Date of request: 25-MAR-2021

Request ID: <mark>E-2021-SPLS-29</mark>

College: E

Department: SPLS

Initiator name: Kristal Ehrhardt

Initiator email: kristal.ehrhardt@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 <mark>SPED 3360</mark>
New course selected: This new course is not seeking approval as a general education course.

1. Proposed course prefix and number:
SPED 3360

2. Proposed credit hours:
3

3. Proposed course title:
Introduction to Early Intervention & Early Childhood Special Education

4. Proposed course prerequisites:
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)

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):
None

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:
Intro to EI/ECSE

17. Is this course repeatable for credit?
No

18. Is this course mandatory credit/no credit?
No

19. Select class type:

Lecture/Lab/Discussion

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 3360: Introduction to Early Intervention and Early Childhood Special Education.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).
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 3360 is one of several special education courses being developed to meet these standards. It provides the foundational content to prepare majors for careers in early intervention and inclusive early childhood education.

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.
During and upon completion of this course, students will—through discussions, written products, and examinations—demonstrate knowledge of and competency in the following:
1.   Articulate the historical, philosophical, and legal basis of services for children ages birth – 5 years with special needs.
2.   Identify ethical and policy issues related to educational, social and medical services for children ages birth to 5 years and their families.
3.   Identify and describe disabilities and health conditions affecting young children and their development.
4.   Identify current trends and issues in early childhood education, early childhood special education and special education.
5.   Identify legislation that affects young children, families, and programs for infants, toddlers, and preschool-age children
6.   Identify issues in definition and identification procedures for young children with exceptional needs including individuals from culturally and/or linguistically diverse backgrounds.

7.   Identify rights and responsibilities of parents, students, teachers and other professionals, and schools as they relate to individual learning needs.

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 3360 has been developed to meet specific MDE Standards for 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 3360 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 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 3360 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?
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, Resource Plan, 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 3360 is a professional level early childhood special education course and will not have community college transfer equivalencies.

O. Current catalog copy:
Not applicable. This is a new course.

P. Proposed catalog copy:
This course will provide students with a working knowledge of the history and legal precedence for providing early intervention (EI) and early childhood special education (ECSE) services and will provide an overview of characteristics of young children with special needs and their families. In addition, the course will prepare students in the Division for Early Childhood (DEC) recommended practices in the areas of family and professional collaboration, responsive and sensitive professional interactions, and environmental supports. Students will participate in 10 hours of clinical experiences throughout the semester.

Department Curriculum Chair approver: Virginia David

Department Curriculum Chair comment:

Date: 26-MAR-2021

Department approver: Marcia Fetters

Chair comment:

Date: 30-MAR-2021

Western Michigan University
Special Education & Literacy Studies
SPED 3360: Introduction to Early Intervention & 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 (Virtual or In Person):
WebEx:

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.

I am available by WebEx or phone appointment if anyone would like to meet to discuss the course content or related topics. Generally, I will respond to emails within 24-48 hours of receiving them. Please attempt to do the same. **Please include the course ID in the subject line of your email**. All correspondence via email should be through our WMU email accounts.

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.

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-3 core course work and an elective to students enrolled in other programs. This course will provide students with a working knowledge of the history and legal precedence for providing early intervention (EI) and early childhood special education (ECSE) services and will provide an overview of characteristics of young children with special needs and their families. In addition, the course will prepare students in the Division for Early Childhood (DEC) recommended practices in the areas of family and professional collaboration, responsive and sensitive professional interactions, and environmental supports. *Students will participate in 20 hours of clinical experiences throughout the semester.*

Prerequisites

Admission to one of the BK majors

Textbook & Course Materials

DEC Recommended Practices for Serving Young Children
DEC Recommended Practices Monograph Series No. 2: Promoting Meaningful Access, Participation, and Inclusion
DEC Recommended Practices Monograph Series No. 3: Knowing Families, Tailoring Practices, Building Capacity
DEC Recommended Practices Monograph Series No. 5: Enhancing Children's Access to Responsive Interactions
DEC Recommended Practices Mongraph Series 6: Teaming and Collaboration

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, including early childhood education and early childhood special education 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 intensive 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

During and upon completion of this course, students will—through discussions, written products, and examinations—demonstrate knowledge of and competency in the following:

1. Articulate the historical, philosophical, and legal basis of services for children ages birth – 5 years with special needs.

2. Identify ethical and policy issues related to educational, social and medical services for children ages birth to 5 years and their families.
3. Identify and describe disabilities and health conditions affecting young children and their development.
4. Identify current trends and issues in early childhood education, early childhood special education and special education.
5. Identify legislation that affects young children, families, and programs for infants, toddlers, and preschool-age children
6. Identify issues in definition and identification procedures for young children with exceptional needs including individuals from culturally and/or linguistically diverse backgrounds.
7. Identify rights and responsibilities of parents, students, teachers and other professionals, and schools as they relate to individual learning needs.

Graded Course Activities, Assignments and Assessments

1. **Class Attendance and Participation (15% of final grade)**
   Attendance: You are expected to attend and be actively engaged in all class meetings—in person or virtual. Class attendance is required to earn credit for in-class activities. Participation may include small group and whole class discussion, team problem solving, and role playing. Attendance without participation is not sufficient to receive full credit. Your responsibility is to read and be prepared to critically discuss the material assigned for each class period.

   Absences
   Absences may be excused for illness, a death in the family, or for professional reasons. Documentation will be required*.* Having an absence excused does not mean you will receive participation points, it only means that the absence will not be considered unexcused

   Timely Arrival in Class
   You are expected to arrive in class on time for each class meeting regardless of class format.

2. **Federal Laws/Regulations/Policies Related to Young Children with Disabilities (15% of final grade)** This assignment is designed to introduce you to federal laws/regulations/programs that influence how services and supports are provided to young children with disabilities and their families. Each student will select an early childhood special education "practice" (e.g., IEP development, transition) and will "research" the practice as it is described in federal law/regulations/policies. Each student must prepare a written 1-page summary that includes: (a) a statement of the early childhood practice, (b) a listing of which federal laws/regulations/policies include information about the practice, (c) an overview of the federal law/regulations/policies related to the practice, and (d) discussion about how the federal law/regulations/policies related to the practice might impact a teacher in ECSE, a child in the teacher's classroom, and the child's family.
   In addition to your text readings, the web sites listed below might be helpful resources for this assignment.
   IDEA 2004: • http://ectacenter.org/idea/idea.asp • https://cec.sped.org/Policy-and-Advocacy/Current-Sped-Gifted-Issues/Individuals-with-DisabilitiesEducation-Act

GOOD START, GROW SMART: • https://georgewbush-whitehouse.archives.gov/infocus/earlychildhood/earlychildhood.html
EVERY STUDENT SUCCEEDS ACT: • https://www.ed.gov/essa
HEAD START • https://eclkc.ohs.acf.hhs.gov/policy/head-start-act

3. **Disability Paper (20% of final grade)**
    Students will develop a 4- 6 page paper that will expand understanding of the complex nature of disability, delay, or risk that young children might experience. The following must be included: defining features/characteristics of disability, how it effects the developmental domains of young children, major services usually provided, and typical professionals that support these children and their families.

4. **Review Questions/Reading Summaries (10% of final grade)**
    Course readings are an integral part of the course. A set of review questions will be provided for every assigned reading in the DEC monographs. For each assigned chapter, submit answers to two of the review questions. If more than one assigned chapter, choose one question from each chapter. Write the question, the answer, and the page number. Chapter summaries due by the end of the day (11:59 p.m.) on the Sunday following each class - uploaded to E-learning.

5. **Exams (30% of final grade)**
    Three exams administered in this course. Exams will cover course material from readings, lectures, and discussions. Exams will include short answer and essay questions. Exams to be posted online at the Canvas site and will be completed outside of class. You may use notes and reading materials but you must take the exam individually.

6. **Field Experience Participation & Reflection (10% of final grade)**
    Students will complete 10 hours of field experience in assigned placements that serve young children with special needs.
    While in the placement, students gather information to collective answer the following questions:
    a. What is the classroom routine?
    b. Describe the classroom environment by including: i. Physical arrangement of room ii. Centers and/or activity areas iii. Visual presentation of information within the room
    c. How the classroom provides opportunities to develop cognitive, communication, social-emotional, fine motor & gross motor skills, and adaptive development?
    d. What accommodations and/or adaptations are available for children with special needs?

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General Assignment Policies

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1. Class attendance and participation are required for success. Group activities that explore and reinforce the target concepts are an important part of the course. (Ask questions, contribute comments, engage in group work and serve in assigned role for group activities.) Attendance will be taken each class period. Persons engaging in "side" conversations off topic, busy with cell phones, or engaging in other off task activities are not active participants.

2. During online synchronous sessions, please turn on your camera and mute your microphone unless you are speaking.
3. Individual assignments (including quizzes) are to be completed alone unless otherwise indicated.
4. Word-process and double space all assignment. Upload all assignments to our elearning dropbox as either a PDF or Word document. Use no less than 12-point font. DO NOT enclose assignments in plastic sheet protectors, plastic covers, or folders unless otherwise indicated.
5. Include a cover page (APA style) and staple assignment in the top, left-hand corner for all assignments unless otherwise indicated.
6. DO NOT exceed the maximum page limit for each assignment.
7. Proofread for spelling and grammar and cite all sources appropriately (APA style).
8. Assignments submitted to the instructor after the published due date are subject to a 10% late penalty for each day they are late.
9. The following factors will be considered in grading of assignments: quality of written expression, organization, clarity of presentation, completeness, attention to detail, uniqueness, creativity, depth, and use of appropriate language. In addition to the required format and components, the assignment grade will consider the quality of writing. Thus, merely submitting an assignment that adheres to the required format does not assure a grade of A.
10. The instructor reserves the right to alter the course agenda or the course assignment schedule with advanced notice.

Points Based Grading

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 E-learning. The instructor will typically grade assignments within 7 days of submission to ensure timely and formative feedback.

Course Policies

Participation

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 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.

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.

Course Calendar

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

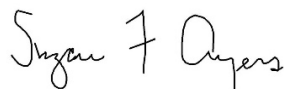By signing below the departments agree to support this **Memorandum of Understanding**.

03-24-21

_____

Ming Li   Date
Dean, College of Education and Human Development

3-19-21

_____

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

3-19-21

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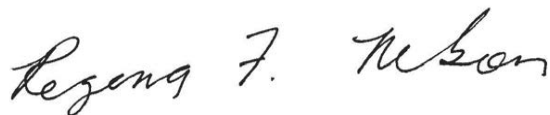Marcia K. Fetters   Date
Acting Chair, Department of Special Education & Literacy
Studies

3-19-21

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