application Assignments	EIST EMC
M.23 Choose, interpret, and talk with representations using concrete materials in purposeful, relevant activities for collecting, representing, using and organizing information (Data Analysis)	In class lecture and in class experiences with children Reading/Response Questions Application Assignments	EIST EMC
M.24 Elicit, interpret, support, and extend others' mathematical thinking for collecting, representing, using and organizing information (Data Analysis)	In class lecture and in class experiences with children In class lecture and in class experiences with children Reading/Response Questions Application Assignments	EIST EMC
L.5. Motivation and Engagement	In class experience Application Assignment	EMC

EC 3339: Building Children's Resilience: From Trauma Informed to Trauma-sensitive Approaches to ECE Hours of credit: 3

Instructor: TBD
Class Meetings: TBD
Class Location: TBD
Office: TBD
Office ☎: (248) 370-
E-mail: TBD
Office Hours: TBD

Course Description: This course examines how early adversities and traumas in children's lives can have lasting effects on children's well-being, including their ability to learn, self-regulate, and relate with others. Students will be introduced to the N.E.A.R. science, that is, neuroscience epigenetics, adverse childhood experiences (ACEs), and resilience. They will learn how this knowledge can be transformed into trauma-sensitive practices to support children and families. Lastly, students will learn how to care for one selves (self-care) as they may encounter secondary trauma or compassion fatigue

Course Objectives: Upon completion of the course students will be able to:

- Describe how early experiences, including relationships, educational practices, interactions, and strategies, can help strengthen or weaken the architecture of children's developing brains and brain wiring.
- Articulate how children's experiences shape their overall motivation and approaches to learning and how dispositions and behaviors like resilience, persistence, initiative, and flexibility affect their learning and development
- Demonstrate knowledge of and differentiate between the distinct elements of trauma, toxic stress, and adverse childhood experiences (ACEs).
- Demonstrate knowledge of the impact on brain development and later academic, social, and emotional skill development, including explaining the interconnected nature of trauma, toxic stress, and ACEs.
- Identify prevention strategies and protective factors of resilience and implement strategies to build resilience in children, families, and communities using evidence-based and trauma informed interventions.

Textbook:

Erdman, S., Coker, L.J., & Winter, E.C. (2020). *Trauma and young children: Teaching strategies to support and empower*. NAEYC.

Additional Readings:

Additional required readings will be posted on Course Moodle.

Course Outline by topic:

- Types of Childhood trauma and Adverse Childhood Experiences (ACEs)
- How trauma affects young children’s brains and their ability to learn
- Epigenetics
- Approaches for teaching children with trauma
- Safe and inviting learning environments
- Connecting with children; Play and resilience
- Partnering with families
- Trauma-informed schools
- Self-care and secondary trauma

Methods of instruction:

- Lecture
- Discussions – in class & online
- Small group

Assignments & Grades:

Multiple activities will be used to assess your performance. The tasks and weights used to evaluate your performance are:

Activities:	<u>Points</u>
Online Discussion Forum 3 x 10 pts each	30
Discussion Leader	10
Interview	10
Trauma-informed Walk through	10
Case Study	15
Clinical apprenticeship/flex hours Write up 2 x 5 pts	10
Total	85

Details of Assignments

Assignments (85 points)

1. Online discussion forum (10 points each x 3). Students will participate in online discussions, then post their feedback per instructor instruction. Discussion posts are worth 5 points each. Students will then respond to two of their classmates’ posts (2.5 points each X 2= 5 points). Please be prompt so your classmates can respond to your post. Responses need to contribute new ideas, insights, or information to receive full credit. Simply rephrasing or agreeing to your classmates’ opinion will not receive full points. Please be mindful that failure to notify the instructor and not participate actively and timely in online discussions make it more difficult for the entire class.
2. Discussion Leader (10 points). Students will sign up to lead one of five in-class discussions. Topics include: Types of childhood trauma/ACEs; Epigenetics; Approaches

for teaching children with trauma; Connecting with children/Play and resilience; Trauma-informed schools.

3. Assignments (Interview, Trauma-informed walk through; 10 points each x 2)
 - a. Interview: Interview a teacher of children ages birth through third grade on his/her experiences of teaching children with trauma and/or ACEs.
 - b. Trauma-informed walk through: Assess a child's learning environment for its safety, welcoming atmosphere, and trauma-sensitivity.
4. Final assignment: Case study (15 points). Students will compile information about a classroom, teacher, child and/or family that they collected throughout the semester via the course assignments and write them up as a case study.
5. Clinical apprenticeship/flex hours: 5 hours of classroom/child observation. Students will submit two brief write-ups of their classroom/child observations (5 points each x 2)

Core Teaching Practices:

1. Leading a group discussion (LGD)
2. Explaining and modeling content, practices, and strategies (EMC)
3. Eliciting and interpreting individual students' thinking (EIST)
4. Setting up and managing small group work (MSG)
5. Building respectful relationships with students (BRR)
6. Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction (LAS)
7. Checking student understanding during and at the conclusion of lessons (CSU)

Clinical Apprenticeship: Flex hours

This course will include 5 hours of student contact experiences. These contact hours may take the form of direct interactions, planning, engagement with parents and community
TBD

Grading Scale

Grade	Honor Points	Percentage
A	4.0	93-100
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1.0	65-66

Alignment of Standards and Assignments/Assessments

B-K Standards	PreK-3 Standards	Assignments	CTP
<p>FC.1. Teaching and Learning (B): Demonstrate knowledge and understanding of the multiple influences on development and learning of the whole child, including but not limited to: cultural and linguistic context, social emotional needs, traumatic experiences, health status and disabilities, peer and adult relationships; children’s individual and developmental variations, play, family and community characteristics; the influence and impact of technology and the media.</p>	<p>P.1. Learner-Centered Supports (b): Demonstrate knowledge and understanding of the multiple influences on development and learning of the whole child, including but not limited to: cultural and linguistic context, economic conditions of families, social emotional needs, trauma, health status and disabilities, peer and adult relationships, children’s individual and developmental variations, opportunities to play and learn, family and community characteristics, and the influence and impact of technology and the media.</p>	<p>Readings Online discussion forum Discussion Leader</p>	<p>LGD EMC EIST MSG CSU</p>

<p>FC.5. Professionalism (E): Identify signs of emotional distress, toxic stress, child abuse and/or neglect in young children and follow appropriate procedures for mandated reporting and utilize skills and strategies for clarifying and communicating sensitive issues with appropriate parties (including but not limited to child abuse, neglect, hygiene, and nutrition) to promote young children’s physical and psychological health, safety, and sense of security.</p>	<p>P.1. Learner-Centered Supports (m): Identify signs of emotional distress, toxic stress, child abuse and/or neglect in young children and follow appropriate procedures for mandated reporting and utilize skills and strategies for clarifying and communicating sensitive issues with appropriate parties (including but not limited to child abuse, neglect, hygiene, and nutrition) to promote young children’s physical and psychological health, safety, and sense of security.</p>	<p>Readings Online discussion forum Discussion Leader</p>	<p>LGD EMC EIST MSG CSU</p>
<p>WCD.1C. General Knowledge (C): Describe how early experiences, including relationships, educational practices, interactions and strategies, can help strengthen or weaken the architecture of children’s developing brains and brain wiring.</p>		<p>Readings Online discussion forum Discussion Leader</p>	<p>LGD EMC EIST MSG CSU</p>
<p>WCD.1C. General Knowledge (E): Articulate how children’s experiences shape their overall motivation and approaches to learning and how dispositions and behaviors like resilience, persistence, initiative and flexibility affect their learning and development.</p>		<p>Readings Online discussion forum Discussion Leader Interview Clinical apprenticeship (classroom/child observations) Case study</p>	<p>LGD EMC EIST BRR LAS CSU</p>

<p>WCD.1C.General Knowledge (J): Demonstrate knowledge of and differentiate between the distinct elements of trauma, toxic stress, and adverse childhood experiences (ACEs) and the impact on brain development and later academic, social and emotional skill development, including explaining the interconnected nature of trauma, toxic stress, and adverse childhood experiences. Identify prevention strategies and protective factors of resilience and implement strategies to build resilience in children, families, and communities using evidence-based and trauma informed interventions.</p>		<p>Readings Online discussion forum Discussion Leader Interview Clinical apprenticeship (classroom/child observation) Trauma-informed walk through Case study</p>	<p>LGD EMC EIST BRR LAS CSU</p>
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EC 3340: Seminar 2 Professionalism & Collaboration Hours of credit: 3
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Instructor: TBD
Class Meetings: TBD
Class Location: TBD
Office: TBD
Office ☎: (248) 370-
E-mail: TBD
Office Hours: TBD

Course Description: This seminar will focus on current issues in early childhood education. National and state guidelines will be used to focus on the legal, ethical, and professional dimensions of becoming an early childhood educator. Additionally, the course will focus on the development of leadership and collaborative skills.

Course Objectives: Upon completion of the course students will be able to:

- Know and apply legal and ethical guidelines as well as professional standards in early childhood education, including following codes of professional conduct and exhibiting knowledge and expectations of current legal directives
- Analyze selected federal, state and local policies, standards and practices to understand the benefits and limitations of policies in promoting quality early childhood education
- Know and use cross-cultural, cross-discipline strategies to provide resources for children and families.
- Recognize the importance of active participation in early childhood professional organizations.
- Use skills to participate in collaborative communities, including professional groups from other disciplines
- Know and respect rights of students with disabilities and understand and use various models of consultation in diverse settings
- Demonstrate knowledge and skills to participate as an effective team member, including the skills and disposition to solve problems and resolve conflicts
- Demonstrate the knowledge of local, state and national policy issues, processes and understands their impact on young children and their families
- Know and understand principles of administration and management of early childhood program, including the role of evaluation in program development
- Follows school policy and procedures respecting the boundaries of professional responsibilities, when working with students, colleagues, and families

Textbook:

Assigned Readings will be posted on Moodle as PDF Files or as links to websites. Be sure you can open these – you will need Adobe software on your computer.

Additional Resources:

Feeney, S. & Freeman, N.K. (2006). *Ethics and the Early Childhood Educator: Using the NAEYC Code*. Washington, DC: NAEYC.

Hewes, & Leatherman. (2005). *An Administrator's Guidebook to Early Care and Education Programs*. Boston: Allyn and Bacon.

Bloom, P. J. (2003). *Leadership in Action*. New Horizons Press

Robinson, A. & Stark, D.H. (2002). *Advocates in Action: Making a Difference for Young Children*. Washington DC: National Association for the Education of Young Children.

NAEYC Ethical Code of Conduct.

<https://www.naeyc.org/search/Ethical%20Code%20of%20Conduct>

Early Childhood Standards of Quality for Infant and Toddler Programs

https://www.michigan.gov/documents/mde/ECSQ_IT_approved_422341_7.pdf

Early Childhood Standards of Quality for Pre-kindergarten.

https://www.michigan.gov/documents/mde/ECSO_OK_Approved_422339_7.pdf

Michigan Code of Educational Ethics

https://www.michigan.gov/documents/mde/Code_of_Ethics-PRINCIPLES_653128_7.pdf

Statement and Guidance on Developing a Policy for Prevention of Suspension and/or Expulsion of Children Birth through Age 8 in Early Education and Care Programs.

https://www.michigan.gov/documents/mde/suspensionpolicyfinal11.16_576027_7.pdf

Course Outline by topic:

- Reviewing Standards and Guidelines that drive the EC field
- Document review – components that address professionalism, curriculum, families, and program features
- Professional learning and actions focused on diversity, equity and inclusion
- Professional organizations' roles in the profession
- Collaboration in educational and other communities
- Planning for students with disabilities and understanding models of consultation and teaming.
- Teamwork and team building; problem solving and conflict resolution
- Local, state, regional and national policy issues, and processes – impact on educators, children, and families
- Management, administration, and evaluation of programs
- Advocacy in early childhood education – school policy and procedures

Methods of instruction:

- Lecture
- Discussions
- Analysis of state and national documents
- Analysis of case studies
- Small group or partner work on projects
- Experiential learning activities
- Applied field experiences & reflections

Assignments & Grades:

Multiple activities will be used to assess your performance. The tasks and weights used to evaluate your performance are:

Activities:	<u>Points</u>
Online Discussion Forums 6 x 10 Points	60
Review & Analysis of Standards – Document Review Chart	30
Mentoring Article citation and abstract	10
Collaboration Article citation and abstract	10
Persona (family case) review/action	20
Interviews with Professionals (4), Analysis and Connections to Concepts	50
Summary of Professional Organizations	20
Presentation of research article	10
Total	200

Clinical: Students will complete 50 hours in clinical setting(s) in conjunction with Seminar 1.

Details of Assignments**Core Teaching Practices:**

1. Leading a group discussion (LGD)
2. Explaining and modeling content, practices, and strategies (EMC)
3. Eliciting and interpreting individual students' thinking (EIST)
4. Setting up and managing small group work (MSG)
5. Building respectful relationships with students (BRR)
6. Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction
7. Checking student understanding during and at the conclusion of lessons (CSU)

Clinical Apprenticeship: Flex hours

This course will include 5 hours of student contact experiences. These contact hours may take the form of direct interactions, planning, engagement with parents and community
TBD

Grading Scale

Grade	Honor Points	Percentage
A	4.0	93-100
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1.0	65-66

Alignment of Standards and Assignments/Assessments

B-K Standards & PK-3 Standards	Assignments	CTP's
<p>FC 1 Teaching and Learning FC.1.F. Plan, implement and assess developmentally appropriate experiences based on state and national learning standards that promote concept and skill development and challenging learning experiences across all domains and content area P.1.K</p>	<p>Document Review Chart</p>	<p>EMC</p>
<p>FC.5 Professionalism F.C.5.A. Articulate the importance of early childhood education and the societal benefits of an accessible, affordable and high-quality experience</p>	<p>Document Review Chart Class discussions Discussion Forms Persona (case study) review/action</p>	<p>EMC, LAS</p>
<p>FC.5.B. Identify, analyze, and engage in ongoing professional learning that strengthen their instructional practice and use reflective practices to design, monitor, and adapt their instruction as a means for gauging their own professional growth P.1.n P.2.d</p>	<p>Review of Program Evaluation Tools Mentoring Article Collaboration Artic Summary of Professional Organizations</p>	<p>EMC, LAS</p>
<p>F.C.5.C. Continually evaluate the effects of professional and personal decisions and actions on the children, parents, and other professionals in their learning community.</p>	<p>Interviews with Professionals Persona (case study) review/action</p>	<p>EMC</p>
<p>D. Demonstrate knowledge of and critically analyze the ethical/professional codes of conduct in education, including the Michigan Code of Educational Ethics, and the</p>	<p>Class Discussions Discussion Forums</p>	<p>EMC, BRR, LAS</p>

<p>Statement and Guidance on Developing a Policy for Prevention of Suspension and/or Expulsion of Children Birth through Age 8 in Early Education and Care Programs. P.2.a</p>		
<p>E. Identify signs of emotional distress, toxic stress, child abuse and/or neglect in young children and follow appropriate procedures for mandated reporting and utilize skills and strategies for clarifying and communicating sensitive issues with appropriate parties (including but not limited to child abuse, neglect, hygiene, and nutrition) to promote young children's physical and psychological health, safety, and sense of security. P.1.m</p>	<p>Class discussions Discussion Forums</p>	<p>EMC, BRR, LAS</p>
<p>F. Demonstrate knowledge of and maintain currency in public policy issues and processes and the impact on the education of all children, including English learners and children with special needs. P.2.b</p>	<p>Interviews with Professionals</p>	<p>EMC, BRR</p>
<p>G. Demonstrate knowledge and application of legal and ethical guidelines and professional standards related to children and families P.1.1 P.2.b</p>	<p>Documents Review</p>	<p>EMC, BRR, LAS</p>
<p>H. Understand how policies, procedures, and systems support stable staff and strong personnel, fiscal, and program management/administration so all children, families and staff have high-quality experiences</p>	<p>Interviews with Professionals Persona (case study) review/action</p>	<p>EMC, LAS</p>

EC 4441 - Culturally Responsive Education: The role of Family, Culture, & Community Hours of credit: 3

Instructor: TBD

Class Meetings: TBD

Class Location: TBD

Office: TBD

Office ☎: (248) 370-

E-mail: TBD

Office Hours: TBD

Course Description: This course focuses on the multiple influences of family, community and schools on development and learning of the whole child, including but not limited to: cultural and linguistic context, the neighborhood and the natural environment, social emotional needs and belonging, traumatic experiences, health status and disabilities, relationships; children's and family individual and cultural variations, family and community characteristics; the influence and impact of technology and the media on developing identity, biases and attitudes.

Course Objectives: Upon completion of the course students will be able to:

- Identify and use strategies to engage families in building strong, meaningful partnerships that are authentic, culturally and linguistically appropriate and provide opportunities for regular, ongoing two-way communication that is sensitive and respectful to individual family needs, preferences and goals for their child.
- Demonstrate an awareness of family engagement that is responsive to parents/caregivers of children, birth through Kindergarten, with typical and atypical developing characteristics and children who are English language learners. (NIE. 1 A)
- Design opportunities for learning that are equitable, irrespective of gender, ability, age, ethnicity, language, or family structure and promote active and equitable participation for all children in the program.
- Apply valuable information and understandings received from families regarding their children to create effective connections and consistency across homes and the program
- Collaborate with families to support their skills in promoting the development of their children using routines-based strategies in the home or other natural environments.
- Use a variety of ongoing communication strategies that will support and empower families and communities through respectful, reciprocal relationships
- Actively assist families in identifying and using available federal, state and local agencies, programs and assets to support children and families
- Share knowledge and resources with parents to mitigate the impact of environmental factors on children's health.

- Create environments in which all cultures are represented respectfully and celebrated on a continuous basis through experiences and materials available in the classroom

Required Reading:

MiFamily: Michigan's Family Engagement Framework

<https://www.michigan.gov/mde/0,4615,7-140-5233---,00.html>

Parent, Family, and Community Engagement Framework for Early Childhood Systems and related resources for Child Care and Development Fund (CCDF) published May 2020

<https://childcareta.acf.hhs.gov/resource/using-parent-family-and-community-engagement-framework-early-childhood-systems>

Recommended Reading:

Lang, D. (2020). Parenting and family diversity issues. Ames, IA: Iowa State University Digital Press. DOI: <https://doi.org/10.31274/isudp.8>

<https://open.umn.edu/opentextbooks/textbooks/parenting-and-family-diversity-issues>

Puckett, M., Black, J., Wittmer, D. & Petersen, S. (2009). *Young Child, The: Development from Prebirth Through Age Eight* (5th ed.). Merrill.

Michigan Early Childhood Standards- Infants & Toddlers and Preschoolers
http://www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf
https://www.michigan.gov/documents/mde/ECSQ_IT_approved_422341_7.pdf

Course Outline by topic:

- Family engagement
- Family & the community
- Home, school, and community influences on children's lives
- Parent involvement in education - research and practice
- Diversity in families
- Strategies for collaborating with parents
- Strategies for engaging and working with the community
- Understanding systemic bias and discrimination
- Models for parent, school, and community partnerships
- Working with parents of children with disabilities
- Rights, responsibility, and advocacy
- Identifying and responding to risk factors in families
- IEP and IFSP meetings

Methods of instruction:

- Reading
- Lecture
- Discussions – in class & online
- Simulation games
- Small group collaboration
- Video, audio (podcasts) and website viewing
- Application of learning in field settings

Assignments & Grades:

Multiple activities will be used to assess your performance. The tasks and weights used to evaluate your performance are:

Activities:	<u>Points</u>
Attendance and participation	10
Weekly reading/viewing of videos and discussion (12@ 10 pts each)	120
Document and reflect on conversation with a parent	10
Presentation of family engagement resource	10
Role play 3 scenarios with parent and discuss	10
Review two books reflective of diversity	10
 Total	 170

Details of Assignments

- View and discuss the very brief video “Juneteenth: All About the Holidays (PBS Learning Media)” Did you know about this day of celebration and its history?
- View the short video on “Systemic Racism” and discuss
- Read the article ON TEACHING What Anti-racist Teachers Do Differently They view the success of black students as central to the success of their own teaching. PIRETTE MCKAMEY JUNE 17, 2020 and discuss
- View the NYT documentary short (8 min) A Racist Attack Caught on Camera: 45 Years Later it Still Stings and discuss
- View from my window reflection family, school and community experiences growing up.
- MDE Family Engagement Framework: <https://www.michigan.gov/mde/0,4615,7-140-5233---,00.html> - view a brief video on that website that introduces you to this new framework, and respond to questions.
- Read Dr. Walter Gilliam article and view t <https://www.youtube.com/watch?v=3YBSs20YX40>
- Read and discuss Kuh, L., LeeKeenan, D., Given, H., & Beneke, M. (2016). Preschool Through Grade 2: Moving Beyond Anti-Bias Activities: Supporting the

Development of Anti-Bias Practices. *YC Young Children*, 71(1), 58-65. Retrieved June 23, 2020, from www.jstor.org/stable/ycyoungchildren.71.1.58

- Remember the anti-racist teacher article? Take a 4 minute listen to the author who was just on NPR news <https://www.npr.org/sections/live-updates-protests-for-racial-justice/2020/07/09/889446825/veteran-educator-on-the-endless-but-joyful-work-of-creating-anti-racist-educatio>
- View the following TEDx talk: Teacher and parent relationships - a crucial ingredient: Cecile Carroll at TEDxWellsStreetED <https://www.youtube.com/watch?v=FxJIsZsYKQQ> and respond to questions
- Explore resources on family engagement on this website and discuss <https://eclkc.ohs.acf.hhs.gov/family-engagement>
- Read carefully the first chapter of this resource (through page 6), then skim the rest of the document, noting any studies or summaries of studies that are of particular interest to you. Van Voorhis, F L , Maier, M F , Epstein, J L , Lloyd, C M , & Leuong, T (2013) The impact of family involvement on the education of children ages 3 to 8: A focus on literacy and math achievement outcomes and social-emotional skills New York, NY: Center on School, Family and Community Partnerships, MDRC Retrieved on August 13, 2017, from https://www.mdrc.org/sites/default/files/The_Impact_of_Family_Involvement_FR.pdf
- Read and discuss the guide for Toxic Stress 101 <https://developingchild.harvard.edu/science/key-concepts/toxic-stress/>
- Watch the film “Removed” <https://www.youtube.com/watch?v=lOeQUwdAjE0>
- and “Remember my Story: Removed Part 2” <https://www.youtube.com/watch?v=I1fGmEa6WnY> by Nathanael Matanick and respond to questions.

Resources:

- <https://www.acesconnection.com/g/Parenting-with-ACEs/set/handouts>
- <https://www.naeyc.org/resources/topics/family-engagement>

Read this brief document about the federally required elements of an IFSP https://www.michigan.gov/documents/mde/IFSP_Required_Elements_414962_7.pdf

Watch this short clip that defines and explains the differences between an IFSP and an IEP. It explains how there is a transitional process to an IEP once the child turns 3 and enters the school system. https://www.youtube.com/watch?v=AzGW_5InBjc

View the following video series on the IFSP process:

- <http://www.youtube.com/watch?v=SLgbOeEEaRM>
- http://www.youtube.com/watch?v=cNpsFDdW_FE
- http://www.youtube.com/watch?v=-gXe_B0FY9M
- <http://www.youtube.com/watch?v=9I4a7qHOJxo>
- <http://www.youtube.com/watch?v=cSX52lnYT7s>
- <http://www.youtube.com/watch?v=GYg1nfe2vyE>
- <http://www.youtube.com/watch?v=dHcfL2DCimY>
- <http://www.youtube.com/watch?v=ZnRP-bvNKUg>
- <http://www.youtube.com/watch?v=vCm6Nrgta7Q>
- <http://www.youtube.com/watch?v=NlqZBrXNoTM>

Take notes as you go, so you can comment on each of the video segments.

Learn about the IEP process.

<https://www.ecac-parentcenter.org/webinars-videos/the-iep-team-process-chapter-1-idea-and-ieps/>

View and discuss the following video series on the IEP process:

<https://www.ecac-parentcenter.org/webinars/>

view all 5 chapters - 5 separate videos

<http://www.ecac-parentcenter.org/the-iep-team-process-videos/>

Read, view and discuss.

<https://www.edweek.org/leadership/what-is-critical-race-theory-and-why-is-it-under-attack/2021/05>

Read Five Steps Toward Successful Culturally Relevant Text Selection and Integration by Sue Ann Sharma and Tanya Christ (2017). See the resource provided about texts by Sharma and Christ (an Excel document in this agenda) to peruse and save for your use when you teach, and also this resource <http://www.ala.org/rt/emiert/cskbookawards>.

Review two children's books available in the ERL or this website <https://www.pbs.org/parents/read-along>, particularly those for culturally diverse audiences.

Watch this video explaining the social determinants of health:

<https://www.youtube.com/watch?v=8PH4JYff4Ns>

Respond to questions: What are the social determinants of health as described here? How might social determinants of health impact child development? How might they impact the quality of parenting? What can you learn about what types of supports are important to parents of young children? How do these social determinants of health relate to your future work to engage families in learning environments? How well should you know the community within which you work? How can parents help you to know the community from their perspectives? Did you know that the average life expectancy of individuals can vary by over 20 years just in Oakland County?

Read the brief introduction to life expectancy on the Robert Wood Johnson Foundation website and click on the link to the interactive map to compare life expectancy in Oakland County and then compare with another nearby county, like Wayne County.

<https://www.cdc.gov/nchs/data-visualization/life-expectancy/>

<https://www.cdc.gov/nchs/data-visualization/life-expectancy/>

Few people really know about this wide variation in life expectancy, even within our community. How does this relate to your work in communities, schools and with parents?

View the website for <https://www.fcd-us.org/determinants-of-health-and-well-being-for-children-of-immigrants/> for information specific to children of immigrants. You can include this in the above discussion as there is overlap.

Play the online game “Spent” to simulate living in or near the poverty line.

<http://playspent.org/html/>

Discuss the experience playing the game, and how that relates to your work in communities, schools and with parents.

Explore the parent engagement toolkit from the Michigan Department of Education (2015) https://www.michigan.gov/mde/0,4615,7-140-81376_51051-262889--,00.html

Click on resources for teachers and discuss what you learn about ways to engage parents.

Additional (not required) resources:

<https://www.cdc.gov/childrensmentalhealth/features/supporting-parents.html>

<https://www.cdc.gov/ncbddd/childdevelopment/features/parenting-matters.html>

Return to the course resource

https://www.michigan.gov/documents/mde/4a._Final_Toolkit_without_bookmarks_370151_7.pdf and read and discuss the following pages: 13, 28-34, 38-40, 43-45, 56-76, 83-88.

Weekly reading/viewing of videos/discussion

Core Teaching Practices:

1. Explaining and modeling content, practices, and strategies (EMC)
2. Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction (LAS)

Clinical Apprenticeship: Flex hours

This course will include 5 hours of student contact experiences. These contact hours may take the form of direct interactions, planning, engagement with parents and community
TBD

Grading Scale

Grade	Honor Points	Percentage
A	4.0	93-100
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1.0	65-66

Alignment of Standards and Assignments/Assessments

Standards	Assignments	CTP
<p>A. Identify and use strategies to engage families in building strong, meaningful partnerships that are authentic, culturally, and linguistically appropriate and provide opportunities for regular, ongoing two-way communication that is sensitive and respectful to individual family needs, preferences and goals for their child.</p>	<p>Compare and contrast theoretical models related to family engagement and discuss uses of the MI Family Engagement Toolkit</p>	<p>CTP</p>
<p>B. Demonstrate an awareness of family engagement that is responsive to parents/caregivers of children, birth through kindergarten, with typical and atypical developing characteristics and children who are English language learners. (NIE. 1 A)</p>	<p>Read, view, and discuss relevant readings and video/audio resources on these topics.</p>	<p>EMC</p>
<p>C. Design opportunities for learning that are equitable, irrespective of gender, ability, age, ethnicity, language, or family structure and promote active and equitable participation for all children in the program. [IEP]</p>	<p>View and discuss documents and video series about effective communication in IEP and IFSP meetings.</p>	<p></p>
<p>D. Apply valuable information and understandings received from families regarding their children to create effective connections and consistency across homes and the program</p>	<p>TEDx talk: Teacher and parent relationships - a crucial ingredient: Cecile Carroll at TEDxWellsStreetED - discuss implications for effective communication</p>	<p>LAS</p>
<p>E. Collaborate with families to support their skills in promoting the development of their children using routines-based strategies in the home or other natural environments.</p>	<p>Read and discuss review of current research regarding family engagement and child outcomes. Note implications for teacher practice.</p>	<p>LAS</p>
<p></p>	<p></p>	<p></p>

<p>F. Use a variety of ongoing communication strategies that will support and empower families and communities through respectful, reciprocal relationships.</p>	<p>Read and role-play communication strategies</p> <p>Discuss challenges and successes in communication in field experiences</p>	<p>LAS</p>
<p>G. Actively assist families in identifying and using available federal, state and local agencies, programs and assets to support children and families.</p>	<p>Examine and discuss the parent engagement toolkit from the Michigan Department of Education (2015) https://www.michigan.gov/mde/0,4615,7-140-81376_51051-262889--,00.html</p>	<p>LAS</p>
<p>H. Share knowledge and resources with parents to mitigate the impact of environmental factors on children’s health.</p>	<p>Engage in simulation games (poverty and social determinants of health), view “Removed” and read and discuss resources on ACEs</p>	<p>LAS</p>
<p>I. Create environments in which all cultures are represented respectfully and celebrated on a continuous basis through experiences and materials available in the classroom</p>	<p>Read relevant article and text selection resource, select two children's books and review</p>	
<p>J. Demonstrate knowledge of and differentiate between the distinct elements of trauma, toxic stress, and adverse childhood experiences (ACEs) and the impact on brain development and later academic, social, and emotional skill development, including explaining the interconnected nature of trauma, toxic stress, and adverse childhood experiences. Identify prevention strategies and protective factors of resilience and implement strategies to build resilience in children, families, and communities using evidence-based and trauma informed interventions.</p>	<p>Read and view resources on toxic stress and ACEs and discuss implications for working with children and families</p>	

K. Demonstrate knowledge of the impact of diversity, inclusion and bias on children, families, and programming, and the ability to implement strategies to promote equity, cultural responsiveness, and inclusivity.	Read and view resources on implicit bias, research on expulsion, and inclusive, anti-racist curricula, reflect and discuss implications for practice	LAS
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EC 4442 -Social Studies for Young Children: Content and Pedagogy

HOURS OF CREDIT: 3

Instructor:	TBD
Class Meetings:	TBD
Class Location:	TBD
Office:	TBD
Office ☐:	248-370-
E-mail:	TBD
Office Hours:	TBD

Course Description: This course focuses on understanding and supporting children's experiences and interactions in home, school and community with an emphasis on roles, social norms, and relationships among members of their expanding contexts. Students will discuss and apply concepts that enrich children's experiences with a) being a member of multiple and diverse communities, b) understanding temporal concepts of change and continuity in routines and historical time frames, c) conceptualizing expanding geographic contexts, d) participating in a democratic and collaborative community and e) exploring the roles of individuals and groups in determining the ability to make choices and problem solve about use of resources.

Course Objectives: Upon completion of the course students will be able to:

- Create and/or facilitate classroom and home environments where children have opportunities to make choices, participate in routines, and problem-solve with peers and adults (Civic Engagement)
- Provide intentional experiences for children learn to take another's point of view, empathize with others, see themselves as helpful to others and the community, and solve conflicts in productive ways. (Relationships)
- Foster children's awareness of and participation in their ever-broadening communities, including natural environments, homes, schools, and neighborhoods. (Geography)
- Provide children with opportunities to enact and articulate democratic principles such as group decision-making, voting, and the norms and rules of the classroom community. (Civic Engagement)
- Design experiences for children to think about chronology in daily and weekly events at home, school, and community; connect traditional events to culture and family. (History)
- Provide opportunities through play and lessons for children to engage in concepts of fairness and equity, trading services or materials, saving, and delayed gratification. (Economics)
- Identify sources of inequity and injustice in social studies education and develop ways to address them through inquiry-based teaching and learning in social studies. (Civic Engagement, Relationships)
- Identify and develop experiences that simultaneously build on and eliminate differences based on children's individual, family, cultural and linguistic backgrounds.

Text book(s):

Koralek, D. & Mindes, G. (2006). *Spotlight on Young Children and Social Studies* Washington, D.C.: NAEYC. ISBN:978-1-928896-38-8

Rodriguez, N.R., & Swalwell, K. (2022). *Social Studies for a better world: An anti-oppressive approach for Elementary Educators*. New York, NY: W.W. Norton & Co, Inc.

Recommended/Supplemental Readings & Resources

Additional readings (e.g,articles/chapters) and digital resources (e.g. websites, blogs) exploration will be assigned throughout the course, for in-classroom and online discussions.

Takaki, R. (2012). *A Different Mirror for Young People: A History of Multicultural America (For Young People Series)*. ISBN: 160980416

NAEYC Position Statement: *Advancing Equity in Early Childhood Education* (2019).
<https://www.naeyc.org/resources/position-statements/equity>

Strachan, S, & Block, M. (2020). *Approaching Interdisciplinary Teaching: Using Informational Texts During Social Studies*. *Young Children*, v. 74(4), 38-44.

Epstein, A. (2012). *The HighScope Preschool Curriculum: Social Studies*. Ypsilanti, MI: HighScope Press

Michigan K-3 content standards for social studies
https://www.michigan.gov/documents/mde/Final_Social_Studies_Standards_Document_655968_7.pdf

Early Childhood Standards of Quality for Infant and Toddler Programs
https://www.michigan.gov/documents/mde/ECSQ_IT_approved_422341_7.pdf

Early Childhood Standards of Quality for Prekindergarten.
https://www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf

Michigan Kindergarten Standards for English Language Arts
https://www.michigan.gov/documents/mde/MDE_ELA_Standards_599599_7.pdf

Powerful, Purposeful Pedagogy in Elementary School Social Studies

A Position Statement of the National Council for the Social Studies (Approved 2017)

<https://www.socialstudies.org/position-statements/powerful-purposeful-pedagogy-elementary-school-social-studies>

Course Outline by Topic:

- Family, home and community settings that impact children
- Exploring ways to support children learning about one another
- Belonging in school and community – examining practices of diversity, equity and inclusion
- Choices and decision-making opportunities for children to experience group norms and processes
- Examining routines (in lessons, days, weeks and longer) that embed opportunities for understanding roles, rules and rights
- Helping children understand their impact on multiple environments – home, school, neighborhood and community.
- Helping children situate themselves in the world
- Lessons for various age group around social studies concepts - basic principles and variations

Method of Instruction:

- Lecture
- Discussions (in class) and Discussion Forums (on Moodle)
- Simulations
- Interviews
- Video Observations and Analysis
- Observations of Children
- Observations of Classrooms
- Collaborative projects/presentations
- Exploration and analysis of resources

Assignments and Grades:

Multiple activities and assignments will be used to assess your performance. The tasks and weights used to evaluate your performance are:

Assignments:	Points
Attendance and class participation	10
Discussion Forums (5 x 10 points each)	50
Structured Observation and Reflection of 3 classrooms	30
Analysis of Common Routines and Practices	20
Teacher Interview	10
Adding Materials Assignment	10
Collaborative Community Project (Visitor/Field Trip)	20
Collaborative group lesson plans (3)	50
Total	200

Details of Assignments

Class attendance and participation: Students are expected to attend all face-to-face on campus class sessions or online SYNCHRONOUS classes and participate in the ASYNCHRONOUS Moodle course environment via discussion forums and other activities by the due dates

Discussion Forums/Responses to Readings, videos, etc: Students will read an assigned textbook chapter(s) and/or additional readings, or view a video, then post their feedback per instructions. Responses need to contribute to substantially new ideas, insights, or information to receive full credit.

Structured Observation and Reflection of 3 classrooms: Students will observe in classrooms at three age levels (infant/toddler, preschool/preK, and K-3) using a framework (e.g., NCSS 5 qualities, for identifying how social studies concepts of building relationships, classroom belonging, understanding environments, roles, responsibilities and rights, and problem-solving are incorporated.

Analysis of Common Routines and Practices: Students will analyze common routines and practices in early childhood and early elementary classrooms such as morning meetings, large group lessons, calendars, and classroom rules, as well as celebrations such as birthdays, holidays and classroom events with a lens towards identifying problems of misrepresentation and solutions/alternatives for addressing problematic practices.

Teacher Interview: Students will interview a teacher about a 2 social studies topics or concepts that the student feels most challenged by in terms of teaching this concept to children of a particular age/grade from birth to 8 years.

Adding Materials Assignment Add & label materials to provide opportunities through play and lessons for children to engage in concepts of fairness and equity, trading services or materials, saving, and delayed gratification.

Collaborative Community Project (Visitor/Field Trip) Lesson Plan Students will plan a lesson that provides children with opportunities to interact with and make connections to their community members through a collaborative community project. A focus of this lesson will be on incorporating an inquiry-based approach as outlined by the C3 State Standards.

Collaborative Group Lesson plans: Student will work in collaborative groups to design lesson plans for children at different age groups around a social studies concept. Analysis of common principles and variations will be expected and lesson plans will be demonstrated in class.

Core Teaching Practices:

1. Leading a group discussion (LGD)
2. Explaining and modeling content, practices and strategies (EMC)
3. Eliciting and interpreting individual student's thinking (EIST)
4. Setting up and managing small group work (MSG)
5. Building respectful relationships with students (BRR)
6. Learning about students' cultural, religious, family, intellectual and personal experiences and resources for use in instruction (LAS)
7. Checking student understanding during and at the conclusion of lessons (CSU)

Clinical Apprenticeship: Flex Hours

This course will include 10 hours of student contact experiences. These contact hours may take the form of direct interactions, planning, engagement with parents and community

Grading Scale

Grade	Honor Points	Percentage
A	4.0	93-100
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1.0	65-66

Alignment: Standards/Assignments/Core Teaching Practices

B-K Standards & PK-3 Standards	Assignments	Core Teaching Practice(s)
<p>SS.1. Civic Engagement</p> <p>A. Create environments that support children to explore their individual interests, goals, needs, and preferences</p> <p>a. The responsibility of public discourse, decision making, and citizen involvement through developing skills for participating in community issues by using representational tools and data to interpret, analyze and create structured discourse which communicates reasoned positions relative to public issues</p> <p>B. Use a developmental approach to support children in demonstrating an increased understanding of socially acceptable behavior</p> <p>b. Organizational skills for clearly stating a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions</p> <p>C. Use a developmental approach to support children in increasing awareness of themselves as members of a group;</p> <p>c. Communicate skills to generate a reasoned position on public issues in order to act constructively to further the public good</p> <p>D. Create environments for children to develop mutual understanding and respect for diverse others;</p> <p>E. Provide a variety of materials/tools for children to observe themselves (e.g., mirrors, photographs) and a create images/representations of themselves, their families, and their world;</p> <p>F. Use language that helps children to describe themselves using factual information including what changes and what does not (e.g., recognize and label body parts, emotions, preferences);</p> <p>G. Use behavioral reflections to describe children’s behaviors objectively (e.g., you are working together to fill the bucket);</p> <p>H. Create learning experiences, including through play, for children to develop personal self-control, self-motivation, and self-esteem.</p>	<p>Readings Discussion forums Collaborative Community Project Collaborative Lesson Plans (cross age) Classroom observation Collaborative Community Project</p> <p>Classroom observation Collaborative Community Project Adding Materials Assn. Collaborative Lesson Plans (cross age)</p> <p>Analysis of Common Routines and Practices</p> <p>Adding Materials Assn</p>	<p>LGD/EMC</p> <p>LGD/EMC/EIST/MSG/CSU</p> <p>EIST</p> <p>LGD/EMC</p> <p>EIST/BRR/LAS</p> <p>LGD/EMC</p> <p>BRR/EIST/LAS LGD/EMC/EIST/MSG/CSU</p> <p>BRR/EIST/LAS BRR/EIST/LAS</p> <p>MSG</p>
<p>SS.2.Relationships</p> <p>A. Articulate that teachers play a significant role in helping children to initiate and maintain relationships with peers and adults and establish positive relationships with all children and families they serve.</p> <p>B. Support children in demonstrating an increased ability to communicate about and seek help for interpersonal conflict.</p> <p>C. Support children in demonstrating an increased ability to make intentional choices.</p>	<p>Readings Discussions Classroom observation Analysis of Common Routines and Practices</p> <p>Adding Materials Assn</p>	<p>BRR</p> <p>EIST/LAS</p> <p>MSG</p>

<p>past experience) in helping children develop a beginning awareness of temporal concepts and answering questions and developing arguments about past, present and future events (e.g. recalling past events to problem solve a given situation, classroom projects that incorporate individual family stories or photographs of elders or family traditions, opportunities to track the passage of time through the construction of timelines of events of significance to them (e.g., daily schedule), their communities, and earlier times communicate regularly with families and invite multigenerational participation).</p> <p>b. Historical thinking that consists of understanding and evaluating change and continuity over time, and make appropriate use of historical evidence in answering questions and developing arguments about the past.</p> <p>C. Design environments that promote the development of sense of time and chronology with predictable but flexible routines, schedules, and activities. Infants develop this through environments that provide individualized care routines and toddlers, preschoolers and kindergarteners through opportunities for children to use visual schedules/graphic organizers (e.g., steps for handwashing).</p> <p>c. Historical thinking to understand the past in the local community, Michigan, and the United States, as detailed in Michigan K-3 content standards for social studies and Early Childhood Standards of Quality for Prekindergarten.</p> <p>D. Design experiences for children to recognize and respect historical concepts that vary across cultures (i.e. personal space, touch, time concepts, mealtime); take such into consideration when working with families; for example, visibly connect the curriculum to the families and cultures represented in the classroom; provide opportunities to hear from community members as storytellers or historians for the various cultures (including family members) and development of the area or region.</p> <p>E. Critically analyze language and visual representations in print and digital texts and media to avoid those which perpetuate gender, age, ability, family structure, social class, and racial/ethnic stereotypes.</p> <p>F. Use the Early Childhood Standards of Quality for Infant and Toddler Programs, Michigan Kindergarten content standards for social studies and</p>	<p>Readings Discussion Forums Collaborative Lesson Plans (cross-age) Classroom observation</p> <p>Collaborative Community Project</p> <p>Teacher Interview</p> <p>Readings Discussions</p> <p>Collaborative Lesson Plans (cross-age)</p>	<p>LGD/EMC/EIST/MSG/CSU</p> <p>LGD/EMC</p> <p>LGD/EMC/EIST/MSG/CSU</p>
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<p>Early Childhood Standards of Quality for Prekindergarten to plan appropriate experience.</p>		
<p>SS.4 Geography A. Demonstrate the ability to support children to develop an awareness of landmarks and familiar places. a. Geography as an organizing framework to identify and interpret geographic environment using representational tools, spatial perspective, and concepts that explain human needs and wants and their relationship to their environment B. Demonstrate the ability to support children to describe the characteristics of home to gain understanding of physical features (e.g. exterior type, door color, type of home, etc.) b. Geographic reasoning that consists of using spatial and environmental perspectives, skills in asking and answering questions, and being able to apply geographic representations; C. Use geographic concepts to develop learning experiences that enable children to identify and interpret environments using representational tools, spatial perspective, and concepts. Encourage children to apply skills in asking and answering questions, and creating geographic representations that explain human needs and wants and their relationship to their environment (e.g., developing an awareness of body in space, teachers that respond in predictable ways to needs/wants, helping children describe their needs and wants, provide opportunities for children to be involved in drawing a picture of a house as shelter). PK-3 SS.3.A c. Geographic reasoning to understand the geography of the local community, Michigan, the United States, and the world, as detailed in Michigan K-3 content standards for social D. Provide access to high quality literature, both fiction and non-fiction, that helps children learn more about their place in their neighborhood and their expanding ‘community,’ both the structures as well as the outdoor play spaces and the plants and surrounding lands, forests, streams and bodies of water. E. Arrange the environments — indoors and outside — to support and encourage self-motivated exploration and curiosity about people and places around the world; encourage children to see themselves as explorers.</p>	<p>Collaborative Lesson Plans (cross-age)</p> <p>Collaborative Community Project</p> <p>Collaborative Lesson Plans (cross-age)</p> <p>Adding Materials Assn</p>	<p>LGD/EMC/EIST/MSG/CSU</p> <p>LGD/EMC</p> <p>LGD/EMC/EIST/MSG/CSU</p> <p>MSG</p>

SS.5 Civics & Government

A. Demonstrate knowledge that governments apply civic virtues and principles of American constitutional democracy, explaining important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government; Demonstrate knowledge of Michigan K-3 content standards for social studies and Early Childhood Standards of Quality for Prekindergarten.

a. Civics and Government as an organizing framework for understanding productive civic engagement, the development of individual rights and societal structures, and relationships between these dynamic forces;

b. Civic reasoning that consists of conceptual foundations of governments, applying civic virtues and principles of American constitutional democracy, explaining important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government;

c. Civic reasoning to understand the government and political processes at the local, state, federal, and global levels as detailed in Michigan K-3 content standards for social studies

B. Demonstrate the ability to support children in increasing their understanding of who work in the community and what they do.

b. Civic reasoning that consists of conceptual foundations of governments, applying civic virtues and principles of American constitutional democracy, explaining important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government;

C. Assist children in developing rules and creating a democratic group setting (i.e., articulating/discovering with children why we have rules within family, school, and community) and how the rules apply to themselves and others. Create learning experiences to help children learn basic safety and health rules that they use daily.

c. Civic reasoning to understand the government and political processes at the local, state, federal, and global levels as detailed in Michigan K-3 content standards for social studies

Collaborative Lesson Plans (cross-age)

Collaborative Community Project
Classroom observations




Collaborative Lesson Plans (cross age)



LGD/EMC/EIST/MSG/CSU

LGD/EMC

LGD/EMC/EIST/MSG/CSU

<p>D. Provide democratic experiences such as voting, discussing the rights and responsibilities of being a member of a community.</p> <p>E. Promote children’s developing sense of what it means to be a democratic community of learners and create such an environment within the classroom in which children have a chance to be heard, to respectfully express their own voices, to participate.</p> <p>F (a) Provide diverse experiences for children to acknowledge and respond to others’ thinking and behavior.</p> <p>F(b)Provide experiences for children to demonstrate care of the environment is our collective responsibility (e.g., caring for learning materials).</p> <p>There are 2 “F’s” in the original document ???</p> <p>G. Plan and implement opportunities to participate in community projects that are collaborative and help to establish a sense of place.</p>		
<p>SS.6 Economics</p> <p>A. Provide experiences for children to demonstrate an increased ability to make intentional choices.</p> <p>a. Economics as an organizing framework for study of the interaction of individual wants, goods, services, and the resulting exchanges in a structured society;</p> <p>B. Provide experiences involving the interaction of individual needs, wants, goods, services, and how these basic economic concepts relate to children’s lives. (e.g., how to share resources, fair trading, play experiences that allow for ‘buying, selling, trading’ goods or services; or saving by various means as a classroom project to reach a goal).</p> <p>b. Economic way of thinking to identify, analyze, and evaluate the causes and consequences of individual economic decisions and public policy (e.g. all choice involves cost, individuals make economic choices, people respond to incentives in predictable ways, individuals participate in economic systems, all decisions have consequences which lie in the future, trade and labor create wealth);</p> <p>C. Provide experiences involving concepts of fairness and equity (i.e., problem-solving solutions regarding shared spaces and shared materials);</p> <p>c. Economic way of thinking to understand economic activities as detailed in as detailed in Michman K- 3 Content Standards for Social Studies and Early</p>	<p>Adding Materials Assignment</p>  <p>Collaborative Lesson Plans (cross age)</p>	<p>MSG/EMC</p> <p>LGD/EMC/EIST/MSG/CSU</p>

Childhood Standards of Quality for Prekindergarten.

D. Plan and implement opportunities for children to exchange goods and services and develop an awareness that goods and services have value and that value is influenced by many characteristics including availability, quality, personal need/goal, and the same good/service may have different value to different people (e.g., trading, identifying preferences, negotiation for toys, playing store)

E. Plan and implement experiences for children to pay for things with the representation of money and provide opportunities for children to engage in play that includes the buying, selling, trading of goods or services using representations of money.

EC 4443: Science for Young Children: Content & Pedagogy Hours of credit: 3

Instructor: TBD

Class Meetings: TBD

Class Location: TBD

Office: TBD

Office ☎: (248) 370-

E-mail: TBD

Office Hours: TBD

Course Description: This course focuses on a constructivist approach to teaching and learning science concepts and skills in early childhood education (birth through age eight). Developing meaningful curricular content, supporting an inquiry approach to learning, planning for diverse learners, project-based learning experiences, assessment and integration of Michigan Early Childhood Standards and Next Generation Science Standards are explored.

Course Objectives: Upon completion of the course students will be able to:

- View early childhood and elementary science as the construction of knowledge and skills through inquiry, experience, and dialogue.
- Be aware of general science concepts and core ideas introduced in early childhood and know where to gather resources to aid in the teaching and learning of any of those concepts with modifications for individual children.
- Develop long term, in-depth projects with children that draw on students' prior knowledge, enhance the development of new concept(s), facilitate concept understanding, and utilize authentic assessment techniques.
- Use formative and summative assessments to make instructional decisions for children's scientific learning and be able to remediate for students who are having difficulties.
- Use research-based strategies to develop an understanding for how scientific thinking develops in children.
- Create and/or adapt a personal collection of instructional resources (e.g., literature connections, instructional videos, activities, etc.) to aid in the teaching of science.
- Develop student's confidence in teaching science to support children's scientific inquiry.
- Recognize the capabilities of all students, particularly those that have been historically marginalized in science learning.
- Develop a greater understanding of the interactive nature of the teaching/learning process by actively participating in role-playing experiences and class discussions related to specified topics.
- Incorporate child-initiated practices in the birth to age 8 science and engineering environment while engaging students in crosscutting concepts: organizing knowledge across fields.

- Engage children in age-appropriate problems and investigations and support typical and atypically developing children in scientific exploration
- Utilize NGSS' cross cutting concepts to extend student's knowledge of analyzing and interpreting data.
- Understand how to create environments that utilize the five senses in order to engage students' observation and reasoning skills, critical thinking, and natural curiosity.

Textbook:

Charlesworth, R. (2016). *Math and Science for Young Children* (8th ed.). Belmont, CA: Wadsworth

Course Outline by topic:

- Definition & importance of early childhood scientific education
- Integrating content areas: Engaging children in meaningful learning activities and projects through appropriate play experiences
- STEM learning in the early childhood classroom: what it looks like from birth to age 8
- Focus on context and active learning while developing oral language in children by asking questions
- Observation and assessment of learning
- Common scientific misconceptions vs. alternate ideas related to early childhood instruction
- Utilize math process skills in scientific learning
- Utilizing the NGSS' cross cutting concepts
- Encouraging all children especially girls and children from minority cultures to be viewed as scientists/scientific learners
- Importance of engaging students with scientifically correct materials

Methods of instruction:

- Lecture
- Discussions – in class
- Small group experiences
- Classroom/Field applications

Assignments & Grades:

Multiple activities will be used to assess your performance. The tasks and weights used to evaluate your performance are:

Activities:	<u>Points</u>
Attendance & Class Participation	20
Weekly Reading and Response Questions	55
Field Application Assignment	35
Technology Assignment	20
STEM Night Project	70
Total	200

Details of Assignments

Weekly Reading and Response Questions:

Readings will be assigned each week from the assigned textbook with questions to respond to in writing. Grade will be determined based on 1) submission by due date 2) relevant details and 3) evidence of critical thinking in question response.

Field Application Assignment:

Plan one science small group (4 children) experience for an assigned age group at Lowry or another approved field site. Planned experience will target children of assigned age level. Submissions for assignment include: Lesson Plan, Field Demonstration, Reflection Paper including modifications for a child with special needs and modifications for another approved age group.

STEM Night Project:

Engage in a collaborative family event that incorporates birth-8 science and math concepts as well as literacy connections. Assignment includes semester long planning, participation in the event, and writing of Reflection Paper. Assignment will be completed with a partner. Groups will provide a variety of individual and culturally appropriate science and math related experiences.

Technology Assignment:

Demonstrate a technology tool that is helpful to science teaching and learning (and the related mathematical processes) with typically & atypically developing children. Technology tool may include (but not limited to) websites, iPad applications, computer games, etc. Assignment will be completed with a partner.

Core Teaching Practices:

1. Explaining and modeling content, practices, and strategies (EMC)
2. Building respectful relationships with students (BRR)
3. Checking student understanding during and at the conclusion of lessons (CSU)

Clinical Apprenticeship: Flex hours

This course will include 15 hours of student contact experiences. These contact hours may take the form of direct interactions, planning, engagement with parents and community TBD

Grading Scale

Grade	Honor Points	Percentage
A	4.0	93-100
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1.0	65-66

Alignment of Standards and Assignments/Assessments

Standards	Assignments	CTP
S.1 Scientific Phenomena	Application Assignment and in class experiences with children/Math and Science Night Project	CSU EMC
S.2 Engaging children in Science and Engineering Practices (SEPs)	Application Assignment/Math and Science Night Project/In class experiences with children	CSU EMC
S.3 Engaging Children in Developing and Using Disciplinary Core Ideas (DCIs)	Application Assignment and in class experiences with children	CSU
S.4 Engaging Children in Developing and Using Crosscutting Concepts	Application Assignment and in class experiences with children/Math and Science Night Project	CSU EMC
S.5 Selecting and modifying instructional materials for 3D learning	Application Assignment and in class experiences with children/Math and Science Night Project/Technology Assignment	CSU
S.6 Children's scientific sense-making	Application Assignment and in class experiences with children/Math and Science Night Project/In class lecture	CSU
S.7 Pedagogical strategies that support culturally relevant sense-making in 3D learning	In class lecture/Application Assignment	CSU
S.8 Equity and Access	In class lecture and in class experiences with children Math & Science Night Project	BRR
Demonstrate knowledge and understanding of the multiple influences on development and learning of the whole child, including but not limited to: cultural and linguistic context, social-emotional needs, traumatic experiences, health status and disabilities, peer and adult relationships; children's individual and	Develop and implement appropriate lessons for children and reflective paper on effectiveness	CSU

developmental variations, play, family and community characteristics; the influence and impact of technology and the media (FC. 1B)		
Identify and differentiate between the various contributions of research findings and developmental theories that shape the field of child development. (WCD 1. A).	Class lectures and in class discussions	EMC CSU
Explain how the dynamic interaction between biological maturation and experience impact children's development. (WCD 1. B).	Class Discussion	EMC CSU
Describe how early experiences, including relationships, educational practices, interactions and strategies, can help strengthen or weaken the architecture of children's developing brains and brain wiring. (WCD 1. C).	Compare and contrast theoretical and research base of two or more early intervention programs	EMC
Identify key elements of prenatal growth and development, and their impact on the typical and atypical development of a child such as prenatal periods, role of maternal and paternal heredity/genes, genetic abnormalities/disorders, screening; maternal diseases, disorders, screening; teratogens (substances, environment); methods and complications of labor/delivery; and neonatal risk factors. (WCD. 1. E)	Class lecture and discussions	CSU
Recognize how the following characteristics have profound influences on all developmental domains, their respective developmental milestones, and the dynamic interaction across domains: how young children grow, develop and learn; general characteristics of birth through kindergarten; typical and	Case study of a typically developing child	CSU

<p>atypical growth and development; and how children develop and learn over time. (WCD. 2. A)</p>		
<p>Demonstrate understanding of the implications for development in early learning of common learning challenges and disabilities in young children, including their etiology, characteristics and classification of common disabilities (speech language impairment, cognitive impairment, learning disabilities, autism spectrum disorder, physical disabilities, visual impairment, deaf and hard of hearing, and emotional impairment), how to respond appropriately to these signs, and their implications for development and learning in the early years. (WCD. 2. B)</p>	<p>Case study of an a typically developing child</p>	<p>CSU</p>
<p>Demonstrate knowledge of how young children differ in their development and approaches to learning by: identifying differences and similarities in abilities and skills across developmental domains detailing the impact of adult interactions and parenting styles on children's development, abilities and skill sets; and understanding the impact of secure consistent relationships and positive attachment on children's development. (WCD. 2. C)</p>	<p>Develop and implement appropriate lessons for children and reflective paper on effectiveness</p>	<p>CSU</p>

EC 4444 - Mathematics: Teaching Pre-Kindergarten to Third Grade

Hours of Credit : 3

Instructor: TBD

Class Meetings: TBD

Class Location: TBD

Office: TBD

Office ☎: (248) 370-

E-mail: TBD

Office Hours: TBD

Course Description

This course will assist teacher candidates in developing their mathematical pedagogical content knowledge in Grades PK through 3. Specifically, this course will focus on developing knowledge of content and students, knowledge of curriculum, and knowledge for teaching attribution, whole number counting, whole number representation, whole number operations, and early fraction concepts.

Learning Outcomes

As a result of this course, students will be able to:

1. TCs will be able to prioritize antiracist mathematics by eliminating deficit views of mathematics learning, eradicating mathematics as a gatekeeper, and engaging the sociopolitical turn of mathematics education as we collectively focus on mathematics and social justice. [InTASC 7, 8, 9] [PK-3 & 3-6 Standards: M.1., M.2., M.3., M.4.]
2. TCs will be able to unpack mathematical content and identify mathematical competence for teaching attribution, whole number counting, whole number representation, whole number operations, and early fraction representation. [CKCA.1, CKCA.2] [InTASC 4] [PK-3 Standards: M.5, M9, M.13, M.17] [3-6 Standards: M5] [CSU]
3. TCs will be able to explain and model content, practices, and strategies that support children's mathematical explanations teaching attribution, whole number counting, whole number representation, whole number operations, and early fraction representation. [CKCA.3, IP.5] [InTASC 4, InTASC 5] [PK-3 Standards: M.6, M. M.10, M.14, M.18] [3-6 Standards: M6] [EMC]
4. as an TCs will be able to choose, interpret, and talk about representations for attribution, whole number counting, whole number representation, whole number operations, and early fraction representation. [IP.5] [InTASC 5] [PK-3 Standards: M.7, M.11, M.15, M.19] [3-6 Standards: M7] [EMC]

5. TCs will be able to elicit, interpret, support, and extend others' mathematical thinking for attribution, whole number counting, whole number representation, whole number operations, and early fraction representation. [IP.3] [InTASC 5] [PK-3 Standards: M.8, M.12, M.16, M.20] [3-6 Standards: M8] [EIST, MSG, CSU]
6. TCs will evaluate classroom resources (i.e, printed text, visuals, manipulatives, and technology) available for students that support just and equitable teaching and extend mathematical thinking. [CKCA.3, IP. 3.] [InTASC 4, InTASC 5] [PK-3 Standards: M.4, L.1, L.2, L.5]
7. TCs will demonstrate an understanding of literacy development as a dynamic continuum from early literacy through academic literacy to disciplinary literacy by applying their knowledge of literacy development to the expanding content requirements of mathematics. [LLP. 1] [InTASC 1] [MI Standard L.3, L.4]
8. TCs will engage in and model for students the specialized literacy practices that focus on the ways knowledge is created, evaluated, and communicated in the discipline of mathematics. [CKCA. 1] [InTASC 4] [MI Standards L.14, L.16, L.17, L.18]

Textbooks and Materials

Required Resources:

- Learning and Teaching with Trajectories: <https://www.learningtrajectories.org/>
- Michigan K-12 Standards Mathematics: https://www.michigan.gov/documents/mde/K-12_MI_Math_Standards_REV_470033_7_550413_7.pdf
- Math Crosswalks: Claims, Targets, and Standards: https://www.michigan.gov/mde/0,4615,7-140-22709_70117-364403--,00.html
- Teaching Math to Young Children: <https://ies.ed.gov/ncee/wwc/practiceguide/18>

There will be required and optional readings in books, journal articles provided on Moodle, or through materials in the Educational Research Library (ERL) including but not limited to:

- Aguirre, J., Mayfield-Ingram, K., Martin, D. B. (2013). The impact of identity in K-8 mathematics: Rethinking equity-based practices. Reston, VA: The National Council of Teachers of Mathematics.
- Carpenter, T. P., Fennema, E., Franke, M. L., Levi, L., & Empson, S. (2015). *Children's' Mathematics: Cognitively Guided Instruction*. Portsmouth, NH: Heinemann.
- Carpenter, T. P., Franke, M. L., Johnson, N. C., Turrou, A. C., & Wager, A. A. (2017). *Young Children's Mathematics: Cognitively Guided Instruction in Early Childhood Education*. Portsmouth, NH: Heinemann.
- Faye, B., Joan, M. D., & Valerie, J. D. (2015). The language of mathematics. *Teaching Children Mathematics*, 21(9), 530-536.
- Fogelberg, E., Skalinder, C., Satz, P., Hiller, B., Bernstein, L., & Vitantonio, S. (2008). *Integrating Literacy and Math: Strategies for K-6 Teachers*. New York, NY: The Guilford Press.

- Franke, M. L., Kazemi, K., & Turrou, A.C. (2018). *Choral counting and counting collections: Transforming the PreK-5 math classroom*. Portsmouth, NH: Stenhouse Publishers.
- Lewis, R. M., Gibbons, L. K., Kazemi, E., & Lind, T. (2015). Unwrapping students' ideas about fractions. *Teaching Children Mathematics*, 22(3), 158–168.
- Howse, T. D., & Howse, M. E. (2014). Linking the van Hiele theory to instruction. *Teaching Children Mathematics*, 21(5), 304–313.
- Parks, A., Wakabayashi, T., & Hardin, B. (2018). Chewing on meaningful counting in prekindergarten. *Teaching Children Mathematics*, 25(1), 53-59.
- Shumway J. (2013). Building bridges to spatial reasoning. *Teaching Children Mathematics*, 20(1), 44-51.
- The Early Math Collaborative (2014). *Big Ideas of Early Mathematics: What Teachers of Young Children Need to Know*. Boston, MA: Pearson. ISBN 978-0-13-294697-1
- Van de Walle, J. A., Karp, K. S., & Bay-Williams, J. M. (2019). *Elementary and middle school mathematics: Teaching developmentally* (10th ed.). Upper Saddle River, NJ: Pearson Education.
- Wilcox, B., & Monroe, E. E. (2011). Integrating writing and mathematics. *The Reading Teacher*, 64(7), 521-529.

Additional Materials [as needed]:

Additional materials may include technology applications for annotating video of teaching and learning, formative assessment, and/or modeling mathematics.

Assignments and Grading

Weekly Reflective Notebook

Learning Outcomes: 1, 2, 3, 4, 5, 6, 7, & 8

Description: Each week you will engage with assigned readings, application activities, and observations (e.g., embedded work/field placements) that will (a) challenge your thinking about the teaching and learning of mathematics, (b) support you in evaluating classroom resources available to students, and (c) consider how literacy can be authentically and meaningfully integrated with mathematics instruction. Since an objective of the course is to rehumanize mathematics education, this interactive notebook becomes a sensemaking space as you reflect on appropriate pedagogies for teaching mathematics. This journal can look like a notebook (e.g., handwritten or computer generated), graphic organizers, written reflections, blog, vlog, or a combination of different modalities that best showcase your learning. Yet, in whatever method you choose to illustrate your learning, there must be (a) touchpoints to the readings, (b) examples from application activities, (c) connections to what you notice and wonder about in your embedded work/field placements, and (d) takeaways of instructional strategies that you plan to implement in your future classroom. In sum, this is a space to document your learning in a way that provides evidence that you are meeting the courses learning objectives.

Due Date: Every Week

Grade Weight: 30% of the semester grade

Application and Performance Activities

Learning Outcomes: 1, 2, 3, 4, 5, 6, 7, & 8

Description: The purpose of these assignments is for you to experiment and receive feedback as you are *introduced* to the core teaching practices of (a) explaining and modeling content, practices, strategies and (b) setting up and managing small group work. Also, you will further *develop* the core teaching practice of eliciting, interpreting, supporting and extending individual students' mathematical thinking. Typically, these assignments begin with (a) instruction on the core teaching practice, (b) planning, rehearsing, receiving feedback, and revision of a lesson that focuses on the core teaching practice, (c) enacting the core teaching practice as you work with students in classrooms (at least one time dependent on partnerships), and (d) analyzing and reflecting on your enactment of the core teaching practice.

Due Date: TBD (approximately 3 times during the semester)

Grade Weight: 35% of the semester grade

Final Presentation and Reflection

Learning Outcome(s): 1, 2, 3, 4, 5, 6, 7, & 8

Description: Prepare a technology enhanced presentation (e.g., Prezi, automated slide deck) that includes two clips of video evidence that showcases your growth educator. Your first clip will be from early in the semester. This clip will highlight an area that you identified early that you needed to improve. The final clip will show your best work in that area today. Choose clips that are reasonably brief, no more than 3-5 minutes in length. Walk us through a critical reflection of your own growth this semester and also identify next steps and goals for next semester to further your growth as a mathematics educator. The total presentation should be about 15 minutes long.

Due Date: TBD

Grade Weight: 35% of the semester grade

Clinical Apprenticeship: Flex hours

This course will include 5 hours of student contact experiences. These contact hours may take the form of direct interactions, planning, engagement with parents and community.

Grading Scale

Grade	Honor Points	Percentage
A	4.0	93-100
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1.0	65-66

Tentative Course Schedule

Week	Topic	Readings & Assignments Due
1	What does it mean to know and do mathematics? Developing a Math-Talk Learning Community by Engaging/Responding to Community Contexts	
2	Attribution – Using attributes to make collections	Reflective Notebook 1
3	Attribution – Shapes	Reflective Notebook 2
4	Attribution – Spatial Relationships	Application/Performance Activity: Attribution
5	Counting & Whole Number Representation – Number Sense & Counting Collections	Reflective Notebook 3
6	Counting & Whole Number Representation – Extending Counting to Solve Problems	Reflective Notebook 4
7	Counting & Whole Number Representation – Extending Counting to Grouping and Developing Base-Ten Understanding	Application/Performance Activity: Counting & Whole Number Representation
8	Whole Number Operations – Fact Fluency	Reflective Notebook 5
9	Whole Number Operations – Strategies for Teaching Multi-Digit Multiplication & Division (e.g., math tasks & modeling)	Reflective Notebook 6
10	Whole Number Operations – Strategies for Teaching Multi-Digit Addition & Subtraction (e.g., math tasks & modeling)	Application/Performance Activity: Whole Number Operations
11	Early Fraction – Foundational Concepts (e.g., fractional parts, magnitude)	Reflective Notebook 7
12	Early Fraction – Foundational Concepts (e.g., comparing)	Reflective Notebook 8
13	Early Fraction – Foundation Concepts (e.g., combining)	Application/Performance Activity: Early Fraction
14	Final	Final Presentation and Reflection

EC 4445 - Seminar 3 Social-Emotional Learning and Diversity, Equity, and Inclusion Hours of credit: 3
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Instructor: TBD
Class Meetings: TBD
Class Location: TBD
Office: TBD
Office ☎: (248) 370-
E-mail: TBD
Office Hours: TBD

Course Description: This seminar focuses on social and emotional learning from birth to age 8. Topics include attachment, building relationships, emotions, identity, competence, self-regulation, and executive functioning. Theories about social and emotional development will be discussed, and curricular approaches examined. Children's experiences in home, school and community will be explored with a focus on diversity, equity & inclusion.

Course Objectives: Upon completion of the course students will be able to:

- Describe various theoretical perspectives on social and emotional development (e.g., psychoanalytic, behavioral, social learning, cognitive-developmental and attachment).
- Identify and understand components of social and emotional development (e.g. identifying emotions, self-regulation, peer relationships, empathy, moral development, conflict resolution)
- Analyze curricular approaches in terms of methods and strategies for supporting social and emotional development.
- Use environmental assessment tools to evaluate physical, temporal, and interpersonal components of environments as supports for social and emotional development.
- Recognize and document social and emotional milestones and variations in children's development.
- Administer and interpret commonly used assessment tools to measure social and emotional development.
- Articulate the role of family and cultural diversity in terms of expectations held for children's social and emotional growth at various ages and in different settings
- Identify issues in social and emotional development common in home and early childhood settings.
- Analyze approaches and strategies intended to support children who experiences challenges in social and emotional developmental areas.
- Implement approaches and strategies to support children who experiences challenges in social and emotional developmental areas

Textbook:

Bohart, H., & Procopio, R. (Eds.). (2017). *Spotlight on Young Children: Social and Emotional Development*. Washington, DC: NAEYC. ISBN 978-1-938113-31-4

Recommended/Supplemental Readings & Resources

Center on the Social and Emotional Foundations for Early Learning (CSEFEL) <http://csefel.vanderbilt.edu/>

Michigan Department of Education Early Childhood to Grade 12 Social and Emotional Learning (SEL) Competencies and Indicators

https://www.michigan.gov/documents/mde/SEL_Competencies-ADA_Compliant_FINAL_605109_7.pdf

Early Childhood Standards of Quality for Infant and Toddler Programs

https://www.michigan.gov/documents/mde/ECSQ_IT_approved_422341_7.pdf

Early Childhood Standards of Quality for Pre-kindergarten.

https://www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf

Michigan Code of Educational Ethics

https://www.michigan.gov/documents/mde/Code_of_Ethics-PRINCIPLES_653128_7.pdf

Statement and Guidance on Developing a Policy for Prevention of Suspension and/or Expulsion of Children Birth through Age 8 in Early Education and Care Programs.

https://www.michigan.gov/documents/mde/suspensionpolicyfinal11.16_576027_7.pdf

Course Outline by topic:

- Theoretical perspectives on social and emotional development (e.g., psychoanalytic, behavioral, social learning, cognitive-developmental and attachment.
- Components of social and emotional development
- Curricular approaches in early childhood settings to social and emotional development.
- Environmental assessment tools to evaluate various settings
- Observation and assessment of social and emotional developmental milestones and challenges
- The role of family and cultural diversity in social and emotional development
- Identify issues in social and emotional development common in home and early childhood settings.
- Analysis and application of strategies to support social and emotional development in a variety of settings.

Methods of instruction:

- Lecture
- Discussions (in class) and Discussion boards (on Moodle)
- Simulations
- Interviews
- Video Observations and Analysis (Children and Classroom interactions)
- Collaborative projects/presentations
- Exploration and analysis of resources

Assignments & Grades:

Multiple activities will be used to assess your performance. The tasks and weights used to evaluate your performance are:

Assignments	Points
Attendance and class participation	10
Discussion Forums/Responses to Readings/videos, etc. (5 Forums x 10 points each)	50
Child Assessment tools (informal and formal)	35
Environmental Assessment tools	35
Persona (Case Study) Development/Analysis/Action Plan	50
Video Analysis (self and other)	20
Total	200

Details of Assignments

Class attendance and participation Students are expected to attend all face to face or online SYNCHRONOUS classes and participate in the ASYNCHRONOUS Moodle course environment via discussion boards and other activities by the due dates

Discussion Forums/Responses to Readings, videos, etc. Students will read an assigned textbook chapter(s) and/or additional readings, or view a video, then post their feedback per instructions. Responses need to contribute to substantially new ideas, insights, or information to receive full credit.

Child Assessment tools

Students will complete informal (anecdotal) observations and formal assessment using tools focused on social and emotional development and competencies (e.g., ASQ-SE, Devereaux, KDI's/COR). Students will make recommendations for next steps based on these assessments.

Environmental Assessment tools

Students will complete portions of assessment tools focused on evaluating the social and interpersonal dimensions of early childhood settings and make recommendations for environmental changes based on the assessment

Persona (Case Study) Development/Analysis/Action Plan

Small groups will develop a scenario about a child and family then use this scenario to develop an action plan including lesson plans, embedded classroom strategies, and provide family resources

Small groups will develop a presentation to summarize their case study and Action Plan

Video Analysis (self and other)

Students use a rubric to a) analyze and write a reflection on a video of a teacher interacting with children in a classroom setting and b) analyze and write a reflection on a video of themselves interacting with children in a classroom setting.

Clinical Apprenticeship: Flex hours

This course will include 10 hours of student contact experiences. These contact hours may take the form of direct interactions, planning, engagement with parents and community.

Grading Scale

Grade	Honor Points	Percentage
A	4.0	93-100
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1.0	65-66

Alignment: Standards/Assignments & Activities/Core Teaching Practices

B-K Standard(s) & PK-3	Assignments	Core Teaching Practice(s)
<p>FC.1. Teaching and Learning</p> <p>A. Support the whole child through knowledge and understanding of young children’s characteristics and needs, including multiple interrelated areas of child development and learning, learning processes, and motivation to learn (PK-3 P1a)</p> <p>D. Demonstrate the ability to build meaningful and effective learning environments, curriculum and experiences by focusing on children’s characteristics, needs, and interests; linking children’s language, culture, and community to early learning; using social interactions during routines and play-based experiences; incorporating technology and integrative approaches to learning; and utilizing incidental teaching, embedded learning opportunities and informal experiences to build children’s development in all areas. (PK-3 P1d)</p> <p>I. Design and provide a healthy and safe environment for all children and adults including appropriate supervision and guidance, consistent and predictable yet flexible routines, and clear and purposeful transitions between various parts of the daily routine and between groups, settings, and programs.</p> <p>M. Demonstrate knowledge and use of a variety of strategies, instructional accommodations, and adaptations of the learning environment including accommodation of instructional and assessment materials as appropriate to meet children’s abilities or disabilities, home language, and culture to promote</p>	<p>Readings Discussion forums <i>(Underlying theories, Components of social & emotional development)</i></p> <p>Environmental Assessments Video analyses</p> <p>Environmental Assessment</p> <p>Video analyses Case Study/Action Plan</p> <p>Video analyses Case Study/Action Plan</p>	<p>EMC</p> <p>EMC/BRR</p> <p>EMC</p> <p>LGD/EMC/MSG/CSU</p>

<p>the full participation of all children, including those with special needs, in general education classrooms. (PK-3 P1h)</p> <p>N. Create environments in which children are encouraged to interact and learn with and alongside others in self-selected groupings and use individualized, formal and informal grouping practices to support learning.</p>		
<p>F.C.2 Observation, Documentation, Assessments</p> <p>A. Demonstrate understanding of and ability to use systematic observations, documentation, screening tools and play-based assessments and other appropriate forms of formative and summative assessment tools and approaches embedded in assessment-related activities (PK-3 P1n)</p> <p>D. Use assessment data to make decisions about teaching practices and curriculum development</p> <p>F. Accurately interpret screening and assessment results for individual and group and explain results in practical terms</p> <p>F.C.3 Culturally Responsive Education</p> <p>A. Demonstrate, model and affirm respect for a variety of complex characteristics of individuals, families and communities that influence a child’s development and learning</p> <p>G. Create environments in which all cultures are represented respectfully and celebrated on a continuous basis through experiences and materials available in the classroom</p>	<p>Child Assessment tools</p> <p>Child Assessments Case Study/Action Plan</p> <p>Case Study/Action Plan</p> <p>Readings Discussion Forums</p> <p>Environmental Assessments</p> <p>Readings Discussion Forums</p> <p>Environmental Assessments Case Study/Action Plan</p>	<p>EIST/BRR/LAS/CSU</p> <p>LGD/EMC/MSG/CSU</p> <p>LGD/EMC/MSG/CSU</p> <p>BRR/LAS</p> <p>EMC/LAS</p> <p>EMC</p> <p>LGD/EMC/MSG/CSU</p> <p>LGD/EMC/MSG/CSU</p>

<p>F.C.4 Relationships, Interactions and Guidance A. Understand positive relationships and supportive interactions are the foundation of successful teaching of young children</p> <p>E. Implement norms and routines and use classroom management strategies that support individual and group motivation and behavior among children to generate active engagement in play and learning, self-motivation, and positive social interaction, and to create supporting and dynamic indoor and outdoor learning environments.</p>	<p>Environmental Assessment Case Study/Action Plan</p>	<p>EMC</p> <p>EMC</p> <p>EMC EIST</p>
<p>WCD.1 Whole Child Development – General Knowledge A. Identify and differentiate between the various contributions of research findings and developmental theories that shape the field of child development</p> <p>D. Identify and explain the characteristics of typical and atypical whole child development from birth through age five, including the developmental milestones of physical, social-emotional, aesthetic, cognitive, and language development; the interconnected nature between different areas of development and the progression toward greater ability and complexity in self-regulation (including executive function skills and effortful control), and symbolic thinking; and variation in rates of development that occur among children</p>	<p>Readings Discussion Forums Environmental Assessment (e.g., handbook)</p>	<p>EMC LAS</p> <p>EMC LAS</p>
<p>WCD.2 Influences on Development C. Demonstrate knowledge of how young children differ in their development and approaches to learning</p>	<p>Readings Discussion Forums</p>	<p>EMC/LGD/MSG</p> <p>EMC</p>

<p>by: identifying differences and similarities in abilities and skills across developmental domains detailing the impact of adult interactions and parenting styles on children's development, abilities and skill sets; and understanding the impact of secure consistent relationships and positive attachment on children's development.</p>	<p>Readings Discussion Forums</p>	<p>EIST</p>
<p>E. Articulate how children's experiences shape their overall motivation and approaches to learning and how dispositions and behaviors like resilience, persistence, initiative and flexibility affect their learning and development.</p>	<p>Case Study/Action Plan Video Analysis</p>	<p>EIST EMC BRR</p>
<p>F. Maximize opportunities to support children's development through secure, consistent relationships with responsive adults and positive relationships with peers.</p>	<p>Readings Discussion Forums Child Assessments (observation)</p>	<p>EMC</p>
<p>G. Use guidance techniques to support children's need for a sense of security and self-esteem</p>	<p>Readings Discussion Forums</p>	<p>EMC EMC/LGD/MSG</p>
<p>WCD.3 The Role of Play C. Demonstrate knowledge of the value of play, skill in play interactions, and an understanding of how children use play to translate experience into understanding.</p>	<p>Readings Discussion Forums Case Study/Action Plan</p>	<p>EMC/LGD/MSG EMC EMC/LGD/MSG</p>
<p>E. Explain the multiple forms of play as part of children's learning (e.g., imitative play and social referencing in infants; solitary, parallel, social, cooperative, onlooker, fantasy, physical and constructive play to develop symbolic and imaginative thinking, peer relationships, language, creative movement, and problem-solving skills).</p>	<p>Case Study/Action Plan Environmental Assessment Case Study/Action Plan</p>	<p>EMC EMC/LGD/MSG</p>

G. Interact with children during play to scaffold children's thinking, to model appropriate behaviors for those who need assistance, to help children become better play partners, and to use play to translate experience into understanding.

Readings
Discussion Forums
Case Study/Action Plan
Video analysis

WCD.4. Social and Emotional Development

A. Demonstrate knowledge that social emotional development is a critical aspect of learning and recognize the characteristics of typical social emotional development at different stages during the early years.

B. Understand theories and research that support the importance of positive teacher-child relationships and high-quality interactions in early childhood education.

C. Recognize implicit bias can be present when labeling and identifying challenging behaviors and use these opportunities to identify developmentally appropriate prosocial behaviors and scaffold skill acquisition specific to the individual skills of the child to build resilience.

D. Collaborate with families and other professionals to promote positive social/emotional development.

E. Create opportunities for children to develop prosocial language and non-violent approaches to conflict resolution/transformation and problem solving.

F. Use knowledge of children's shared interests and temperaments to facilitate play among peers.

G. Provide and frame genuine choice for children, support them in making

choices and comment positively on the choices they make.

H. Create environments in which children feel safe and confident to engage in a range of experiences and with various groupings of peers and adults.

I. Create opportunities for children to express varied emotions, including through play, and learn that expressing all emotions is acceptable; for children to define 8 emotions, identify their own emotions and situations that bring about these emotions, learn about how to recognize the emotions of others.

J. Provide opportunities for children to develop moral autonomy and respect for the rights of others.

K. Utilize multiple approaches to help children to develop effective strategies to regulate behaviors including environmental cues, following a routine, verbally labeling children's behavior objectively.

L. Create caring communities where children know that they belong and are valued, children increase in ability to take another's perspective, and children have a sense of community in their classroom and confidence that it is a safe place to learn and to interact with classmates.

M. Provide opportunities for children to develop understanding and mutual respect.

N. Provide opportunities for infants and toddlers to demonstrate an increasing awareness of emotion.

O. Provide opportunities for infants and toddlers to demonstrate an increasing awareness of self by showing preferences for objects, people, and activities.

P. Provide opportunities for infants and toddlers to demonstrate competence while attempting activities and tasks.

Q. Provide opportunities to develop and sustain caring relationships with peers and teachers.

R. Create consistent, but flexible, routines, schedules, and activities; communicate expectations clearly and consistently such that children increasingly understand the nature and boundaries of acceptable behavior.

S. Build warm, positive and nurturing relationships by conveying warmth and affection verbally and nonverbally; sitting in close proximity to and making eye contact with children; using tone of voice, facial expressions and level of enthusiasm in synch with each child; and promoting self-initiated exploration while remaining available to provide needed assistance.

T. Demonstrate an understanding of the unique needs of each child and tailor responses and plan supports to be in tune with the individual child's preferences for receiving comfort, interaction and supports.

U. Demonstrate sensitivity to each child's signs of fatigue or overstimulation and adjust the pace of activities, tone of voice and interaction styles in response.

V. Understand and respond to the individual cues provided by each child.

W. Support emotional regulation in infants by soothing them with gentle voice and touch or by redirecting their attention to elicit a more positive or calm emotional state.

X. Promote socialization by placing infants so they can see and reach things and observe and respond to the interactions and activities occurring around them.

Y. Proactively support children's positive behavior by setting up conditions that minimize the potential for misbehavior, establishing and

<p>reminding children of limits, and offering choices to diffuse minor conflicts.</p> <p>Z. Understand that experiences in the development of social confidence have long-term effects.</p>		
<p>3. Relationships</p> <p>C. Identify a variety of complex characteristics of families and communities which influence a child's development such as gender, ability, age, home language, family structure, ethnicity, diversity, or background</p> <p>L. Collaborate with families to support their skills in promoting the development of their children using routines-based strategies in the home or other natural environments</p>	<p>Readings Discussion Forums</p> <p>Child Assessments</p>	<p>EMC</p> <p>EMC EIST BRR LAS</p>

EC 4446 Seminar 4: Reflective Practice and Well Being
Hours of credit: 3

Instructor: TBD
Class Meetings: TBD
Class Location: TBD
Office: TBD
Office ☎: (248) 370-
E-mail: TBD
Office Hours: TBD

Course Description: This seminar is designed to help students reflect on situations they encounter in their work, process their emotions and emotional responses they may have experienced, and learn to effectively serve children and families while also maintaining their own wellness.

Course Objectives: Upon completion of the course students will be able to:

- Define reflective practice and reflective supervision/consultation
- Identify the purpose of reflective supervision/consultation
- Understand the impact of reflective practice and reflective supervision/consultation on teacher practice and well-being
- Discuss the importance of mental health and teacher well-being, and how reflective supervision/consultation can enhance your mental health and well-being
- Demonstrate how to “hold the baby/child/family in mind.”
- Model parallel process

Textbook:

Alliance for the Advancement of Infant Mental Health & Michigan Association for Infant Mental Health [AAIMH & MI-AIMH] (2018). *Best practice guidelines for reflective supervision/consultation*. <https://mi-aimh.org/wp-content/uploads/2019/01/Best-Practice-Guidelines-for-Reflective-Supervision-and-Consultation.pdf>

Heller & Gilkerson (2009). *A practical guide to reflective supervision*. Zero to Three. https://myzerotothree.force.com/s/store?_ga=2.124240076.778473361.1637553459-1052340543.1637553459#/store/browse/detail/a3Gf400000gYOAEA2

Zero to Three (2022, January). *Beyond Reflection: Advancing reflective supervision/consultation to the next level*. https://go.zerotothree.org/l/565212/2022-01-21/2p9s9w/565212/1642780913kifcl3it/RSC_Paper.pdf?_ga=2.140071859.1091746072.1643084649-1052340543.1637553459

Course Outline by topic:

Sessions	Topics
Week 1	Introduction to Reflective Practice, Reflective Supervision and Consultation (RS/C)--Definitions and key concepts
Week 2	RS/C groups Mental Health, Stress, and Teacher well-being
Week 3	RS/C groups Vicarious trauma and Compassion fatigue
Week 4	RS/C groups "Holding the baby/child/family in your mind"
Week 5	RS/C groups Parallel process
Week 6	RS/C groups Best practices
Week 7	RS/C groups Assessment and program evaluation
Week 8	RS/C groups What are we learning about ourselves and the children/families we serve?
Week 9	RS/C group Using data to enhance practices
Week 10	RS/C group My role as a teacher
Week 11	RS/C group Student initiated topic (case/example)
Week 12	RS/C group Student initiated topic (case/example)
Week 13	RS/C group Student-initiated topic (case/example)
Week 14	RS/C group Where do we go from here?

Methods of instruction:

- Lecture/Guest Speakers
- Whole group discussions
- Small group or partner work

- **Assignments & Grades:**
- Guest Speaker reflections X 2 = 20
- Reflective Journal Entries X 10 = 50
- Case/example presentation 20
- Participation 10

Guest Speaker Reflections

There will be multiple guest speakers throughout the semester. Students will prepare a 250-word summary and reflection on up to two presentations. Reflections should include information shared that left the strongest impression on the student, the students' feeling/emotion pre- and post-presentations, and how the information shared will be used in the students' everyday life and classroom practices in the future.

Reflective Journal Entries

Students will post a weekly reflection on the Discussion Board and respond to two of their classmates. The reflection can be anything about the topic covered during that week's class or their clinical experiences. If reflecting on their clinical experiences, students will be asked to "hold the baby/child/family in your mind." They will also reflect on and discuss incidents or their experiences while incorporating parallel processes.

Case/Example Presentation

Students will prepare and present a case or an example to be used as the topic of the reflective supervision/consultation group session discussions.

Participation

Students are expected to come to all in-person or synchronously delivered classes and participate in discussions. They are also expected to post on discussion forums by given deadlines to receive all participation points.

Clinical Apprenticeship: Flex hours

This course will include 5 hours of student contact experiences. These contact hours may take the form of direct interactions, planning, engagement with parents and community.

Core Teaching Practices:

1. Leading a group discussion (LGD)
2. Explaining and modeling content, practices, and strategies (EMC)
3. Eliciting and interpreting individual students' thinking (EIST)
4. Setting up and managing small group work (MSG)
5. Building respectful relationships with students (BRR)
6. Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction (LAS)
7. Checking student understanding during and at the conclusion of lessons (CSU)

Grading Scale

Grade	Honor Points	Percentage
A	4.0	93-100
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1.0	65-66

Alignment of Standards and Assignments/Assessments

B-K Standards	PreK-3 Standards	Assignments	CTP
<p>FC.3 Culturally Responsive Education (C): Reflect on personal cultural biases that may influence interactions, relationships,</p>		<p>Guest Speaker Reflections Reflective Journals Case/Example Presentation Participation</p>	<p>LGD EMC EIST MSG BRR LAS CSU</p>
<p>FC.5 Professionalism (B) Identify, analyze, and engage in ongoing professional learning that strengthen their instructional practice and use reflective practices to design, monitor, and adapt their instruction as a means for gauging their own professional growth. (C) Continually evaluate the effects of professional and personal decisions and actions on the children, parents, and other professionals in their learning community.</p>	<p>P.2. Ethics and Professional Growth (c) Evaluate continually the effects of their professional and personal decisions and actions on children, parents, and other professionals in the learning community. (d) Identify, analyze, and engage in ongoing professional learning opportunities that strengthen their instructional practice and use reflective practices to design, monitor, and adapt their instruction as a means for gauging their own professional growth.</p>	<p>Reflective Journals Case/Example Presentation Participation</p>	<p>LGD EMC EIST MSG BRR LAS CSU</p>

EC 4950 – Internship in BK/PK 3
Hours of credit: 9

Instructor: TBD
Class Meetings: TBD
Class Location: TBD
Office: TBD
Office ☎: (248) 370-
E-mail: TBD
Office Hours: TBD

Course Description: This course allows pre-service teachers to apply the knowledge, skills, and dispositions they have developed in order to grow in the areas of planning, instruction, assessment, and building relationships. Interns will work with their mentor teachers and transition into full-time teaching responsibilities, while being supervised by an Oakland University supervisor.

Pre-requisite:

Completion of EC 3331, 3332, 3333, 3334, 3335, 3336, 3337, 3338, 3339, 3340, 4441, 4442, 4443, 4444, 4445.

Course Objectives: Upon completion of the course students will be able to:

- Demonstrate knowledge of teaching practices aligned with MDE standards and Michigan Early Childhood Standards of Quality.
- Demonstrate the ability to incorporate Developmentally Appropriate Practices as defined by NAEYC so that all children reach their full potential.
- Define, describe and understand the seven Core Teaching Practices that have been adopted for this program and be able to implement them when working with children.
- Demonstrate knowledge and skills to facilitate and advance students' learning with understanding of specific content areas knowledge and keeping in mind learning trajectories for specific content areas.
- Demonstrate the knowledge and skills to facilitate and advance students' learning using pedagogy related to the ages of the children they are working with.
- Demonstrate understanding of available technology to enhance student learning.
- Demonstrate knowledge of and apply legal and ethical guidelines as well as professional standards in early childhood education, including following codes of professional conduct and exhibiting knowledge and expectations of current legal directives.
- Demonstrate knowledge of and use cross-cultural, cross-discipline strategies to provide resources for children and families
- Demonstrate respect for the rights of students with disabilities and understand and use various models of service delivery & consultation in diverse settings

- Demonstrate the implementation of strategies to support children who experiences challenges in social and emotional developmental areas
- Demonstrate the ability to incorporate Division for Early Childhood Recommended Practices

Textbook:

While there are no textbooks required for this course, students are expected to be familiar with the internship requirements, forms, and other applicable information as posted on the Elementary Internship site of the Office of School and Field Services website.

Additionally, you should be familiar with the following documents:

Michigan Department of Education (2020)

https://www.michigan.gov/documents/mde/Prep_Standards_Early_Childhood_B-K_688046_7.pdf

Michigan Department of Education. (2008). Certification standards for elementary teachers.

https://www.michigan.gov/documents/mde/Elementary_Program_Standards_557145_7.pdf

Michigan Department of Education. (2019). Michigan Professional Educator's Code of Ethics. https://www.michigan.gov/documents/mde/Code_of_Ethics_653130_7.pdf

University of Michigan (2016). TeachingWorks: High-leverage practices. <http://www.teachingworks.org/work-of-teaching/high-leverage-practices>

Michigan Department of Education – Core Teaching Practices. Retrieved from https://www.michigan.gov/documents/mde/Core_Teaching_Practices_648488_7.pdf

NAEYC DAP Position Statement. Retrieved from

<https://www.naeyc.org/resources/position-statements/dap/contents>

DEC <https://divisionearlychildhood.egnyte.com/dl/7urLPWCt5U>

NAEYC Ethical Code of Conduct https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf

Mi EC Standards of Quality for Pre-Kindergarten Programs

https://www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf

Mi EC Standards of Quality for Infants and Toddler Programs

https://www.michigan.gov/documents/mde/ECSQ_IT_approved_422341_7.pdf

This course requires a VIA by Watermark license. VIA allows you to create and submit course assessments online and allows for long-term storage of projects, documents, and your teaching portfolio. Only one VIA license is needed for the length of your program. Therefore, if you already have purchased VIA for another course, you need not purchase an additional license for this course. VIA is a requirement for students in SEHS Education programs. You can find more information at <https://www.oakland.edu/sehs/student-resources/livetext/>. For questions about purchasing VIA by Watermark, please contact the Office of Continuous Improvement at sehscic@oakland.edu.

Assignments & Grades:

Multiple activities will be used to assess your performance. The tasks and weights used to evaluate your performance are:

Four Reflection of Supervisor Evaluations and feedback	40
Midterm Improvement Plan, based on CFAST	10
Final Supervisor Evaluation & improvement plan	30
Professionalism, including Mentor and Supervisor Feedback	20

Details of Assignments:

Four Reflection of Supervisor Evaluations and feedback

Each evaluation will be worth 10 points: 6 points for evaluation and 4 points for reflection. These will be submitted in VIA.

Midterm Improvement Plan, based on CFAST

This assignment is intended as a time to self-reflect on performance at the midterm of the semester and will be based on the CFAST tool. This will be submitted in VIA.

Final Supervisor Evaluation and Improvement Plan

This assignment is intended as a time to self-reflect on growth throughout the semester, as well as areas still in need of attention. Reflection will be based on the CFAST tool and will be submitted in VIA.

Professionalism, including Mentor and Supervisor Feedback

During all semesters, but especially during the student teaching semester, representing yourself as a professional is imperative. Some areas of professionalism that your supervisor and mentor teacher will be attending to are: clear, timely, and professional communication; preparation and timeliness; truth and honesty; and adherence to school and district policies.

Please note that the CFAST (Candidate Preservice Assessment of Student Teaching) will be used to provide feedback to the candidate and the university regarding progress in the field at both the middle and the end of the semester. This will require a three-way meeting between the candidate, university supervisor, and mentor teacher in order to provide robust, detailed feedback and aid in the ongoing growth and improvement of the candidate.

Grading Scale

Grade	Honor Points	Percentage
A	4.0	93-100
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1.0	65-66

Tentative Course Schedule

Please note that within this calendar, schools will have various days off, as well as certain breaks – be sure to plan and modify accordingly. In addition, keep in mind the final day of classes at Oakland

Please note that, during observation weeks when you write an observation reflection, you do not have to write a weekly reflection.

WEEK	ACTIVITIES	ASSIGNMENTS DUE
1	Initial meeting to include student, mentor teacher and university supervisor Introductory Stage: Observation, becoming familiar with your teacher, students, the classroom and the building.	Weekly Reflection Mentor Teacher Feedback
2	Supported Stage: Continue observing, but begin assisting and teaching.	Weekly Reflection Mentor Teacher Feedback
3	Supported Stage	Weekly Reflection Mentor Teacher Feedback 1st observation should be completed by the end of this week.
4	Supported Stage	Weekly Reflection Mentor Teacher Feedback
5	Supported Stage	Weekly Reflection Mentor Teacher Feedback
6	Independent Stage: You are completely responsible for all aspects of management, instruction and planning.	Weekly Reflection Mentor Teacher Feedback 2nd observation should be completed by the end of this week.
7	Independent Stage	Weekly Reflection Mentor Teacher Feedback
8	Independent Stage	Weekly Reflection

	<p>After the midterm evaluation, supervisors will complete the CPAST. A three-way conference will need to be set up at that time. Following the conference, an improvement plan should be written by the candidate and shared with both the university supervisor, as well as the mentor teacher and uploaded to VIA.</p>	<p>Mentor Teacher Feedback</p>
9	<p>Independent Stage</p>	<p>Weekly Reflection</p> <p>Mentor Teacher Feedback Midterm Evaluation (3rd observation) should be completed by the end of this week</p>
10	<p>Independent Stage</p>	<p>Weekly Reflection</p> <p>Mentor Teacher Feedback</p>
11	<p>Independent Stage</p>	<p>Weekly Reflection</p> <p>Mentor Teacher Feedback</p>
12	<p>Independent Stage</p> <p>In preparation for the final evaluation, supervisors will complete the CPAST. A three-way conference will need to be set up at that time. Following the conference, an improvement plan should be written by the candidate and shared with both the university supervisor, as well as the mentor teacher.</p>	<p>Weekly Reflection</p> <p>Mentor Teacher Feedback 4th Observation should be completed by the end of this week</p>
13	<p>Phasing Out Stage: Begin handing classroom instruction and responsibility back to the mentor teacher. Continue to assist and observe.</p>	<p>Weekly Reflection</p> <p>Mentor Teacher Feedback</p>
14	<p>Phasing Out Stage: If possible, spend this final week observing throughout the building, learning from other teachers at different grade levels and subject areas.</p>	<p>Weekly Reflection</p> <p>Mentor Teacher Feedback</p> <p>Final consensus meeting should be completed by the end of this week.</p>

APPENDIX E

OAKLAND UNIVERSITY™



School of Education and Human Services

Office of the Dean

Dr. Jon Margerum-Leys, Dean

jmleys@oakland.edu

(248) 370-3045

February 2, 2023

Dr. Ambika Bhargava, Interim Chair

Department of Human Development and Child Studies

Oakland University School of Education and Human Services

Dear Dr. Bhargava:

I am pleased to support the proposal within the Department of Human Development and Child Studies, Early Childhood Education, for a BS in Early Childhood preparation program, to train professionals to work with our youngest children and their families.

More specifically, the Oakland University Early Childhood Education, B.S. can lead to a recommendation for a Michigan Department of Education (MDE) teaching certificate in Birth – Kindergarten/Pre-K – Grade Three. This program qualifies trained individuals to be recommended for licensure to teach in a variety of early childhood settings including Birth – Grade Three in school settings, community based early childhood programs, and early intervention and early childhood special education programs.

The program as designed will have courses that can be taught by a broad spectrum of faculty within the School of Education and Human Services. Because academic programs in teacher preparation are shared between departments, this aspect of the program is tremendously important.

I am confident that this program, as proposed, will develop outstanding teaching professionals who will be skilled in addressing the needs of children and their families, in using authentic assessment to evaluate children's work, and in learning developmentally appropriate pedagogical approaches while interacting with young children.

Yours truly,

Jon Margerum-Leys



School District of the City of Pontiac

Kelley Williams, Superintendent

January 20, 2022

Dr. Ambika Bhargava
Oakland University
Human Development and Child Studies
Pawley Hall
Rochester, MI 48309

On behalf the Pontiac School District, I am pleased to write a letter of support for the Oakland University Birth to Kindergarten/Pre-Kindergarten to 3rd grade (B-K/PK-3) teacher preparation program. The proposed program would contribute to building a highly qualified workforce to serve our community's youngest children and their families.

This program would train all professionals working with young children in general education, early intervention and early childhood special education to understand the complexity of the systems these children and their families must navigate. The program, in addition, ensures that professionals are trauma-informed. As our community rebounds from the COVID-19 pandemic, I find it especially crucial that our staff are equipped to support our students' mental health and social emotional learning as it is foundational to their academic success.

Potential graduates of this program would be an asset to our work in early childhood, helping to integrate programs and services to ensure that these children are supported in their development and education. I strongly support the approval of the Birth to Kindergarten/Pre-Kindergarten to 3rd grade (B-K/PK-3) teacher preparation program that will bring additional support to our communities' youngest children and their families. Should you have further questions, please feel free to contact me.

Sincerely,

Kelley Williams, Superintendent
Pontiac School District



LEADERS IN EARLY CHILDHOOD EDUCATION

February 7, 2022

Dr. Ambika Bhargava
Oakland University
Human Development and Child Studies
456 Pioneer Drive
Rochester, MI 48309

Dear Dr. Bhargava,

I am pleased to learn that Oakland University will be offering the combined Birth – Kindergarten and Pre-K – 3 teaching certificates. The mission of the HighScope Educational Research Foundation is to close the opportunity gap through high-quality early childhood education. This proposed program would contribute to building a highly qualified workforce to serve our community's young children and their families. In addition, it fulfills HighScope's vision of "A world where every child has the opportunity to realize their full potential, regardless of their circumstances." We, at HighScope, believe that "high-quality early education has the power to change the trajectory of the world, one child at a time." Graduates of this program would help to integrate programs and services to ensure that all children are supported in their development and education.

The Michigan Department of Education's teaching standards align with HighScope's core values and a commitment to diversity and inclusion. This program would ensure that professionals working with young children with special needs understand the complexity of the systems these children and their families must navigate.

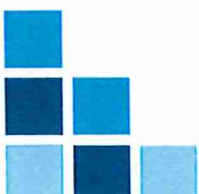
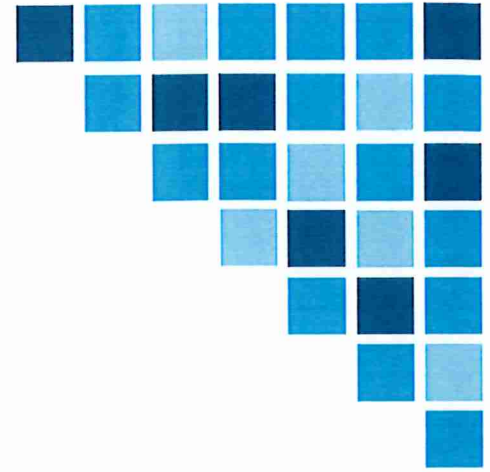
Graduates of such a program will be well prepared to work with young children Birth – age 8 in general education, early intervention and early childhood special education. In addition to working in the public school system, they will be able to work in a variety of organizations that focus on early childhood and special education.

HighScope wholeheartedly supports and looks forward to working with graduates of Oakland University's Birth to Kindergarten/Pre-Kindergarten to 3rd grade (B-K/PK-3) certificate programs.

If you have any question, please feel free to contact me.

Sincerely,

Alejandra Barraza, Ph.D.
President





Michigan Association for the
Education of Young Children

February 7, 2022

Dr. Ambika Bhargava
Oakland University
Human Development and Child Studies
456 Pioneer Drive
Rochester, MI 48309

I am pleased to learn that Oakland University will be offering the combined Birth Kindergarten and Pre-K – 3 teaching certificates. The mission of the Michigan Association for the Education of Young Children (Michigan AEYC) is to promote high-quality early learning for all children, birth through age 8, by connecting practice, policy, and research. This proposed program would contribute to building a highly qualified workforce to serve our community's young children and their families. In addition, it fulfills Michigan AEYC's vision that all children thrive and learn in a society dedicated to ensuring they reach their full potential. Graduates of this program would help to integrate programs and services to ensure that all children are supported in their development and education.

The Michigan Department of Education's teaching standards align with Michigan AEYC's core values and a commitment to diversity and inclusion. This program would ensure that professionals working with young children with special needs understand the complexity of the systems these children and their families must navigate.

Graduates of such a program will be well prepared to work with young children Birth – age 8) in general education, early intervention, and early childhood special education. In addition to working in the public school system, they will be able to work in a variety of organizations that focus on early childhood and special education.

Michigan AEYC wholeheartedly supports and looks forward to working with graduates of Oakland university's Birth to Kindergarten/Pre- Kindergarten to 3rd grade (B-K/PK-3) certificate programs.

If you have any question, please feel free to contact me.

Sincerely,

A handwritten signature in black ink that reads "Erica Willard". The signature is written in a cursive, flowing style.

Erica Willard, CAE

(she,her,hers)
Executive Director
839 Centennial Way, Suite 200 Lansing, MI 48917
800.336.6424 Ext. 313 | 517.351.4183 | 517.351.0157 (Fax)
www.miaeyc.org



**HAZEL PARK
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Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

Ford Administration
Dr. Stephanie Dulmage, Ed.D., Director of 21st Century Learning
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5234 | F: 248-544-5443
www.hazelparkschools.org

March 2, 2022

Human Development and Child Studies Department,

I am writing this letter of support for the development of a strong recruitment and teacher preparation program in early childhood education, specifically in the birth-PK and PK-3 grade bands. We know, a strong early childhood educational experience is critical for brain development and builds the foundation for school and life success.

On a daily basis, preschool and childcare settings are battling staffing shortages that are even more significant than K-12. It is a true crisis that not only impacts children but also parents/guardians in the workforce. For the first time in years, early childhood programming received additional recognition as an area for professional certification. The lack of qualified early childhood educators has negatively impacted access to quality early learning experiences.

I am a strong advocate for Oakland University's School of Education and Human Services. Through my personal degree work and partnership work in the Hazel Park School District, I can attest to Oakland University's long-standing commitment to excellence in teacher preparation and graduate programming. In my experience, the School of Education and Human Services is forward-thinking and action-focused. I am confident that the Department of Human Development and Child Studies will be at the forefront of solving this critical issue through high-quality innovative, programming.

Respectfully,

Dr. Stephanie Dulmage
Director of 21st Century Learning
Hazel Park School District





Dr. Ambika Bhargava
Oakland University
Human Development and Child Studies
456 Pioneer Drive
Rochester, MI 48309

Dr. Bhargava,

On behalf of Heartfelt Impressions Learning Centers, I am pleased to write a letter of support for the Oakland University Birth to Kindergarten/Pre-Kindergarten to 3rd grade (B-K/PK-3) teacher preparation program. The proposed program would contribute to building a highly qualified workforce to serve our community's young children and their families. As an owner of three high-quality early childhood programs located in diverse communities, I am deeply committed to ensuring that all young children and their families have access to programs and resources that lay the foundation for lifelong educational success. This program would ensure that professionals working with young children in general education, early intervention and early childhood special education understand the complexity of the systems these children and their families must navigate. Potential graduates of this program would be an asset to our work in early childhood, helping to eliminate the fragmented system of early education and the educational continuum from infancy through college. We urge you to give strong consideration to the Birth to Kindergarten/Pre-Kindergarten to 3rd grade (B-K/PK-3) teacher preparation program that will bring additional support to our communities' young children and their families. Should you have further questions or I, personally, or Heartfelt Impressions can support the success of this program, please do not hesitate to contact me.

Sincerely,

Rhonda J. Meyers M.Ed.
Chief Executive Officer
Heartfelt Impressions Learning Centers
1796 S. Lapeer Road
Lake Orion, Mi 48360
Email: rmeyers@hfilc.com
Office phone: (248)690-9738
Cell : (248)202-1114



Attachment B

SBRC Proforma Template

FY2024

Most Likely Scenario

	Year 1	Year 2	Year 3	Year 4	Year 5	
Est. New Students to Program	10	10	20	20	20	
1st Year Cohort Revenue	\$ 186,880	\$ 186,880	\$ 373,760	\$ 373,760	\$ 373,760	
2nd Year Cohort Revenue	\$ -	\$ 181,040	\$ 181,040	\$ 362,080	\$ 362,080	
3rd Year Cohort Revenue	\$ -	\$ -	\$ 175,200	\$ 175,200	\$ 350,400	
4th Year Cohort Revenue	\$ -	\$ -	\$ -	\$ 157,680	\$ 157,680	
Gross Tuition Revenue	\$ 186,880	\$ 367,920	\$ 730,000	\$ 1,068,720	\$ 1,243,920	
Less: Avg Financial Aid (30%)	\$ (56,064)	\$ (110,376)	\$ (219,000)	\$ (320,616)	\$ (373,176)	
Net Tuition Revenue	\$ 130,816	\$ 257,544	\$ 511,000	\$ 748,104	\$ 870,744	
Expenses						
Salaries						
Faculty Salaries	6101					
Visiting Faculty	6101					
Administrative Professionals	6201					
Clerical Technical	6211					
Administrative IC	6221					
Faculty Inload/Replacement Costs	6301					
Faculty Overload	6301					
Part-Time Faculty	6301		\$ 131,248	\$ 146,957	\$ 164,004	
Graduate Assistant	6311	\$ -	\$ -	\$ -	\$ -	
Casual/Temp	6401					
Out of Classification	6401					
Student Labor	6501					
Total Salary Expense		\$ -	\$ -	\$ 131,248	\$ 146,957	\$ 164,004
Fringe Benefits	6701	\$ -	\$ -	\$ 10,500	\$ 11,757	\$ 13,120
Total Compensation		\$ -	\$ -	\$ 141,748	\$ 158,714	\$ 177,124
Operating Expenses						
Supplies and Services	7101	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	
Graduate Tuition	7101	\$ -	\$ -	\$ -	\$ -	
E-Learning Support	7102					
Travel	7201					
Equipment	7501					
Maintenance	7110					
Recruitment and advertising	7101	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Library	7401	\$ 5,960	\$ 6,556	\$ 7,212	\$ 7,933	\$ 8,727
Total Operating Expenses		\$ 6,960	\$ 12,556	\$ 13,212	\$ 13,933	\$ 14,727
Total Expenses		\$ 6,960	\$ 12,556	\$ 154,960	\$ 172,647	\$ 191,851
Net Income (Loss)		\$ 123,856	\$ 244,988	\$ 356,040	\$ 575,457	\$ 678,893

SBRC Proforma Template

FY2024

Best-Case Scenario

	Year 1	Year 2	Year 3	Year 4	Year 5	
Est. New Students to Program	10	10	25	25	25	
1st Year Cohort Revenue	\$ 186,880	\$ 186,880	\$ 467,200	\$ 467,200	\$ 467,200	
2nd Year Cohort Revenue	\$ -	\$ 181,040	\$ 181,040	\$ 452,600	\$ 452,600	
3rd Year Cohort Revenue	\$ -	\$ -	\$ 175,200	\$ 175,200	\$ 438,000	
4th Year Cohort Revenue	\$ -	\$ -	\$ -	\$ 157,680	\$ 157,680	
Gross Tuition Revenue	\$ 186,880	\$ 367,920	\$ 823,440	\$ 1,252,680	\$ 1,515,480	
Less: Avg Financial Aid (30%)	\$ (56,064)	\$ (110,376)	\$ (247,032)	\$ (375,804)	\$ (454,644)	
Net Tuition Revenue	\$ 130,816	\$ 257,544	\$ 576,408	\$ 876,876	\$ 1,060,836	
Expenses						
Salaries						
Faculty Salaries	6101					
Visiting Faculty	6101					
Administrative Professionals	6201					
Clerical Technical	6211					
Administrative IC	6221					
Faculty Inload/Replacement Costs	6301					
Faculty Overload	6301					
Part-Time Faculty	6301		\$ 131,248	\$ 146,957	\$ 172,524	
Graduate Assistant	6311	\$ -	\$ -	\$ -	\$ -	
Casual/Temp	6401					
Out of Classification	6401					
Student Labor	6501					
Total Salary Expense		\$ -	\$ -	\$ 131,248	\$ 146,957	\$ 172,524
Fringe Benefits	6701	\$ -	\$ -	\$ 10,500	\$ 11,757	\$ 13,802
Total Compensation		\$ -	\$ -	\$ 141,748	\$ 158,714	\$ 186,326
Operating Expenses						
Supplies and Services	7101	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	
Graduate Tuition	7101	\$ -	\$ -	\$ -	\$ -	
E-Learning Support	7102					
Travel	7201					
Equipment	7501					
Maintenance	7110					
Recruitment and advertising	7101		\$ 5,000	\$ 5,000	\$ 5,000	
Library	7401	\$ 5,960	\$ 6,556	\$ 7,212	\$ 7,933	
Total Operating Expenses		\$ 6,960	\$ 12,556	\$ 13,212	\$ 13,933	\$ 14,727
Total Expenses		\$ 6,960	\$ 12,556	\$ 154,960	\$ 172,647	\$ 201,053
Net Income (Loss)		\$ 123,856	\$ 244,988	\$ 421,448	\$ 704,229	\$ 859,783

SBRC Proforma Template

FY2024

Worst-Case Scenario

	Year 1	Year 2	Year 3	Year 4	Year 5	
Est. New Students to Program	10	10	16	16	16	
1st Year Cohort Revenue	\$ 186,880	\$ 186,880	\$ 299,008	\$ 299,008	\$ 299,008	
2nd Year Cohort Revenue	\$ -	\$ 181,040	\$ 181,040	\$ 289,664	\$ 289,664	
3rd Year Cohort Revenue	\$ -	\$ -	\$ 175,200	\$ 175,200	\$ 280,320	
4th Year Cohort Revenue	\$ -	\$ -	\$ -	\$ 157,680	\$ 157,680	
Gross Tuition Revenue	\$ 186,880	\$ 367,920	\$ 655,248	\$ 921,552	\$ 1,026,672	
Less: Avg Financial Aid (30%)	\$ (56,064)	\$ (110,376)	\$ (196,574)	\$ (276,466)	\$ (308,002)	
Net Tuition Revenue	\$ 130,816	\$ 257,544	\$ 458,674	\$ 645,086	\$ 718,670	
Expenses						
Salaries						
Faculty Salaries	6101					
Visiting Faculty	6101					
Administrative Professionals	6201					
Clerical Technical	6211					
Administrative IC	6221					
Faculty Inload/Replacement Costs	6301					
Faculty Overload	6301					
Part-Time Faculty	6301		\$ 131,248	\$ 146,957	\$ 158,324	
Graduate Assistant	6311	\$ -	\$ -	\$ -	\$ -	
Casual/Temp	6401					
Out of Classification	6401					
Student Labor	6501					
Total Salary Expense		\$ -	\$ -	\$ 131,248	\$ 146,957	\$ 158,324
Fringe Benefits	6701	\$ -	\$ -	\$ 10,500	\$ 11,757	\$ 12,666
Total Compensation		\$ -	\$ -	\$ 141,748	\$ 158,714	\$ 170,990
Operating Expenses						
Supplies and Services	7101	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	
Graduate Tuition	7101	\$ -	\$ -	\$ -	\$ -	
E-Learning Support	7102					
Travel	7201					
Equipment	7501					
Maintenance	7110					
Recruitment and advertising	7101		\$ 5,000	\$ 5,000	\$ 5,000	
Library	7401	\$ 5,960	\$ 6,556	\$ 7,212	\$ 7,933	\$ 8,727
Total Operating Expenses		\$ 6,960	\$ 12,556	\$ 13,212	\$ 13,933	\$ 14,727
Total Expenses		\$ 6,960	\$ 12,556	\$ 154,960	\$ 172,647	\$ 185,717
Net Income (Loss)		\$ 123,856	\$ 244,988	\$ 303,714	\$ 472,440	\$ 532,953



OAKLAND
UNIVERSITY

**BOARD OF TRUSTEES MEETING:
June 26, 2023**

**Early Childhood Education B.S.
(Can lead to Birth – Kindergarten/Pre-Kindergarten –
Grade 3 Certificate from MDE)**

Program has been approved by MDE



SCHOOL OF EDUCATION & HUMAN SERVICES

RATIONALE

- New MDE Certification Structure
- Shortage of qualified early childhood teachers
- Shortage of special education teachers
- Program focuses on early childhood and special education
- Long-term benefits of quality early childhood education



EARLY CHILDHOOD EDUCATION B.S.

Burning Glass Report indicates:

- An upward trend in demand for teachers in early childhood and special education
- The number of jobs expected to grow in the next 10 years
- 991 job postings in the last 12 months in Michigan



FINANCIAL VIABILITY

Net Income 1 - 5 (Most Likely Scenario – starting with 10 students and increasing to 20 students by year 5)

- Year 1: \$ 123,856
- Year 2: \$ 244,988
- Year 3: \$ 356,040
- Year 4: \$ 575,457
- Year 5: \$ 678,893



FINANCIAL SUPPORT FOR STUDENTS

- Grow Your Grant from MDE in collaboration with MISD (no cost pathway for students and includes tuition, books, fees, MTTC exam costs etc.)

OR

- Fellowship of \$10,000 per student support from MiPFE (Michigan Proud Future Educators). Includes tuition for 1 academic year with a 3-year commitment to teach in Michigan; can be renewed for another year
- Stipend – MiPFE, \$9,600 for one semester of student teaching



PROGRAM DESCRIPTION

- Total –Minimum of 120 credits
 - Fulfill Gen. Ed. Requirements
 - Professional Courses (EED 1000 & EED 2000) — 4 Credits
 - Pre-Content Courses — 16 Credits
 - Professional Sequence — 57 Credits



PROGRAM DESCRIPTION

- Pre-Content Courses
 - MTE 2100 Math for Elementary Education I (3 credits)
 - MTE 2111 Math for Elementary Education II (4 credits)
 - EED 2400 Science for Elementary Teachers (3 credits)
 - EED 2500 Social Studies for Elementary teachers (3 credits)
 - RDG 2200 Children's Literature (3 credits)



PROFESSIONAL SEQUENCE

Junior 1	Course Title	Credits
EC 3331	Child Development Birth. – Age 8: Typical & Atypical	3
EC 3332	Learning Through Play	3
EC 3333	Infant & Toddler Development & Programs	3
EC 3334	Early Language & Literacy Birth to Age 4: Content & Pedagogy	3
EC 3335	Seminar 1 - Core Teaching Practices	3

PROFESSIONAL SEQUENCE

Junior 2	Course Title	Credits
RDG 3200	Emergent Literacy	3
EC 3337	Early intervention & Early Childhood Special Education	3
EC 3338	Math for Young Children Content & Pedagogy	3
EC 3339	Building Children's Resilience: From Trauma Informed to Trauma-sensitive Approaches to ECE	3
EC 3340	Seminar 2 - Professionalism & Collaboration	3



PROFESSIONAL SEQUENCE

Senior 1	Course Title	Credits
EC 4441	Culturally Responsive Education: The role of Family, Culture & Community	3
EC 4442	Social Studies for Young Children: Content & Pedagogy	3
EC 4443	Science for Young Children: Content & Pedagogy	3
EC 4444	Mathematics: Teaching Pre-Kindergarten to Third Grade	3
EC 4445	Seminar 3 - Social-Emotional Learning & DEI	3

PROFESSIONAL SEQUENCE

Senior 2	Course Title	Credits
EC 4446	Seminar 4 Reflective Practice and Well Being	3
EC 4950	Student Teaching	9

