

## Application for State Approval of Teacher Preparation Specialty Programs

**Michigan Department of Education, Office of Professional Preparation Services**  
**P.O. Box 30008, Lansing, Michigan 48909**  
**Phone: (517) 335-4610 \*\*\* Fax: (517) 373-0542**

### Directions:

- For each new, amended, or experimental program, a separate application is required.
- Application and all documentation are to be submitted electronically.
- Fax or mail only the cover page that is signed by the unit head.
- All correspondence regarding this application should be addressed to the consultant/coordinator identified on Application Attachment 1.

<b>I. Application Information</b>	
Institution	Eastern Michigan University
MDE Endorsement Area and Code (from Application Attachment 2)	Early Childhood Education (ZA)
Date of this Application	August 6, 2010
Name and Title of Unit Head	Michael Bretting Ph.D., Interim Dean College of Education
Signature of Unit Head	

<b>II. Contact Information for Questions Related to This Application</b>	
Contact Person's Name and Title	Brigid Beaubien, Ph.D. Associate Professor Early Childhood Education
Contact Person's Phone Number	734-487-7120 x 2620
Contact Person's Fax Number	734-487-2101
Contact Person's E-Mail Address	<a href="mailto:brigid.beaubien@emich.edu">brigid.beaubien@emich.edu</a>

<b>III. Type of Request for Approval</b>	<b>(Indicate One)</b>
New program for institution	
U.S. Department of Education Classification of Instructional Programs (CIP) Code, if vocational occupational area	
Compliance with State Board of Education new or modified program criteria	Yes
Experimental program	
Program amendment (See Section IX for guidelines)	

#### IV. Institutional Representatives

Please list individuals available to serve on Michigan Department of Education Ad-Hoc Committees Related to this Specialty Program (e.g., program review, standards development, test development, forum planning). Include both higher education faculty and K-12 representatives.

Name/Title	Specialty	Mailing Address	E-Mail Address	Phone	Fax
Karen Paciorek	Early Childhood	Dept. of Teacher Education	kpaciorek@emich.edu	734-487-7120 x 2629	734-487-2101
Brigid Beaubien	Early Childhood	Dept. of Teacher Education	Bbeaubi1@emich.edi	734-487-7120 x 2620	734-487-2101
Margo Dichtelmiller	Early Childhood	Dept. of Teacher Education	mdichtel@emich.edu	734-487-7120 x 2611	734-487-2101
Martha Baiyee	Early Childhood	Dept. of Teacher Education	mbaiyee@emich.edu	734-487-7120 x 2603	734-487-2101
Sue Grossman	Early Childhood	Dept. of Teacher Education	sgrossman@emich.edu	734-487-7120 x 2615	734-487-2101

#### V. Program Information

##### Program Summary

Prepare a program narrative (5-6 page maximum) which:

- Describes the philosophy, rationale, and objectives of the specialty program and explains how the program is consistent with the philosophy, rationale, and conceptual framework of the unit.

##### I. **Rationale:** Revision of the Master of Arts in Early Childhood Education (ECE)

The program in early childhood education is designed for those who hold teacher certification and have careers as classroom teachers (preschool through third grade), child care program directors, or other positions related to the care and education of children ages birth through eight years.

We are requesting the revision to our graduate program in early childhood education for three key reasons. First, the State of Michigan approved new standards for the preparation of Teachers for Early Childhood Education that are much more learner focused and the new program reflects those changes.

The second reason is that the State of Michigan also changed the requirements for an Early Childhood Education endorsement. In order to add an Early Childhood Education endorsement to an existing elementary certificate, the program must now be at least 26 semester credit hours with 14 of those semester credit hours addressing learning related to birth through age 8 children. Previously, only 20 semester credits were required to add the endorsement to an existing certification.

The third reason for the revision in the early childhood education graduate program is that there has been a substantial increase in the number of hours for early field experience that graduate students must complete in programs serving children at infant/toddler, preschool, and early elementary levels in order to meet both the State of Michigan and NCATE standards.

The move from our current 20 credit hour endorsement to the proposed 26 credit hour endorsement will not impact the credits needed to receive a graduate degree in early childhood education with those credits remaining at 31-32 credits.

The ECE program is pleased that the credits for the endorsement has increased from 20 to 26. We have diligently worked over the past year and a half to develop our new graduate program to meet all of the content changes and address the new standards in the field. As the early childhood faculty revised our courses to meet the new standards we created extensive Excel spreadsheets ([link](#)) for the graduate program that ensured that the standards were addressed along with the objectives of the Michigan Test for Teacher Certification were addressed in coursework and internship. The entire ECE faculty is tenured, well-grounded in ECE and extremely involved professionally, staying current with best practices in the field. The faculty writes, presents and consults on a wide variety of areas in the field and all have previous experience teaching young children. Each of the early childhood faculty model a variety of instructional approaches including: lectures; small group work; large group work; cooperative learning strategies; hybrid and online courses; and workshops. Throughout a student's coursework differentiation of learning styles is modeled by faculty in the college level classroom and instruction is provided on how this differentiation is transferred and assessed in the ECE classroom. With six early childhood faculty our students are exposed to the diverse teaching styles we bring based on our past teaching experience and areas of expertise.

The ECE graduate program prepares students to create an exemplary education environment and work in diverse and democratic settings. Students learn to develop intellectual curiosity, creativity, critical and reflective thinking and problem-solving abilities so that they may become

ethical, productive and contributing participants and leaders in a democratic and diverse society. The philosophy for graduate teacher education at Eastern Michigan University is: “Inquiry, Advocacy and Leadership in Education for a Diverse and consistent Democratic Society. The Master’s in Early Childhood Education is with the philosophy, rationale and objectives of the unit.

The ECE faculty has established procedures for exposing students to professional development experiences in their career. These include establishing an official EMU recognized Association for the Education of Young Children-EMU organization that is affiliated with the Washtenaw Association for the Education of Young Children (Washtenaw AEYC) as well as organizing trips annually to the Michigan Association for the Education of Young Children (MiAEYC) annual conference. Two out of the past three years trips to the National Association for the Education of Young Children (NAEYC) annual conference were organized and included over 25 students making the trip to Chicago and Washington D.C.. Each year over ten current and many former EMU graduate students present at the MiAEYC conference under the guidance of EMU faculty.

Graduate Students also have the opportunity to complete academic service learning opportunities with the Institute for Poverty and Social Reform and at-home child care providers in the City of Detroit.

- **Describe the sequence of courses and/or experiences to develop an understanding of the structures, skills, core concepts, ideas, values, facts, methods of inquiry, and uses of technology.**

At the graduate level those seeking the endorsement will take the 22 hours in the early childhood concentration and the four to five hours of restricted electives. These students will begin with ECE 600 Trends, Issues and Advocacy in Early Childhood Education and ECE 602 Implementing Appropriate Programs.

**ECE 600** provides an in-depth exploration of the field of early childhood with students exploring the historical, social, and political influences on contemporary programs for children from birth through age eight. Standards addressed in this course explore the importance of research, developmentally appropriate curriculum and advocacy in the field of early childhood education.

**ECE 602** provides an overview of program models and appropriate teaching strategies for children, birth through age eight. It begins with a critical examination of developmentally appropriate practice, followed by an investigation of program goals, guidance and management approaches, schedules, learning environments, use of technology, and inclusion of diverse children. Curriculum models are also discussed.

These two courses are usually followed by **ECE 601, Creating Supportive Learning Communities for Resilient Children**. This course addresses the specific development and needs of children at risk, multiple influences on development related to the unique characteristics of the individual child and their social and cultural settings, how educators can identify signs of child abuse and neglect and how to access community services for these students. Appropriate classroom environments and curriculum that support children in crisis are also addressed. There are opportunities to become involved in policy issues affecting these children.

Upon completion of these three course students may take any of the remaining courses, with the exception of ECE 689 and ECE 693, in any order they would like.

**ECE 607 Leadership and Professionalism in Early Childhood Education** provides an in-depth examination of administrative principles for early childhood programs. Advocacy, staff development, licensing and accreditation will be investigated along with principles of leadership and change. This course meets that requirement and addresses the State of Michigan requirements for licensing and operating a child care program. Students will explore state, national, and international policies impacting young children and their families.

**ECE 610 Family, School, and Community Partnerships** addresses the many standards devoted to building strong family, school and community partnerships. There is specific focus on working with children and families from a variety of backgrounds. Students will learn how to develop caring, respectful relationships with all families and how to incorporate children's needs, interests and strengths into their planning.

**ECE 613 Curriculum Frameworks in Early Childhood** is an advanced curriculum course and will focus on the specific standards, content and strategies in each content area (i.e., early literacy, math, social studies, science, health and physical education, the arts, and technology). The integration of critical thinking and problem solving skills will be included. This class will specifically focus on the content areas as they relate to children in the early childhood years

**ECE/EDPS 609 Development and Behavior of the Young Child** provides an in-depth examination of the physical, cognitive, and social-emotional development during early childhood. Theories, principles, and strategies and differentiation will be discussed, as well as adult roles and special problems of children's behavior. Students will conduct observations of children.

**ECE 641 Developmental Assessment of the Young Child** This course

explores the benefits, appropriate/inappropriate use and the many assessment instruments available to teachers of young children. Strategies teachers can use as well as the importance of ongoing authentic assessment procedures are addressed.

**ECE/SPGN 551, Inclusive Classrooms in Early Childhood** will look at understanding and planning appropriate programs for infants and young children with exceptional needs. Students will be prepared to teach children with exceptional needs in early childhood or early childhood special education classrooms. It will build on the content students learned in SPGN 251, taken by all elementary education students, and cover special education history, theory, models and laws pertaining to young children. The class will also explore inclusive curriculum, assessment, assistive technology and family approaches including the development and implementation of an IFSP and IEP.

**ECE 689 Early Childhood Internship.** This is a supervised field experience occurring in an inclusive preschool classroom with an accompanying colloquium that will link theory and practice. Students will participate in a substantial number of hours in the early childhood classroom in at least two out of three areas (i.e. infant/toddler, preschool, and early and upper elementary levels). Students will develop, plan and implement a differentiated, child-centered curriculum and assessment incorporating children's development, diverse needs, backgrounds and interests. Students will synthesize and reflect upon information and skills acquired from their ECE courses throughout their internship. The ECE faculty has consistently worked to establish strong partnerships with the many preschool programs serving young children in Southeast Michigan. We place students in Head Start programs, Great Start Readiness Preschool programs, public school preschool programs, private child care centers, and preschools affiliated with private agencies. Over 90% of the placements are accredited by the National Association for the Education of Young Children (NAEYC) and allow the students to directly apply the knowledge and skills acquired during their course and practicum work. All students are placed with cooperating teachers who hold the ECE endorsement and most of the teachers also have earned a Master's degree in ECE or child development. The internship is supervised by a University supervisor who is a certified teacher with specific experience in working with young children.

The ten courses described above will be required courses for both the M.A. degree and those seeking the endorsement only and two sections of each course will be offered each academic year. The above ten courses along with the restricted elective ECE 693 Seminar meet the standards for the early childhood endorsement and total 21 credits. The following courses are restricted elective courses of which the student will choose three for a total of 26 credits. While all these electives meet early

childhood standards due to student's choice of these courses we do not relay on the courses to teach specific standards.

**EDPS 617 Children in Poverty: Educational Implications** analyzes the critical poverty conditions of young children and families, and implications for educators. Emphasis is on social-psychological development, educational advocacy and interventions that promote understanding of ethnic, cultural and socioeconomic diversity.

**EDPS 611 Piaget and Vygotsky for Educators** examines the theory and research of Piaget and Vygotsky. Applications to the helping professions from infancy through adulthood is made. Students conduct interviews with children, adolescents and /or adults and make recommendations for intervention. Students evaluate educational materials, teaching strategies and instructional methods.

**RDNG 503 Meeting Individual Needs in Elementary Literacy Education** is the required PA 118 course for students and examines objectives, approaches, materials and techniques for reading in the elementary school classroom. Factors influencing development, fundamental skills, and assessing and providing for individual strengths and needs.

**RDNG 656 Language Development, Literacy and the Young Child** concentrates on the developmental aspects of language learning and its relationship to emergent reading. Involves theoretical and research knowledge pertinent to child growth and development.

**ECE 590 Special Topics** are rarely offered experimental courses for subject matter not provided in other departmental offerings. Subject matter change from offering to offering. Students may elect this course more than once, provided different topics are covered. This course was utilized to provide "test runs" of the courses that have now become part of the new graduate program.

**ECE 618 Play and Human Development** examines children's play and its relationships to developmental processes. Definitions, perspectives, theories and their implications for classroom practice in early childhood and elementary education is considered. Observations and analyses of live play episodes will be conducted.

**ECE 693 Seminar: Early Childhood Education** a systematic analysis of issues and research areas in early childhood education. Serves as the capstone experience in the master's degree in early childhood education. Student pursues an in-depth investigation of a topic related to the field.

**This is a required restrictive elective for anyone seeking the master's degree and meets ECE standards.**

- **Describe how candidates are prepared to utilize a variety of instructional approaches to address the various learning styles of students.**

The size of the ECE program, and the number of faculty at EMU, allow students to take courses from at least eight different faculty members as they take required courses in the ECE graduate program. Students are exposed to a variety of teaching styles and learn to differentiate their teaching as they observe and experience the faculty adjusting instruction to meet the needs of individual students. There are ample opportunities for students to model appropriate teaching techniques and receive feedback from faculty in the courses. Assessment data from the Live-text on-line assessment program indicate the students are successful in their application of instructional methods. In addition, EMU is fortunate to have an extensive collection of resource materials which students make use of as they plan appropriate learning experiences for young children. We are cognizant of the need to provide experience with young children from diverse cultures and families as well as interaction with children with special needs.

- **Describe any differences that may exist between elementary or secondary preparation to teach in each major or minor area (e.g., instructional resources, field placements, instructional techniques), if applicable.**

N/A. Students must have their elementary certification to be admitted in this graduate program.

- **Describe how the program incorporates gender equity, multi-cultural, and global perspectives into the teaching of the subject area.**

We are very fortunate at Eastern Michigan to have an extremely diverse university community. Our College is in the National forefront of recruiting African American educators through our Office of Urban Education and two international symposiums on African American Males and African American Females. Our student population in early childhood education reflects this commitment to diversity and we have an increasing number of students of color and males in our programs. The vast majority of our graduate students are preschool through third grade teachers or early childhood administrators.

Our students themselves teach throughout Southeastern Michigan in diverse settings and bring these experiences into the graduate classroom. In ECE 601 and ECE 610 students extensively explore how to create differentiated classroom environments for children's social and cultural needs. Two of our faculty are originally from countries in Africa and have international teaching experience.

	<ul style="list-style-type: none"> <li>• <b>Describes how the program prepares candidates to use multiple methods of assessment appropriate to this specialty area.</b></li> </ul> <p>There are numerous opportunities throughout the program in which students observe, assess and plan for the young children. Most of the assignments are carried out in their own classrooms while others are conducted with young children in an outside setting such as the Children's Institute on campus and shared as part of a class requirement. We assess our students using many different methods and encourage them to demonstrate their competence for teaching in the written, oral and demonstration format.</p> <p>In addition to student's opportunities to demonstrate their assessment abilities and competences with children there are multiple methods faculty use to gather student and program evaluation data primarily through the seven LiveText assignments. LiveText is an Internet-based subscription service that allows students and instructors to "create, share, and collaborate on educational curriculum." LiveText is currently being used for assignment submission, artifact collection, standards integration, and Student assessment in EMU's educator preparation programs. Assignments in the early childhood graduate program these include:</p> <ul style="list-style-type: none"> <li>• Major GPA for program admission</li> <li>• Interdisciplinary curriculum project (ECE 613)</li> <li>• Assessment Plan (ECE 641)</li> <li>• Research Paper in (ECE 693)</li> <li>• Family Partnership Plan assignment in (ECE 610)</li> <li>• Midpoint progress Review</li> <li>• Test Scores</li> </ul>
<b>Program Coursework</b>	<p>Complete Application Attachment 3 showing the required and elective courses for this program. This list should include the following information.</p> <ul style="list-style-type: none"> <li>• Contact person for specialty program.</li> <li>• Course title and number.</li> <li>• Number of semester hours for required and elective courses.</li> <li>• Designation for elementary, secondary, or K-12 certification.</li> <li>• Course descriptions.</li> </ul> <p>Please refer to the Quick Reference Chart at <a href="http://www.michigan.gov/documents/MinimumRequiredHoursSpecialty-AreaProgramA21931_74344_7.PDF">http://www.michigan.gov/documents/MinimumRequiredHoursSpecialty-AreaProgramA21931_74344_7.PDF</a> for available program options and required semester hour minimums.</p>

<b>VI. Content Guidelines/Standards Matrix</b>	
<p>Complete the Content Guidelines/Standards Matrix (a sample format is provided in Application Attachment 4); appropriate program standards must be selected for each program:</p> <ul style="list-style-type: none"> <li>• Standards approved by the Michigan State Board of Education (SBE) can be found in matrix format at <a href="http://www.michigan.gov/mde/0,1607,7-140-5234_5683_6368-24835">http://www.michigan.gov/mde/0,1607,7-140-5234_5683_6368-24835</a></li> </ul>	

[--.00.html](#)

- A list of standards to use for each specialty program can be found at [http://www.michigan.gov/documents/Standards\\_to\\_use\\_for\\_Approval\\_of\\_Each\\_Specialty\\_Program\\_11\\_109415\\_7.04C44693\\_A74354.doc](http://www.michigan.gov/documents/Standards_to_use_for_Approval_of_Each_Specialty_Program_11_109415_7.04C44693_A74354.doc)

## VII. Supporting Documentation

<b>Field Experiences</b>	<ul style="list-style-type: none"><li>• Describe how candidates for majors and minors in specific specialty programs participate in early field experiences in K-12 schools.</li><li>• Describe aspects of the student teaching experience for certification candidates that enhance the applicants' abilities to teach in this specific specialty area. Are candidates in your institution assigned to K-12 classrooms as student teachers in both their major and minor (if applicable)?</li></ul> <p>The graduate students admitted into the Masters of Early Childhood Education already hold their elementary certification and have completed their student teaching as undergraduates. In addition over 95% of our students are currently teaching in their own preschool or elementary classroom. At the graduate level we provide a supervised field experience occurring in an inclusive preschool classroom with an accompanying colloquium that will link theory and practice. Students will participate in a substantial number of hours in the early childhood classroom in at least two out of three areas (i.e. infant/toddler, preschool, and early and upper elementary levels). Students will develop, plan and implement a differentiated, child-centered curriculum and assessment incorporating children's development, diverse needs, backgrounds and interests. Students will synthesize and reflect upon information and skills acquired from their ECE courses throughout their internship.</p> <p>The ECE faculty has consistently worked to establish strong partnerships with the many preschool programs serving young children in Southeast Michigan. We place students in Head Start programs, Great Start Readiness Preschool programs, public school preschool programs, private child care centers, the Children's Institute on campus, and preschools affiliated with private agencies. Over 90% of the placements are accredited by the National Association for the Education of Young Children (NAEYC) and allow the students to directly apply the knowledge and skills acquired during their course and practicum work. All students are placed with cooperating teachers who hold the ECE endorsement and most of the teachers also have earned a Master's degree in ECE or child development. The internship is supervised by a University supervisor who is a certified teacher with specific experience in working with young children.</p>
<b>Instructional Methods</b>	<ul style="list-style-type: none"><li>• Describe how candidates are prepared to teach in this specific specialty area.</li></ul> <p>After successful completion of the ten ECE required courses and the</p>

internship and colloquium experience students are well-prepared to demonstrate competence in early childhood education. A variety of instruction methods as well as evaluation methods are employed to give faculty and students an indication of the level of preparation the student has for being a successful teacher.

We take part every three years in the university required program review process and mostly completed this in 2009. During this review we received excellent reviews back from the university committee's indicating that our program and courses are consisted with the goals and objectives of our unit. Our program is thriving and the university and students recognize it as a viable, energized specialty that significantly contributes to the mission of the university and the college and as such warranties ongoing support.

The College of Education regularly collects student data regarding their perceptions of and success in the program and uses this data for program improvement.

From September 2006 to August 2009, a total of 207 students took the Early Childhood Endorsement test and affiliated themselves with EMU. Out of that number 98.6 % passed the test.

Each graduate student, after they have completed 20 – 22 credits, is responsible for completing a Midpoint Progress Report (**See letter**) (**See Example**) as a LiveText submission. The ECE Graduate Progress Review will be evaluated according to Core Standards and Essential Professional Tools for All Candidates in Advanced Programs established by the National Association for the Education of Young Children (NAEYC).

Their task, utilizing their professional judgment and emphasizing the course work they have completed in early childhood education, is to provide documentation showing accomplishment in each of the five standards. They accomplish this through both an essay and classroom reflections are placed into Live Text.

In addition to showing expertise related to the standards, they must also demonstrate competence related to the Essential Professional Tools. Faculty advisors evaluate the essay on a rubric and input the evaluation into Live Text. Learning, skills and dispositions related to the Advanced Program Standards and Essential Professional Tools, as well as the dispositions required by the National Council for the Accreditation of Teacher Education (NCATE) will be reflected in the evaluation.

Through the past several years the ECE faculty has established procedures for exposing students to professional development experiences early in their career. These include trips to both the national and state

	<p>early childhood conference each trip involving 25 plus students. These experiences include presentations by three students at the NAEYC conference and over 20 presentations at the MiAEYC.</p>
<b>Course Descriptions</b>	<ul style="list-style-type: none"> <li>• Provide descriptions of all courses contained on Application Attachment 3. Descriptions must provide enough information to show that standards could logically be met in these courses.</li> </ul>
<b>Syllabi</b>	<ul style="list-style-type: none"> <li>• Provide a representative syllabus for each required course (those listed on Application Attachment 3 and referenced in the standards matrix).</li> </ul> <p>Links for course syllabi included in matrix</p>
<b>Faculty</b>	<ul style="list-style-type: none"> <li>• Please complete the <i>Instructional Faculty</i> table from Application Attachment 5.</li> <li>• Include all faculty teaching the courses shown on the <i>Summary of Course Requirements for Specialty Program</i> (Application Attachment 3), including those who may be temporary or non-tenure stream.</li> <li>• List additional faculty positions that will be added if this program is approved.</li> </ul> <p>We anticipate requesting an additional two faculty be hired for the Fall of 2012, one to replace a faculty member who will be retiring in June of 2012 and one to cover additional required courses. We have not used adjunct faculty to date, other than to replace faculty on sabbatical or research release, but may need to hire one or two adjunct faculty depending on the numbers of students who enroll in the program</p>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Describe how this program will utilize technological resources.</li> </ul> <p>Eastern Michigan has a large computer lab for student use as well as a lab with many assistive and technology devices. We also have two donor developed and dedicated classrooms where all of our ECE classes are held. These rooms contain lap top computers for student use as well as a resource library consisting of ECE specific materials for student convenience.</p> <p>The Graduate program offers both hybrid and completely online courses.</p>
<b>Vocational Work Experience</b>	<ul style="list-style-type: none"> <li>• If applicable, please describe the structure and content of the required vocational work experience program. How is this evaluated?</li> </ul>

### VIII. Experimental Program Description (Rule 53)

<b>Program Purpose</b>	Attach a statement describing the purpose and objectives(s) of this preparation program. Please include the following: <ul style="list-style-type: none"><li>• Employer Needs/Student Aspirations.</li><li>• National/Statewide Needs (for content area, level, diversity, etc., as per the goals of the experimental program).</li><li>• The number of candidates you anticipate preparing for this endorsement during each of the first three years, if this program is approved.</li></ul>
<b>Program Design</b>	<ul style="list-style-type: none"><li>• The hypothesis being tested.</li><li>• The design of the program (including all courses).</li><li>• Control and experimental groupings.</li><li>• Assessment and evaluation instruments and techniques.</li></ul>
<b>Program Duration</b>	Specify the period of time you wish for the experimental program to be in effect. Approval by the State will normally be granted for a time period of three to five years. Once approved, institutions should submit annual reports, including any changes in the experimental program design, and an analysis of evaluation data.

### IX. Guidelines for Applying for Amendments to Currently Approved Teacher Preparation Programs

If the amendment is very minor (e.g., change in a course number(s), change in course sequence, minor modification to a course, etc.) and does not affect how the program standards are met, the amendment may be described in a letter to the Office of Professional Preparation Services. Minor amendments do not require official State approval and are filed with program documentation previously submitted. If the proposed amendment is not clear, or if more information is needed, the institution will be contacted by the Office of Professional Preparation. Once approved, the description of the amendment will be attached to the program application that is currently on file.

If the amendment is more extensive, or is submitted in response to new state standards, a complete "Application to Request State Board of Education Approval for Professional Preparation Programs" should be submitted to the Office of Professional Preparation Services. (Institutions may copy, for inclusion in the new application, any sections of the previously approved application that have not been affected by the amendment.)

## Contact Information for Program Review Consultants

**ALL** communication regarding the approval of specialty programs should be addressed to the following individuals according to content area:

<b>Bonnie Rockafellow</b> 517-373-7861 <a href="mailto:rockafellowb@michigan.gov">rockafellowb@michigan.gov</a>	<b>Steven Stegink</b> 517-241-4945 <a href="mailto:SteginkS@michigan.gov">SteginkS@michigan.gov</a>	<b>Thomas T. Bell</b> 517-241-0172 <a href="mailto:BellT1@Michigan.gov">BellT1@Michigan.gov</a>
All bilingual education	All science programs	All business education
All English language arts	Computer Science	All social studies & social science
All humanities	Environmental Studies	All vocational
All world languages	Guidance & Counseling	Agricultural Education
Dance	Health	Educational Technology
Early Childhood Education	Middle Level	Family & Consumer Sciences
Elementary	Mathematics	Fine Arts
English as a Second Language	Physical Education	Library Media
Music	Recreation	Industrial Technology
	School Psychologist	Visual Arts Education
	Special Education	

**Michigan Department of Education  
Proposed Endorsement Areas and Codes\*<sup>1</sup>  
August 2007**

<b>AX COMMUNICATION ARTS</b>	<b>BILINGUAL EDUCATION (Con't.)</b>	<b>SPECIAL EDUCATION</b>
<b>BX LANGUAGE ARTS</b>	YL Bilingual Other	SA Cognitive Impairment
BA English	YM Bilingual Vietnamese	SB Speech and Language Impairment
BC Journalism	YN Bilingual Korean	SC Physical or Other Health Impairment
BD Speech	YO Bilingual Servo-Croatian/Bosnian	SE Emotional Impairment
BR Reading Specialist	YP Bilingual Chaldean	SK Visual Impairment
BT Reading	YR Bilingual Chinese	SL Hearing Impairment
<b>RX SOCIAL STUDIES</b>	YS Bilingual Filipino	SM Learning Disabilities
CA Economics	YT Bilingual Japanese	SP Physical Education for Students with Disabilities
CB Geography	<b>BUSINESS EDUCATION*<sup>2</sup></b>	SV Autism Spectrum Disorder
CC History	GQ Business, Management, Marketing, and Technology	<b>TX TECHNOLOGY AND DESIGN</b>
CD Political Science	GM Marketing Education	<b>ZA EARLY CHILDHOOD EDUCATION*<sup>6</sup></b>
<b>SOCIAL SCIENCE*<sup>2</sup></b>	<b>HX AGRISCIENCE AND NATURAL RESOURCES</b>	<b>ZD MIDDLE SCHOOL*<sup>5*6</sup></b>
CE Psychology	<b>IX INDUSTRIAL TECHNOLOGY</b>	<b>ZL MIDDLE LEVEL*<sup>6</sup></b>
CF Sociology	<b>JX MUSIC EDUCATION*<sup>4</sup></b>	<b>ZG GENERAL EL K-5*<sup>6</sup></b>
CH Anthropology* <sup>7</sup>	<b>JQ MUSIC EDUCATION</b>	<b>CAREER AND TECHNICAL EDUCATION</b>
CL Cultural Studies* <sup>7</sup>	<b>KH FAMILY AND CONSUMER SCIENCES</b>	VH Vocational Family and Consumer Sciences
CM Behavioral Studies* <sup>7</sup>	<b>LX ART EDUCATION*<sup>5</sup></b>	<i>Vocational Natural Resources and Agriscience Pathway</i>
<b>DX SCIENCE*<sup>3</sup></b>	<b>LQ VISUAL ARTS EDUCATION</b>	VA Vocational Agriscience and Natural Resources
<b>DI INTEGRATED SCIENCE</b>	<b>LZ VISUAL ARTS EDUCATION SPECIALIST</b>	<i>Vocational Business, Management, Marketing, and Technology Pathway</i>
DA Biology	<b>HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE</b>	VB Vocational Business Services
DC Chemistry	MA Health	VM Vocational Marketing Education
DE Physics	MB Physical Education	VZ Vocational Hospitality
DH Earth/Space Science	MD Recreation	<i>Vocational Health Sciences Pathway</i>
DP Physical Science	MH Dance	VS Vocational Health Sciences
<b>EX MATHEMATICS</b>	<b>MISCELLANEOUS</b>	<i>Vocational Engineering, Manufacturing, Industrial &amp; Technology Pathway/Vocational Arts and Communication Pathway</i>
<b>WORLD LANGUAGE &amp; CULTURE</b>	NB National Board Certification	VT Vocational Technical
FA French	ND Library Media	<i>Vocational Human Services Pathway</i>
FB German	NJ Environmental Studies	VC Vocational Child Care
FC Greek	NP Educational Technology	VE Vocational Cosmetology
FD Latin	NR Computer Science	VF Vocational Law Enforcement/ Fire Science
FE Russian	NS English as a Second Language	VG Vocational Teacher Cadet
FF Spanish	NT Guidance and Counseling	
FG Other	<b>OX FINE ARTS</b>	
FH Italian	<b>PX HUMANITIES</b>	
FI Polish	<b>PR Academic Study of Religions</b>	
FJ Hebrew	<b>PS Philosophy</b>	
FK Arabic (Modern Standard)		
FL Japanese		
FR Chinese (Mandarin)		
<b>BILINGUAL EDUCATION</b>		
YA Bilingual French		
YB Bilingual German		
YC Bilingual Greek		
YE Bilingual Russian		
YF Bilingual Spanish		
YH Bilingual Italian		
YI Bilingual Polish		
YJ Bilingual Hebrew		
YK Bilingual Arabic		

\*<sup>1</sup> Endorsements codes (e.g., BA, ZA) that are used on Michigan teaching certificates.

\*<sup>2</sup> Endorsements for the Social Science group (formerly CX), for the Business Education group (formerly GX), or for the Health, Physical Education, Recreation, and Dance group (formerly MX) are no longer program options.

\*<sup>3</sup> The DX endorsement may not be offered to new candidates after the fall semester of the 2003-2004 academic year.

\*<sup>4</sup> The JX endorsement may not be offered to new candidates after the fall semester of the 2006-2007 academic year.

\*<sup>5</sup> The LX endorsement may not be offered to new candidates after the fall semester of the 2002-2003 academic year.

\*<sup>6</sup> The "Z" codes are used only by teacher preparation institutions for recommending these grade levels to the Michigan Department of Education. They do not appear on a teaching certificate.

**\*7 MDE staff recommends the discontinuation of these codes due to not being taught in schools and having no state standards for teachers.**

**Summary of Course Requirements for Specialty Program**

**Institution:** Eastern Michigan University **Date:** \_\_\_\_\_

**Specialty Program:** Early Childhood Education

**Program Standards:** Early Childhood Education (ZA) **Standards Date:** 9/9/08

**Program Contact Person(s):** Brigid Beaubien

**DIRECTIONS:** On the matrix below, list the required courses for this specialty studies program. Also, indicate the number of electives and any special considerations that apply. In addition to listing the course title, course number, and course semester hours, please indicate whether the course is required for the secondary major or minor, elementary major or minor, the K-12 major, and/or an additional endorsement.

Course Title	Course Number	Sem. Hours	Elementary		Secondary		K-12 Major	Additional Endorsement
			Major	Minor	Major	Minor		
Trends, Issues and Advocacy in Early Childhood Education Trends, Issues and Advocacy in Early Childhood Education	<a href="#">ECE 600</a>	2						X
Creating Supportive Learning Communities for Resilient Children	ECE 601	2						X
Implementing Appropriate Early Childhood Programs	ECE 602	2						X
Leadership and Professionalism in ECE	ECE 607	2						X
Family, School, and Community Partnerships	ECE 610	2						X
Curriculum Frameworks in Early Childhood	ECE 613	2						X
Development and Behavior of the	ECE/EDPS 609	2						X

Young Child							
Developmental Assessment of the Young Child	ECE 641	2					X
Early Childhood Internship	ECE 689	2					X
Inclusive Classrooms in ECE	ECE/SP GN 551	2					X

**Restricted Electives a Minimum of Three Required for both the Master's and the Endorsement**

Young Children in Poverty	EDPS 617	2					
Meeting Individual Needs in Elem. Literacy Ed. * Meets State Requirements	RDNG 503	3					
Language, Literacy and the Young Child	RDNG 656	3					
Play and Human Development	ECE 618	2					
Piaget and Vygotsky	EDPS 611	2					
Seminar: Early Childhood Education <b>Required for Master's degree</b>	ECE 693	2					

**Required Foundation Courses for Master's Degree Only.**

Principles of Educational Research Methods in Quantitative Research Qualitative/Interpretive Research	Either EDPS 667, 677 or 687	3					
Philosophy of Education or Sociology of Education	SOFD 550 or 580	2					


Please provide descriptions for all courses contained on the above listing. Descriptions must provide enough information to show that standards could logically be met in these courses.

Eastern Michigan University Graduate

Early Childhood Education course descriptions:

ECE 600 Trends, Issues and Advocacy in Early Childhood Education: Contemporary issues and trends in the field of Early Childhood Education are examined in view of historical, social, and political influences. Program approaches, philosophies, and curricular models are considered in relation to research implications and societal needs.

ECE 601 Creating Supportive Learning Communities for Resilient Children: This course explores at-risk conditions in the lives of young children. Emphasis is placed on creating supportive educational environments, early educational interventions and resilience.

ECE 602 Implementing Appropriate Early Childhood Programs: This course provides an overview of program models and appropriate teaching strategies for children, birth through age eight. It begins with a critical examination of developmentally appropriate practice, followed by an investigation of program goals, guidance and management approaches, schedules, learning environments, use of technology, and inclusion of diverse children. Curriculum models will also be discussed.

ECE 607 Leadership and Professionalism in ECE: This class provides an in-depth examination of administrative principals for early childhood programs. The Directors role in advocacy, staff development, licensing and accreditation will be investigated. Principles of leadership and change will also be examined. Prerequisites: ECE 600, 602, 609 or department permission.

ECE 610 Family, School, & Community Partnerships in Early Childhood Education: Examines the development of partnerships among families, schools, and communities and their impact on the education of young children. Course focuses on four broad themes: understanding families; diversity of families, models of family, school, and community involvement; and communication strategies.

ECE 613 Curriculum Frameworks in Early Childhood Education: This class provides an in-depth examination of the curriculum frameworks and standards in early childhood education. Materials from national early childhood and subject area organizations will be analyzed. Appropriate curriculum for children from birth through eight years, including those with special needs and from diverse cultures, will be investigated.

ECE 609/EDPS 609 Development and Behavior of the Young Child:

Children's physical, cognitive, and social-emotional development during early childhood will be explored. Theories, principles, and strategies will be discussed, as well as adult roles and special problems of children's behavior. Students will conduct observations of children.

ECE 641 Developmental Assessment of the Young Child: Theory and Practice: Theory and procedures applicable to the evaluation and assessment of the young child and current issues  
Prerequisites: ECE 600, ECE 602, ECE 613, ECE 609

ECE 689 – Early Childhood Internship and Colloquium: This is a supervised field experience occurring in an inclusive preschool classroom. The accompanying colloquium will link theory and practice.

ECE/SPGN 551: Inclusive Classrooms in Early Childhood: This course prepares early childhood teachers to teach young children with exceptional needs in early childhood or early childhood special education classrooms. It addresses Special Education history, theory, models and laws pertaining to young children as well as inclusive curricular, assessment, and family approaches, teaming and collaboration, and managing challenging behavior in natural settings.  
Prerequisites: ECE 600, ECE 602, ECE 609

ECE 693 Seminar Early Childhood Education: Systematic analysis of critical issues and research areas in early childhood education. Presentation of individual reports to seminar group for discussion. Serves as the capstone experience in the Master's Degree in Early Childhood Education. Prerequisites: Required foundation and ECE required and elective credits to total a minimum of 24 credits.

The eleven courses described above will all be required courses for both the graduate degree and the endorsement and two sections of each course will be offered each academic year. The above eleven courses meet the standards for the early childhood endorsement. The following courses are restricted electives of which the student will choose three. While all these electives meet early childhood standards due to student's choice of these courses we do not rely on the restricted electives to teach specific standards.

EDPS 617 Children in Poverty: Educational Implications analyzes the critical poverty conditions of young children and families, and implications for educators. Emphasis is on social-psychological development, educational advocacy and interventions that promote understanding of ethnic, cultural and socioeconomic diversity.

EDPS 611 Piaget and Vygotsky for Educators examines the theory and research of Piaget and Vygotsky. Applications to the helping professions from infancy through adulthood is made. Students conduct interviews with children, adolescents and /or adults and make recommendations for intervention. Students evaluate educational materials, teaching strategies and instructional methods.

RDNG 503 Meeting Individual Needs in Elementary Literacy Education is the required PA 118 course for students and examines objectives, approaches, materials and techniques for reading in the elementary school classroom. Factors influencing development, fundamental skills, and assessing and providing for individual strengths and needs.

RDNG 656 Language Development, Literacy and the Young Child concentrates on the developmental aspects of language learning and its relationship to emergent reading. Involves theoretical and research knowledge pertinent to child growth and development.

ECE 590 Special Topics are rarely offered experimental courses for subject matter not provided in other departmental offerings. Subject matter change from offering to offering. Students may elect this course more than once, provided different topics are covered. This course was utilized to provide “test runs” of the courses that have now become part of the new graduate program.

ECE 618 Play and Human Development examines children’s play and its relationships to developmental processes. Definitions, perspectives, theories and their implications for classroom practice in early childhood and elementary education is considered. Observations and analyses of live play episodes will be conducted.

**Content Guidelines/Standards Matrix Sample**

College University Eastern Michigan University Code ZA

Source of Guidelines/Standards \_\_\_\_\_ Program/Subject Area Early Childhood Education

**DIRECTIONS:** List required courses on matrix and provide additional narrative to explain how standards are met. If electives are included, they should be clearly indicated. The size of the cells may be adjusted, as needed.

#	Guideline/Standard	Narrative Explaining How Required Courses and/or Experiences Fulfill the Standards	
		Elementary	
		Major:	Minor: NA
		Secondary	
		Major: NA	Minor: NA
		K-12	
		Major: NA	

Instructional Faculty

Institution: Eastern Michigan University

Date:

Specialty Program: Early Childhood Education Certification/Endorsement

Please include all faculty teaching the courses shown on the *Summary of Course Requirements for Specialty Program* (Application Attachment 3), including those who may be temporary or non-tenure stream.

**Please include all faculty teaching the courses shown on the Summary of Course Requirements for Specialty Program Application Attachments, including those who may be temporary or non-tenure stream.**

Courses	Faculty Member	Highest Degree in this Specialty Area, Indicating Study Focus and Research Area	Professional Development Experience in the Last 3 years	Familiarity with K-12 Curriculum Framework and MEAP Assessment	Special Awards & Recognition
ECE 602, ECE 641	Martha Baiyee	Ph.D. Virginia Polytechnic Institute and State University, 1996  Study Focus: Assessment	-NAEYC Peer Reviewer Training, 2009 -NCATE Web Seminar for “Aims/PRS, Tutorial for Institutions Submitting Program Review”, 2009 -On Course I and II Workshops, 2007, 2008 -Presentations at 2010 annual conferences: Higher Learning Commission, Association for Teacher Education, and MiAEYC, -Presentations at MiAEYC annual conference in 2008, 2009, 2010	Very familiar.	Faculty Development Fellowship 2008
ECE 601, ECE 607, ECE 613, ECE	Brigid Beaubien	Ph.D. Wayne State University 2003  Study Focus: Early	-Social Studies 101: Integrate dynamic activities into your classroom! (November, 2007) NAEYC ~ Chicago, Il. -Beaubien, B. (2006) Book Review: Foster Care Odyssey. Journal of Trauma and Loss:	Very Familiar was a GSRP teacher in Detroit Public School.	Distinguished Faculty Teaching Award  Dean’s teaching award.

693		Childhood Urban Education, Early Childhood Administration and Advocacy, Historical Research, and Teacher Education	Research and Interventions. v6 n1. -Beaubien, B., Tonso, K. (Winter 2007) Elizabeth Cady Stanton's views on Social Justice in Education. Advancing Women in Leadership <a href="http://www.advancingwomen.com">www.advancingwomen.com</a> - Beaubien, B., (Spring 2007) Elizabeth Cady Stanton's advice to parents. Association for Childhood Education International Focus on Infants and Toddlers (Vol. 19, No. 3, pp. 1-8).	Has experience teaching in a fourth grade social studies classroom. Very familiar with Social Studies standards and MEAP.  Former Social Studies Methods Professor at University of Detroit Mercy	New Faculty Research Award
ECE 609 ECE 618	Sue Grossman	Ph.D. Michigan State University, 1992  Study and Focus: Play and Development and historical	-Presentations at NAEYC annual conference in 2006, 2007, & 2008 -Presentations at ACEI annual conference in 2006, 2007, 2009 -Article "I Just Don't Like That Kid: Confronting and Managing Personal Feelings About Children." Childhood Education, 84(3), 147-149.		
ECE 600, ECE 613 ECE 693 Student Teaching supervision	Karen Paciorek	Ph.D., 1981 Early Childhood Education, Peabody College of Vanderbilt University  Study and Focus: Curriculum, families,	Paciorek, K.M. Annual Editions: Early Childhood Education (10/1110/11) Dubuque: McGraw-Hill Paciorek, K.M. Taking Sides: Clashing Views in Early Childhood Education (2nd. ed.) (2008) Dubuque: McGraw-Hill Currently in 8th year as elected school board member for the Northville Public Schools, Michigan NAEYC 2007, 2009 presentation	Serve as chair of the Northville Public Schools Board of Education Instructional Services Committee Very familiar	EMU Alumni Assoc. Teaching Excellence Award-2009 Faculty Research Release Award 2007  Distinguished Faculty Service award 2006

		trends and issues and school administration and policy.	MiAEYC 2007, 2008, 2009, 2010 presentation		
ECE 610, ECE 551 ECE 641	Margo Dichtelmiller	Ph.D. University of Michigan  Study and Focus: Assessment, Family Partnership Curriculum	-Dichtelmiller, M.L. (2010). The power of observation. Washington, DC: Teaching Strategies, Inc. (In preparation). -Jablon, Dombro, & Dichtelmiller (Eds.). (2007). The power of observation. Washington, DC: Teaching Strategies, Inc. -Beaubien, B., & Dichtelmiller, M.L. (June 13, 2007). Between a rock and a hard place: Challenges inherent in balancing developmentally appropriate practice with mandated curricula and assessments. NAEYC's National Institute for Early Childhood Professional Development.	Very familiar from teaching Assessment and Curriculum courses.	College of Education Advising Sabbatical Leave Award, 2007-08  Board Member Affirmations Panel
EDPS 617	Valerie Polakow	Ph.D., Education, University of Michigan 1977  Study and Focus: Children in Poverty, Research techniques, International Early Childhood Education.	<b>-Polakow, V. (in press). Child Poverty, Child Care, and Children's Rights. In B. Fennimore &amp; L. Goodwin (Eds.), Promoting social justice for children. New York, NY: Springer</b> -Polakow, V. (in press). Poverty, postsecondary education and welfare: The impact of "Work First" policies on African-American single mothers in Michigan. In E. M. Zamani-Gallaher & V. C. Polite (Eds.), <i>Pride, pain and promise: Addressing challenges and nurturing the future of African American females</i> . Lansing, MI: Michigan State University Press -Polakow, V. (2010). Reframing rights: <i>Poverty discourse and children's lives in the United States</i> . In N. Yelland (Ed.), <i>Contemporary Perspectives on early childhood</i> . London, UK: Open University Press		Faculty Research Fellowship, 2009  Faculty Distinguished Research Award  International Collaborative work with Denmark, Scotland and South Africa

			<p>-Polakow, V. (2008). Who cares for our children? In A. Pelo (Ed.), Rethinking Early Education (pp. 189-195). Milwaukee, WI: Rethinking Schools.</p> <p>Polakow, V. (2007). Who cares for our children? The child care crisis in the other America. New York, NY: Teachers College Press.</p>		
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