

Date of request: 26-MAR-2021

Request ID: E-2021-SPLS-34

College: E

Department: SPLS

Initiator name: Kristal Ehrhardt

Initiator email: kristal.ehrhardt@wmich.edu

Proposed effective term: 202340

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 4177

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

1. Proposed course prefix and number:
SPED 4177

2. Proposed credit hours:
5-10

3. Proposed course title:
Intern Teaching: Early Child Special Education

4. Proposed course prerequisites:
All major courses must be completed prior to internship.

5. Proposed course corequisites:
SPED 4133 (another new course being proposed)

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):
SPED 3360 and SPED 3370

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

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:

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:

SR

12. Level restriction:
Include

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

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:
Intern Teaching: ECSE

17. Is this course repeatable for credit?
No

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

19. Select class type:
Supervision or Practicum

20. How many contact hours per week for this course?
35

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.

The proposed change is a new course, SPED 4177- Intern Teaching: Early Childhood Special Education.

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

The internship is necessary for students to earn the new Michigan Department of Education Birth-Kindergarten (BK) teaching credential. The new grade band requires a full semester internship (10 credits) in an infant/toddler, preschool or kindergarten early childhood special education program.

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.

Teacher candidates will demonstrate knowledge and application of the following competencies from the Division of Early Childhood (DEC) of the Council for Exceptional Children (CEC) Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE) (Initial birth to age 8).

Standard 1: Child Development and Early Learning Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.

Standard 2: Partnering with Families

Candidates use their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. They engage families in opportunities that build on their existing strengths, reflect current goals, and foster family competence and confidence to support their children's development and learning.

Standard 3: Collaboration and Teaming

Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive

and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span.

Standard 4: Assessment Processes

Candidates know and understand the purposes of assessment in relation to ethical and legal considerations. Candidates choose developmentally, linguistically, and culturally appropriate tools and methods.

Standard 5: Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experiences Candidates collaborate with families and professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.

Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction

Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.

Standard 7: Professionalism and Ethical Practice Candidates identify and engage with the profession of early intervention and early childhood special education (EI/ECSE) by exhibiting skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines. Evidence-based and recommended practices are promoted and used by candidates.

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. This new curriculum is proposed in response to changes made by MDE. That said, the proposed curriculum includes 6 key assessments that will be implemented across coursework from the three departments. A coordinating committee of faculty members from the three departments will meet each semester to review key assessment data which will inform continuous improvement of the curricula. The key assessments will include those required by the WMU College of Education & Human Development for all teacher education programs to demonstrate compliance with standards of the Council for the Accreditation of Teacher Education (CAEP). We have carefully mapped the MDE's BK standards across the courses and will use key assessment data to ensure that content is being adequately covered in the courses and that students are proficient in content and skills to be effective BK educators. The curriculum mapping documents will be continually updated to address any gaps that appear through the analysis of key assessment data.

SPED 4177, Internship in Early Childhood Special Education, is a required experience for teacher candidates to earn certification according to MDE Standards for the Preparation of Teachers of Early Childhood General and Special Education.

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. The three departments have worked together extensively for over two years to develop this curriculum. The proposed new course, SPED 4177, is not a duplication of an existing course, as the Standards for the Preparation of Teachers of Early Childhood General and Special Education - Birth through Kindergarten (BK) put forth by MDE are new. All three departments, the CEHD Dean, and the College of Arts and Sciences are all in agreement regarding construction of the curriculum and the necessity of this course. (Support letters attached to proposal for new BK majors.)

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

Embracing WMU's mission to be learner centered, discovery driven, and globally engaged, the College of Education and Human Development is committed to:

- Developing exceptional education and human development professionals who positively impact our global society
- Advancing knowledge through teaching, scholarship, creative works, and service
- Enhancing the university and its stakeholders through transformative field experiences and collaborations

The proposed curriculum aligns with the CEHD mission by creating high quality, interdisciplinary education programs for pre-service educators who will serve young children (with and without disabilities) and their families in public school settings and agencies (e.g., HeadStart Programs). As required by the MDE standards and certification requirements, as well as best practices, students enrolled in this curriculum will complete various field experiences to apply knowledge and skills for the instruction of and intervention with young children in educational or other community settings.

Creation of this course supports the development of the new interdisciplinary majors.

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.

This is a new course for a new major. Existing students will not be affected by the addition of this course.

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 major 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.

The number of people who obtained an initial teaching certification in Michigan declined every year between 2011/12 and 2015/16, while the number of substitute permits and long-term substitute permits increased every year from 2013/14 to 2017/18. This data suggests that individuals may be teaching students birth through kindergarten who neither have appropriate credentialing nor adequate training. Although enrollment in Michigan schools is declining overall, pockets of teacher shortages emerged between 2018/19 and are projected to continue in 2022/23. A particular concern is the availability of instructional personnel equipped to meet the needs of students with disabilities and lower income students, especially in the Upper Peninsula and Northwest regions of the state and districts in rural and town locales (IES, 2019). The students graduating from this program will be able to meet the needs of those students and regions around Michigan.

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 this program to maintain their current positions and employment. The current program will be attractive to prospective students because of the flexibility in the BK curriculum. 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 curricula will require faculty and clinical placement expertise in early childhood special education, and this course would likely be taught by the new faculty member. 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 hires will include teaching courses in the BK curricula, program coordination, 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.

The related departments housing the courses will ensure the revision of the existing transfer guides to accommodate the new major and the department of Special Education & Literacy Studies will offer SPED 4177. To facilitate transfer students' enrollment, CEHD advisors are currently in the process of reaching out to community colleges to revise existing articulation and transfer agreements. At 67 credits, this major will be the most accessible teacher education program at WMU for community college students, especially those who complete an early childhood associate's degree and/or who complete most of their WES requirements through the Michigan Transfer Agreement (MTA).

O. Current catalog copy:

None

P. Proposed catalog copy:

SPED 4177 - Intern Teaching: Early Childhood Special Education The general objectives of the course are to have beginning undergraduate teacher education candidates learn about evidence-based practices in inclusive early childhood special education, gain first-hand experiences with exceptional young children and their care providers, experience the different types and levels of service delivery across the continuum, and reflect on how, when, and why specific evidence-based practices are implemented in public school and community early childhood settings. Only for seniors who have been admitted to the Early Learning & Intervention or Early Childhood Unified Education majors. This culminating field experience consists of five days per week in an early childhood special education program for 15 weeks. Students will synthesize and apply knowledge and practice the skills they acquired during prior course work. May repeat course one time only.

Department Curriculum Chair approver: Virginia David

Department Curriculum Chair comment:

Date: 26-MAR-2021

Department approver: Marcia Feters

Chair comment:

Date: 30-MAR-2021

Western Michigan University
Special Education & Literacy Studies
SPED 4177: Intern Teaching 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 (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

The general objectives of the course are to have beginning undergraduate teacher education candidates learn about evidence-based practices in inclusive early childhood special education, gain first-hand experiences with exceptional young children and their care providers, experience the different types and levels of service delivery across the continuum, and reflect on how, when, and why specific evidence-based practices are implemented in public school and community early childhood settings. Only for seniors who have been admitted to the Early Learning & Intervention or Early Childhood Unified Education majors. This culminating field experience consists of five days per week in an early childhood special education program for 15 weeks. Students will synthesize and apply knowledge and practice the skills they acquired during prior course work. May repeat course one time only.

Prerequisites & Corequisites

Prerequisites: SPED 3360 and SPED 3370 with a grade of "CB" or better. Corequisite: SPED 4133

Credits: 5-10

Restrictions: Restricted to majors in

(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)

Textbook & Course Materials

DEC Recommended Practices for Serving Young Children

IRIS Modules

Other Readings as Assigned

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

In the culminating experience, teacher candidates will demonstrate knowledge and application of the following competencies from the Division of Early Childhood (DEC) of the Council for Exceptional Children (CEC) ***Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE) (Initial birth through age 8)***.

Standard 1: Child Development and Early Learning

Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.

Components:

- 1.1. Candidates demonstrate an understanding of the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention, and instruction decisions.
- 1.2. Candidates apply knowledge of normative sequences of early development, individual differences, and families' social, cultural, and linguistic diversity to support each child's development and learning across contexts.
- 1.3. Candidates apply knowledge of biological and environmental factors that may support or constrain children's early development and learning as they plan and implement early intervention and instruction.
- 1.4. Candidates demonstrate an understanding of characteristics, etiologies, and individual differences within and across the range of abilities, including developmental delays and disabilities, their potential impact on children's early development and learning, and implications for assessment, curriculum, instruction, and intervention.

Standard 2: Partnering with Families

Candidates use their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. They engage families in opportunities that build on their existing strengths, reflect current goals, and foster family competence and confidence to support their children's development and learning.

Components:

2.1 Candidates apply their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families' lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families that allow for the mutual exchange of knowledge and information.

2.2 Candidates communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive environments.

2.3 Candidates engage families in identifying their strengths, priorities, and concerns; support families to achieve the goals they have for their family and their young child's development and learning; and promote families' competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes.

Standard 3: Collaboration and Teaming

Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.

Components:

3.1 Candidates apply teaming models, skills, and processes, including appropriate uses of technology, when collaborating and communicating with families; professionals representing multiple disciplines, skills, expertise, and roles; and community partners and agencies.

3.2 Candidates use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach.

3.3 Candidates partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth through 8 age span.

Standard 4: Assessment Processes

Candidates know and understand the purposes of assessment in relation to ethical and legal considerations. Candidates choose developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program. Using evidence-based practices, candidates develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals. They analyze, interpret, document, and share assessment information using a strengths-based approach with

families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.

Components:

4.1 Candidates understand the purposes of formal and informal assessment, including ethical and legal considerations, and use this information to choose developmentally, culturally and linguistically appropriate, valid, reliable tools and methods that are responsive to the characteristics of the young child, family, and program.

4.2 Candidates develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based practices, including technology, in partnership with families and other professionals.

4.3 Candidates analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals.

4.4 Candidates, in collaboration with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.

Standard 5: Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experiences

Candidates collaborate with families and professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.

Components:

5.1 Candidates collaborate with families and other professionals in identifying an evidence-based curriculum addressing developmental and content domains to design and facilitate meaningful and culturally responsive learning experiences that support the unique abilities and needs of all children and families.

5.2 Candidates use their knowledge of early childhood curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure equitable access to universally designed, developmentally appropriate, and challenging learning experiences in natural and inclusive environments.

Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction

Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates

facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.

Components:

6.1 Candidates, in partnership with families, identify systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children's learning and development across all developmental and academic content domains.

6.2 Candidates engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development.

6.3 Candidates engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family.

6.4 Candidates promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.

6.5 Candidates identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts.

6.6 Candidates use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.

6.7 Candidates plan for, adapt, and improve approaches to interactions, interventions, and instruction based on multiple sources of data across a range of natural environments and inclusive settings.

Standard 7: Professionalism and Ethical Practice

Candidates identify and engage with the profession of early intervention and early childhood special education (EI/ECSE) by exhibiting skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines. Evidence-based and recommended practices are promoted and used by candidates.

Components:

7.1 Candidates engage with the profession of EI/ECSE by participating in local, regional, national, and/or international activities and professional organizations.

7.2 Candidates engage in ongoing reflective practice and access evidence-based information to improve their own practices.

7.3 Candidates exhibit leadership skills in advocating for improved outcomes for young children, families, and the profession, including the promotion of and use of evidence-based practices and decision-making.

7.4 Candidates practice within ethical and legal policies and procedures.

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. Attendance and Participation (10% of final grade)

Attendance: You are expected to attend and be actively engaged in all aspects of school activities within your assigned classroom or program and within the school building. Be on time and prepared each day.

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.

Communicate any absences to your mentor teacher and university supervisor in a timely fashion.

2. Lesson Plans – you will submit 10 lesson plans to your university instructor for review throughout the semester.
3. Minimum of 3-5 classroom observations either in person or through GoReact.
4. Self-Reflections – you will record yourself teaching a minimum of 5 times throughout the semester using GoReact. You will receive written feedback on lesson implementation and you will write a self reflection and set a professional goal following receipt of the instructor feedback.

5. Peer Feedback – you will watch 2 recorded lessons of 2 peers and provide specific feedback for improvement (rubric provided).
6. Co-Development of an IEP or IFSP – you will participate in the development of two IEPs or IFSP during internship.
7. Early Childhood Unified Teaching Portfolio – you will contribute samples of lesson plans, IEPs/IFSPs (all confidential information redacted), child studies (including Impact on Learner assignment), and evaluations from mentor teachers into a teaching portfolio.
8. Submission of Mid- and Final Self-Reflections
9. Submission of Mid- and Final Mentor Reflections

General Assignment Policies

1. All assignments must be completed to pass SPED 4177.
2. 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.
3. During any online synchronous sessions, please turn on your camera and mute your microphone unless you are speaking.
4. Individual assignments (including quizzes) are to be completed alone unless otherwise indicated.
5. 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.
6. Proofread for spelling and grammar and cite all sources appropriately (APA style).
7. Assignments submitted to the instructor after the published due date are subject to a 10% late penalty for each day they are late.
8. 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.
9. The instructor reserves the right to alter the course agenda or the course assignment schedule with advanced notice.

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

Regular and consistent participation is essential for success in this culminating field experience.

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.

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.

Course Calendar

Found on Elearning

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

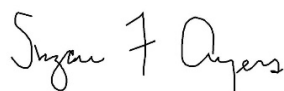
By signing below the departments agree to support this **Memorandum of Understanding**.



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