

Date of request: 24-MAR-2021

Request ID: E-2021-SPLS-27

College: E

Department: SPLS

Initiator name: Laura Ciccantell

Initiator email: laura.ciccantell@wmich.edu

Proposed effective term: 202240

Does course need General Education approval?: N

Will course be used in teacher education?: Y

If 5000 level course, prerequisites apply to: U

Proposed course data:

New Course SPED 3370

New course selected: This new course is not seeking approval as a general education course.

1. Proposed course prefix and number:

SPED 3370

2. Proposed credit hours:

3

3. Proposed course title:

Assessment and Instructional Strategies in Early Childhood Special Education

4. Proposed course prerequisites:

SPED 3360

5. Proposed course corequisites:

none

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

none

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):

CB

8. Major and/or minor restrictions:

Include

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:
Include 'J' Banner Codes (not pre-codes) for the 2 new majors:

- 1) Early Learning & Intervention: Birth to Kindergarten (Proposal CEHD 1151) and
- 2) Early Childhood Unified Education: Birth to Third Grade (Proposal CEHD 1152)

10. Classification restrictions:

Not Applicable

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:
none

12. Level restriction:

Not Applicable

13. List the level (undergraduate, graduate) that is to be included or excluded.

Not Applicable

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?

Not Applicable

15. Is this a multi-topic course?

No

16. Proposed course title to be entered in Banner:

Assess & Instruct in ECSE

17. Is this course repeatable for credit?

No

18. Is this course mandatory credit/no credit?

No

19. Select class type:

Lecture

20. How many contact hours per week for this course?

3

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

Yes

B. Please choose the applicable class level:

Undergraduate

C. Please respond Yes if this is current or new WMU Essential Studies Course. Otherwise, respond No.

No

D. Explain briefly and clearly the proposed improvement.

We propose to create a new course, SPED 3370: Assessment and Instructional Strategies in Early Childhood Special Education

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

The Michigan Department of Education recently moved from two base teaching certificates (Elementary and Secondary) to six initial certification grade bands [Early Childhood General and Special Education: Birth to Kindergarten (BK); Pre-Kindergarten to Third Grade (PK-3); Grades 3 to 6 (3-6); Grades 5 to 9 (5-9); Grades 7 to 12 (7-12); and Grades Kindergarten to 12 (K-12)].

The new MDE Standards for the Early Childhood General and Special Education: Birth to Kindergarten (BK) grade band require significant additional special education content and pedagogy. SPED 3370 is one of several special education courses being developed to meet these standards. It builds on the foundational content and pedagogy in SPED 3360 and prepares candidates for their early childhood special education internship.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

1. Students will identify and create learning environments that support the physical, health, wellness, cognitive, and social-emotional needs of typical and atypical learners in a least restrictive environment (LRE)
2. Students will explain and evaluate Individualized family Service Programs (IFSP) and Individualized Education Programs (IEP)
3. Students will describe, select, and implement early intervention assessments to select individualized student learning targets and monitor student learning outcomes. Students will use on-going data collection to determine if selected learning targets are appropriate and if selected interventions are effective.
4. Students will describe instructional strategies commonly used in early special education to teach academic, social and emotional skills, play skills, functional routines and activities of daily living.
5. Students will practice using supportive strategies during transition periods (e.g., early intervention to kindergarten) for young children with special needs and their families.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

SPED 3370 has been developed to meet specific MDE Standards for the Early Childhood General and Special Education: Birth to Kindergarten (BK) certification grade band. No current WMU courses include this content, which is crucial to effective preparation of future early childhood teachers.

SPED 3370 will be part of the two proposed WMU curricula that include the BK certification grade band: 1) Early Learning & Intervention: Birth to Kindergarten and 2) Early Childhood Unified Education: Birth to Third Grade. To remain competitive with other Michigan institutions in the field of teacher education and to best meet the needs of public early childhood programs and programming, WMU will need these BK teacher preparation programs.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution.

Demonstrate that the program you propose is not a duplication of an existing one.

This course will have no effect on other colleges, departments, or programs. This course is not a duplication of any current WMU course. Faculty in the departments of Family and Consumer Sciences; Teaching, Learning, and Educational Studies; and Special Education and Literacy Studies have worked together extensively for over two years to develop the new BK curricula in response to the new MDE Standards for the Preparation of Teachers of Early Childhood General and Special Education: Birth through Kindergarten (BK) and have identified the development of this course as integral to the effective preparation of teacher candidates for BK classrooms.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

This course is s one of several special education courses being developed to meet the new MDE Standards for the Preparation of Teachers of Early Childhood General and Special Education: Birth through Kindergarten (BK) (SPED 3360, SPED 3370, and SPED 4177) and for the new MDE Standards for Preparation of Teachers in Grades PK through 3 and Grades 3 through 6 (SPED 2270). SPED 2270 will replace the current SPED 4270 and provide a foundation for SPED 3360 and SPED 3370.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

There are no students currently enrolled in either curricula which will include SPED 3370 and, therefore, the development of this new course will have no effect on enrolled students.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

SPED 3370 will be part of the two proposed WMU curricula that include the BK certification grade band: 1) Early Learning & Intervention: Birth to Kindergarten and 2) Early Childhood Unified Education: Birth to Third Grade.

Historically, enrollments in early childhood, family sciences, and special education have typically been strong and consistent. According to the Bureau of Labor Statistics, growth rate in jobs that graduates of the BK majors might pursue are likely to see a 2-4% growth rate through 2029. These professions include preschool teachers, preschool and childcare directors, early elementary teachers, and special education teachers. Though the national growth rate in these professions ranges from slightly below average to average, at least two of these positions are on the 2020-2021 MDE Critical Educators Shortage list, including elementary education teachers (including kindergarten) and special education (all subjects). Moreover, numerous reports indicate that the pandemic has resulted in increased teacher shortages as teachers leave the profession and, thus, it is likely that demand for teachers will continue to increase.

Additionally, since MDE is changing the certification needed to teach infants, toddlers and preschoolers in Head Start, Great Start, and other Birth-Kindergarten settings, we anticipate that many non-traditional students will enroll in these programs to maintain their current positions and employment. We anticipate cohorts of 15-25 students to start each fall.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

The proposed BK curricula will require faculty and clinical placement expertise in early childhood special education. Therefore, Dean Li has approved one additional tenure-track faculty member in the Department of Special Education and Literacy Studies with a start date of fall 2022 and one additional full-time staff member in the Office of Clinical Experiences with a start date of fall 2022 (See attached MOU, and Letter from Dean Li).

The responsibilities of the new faculty hire will include teaching SPED 3360 and 3370 and serving as program coordinator of the BK curriculum including advising and specialized advising and field placement oversight and organization, and the promotion of community and professional partnerships (See MOU).

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section. This curriculum change will not affect transfer articulations. SPED 3370 is a professional level early childhood special education course and will not have community college transfer equivalencies.

O. Current catalog copy:

N/A because it is a new course

P. Proposed catalog copy:

This course will cover assessment and instructional strategies in early special education. Students will learn evidence-based instructional strategies for young children with and without disabilities. Students will learn intensive instructional strategies for children who require more intensive support to learn and demonstrate age-appropriate milestones. Students will learn how to implement specific strategies including naturalistic behavioral interventions, applied behavior analytic practices, functional communication training, and social emotional strategies for students with special needs. Student will learn how to select and implement appropriate assessment measures to determine student learning outcomes and select appropriate interventions based on children's individual characteristics and learning outcomes. Students will learn to develop and evaluate individualized family service program (IFSP) and individualized education programs (IEP) including how to develop a transition plan for children transitioning out of early intervention.

Western Michigan University
Special Education & Literacy Studies
SPED 3370: Assessment and Instructional Strategies in Early
Childhood Special Education
<<Semester and Year>> Syllabus

Instructor Information

Instructor: <<Your name here>>

Office: <<Your office location here>>

Office Hours: <<Your Times & Days here (Note: if online, explain how to access)>>

Office Telephone: <<XXX-XXX-XXXX>>

Email: <<enter your email here.wmich.edu>> (Preferred)

Office Hours

Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, video conference, or face to face meeting.

Discussion Boards versus Email

If you have a question about course content or mechanics, I encourage you to post it to the Problem Solver discussion forum which can be found in modules throughout the course, or in the Discussions area under the communications tab in our Elearning course. Doing so gives students in the course an opportunity to help one another and allows everyone to benefit from answers to your questions. Of course, don't hesitate to email me directly if your concern is of a personal nature.

Email Response Time

Generally, I will respond to emails within 1-3 days of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Please include the course ID in the subject line of your email so I will know to attend to it quickly and all emails should come from your wmich account. Additionally, all emails sent from me will go to your wmich account.

Accommodations

Any student who has a need for accommodations based upon the impact of a disability should contact me as soon as possible. Contact the Office of Disabilities Support Services (DSS) to coordinate appropriate accommodations. Further information on DSS is addressed later in the syllabus.

Course Information

Course Description

This course is part of the BK core course work and an elective to students enrolled in other programs. The course will cover special educational practices in early intervention. Students will learn evidence-based instructional strategies for young children with and without disabilities. Intensive instructional strategies for children who require more intensive support to learn and demonstrate age-appropriate milestones will also be discussed. Students will learn how to implement specific strategies including naturalistic behavioral interventions, applied behavior analytic practices, functional communication training, and social emotional strategies for students with special needs. Student will learn how to select and implement appropriate assessment measures to determine student learning outcomes and select appropriate interventions based on the child's individual characteristics and learning outcomes. Students will learn to develop and evaluate individualized family service program (IFSP) and individualized education programs (IEP) including how to develop a transition plan for children transitioning out of early intervention.

Prerequisites

SPED 3360

Textbook & Course Materials

Required Books and Materials

There is no required textbook for this class. The class readings will be posted on the course's Elearning page and the courses course reserve page through the library.

Program and Course Objectives

Program Objectives

1. Program candidates will demonstrate knowledge, skills, and dispositions that promote early learning and development across a range of service settings.
2. Program candidates will apply principles and theories of whole child development and human ecological systems in the construction of relationship-based and developmentally appropriate practices, environments, and interventions for young learners.
3. Program candidates will implement ethical, reflective, responsive, and collaborative practices informed by the strengths and needs of diverse children and their families across general and special education systems and community settings.

Course Objectives

1. Students will identify and create learning environments that support the physical, health, wellness, cognitive, and social-emotional needs of typical and atypical learners in a least restrictive environment (LRE)
2. Student will explain and evaluate Individualized family Service Programs (IFSP) and Individualized Education Programs (IEP)

3. Students will describe, select, and implement early intervention assessments to select student learning targets and monitor student learning outcomes. Students will use on-going data collection to determine if selected learning targets are appropriate and if selected interventions are effective.
4. Students will describe instructional strategies commonly used in early special education to teach academic, social and emotional, play, functional routines and activities of daily living.
5. Students will practice using supportive strategies during transition periods (e.g., early intervention to kindergarten) for young children with special needs and their families.

Graded Course Activities, Assignments and Assessments

Teaching Methods and Materials

The course is broken into several modules. Each module covers specific topics and has corresponding learning outcomes. Each module is divided into content and learning activities. Students will complete a comprehensive case study throughout the course in which they demonstrate effective skills in assessment and intervention of early intervention of students with special needs.

- **Content:** material that you will watch, read, or listen to **before** coming to class.
- **Learning Activities:** These are assignments that you will complete individually or as a small group outside of class time including homework assignments, quizzes, and self-assessments. Each class period you have the opportunity to earn in-class participation (ICP) points. These activities will include role play activities to learn to implement assessments and interventions, and collaborate with caregivers. Other types of activities will include think-writes, quizzes, or activities related to the case study.
- **Case Study and implementation Projects:** Throughout the semester you will complete a comprehensive case study in which you conduct various early learning assessments with children, determine student learning outcomes, and select evidence-based instructional strategies to implement. Additionally, you will develop parts of an IFSP or IEP and participate in role-playing activities in which you share assessment and child progress with caregivers. You will demonstrate a high level of fidelity (80-90%) of implementation of several evidence-based instructional strategies as part of your case study, in-class activities and two implementation projects.

Grading Policy

There are 440 points possible in this course. Your final grade will be calculated by adding up all the points you earned plus any extra credit points earned throughout the semester, dividing that sum by 440 and multiplying that sum by 100% to obtain your grade. Your letter grade will be determined using the grading scale below. I will always round your percentage up to the next whole number. For example, if your percentage is 93.4% I will round up to 94% and you will earn an "A"

Late Work Policy

Be sure to pay close attention to deadlines—there will be no make-up assignments, quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Points Based Grading

In-class Participation	140 (14 x 10 pts)
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Quizzes	100 (2 x 50 pts)
Case Study	200
Total Points Possible	440

Grading Scale

A	94-100
BA	88-93
B	84-87
CB	77-83
C	74-76
D C	67-73
D	64-66
E	0

Important note: For more information about grading at WMU, visit the academic policies and grading section of the [university catalog](#).

Viewing Grades in Elearning

Graded activities will be posted in Elearning. Click on the Grades link on the top navigation to view your scored assignment or assessment as well as associated feedback. See the [Technical Course Structure](#) section for more information.

<<Include a statement about the timeframe of when to look for grades. Example: Your instructor will typically update grades within one week of the assignment being due.>>

Course Policies

Participation

Online, hybrid, and web-enhanced courses require your active participation. Here are some tips for success:

- In discussions, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.
- Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the news widget on the course homepage. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.
- Be aware of and keep up with the Course Schedule.
- Participate in team activities to the best of your ability. How well your team does—and how well you do—depends on all the team members working cooperatively.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Class Conduct and Civility

Students are expected to contribute to the learning environment by respectfully interacting with their colleagues and professor regardless of any difference of opinion. When students voice opinions with which you do not agree, feel free to voice your opinion in a polite and civil manner. This approach can help us enhance the free flow of ideas. Students must not interfere with the learning of their colleagues.

Use proper etiquette. Typing in all capital letters is considered shouting in an online environment. Rude or belittling statements made to other students in discussions is clearly unacceptable.

Communication Skills

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use appropriate language that is respectful of others, and include sufficient references to support their thesis and ideas in the paper.

Time Commitment

Online, hybrid, and web-enhanced courses are just as time intensive as traditional courses. In fact, many students claim that online courses require more time and commitment. As you begin this course, you would be wise to schedule 8 or more hours per week for studying materials and completing assignments.

Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider dropping a course. Refer to the [WMU Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable

to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if [insert condition here]. All incomplete course assignments must be completed within [insert timeframe here].

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the Disability Services for Students (DSS), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to DSS and meet with a DSS counselor to request special accommodation before classes start.

DSS is located in Woodlawn Place at 2210 Wilbur (across from Rood Hall and behind Fetzer Center) They can be contacted by phone at (269) 387-2116 (Voice) (269) 387-0633 (Fax).

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and integrity in your behavior in and out of the classroom. Learn more about university policies in the [University Policies](#) section of the syllabus.

Note: Course policies are subject to change. It is the student's responsibility to check ELearning for corrections or updates to the syllabus. Any changes will be posted in ELearning.

University Policies

WMU Academic Honesty Policy & Procedures

"Our mission is to enhance student learning and personal development by creating an educationally purposeful, disciplined and caring community."

Academic Honesty & WMU Codes of Conduct

At WMU, "**cheating** is intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise."

"**Fabrication** is the intentional invention and unauthorized alteration of any information or citation in an academic exercise. **Falsification** is a matter of altering information while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise or University record. **Forgery** is defined as the act to imitate or counterfeit documents, signatures, and the like."

"**Plagiarism** is intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge."

“Complicity is intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.”

Read more about the [WMU Academic Honesty Policy & Procedures](#) and other student conduct policies on the [Office of Student Conduct](#) website and in the [WMU Student Code of Conduct](#).

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student conduct.

WMU Closure Policy

As soon as a decision is made about closing a campus, the decision is publicized through:

- The WMU home page at wmich.edu
- The WMU Alert system
- Area radio and television stations
- The WMU emergency information phone line at (269) 387-1001.

The University community is encouraged to frequently check the [WMU home page](#) for updates. Refer to the [WMU closure policy](#) for additional details.

Any changes to the syllabus due to closure will be announced by the instructor.

WMU Non-Discrimination Policy

Western Michigan University prohibits discrimination or harassment which violates the law or which constitutes inappropriate or unprofessional limitation of employment opportunity, University facility access, or participation in University activities, on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, protected disability, veteran status, height, weight, or marital status. For full details go to the [WMU Non-Discrimination Policy](#).

See the [President’s Statement on Diversity, Multiculturalism and Inclusion](#).

WMU Accessibility Statement

<add verbiage here>

WMU Sexual Misconduct Policy

Western Michigan University encourages all members of our community to participate in the process of creating a safe, welcoming and respectful environment on campus. With the Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures, we affirm the commitment of the university and our community to the values of transparency and timely communication, and accountable and responsible behavior within an ethical, compassionate, diverse and respectful environment. Read more on the [University Sexual Misconduct Policy](#) website.

Technical Course Structure

This Elearning course will be delivered <<entirely online, partially online, with some components available online>> through the course management system D2L Brightspace. You will use your BroncoID account to login to the course from the ELearning login page (<http://elearning.wmich.edu>). You will need a strong internet connection to access this course. The course is organized into topics of instruction << by week, called learning modules>> as outlined in the course schedule and noted by due dates in the Elearning course. Each learning

module is listed by its main topic and may contain required readings, videos, mini-lectures, discussions, assignments, or collaborative group work.

Discussion Forums & Topics

The Discussions tool provides an area for collaboration and communication, allowing learners to post, read and reply to messages on different topics, share thoughts about course materials, ask questions, share files and work with peers. You can find course discussions in the module content area, as well as in the discussion tool.

You will find the following discussion topics in the course site:

- **Introductions:** You will use this discussion to introduce yourself to your classmates. Introduction discussion instructions will be posted in Elearning.
- **Problem Solver:** Use this discussion to check if your classmates can help you with any difficulties you may be experiencing in your course. Topics of a personal nature should be addressed by emailing your instructor directly.
- **Student Lounge:** Use this forum to celebrate your personal accomplishments, encourage each other, post inspirational quotes, etc.

Dropbox

Students use the Dropbox tool to upload and submit assignments to submissions folders in Elearning, eliminating the need to email or physically submit their work to instructors. Unless indicated otherwise in the learning modules, you will submit assignments using the Dropbox tool. The due dates in Dropbox match the due dates in the schedule.

You can find Dropbox Assessments in the module content area, as well as in the Dropbox Assessment tool.

Quizzes

The quiz tool is used to take fully online quizzes and exams. In some cases, the quiz will be graded automatically, and you will receive feedback and a grade immediately. In other cases, some questions will have to be graded before you will receive a score – for instance, if there is an essay or short answer question.

You can find Quizzes in the module content area, as well as in the Quiz tool.

Note: Additional assistance for these tools can be found on the [Elearning Student Tutorials](#) page.

Synchronous Sessions

In addition to the learning activities noted above, I will also hold synchronous sessions at dates and times that are noted in the Elearning course shell. More information will become available as the course progresses.

Technical Course Requirements

Computer Hardware

- In order to participate in any WMU online course, you should have easy access to a computer less than 5-years old and a high-speed internet connection. You will also need speakers or headphones.
- You are expected to be proficient with installing and using basic computer applications and have a basic understanding of sending and receiving email attachments.

Software

The following media software may be required to access the materials contained in your online course:

- Check your browser setting, we recommend Google Chrome (Google help link)
- [Google Apps for Education](#)
- [Mediasite](#)
- <<List other tools, resources, and materials needed by the student for success in the course>>

Technical Assistance

If you need technical assistance at any time during the course or need to report a problem with Elearning please contact the [WMU Help Desk](#).

Back-Up Plan If Something Goes Wrong

If you find that some part of our online course is not working, please follow these steps until the issue is resolved:

- Don't panic! We will solve the problem and make adjustments.
- First check to see if you have missed an availability date. Some course items may only be available during a certain window of time.
- Try checking the Problem Solver discussion to see if any of your classmates are experiencing the same issue.
- Check to see if I have posted any announcements in the course News on the course homepage or emailed the class.
- If you still have difficulties, contact the help desk at 269.387.HELP (4357), help.desk@wmich.edu, or <http://www.wmich.edu/helpdesk/>. They will attempt to identify the problem and route your concern for the quickest resolution. They will contact me if necessary.
- Send me an email with the course number and issue name in the subject line and a description of the issue in the body **before the due date** of an assignment.
- There is a D2L "Live Chat" icon on your Elearning homepage for assistance.
- **Do not automatically email your assignments** if technology is not working. I can make adjustments to the course in various ways to accommodate an issue. You will be able to complete the course requirements.
- Continue to watch for email or postings in the News widget on the course homepage for adjustments to the normal course procedures.

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check ELearning for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through Webmail email.

Course Calendar

Module & Date	Topics	Student Learning Outcomes	Learning Activities
Start Here <i>Dates</i>	Introduction to: <ul style="list-style-type: none"> Course, Instructor, and Scholars 	Students will identify the course outcomes	<input type="checkbox"/> Download syllabus and schedule
Module 1 <i>Dates</i> * Last day to add/drop class * \$100 late add fee begins	Typical and atypical development	Students will be able to discriminate typical and atypical development across major milestones including social, cognitive, physical, and social-emotional development	<input type="checkbox"/> Complete Content Objectives
Module 2 <i>Dates</i>	Introduction to Early Intervention Service Delivery Requirements for Services	Students will list and explain various early intervention services models including state and federally funded programs and privately funded programs	<input type="checkbox"/> Complete Content Objectives
			<input type="checkbox"/> Complete Content Objectives

Module 3 <i>Dates</i>	Early Intervention Assessment	<p>Students will identify and select appropriate evidence-based assessment measures</p> <p>Students will use direct and indirect assessment measures to determine student learnings targets</p> <p>Students will learn objective on-going data collection procedures to evaluate student learning outcomes</p>	<input type="checkbox"/> Submit section 1 of case study by date/times
Module 4 <i>Dates</i>	Early Intervention Assessment Continued	<p>Students will work as a team with the family and other professionals to gather assessment information.</p> <p>Students will conduct assessments that include all areas of development and behavior to learn about the child's strengths, needs, preferences, and interests.</p> <p>Students will use a variety of methods, including observation and interviews, to gather assessment information from multiple sources, including the child's family and other significant individuals in the child's life</p> <p>Students will use clinical reasoning in addition to assessment results to identify the child's current levels of functioning and to determine the child's eligibility and plan for instruction</p>	

Module 5 <i>Dates</i>	Analyzing Assessments Results to Select Meaningful skills to target for instruction	Students will collaborate with the family to identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments.	
Module 6 <i>Dates</i>	Analyzing Assessments Results to Select Meaningful skills to target for instruction, Continued	Students will gather and use data to inform decisions about individualized instruction.	<input type="checkbox"/> Complete Content Objectives <input type="checkbox"/> Submit section 2 of case study by <i>date/times</i>
Module 7 <i>Dates</i>	Early intervention Evidence-based Instructional Strategies, Part 1	<p>Students will provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.</p> <p>Students will plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.</p>	<input type="checkbox"/> Complete Content Objectives <input type="checkbox"/> Complete Quiz 1 by <i>date/times</i>

		Students will embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.	
Module 8 <i>Dates</i>	Early intervention Evidence-based Instructional Strategies, Part 2	Students will describe and implement play-based instructional strategies to teach imitation	. <input type="checkbox"/> Complete Content Objectives <input type="checkbox"/> Submit section 3 of case study by <i>date/times</i>
Module 9 <i>Dates</i>	Early intervention Evidence-based Instructional Strategies, Part 3 (ABA & NBI, EDSM)	Students will use explicit feedback and consequences to increase child engagement, play, and skills. Students will describe and implement reciprocal imitation training and pivotal response training	
Module 10 <i>Dates</i>	Early intervention Evidence-based Instructional Strategies, Part 4	Students will describe and implement instructional strategies to teach participation in classroom routines (e.g., transitions, sitting in a group)	<input type="checkbox"/> Complete Content Objectives
Module 11 <i>Dates</i>	Early intervention Evidence-based Instructional Strategies, Part 5	Students will describe and implement strategies to prevent and respond to challenging behaviors (e.g., eloping, refusal, tantrums)	<input type="checkbox"/> Complete Content Objectives <input type="checkbox"/> Submit section 4 of case study by <i>date/times</i>

		<p>Students will use functional assessment and related prevention, promotion, and intervention strategies across environments to prevent and address challenging behavior.</p> <p>Students will be able to identify and explain functions of challenging behavior and select appropriate ways to respond</p>	
<p>Module 12</p> <p><i>Dates</i></p>	<p>Early intervention Evidence-based Instructional Strategies, Part 6</p>	<p>Students will describe and implement strategies to teach school readiness behaviors in order to plan for transition to general and special education</p> <p>Students will demonstrate culturally responsiveness when interacting with students and families</p> <p>Students will use peer-mediated intervention to teach skills and to promote child engagement and learning.</p>	<p><input type="checkbox"/> Complete Content Objectives</p>
<p>Module 13</p> <p><i>Dates</i></p>	<p>Collaboration prior, during and after transitioning</p>	<p>Students will send and receive programs exchange information before, during, and after transition about practices most likely to support the child's successful adjustment and positive outcomes.</p>	<p><input type="checkbox"/> Complete Content Objectives</p> <p><input type="checkbox"/> Complete Quiz 2 by <i>date/times</i></p> <p><input type="checkbox"/> Submit Final Report for case study by <i>date/times</i></p>

		Students will send use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes for both the child and family.	
<i>Dates</i>	Final Case Study Presentations		

Western Michigan University
College of Education and Human Development

Memorandum of Understanding (MOU)
BS in Early Learning and
Development (Birth-Kindergarten Education)

March 25, 2021

RECOMMENDATION

Within the College of Education and Human Development, the departments of Family and Consumer Sciences (FCS), Special Education & Literacy Studies (SPLS), and Teaching, Learning and Educational Studies (TLES) agree to the concepts, procedures, and responsibilities outlined in this Memorandum of Understanding (MOU). Changes to this MOU must be reviewed and agreed upon by all three departments.

RATIONALE

This new curriculum is an interdisciplinary collaboration between the three departments listed above to meet the new teaching certification grade bands developed by the Michigan Department of Education (MDE). Expertise and courses from these three departments present an opportunity for innovative, comprehensive fulfillment of the MDE B-K standards. The MDE recently moved from two base teaching certificates (Elementary and Secondary) to six initial certification grade bands [Birth to Kindergarten (BK), Pre-Kindergarten to Third Grade (PK-3), Grades 3 to 6 (3-6), Grades 5 to 9 (5-9), Grades 7 to 12 (7-12), and Grades Kindergarten to 12 (K-12)].

The proposed curriculum has been created in response to these changes, specifically the addition of the Birth-Kindergarten (BK) teaching certificate. WMU's existing teacher education programs currently do not include a teaching certification in BK as this is a new certification. To remain competitive with other Michigan institutions in the field of teacher education, WMU will need a BK teacher preparation program.

Although the curriculum is housed across three CEHD departments, including one faculty line in SPLS and one staff position in the Office of Clinical Experiences, the Early Learning and Development (BK Education) should be considered a jointly offered degree for all purposes. As such, this MOU puts forth criteria that should be followed.

STAKEHOLDERS

The MOU items covered in this agreement will impact course scheduling, advising, curriculum, marketing, student reporting, and other associated areas for the departmental stakeholders in FCS, SPLS, and TLES.

MOU ITEMS

The following items are set forth in this MOU:

BK Program Coordinator

The new faculty member in SPLS will serve as the Early Learning and Development (BK Education) Program Coordinator.

This Program Coordinator will be named as an affiliated faculty member of the partner departments (FCS and TLES) to enable more transparent communication among BK faculty of the three departments.

BK Program Coordinator Responsibilities

- Oversee curriculum
- Work with Advising staff
- Collaborate with marketing and recruiting staff from the college and the university
- Apply for Early Learning and Development (BK Education) grants to improve the program, invite guest speakers, coordinate symposiums, and offer various educational and training opportunities to the community
- Coordinate and oversee CAEP and MDE accreditation of the Early Learning and Development (BK Education) program

Curriculum

The BK Program Coordinator will Chair a curriculum committee comprised of early childhood faculty from each department. Although curriculum changes, revisions, etc. that are part of the Early Learning and Development (BK Education) should start in each department, the Early Learning and Development (BK Education) curriculum committee will review all suggested changes to maintain program cohesion and integrity, as well as ensure all accreditation standards remain in place.

Scheduling

Although Department Chairs have final scheduling authority, each chair will work with the BK Program Coordinator to schedule the appropriate classes to maintain program offerings that will enable students to complete the program in a timely manner.

Advising

There should be one advisor (and a back-up) in the CEHD designated to help Early Learning and Development (BK Education) students with scheduling and course selection.

Student Allocation for Reporting Purposes

Because this is a co-disciplinary program with course offerings allocated equally, for reporting purposes students will be equally counted toward Early Learning and Development (BK Education) majors in each department. For example, if there are 60 majors, FCS, SPLS, TLES would each count 20 majors.

SIGNATURES

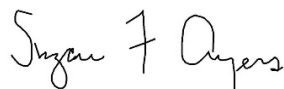
By signing below the departments agree to support this **Memorandum of Understanding**.



03-24-21

Ming Li
Dean, College of Education and Human Development

Date



3-19-21

Suzan F. Ayers
Chair, Department of Family and Consumer Sciences

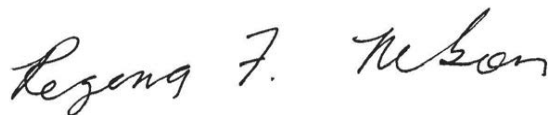
Date



3-19-21

Marcia K. Fellers
Acting Chair, Department of Special Education & Literacy
Studies

Date



3-19-21

Regena Fails Nelson
Chair, Department of Teaching, Learning and Educational Studies

Date