

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.

I. Application Information	
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	

II. Contact Information for Questions Related to This Application	
Contact Person's Name and Title	Karen M. Paciorek, Ph.D. Professor Early Childhood Education
Contact Person's Phone Number	734-487-7120 x 2629
Contact Person's Fax Number	734-487-2101
Contact Person's E-Mail Address	kpaciorek@emich.edu

III. Type of Request for Approval	(Indicate One)
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.edu	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:

- **Describe the philosophy, rationale, and objectives of the specialty program and explain how the program is consistent with the philosophy, rationale, and conceptual framework of the unit.**

The proposed major in early childhood education (ECE), when added to the elementary certification program, will prepare students to concentrate on working with all young children from birth through third grade in addition to their elementary (K-8th grade self contained) certification.

The philosophy of the unit of the College of Education is to create an exemplary educational environment to develop the intellectual curiosity, creativity, critical and reflective thinking and problem-solving abilities of our students so that they may become ethical, productive and contributing participants and leaders in a democratic and diverse society.

The philosophy of the Early Childhood Major program is consistent with the conceptual framework of the unit and it is to prepare teachers of young children who are not only highly qualified, but highly effective when it comes to teaching our youngest learners. Our students will fill the jobs that require one to have specific preparation in working with children from birth through age eight. Our program subscribes to the same conceptual framework as our elementary teacher preparation program which was recently approved by the state.

The six ECE faculty at Eastern Michigan are all part of the larger department of Teacher Education which has 48 faculty. The ECE program is pleased the State Board of Education approved at the September 2008 meeting an option for universities in Michigan to offer a major in ECE to complete an elementary certification program through option 2 of the elementary certificate standards. Our

new major meets all of the requirements, including a minimum of 30 semester credit hours (our program will contain 34). Previously, majors could only be subject content areas, but the wealth of research on the importance of appropriate early education experiences led the state board to make this change. As a faculty we applaud this move and eagerly anticipate preparing students under the new standards. We have diligently worked over the past year and a half to develop our new major 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 for the undergraduate and graduate programs that ensured that the standards, along with the objectives of the Michigan Test for Teacher Certification, were addressed in coursework and field experiences. [Link spread sheet for standards](#)

All of the ECE faculty is tenured, well grounded in ECE and extremely involved professionally, especially to stay 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. The ECE program builds on the elementary program as it prepares students to create an exemplary education environment and work in diverse and democratic settings

- **Describes 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.**

Students choosing the ECE major with their elementary certification program will begin with two courses taken concurrently, most likely during the second semester of their sophomore year. These two courses **[ECE 214](#) The Developing Child and [ECE 215](#), The Developing Professional** also require a concurrent three hour once a week practicum at the NAEYC accredited EMU Children's Institute for a total of 36 hours. ECE 214 provides an in-depth exploration of child development including the study of major theorists in the field. There is focus on both typical and atypical development. All domains of development, including; physical, social, emotional, cognitive, language and aesthetic are studied. Standards addressed in this course explore the research and theory related to providing optimal environments that encourage young children to grow and learn. The students are given many opportunities to observe young children in action at the EMU Children's Institute located right across the street from the College of Education building. They also begin on their path to becoming a professional by exploring the role of an ECE professional in ECE 215. The content includes creating respectful environments that support all young children, their families and cultures. The responsibilities of a professional in the ECE field are introduced.

Once successfully completing the two courses described above, and completing requirements for admission into the Professional Teacher Preparation Program in the College of Education, students take the following courses.

[ECE 307](#), Diverse Children, Families and Communities 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 develop caring, respectful relationships with all families and learn to incorporate children's needs, interests and strengths into their planning.

ECE 314 Infants and Toddlers addresses the specific development and needs of our youngest learners. Students explore prenatal development, delivery and the first three years of life in depth as they work to understand the importance of a healthy and positive start to life. Appropriate learning experiences are also addressed. There are ample opportunities for students to interact with infants and toddlers, both in formal and informal care settings as well as during in class visits from babies and toddlers each with a family member.

It is our anticipation that some of our students may choose to take the above four classes, or those with similar content, at some local community colleges which most likely offer a basic course in child development, becoming a professional, infants and toddlers and working with families. We have worked closely with our feeder community colleges, Washtenaw, Grand Rapids, Schoolcraft, Henry Ford, Lansing, Jackson, Oakland and Wayne County to assist them with course development and the incorporation of key standards into their course content. The above four classes are then accepted for transfer into EMU.

The above four classes, or equivalent transfer, are required before enrolling in: **ECE 302 Child Centered Teaching and Learning and ECE 303, Implementing the Curriculum. These courses are similar to ECE 214 & 215 in that they also include a three hour once a week placement at the EMU Children's Institute for a total of 36 hours.** This practicum experience builds on the practicum that students completed along with ECE 214 and 215 and provides many opportunities for students to plan, carry out and evaluate learning activities with the children. The students are provided specific formative feedback from the lead teachers in the classroom to which they are assigned.

ECE 302, Child Centered Teaching and Learning addresses specific content on developmentally appropriate practices and the many ways teachers develop and implement curriculum for young children that aligns with state standards. There is an in-depth exploration of the broad learning domains; physical, social, creative, cognitive/language and emotional. Students learn to plan appropriate curricular experiences that align with the standards as well as establish a learning environment including purchasing materials and scheduling the day. The use of appropriate technology as well as the importance of differentiating curriculum to meet the needs of all learners is a part of this class. **ECE 303, Implementing the Curriculum** specifically focuses on the work students do in the EMU Children's Institute and supports their interactions with the children as well as their reflection of their work. The students carefully plan appropriate learning activities which build on their understanding of child development and child centered learning. There is content on appropriate guidance techniques and classroom management skills. Students will discuss the importance of a play based, hands on and exploratory approaches to learning. ECE 303 students are paired with an ECE 215 student to learn mentoring and partnering skills.

Successful completion of ECE 302 & ECE 303 enables a student to continue in the program and enroll in **ECE 341, Assessment of the Young Child.** This class replaces the required assessment course all elementary certification students must take, EDPS 340, Introduction to Assessment and Evaluation. The focus in ECE 341 is on 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.

The seven courses just described are all a part of our current minor in ECE and we consistently offer four sections every academic year of each course. These seven courses will continue to be an integral part of the new major along with the following three courses which we developed specifically to meet the new standards for the preparation of teachers of Early Childhood Education (ZA) which were adopted by the Michigan State Board of Education on September 9, 2008.

ECE 342, Intentional Teaching in the Content Areas 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 related to children in the early childhood years and will supplement the specific required content area courses the students will take for their elementary certification, (i.e. CURR304, Curriculum and Methods: Elementary, RDNG 300, Early Literacy, HIST/CURR 308 Social Studies Methods, EDMT, 330 Instructional Applications of Media and Technology, RDNG 310, Literacy Across the Curriculum and in the Intermediate Grades, BIOL 303 Life Science for Elementary Teachers, MATH 381 The Teaching of Mathematics, and CTAR, 300, Integrated Arts for Elementary Teachers).

ECE 343, Advocacy, Leadership and Administration was developed for a number of reasons. The current focus on advocacy in the profession means professionals must be well prepared to stand up for evidence based practices for young children. 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 along with professional development responsibilities.

The final new course for the new major was developed in partnership with faculty in our Special Education department. It will be cross listed between the two departments and

ECE/SPGN 451, 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 Educational of Exceptional Children, taken by all elementary education students early in their program, and covers 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.

The final component of the ECE major is student teaching. Students seeking elementary certification without the ECE endorsement will complete nine credits of student teaching all day, every day for a 15 week semester in the same elementary classroom. Students earning the ECE endorsement on their

elementary teaching certificate will complete one semester of elementary student teaching EDUC 490 for 5 credits where they will student teach in the same elementary classroom (1st – 3rd grade) two full days and three half days each week. This will be followed the next semester with **EDUC 495, ECE Student Teaching** for five half days in the same preschool classroom. 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. Their student teaching is supervised by a University supervisor or faculty member who is a certified teacher with specific experience in working with young children. These two different student teaching placements, along with the practicum experiences in ECE 215 and ECE 303, meet the field experience requirements in the state standards for ECE. Students complete a required seminar along with their ECE student teaching.

- **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 six different faculty members as they take the ten required courses for the ECE major. Students are exposed to a variety of teaching styles and learn to differentiate their teaching with young children as the faculty differentiates our teaching to meet the needs of the individual students.

There are ample opportunities for students to model appropriate teaching techniques and receive feedback from faculty in the courses and lead teachers in their practicum and student teaching placements. 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.

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 the students' 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 faculty has established procedures for exposing students to professional development experiences early 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 students present at the MiAEYC conference and in 2009 three undergraduate students presented at NAEYC.

- **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.**

Students following the ECE major will take the exact same general education or what we call the Liberal Arts Major classes as completed by all other elementary certification students. They will also take the exact same professional education sequence courses as elementary certification students who are not following the ECE major with three course exceptions. Those are: 1. ECE students will take ECE 341, Assessment of the Young Child in place of EDPS 340 Introduction to Assessment and Evaluation, 2. ECE students will not take HLED 320 Health Education and PHED 257 Physical Education for the Elementary Teacher. The required state elementary standards addressed in those two classes are incorporated into ECE major courses. The ECE major students complete significant practicum placements not required of elementary students not following the ECE major.

Other specific variances have been described above.

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

The ECE faculty prides itself on the diverse learning experiences which our students encounter. First, we are fortunate to have an NAEYC accredited Children's Institute on our campus which serves over 150 families from a variety of backgrounds. Students are exposed early and often to the families and learn to interact with them as they develop tolerance, respect and an understanding of the strengths each family and child possess. In ECE 303 students are required to complete a diversity assignment by participating in an activity sponsored by or related to a culture other than their own. Two of our faculty are originally from countries in Africa and have international teaching experience. We have a

	<p>diverse student population and are fortunate to offer a variety of experiences for our students that allow them to expand their horizons and learn from all that is available at Eastern Michigan University. We are very fortunate at Eastern Michigan to have an extremely diverse university community. Our College is in the 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.</p> <ul style="list-style-type: none"> • Describe how the program prepares candidates to use multiple methods of assessment appropriate to this specialty area. <p>There are numerous opportunities throughout the program in which students observe, assess and plan for the young children in their classrooms. Some of the assignments are carried out in the supervised practicum at the EMU Children's Institute while others are conducted with young children in an outside setting and shared as part of a class requirement. During their student teaching experience students participate in many assessment opportunities. We also 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 students' opportunities to demonstrate their assessment abilities and competence with children, there are multiple methods faculty use to gather student and program evaluation data primarily through 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 in for assignment submission, artifact collection, standards integration, and Student assessment in EMU's educator preparation programs.</p> <p>These include:</p> <ul style="list-style-type: none"> • Major GPA for program admission • Culminating Assessment (ECE 214) • Family newsletter (ECE 302) • Final Exam (ECE 303) • Assessment pack (ECE 341) • Student Teaching Professional Dispositions • Student Teaching Evaluation • MTTC Subject Test for ECE
<p>Program Coursework</p>	<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"> • Contact person for specialty program. • Course title and number. • Number of semester hours for required and elective courses.

	<ul style="list-style-type: none"> • Designation for elementary, secondary, or K-12 certification. • Course descriptions. <p>Please refer to the Quick Reference Chart at http://www.michigan.gov/documents/MinimumRequiredHoursSpecialty-AreaProgramA21931_74344_7.PDF for available program options and required semester hour minimums.</p>
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VI. Content Guidelines/Standards Matrix

Complete the Content Guidelines/Standards Matrix (a sample format is provided in Application Attachment 4); appropriate program standards must be selected for each program:

- Standards approved by the Michigan State Board of Education (SBE) can be found in matrix format at http://www.michigan.gov/mde/0,1607,7-140-5234_5683_6368-24835--,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

VII. Supporting Documentation

Field Experiences	<ul style="list-style-type: none"> • Describe how candidates for majors and minors in specific specialty programs participate in early field experiences in K-12 schools. Students have two supervised practicum experiences for the ECE major. ECE 215 and ECE 303 have the practicum linked to the course requirements. In addition, students complete two Practicum PRCT 304 and PRCT 310 for 3 credits each in elementary classrooms which fulfill requirements for elementary certification. • 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)? Students completing the ECE major do two student teaching placements. The first placement is in a first, second or third grade classroom for 5 credits. Students are placed there for an entire 15 week semester for two full days and three half days. This is followed by a 15 week 4 credit student teaching experience half days only in a program serving preschool age children. Threes and fours most likely, although we do have some toddler placements. We typically do not place students in an infant program, although we could. We schedule the following classes: ECE 342, ECE 343 and ECE/SPGN 451 later in the afternoon or early evening to accommodate student teachers and allow students to be classified as a full time student.
Instructional Methods	<ul style="list-style-type: none"> • Describe how candidates are prepared to teach in this specific specialty area. After successful completion of the ten required ECE major courses and student teaching experience totaling 34 credits, all of the 74 credits of required specific elementary education course work, and the 25 credits of general education requirements; students are well prepared to enter the teaching profession. 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. Eastern Michigan University is one of the largest producers of school personnel in the nation and as such receives a great deal of attention from education human resource directors. Each April there is a large education fair on Eastern's campus and we regularly have recruiters from both domestic and international schools visit our campus looking to recruit our students.

The College of Education regularly collects student data regarding their perceptions of and success in the program and uses this data for program improvement. Full report to MDE is attached by This reference point allows for some items to be chosen to discuss student teachers' perceptions of probable strengths in their preparation. It is important to note that many of the item averages were in the 3.50-3.60 range out of a possible 4 points.

- To teach in your major content area (3.74)
- To collaborate with other teachers to meet student learning needs (3.75)
- To teach my subject areas to secondary students (3.70)
- To teach the core concepts of my content major (3.74)
- To relate classroom learning in my content area(s) to the real world (3.72)
- To use direct instruction to convey information (3.70)
- To behave ethically in a variety of situations I face as a teacher (3.77)
- To make connections between my content area and other academic content (3.67)
- To integrate my subject matter with other content areas (3.64)
- To help students think critically (i.e. analyze, solve problems, make decisions) (3.64)
- To engage students in cooperative group work (3.62)
- To identify students' experiences, interests and knowledge in order to establish classroom routines that promote learning (3.61)
- To use professional development opportunities to improve my teaching (3.62)
- Collaborate with colleagues on professional issues (3.68)

(Link REPORT)

From September 2006 to August 2009 207 students took the Early Childhood Endorsement test and affiliated themselves with EMU. Out of that number 98.6 % passed the test. Our pass rate for the elementary program during same time period out of the 1,124 students who took the test 98.9 % passed the exam.

	<p>We take part every three years in the university required program review process and most recently completed this in 2009. During this review we received excellent reviews back from the university committee indicating that our program and courses are consistent 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 warrants ongoing support. Our students are successful while attending EMU and continue to make a significant impact as they enter the education profession and advance throughout their career.</p>
Course Descriptions	<ul style="list-style-type: none"> • 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. <p>Included above in Part V Program information and below in attachment 3</p>
Syllabi	<ul style="list-style-type: none"> • Provide a representative syllabus for each required course (those listed on Application Attachment 3 and referenced in the standards matrix). <p>Links for course syllabi included in matrix.</p>
Faculty	<ul style="list-style-type: none"> • Please complete the <i>Instructional Faculty</i> table from Application Attachment 5. • Include all faculty teaching the courses shown on the <i>Summary of Course Requirements for Specialty Program (Application Attachment 3)</i>, including those who may be temporary or non-tenure stream. <p>Included in application Attachment 3</p> <ul style="list-style-type: none"> • List additional faculty positions that will be added if this program is approved. <p>We anticipate requesting an additional two faculty be hired for the Fall of 2012, one to replace a faculty member who has indicated she will retire 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>
Technology	<ul style="list-style-type: none"> • Describe how this program will utilize technological resources. <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 ECE only 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>

**Vocational
Work
Experience**

- **If applicable, please describe the structure and content of the required vocational work experience program. How is this evaluated?**

Not applicable

VIII. Experimental Program Description (Rule 53) Does Not Apply to EMU	
Program Purpose	<p>Attach a statement describing the purpose and objectives(s) of this preparation program. Please include the following:</p> <ul style="list-style-type: none"> • Employer Needs/Student Aspirations. • National/Statewide Needs (for content area, level, diversity, etc., as per the goals of the experimental program). • The number of candidates you anticipate preparing for this endorsement during each of the first three years, if this program is approved.
Program Design	<ul style="list-style-type: none"> • The hypothesis being tested. • The design of the program (including all courses). • Control and experimental groupings. • Assessment and evaluation instruments and techniques.
Program Duration	<p>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.</p>

IX. Guidelines for Applying for Amendments to Currently Approved Teacher Preparation Programs
<p>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.</p> <p>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.)</p>

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:

Bonnie Rockafellow 517-373-7861 rockafellowb@michigan.gov	Steven Stegink 517-241-4945 SteginkS@michigan.gov	Thomas T. Bell 517-241-0172 BellT1@Michigan.gov
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*¹
August 2007**

AX COMMUNICATION ARTS	BILINGUAL EDUCATION (Con't.)	SPECIAL EDUCATION
BX LANGUAGE ARTS	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
RX SOCIAL STUDIES	YS Bilingual Filipino	SM Learning Disabilities
CA Economics	YT Bilingual Japanese	SP Physical Education for Students with Disabilities
CB Geography	BUSINESS EDUCATION*²	SV Autism Spectrum Disorder
CC History	GQ Business, Management, Marketing, and Technology	TX TECHNOLOGY AND DESIGN
CD Political Science	GM Marketing Education	ZA EARLY CHILDHOOD EDUCATION*⁶
SOCIAL SCIENCE*²	HX AGRISCIENCE AND NATURAL RESOURCES	ZD MIDDLE SCHOOL*^{5*6}
CE Psychology	IX INDUSTRIAL TECHNOLOGY	ZL MIDDLE LEVEL*⁶
CF Sociology	JX MUSIC EDUCATION*⁴	ZG GENERAL EL K-5*⁶
CH Anthropology* ⁷	JQ MUSIC EDUCATION	CAREER AND TECHNICAL EDUCATION
CL Cultural Studies* ⁷	KH FAMILY AND CONSUMER SCIENCES	VH Vocational Family and Consumer Sciences
CM Behavioral Studies* ⁷	LX ART EDUCATION*⁵	<i>Vocational Natural Resources and Agriscience Pathway</i>
DX SCIENCE*³	LQ VISUAL ARTS EDUCATION	VA Vocational Agriscience and Natural Resources
DI INTEGRATED SCIENCE	LZ VISUAL ARTS EDUCATION SPECIALIST	<i>Vocational Business, Management, Marketing, and Technology Pathway</i>
DA Biology	HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE	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
EX MATHEMATICS	MISCELLANEOUS	<i>Vocational Engineering, Manufacturing, Industrial & Technology Pathway/Vocational Arts and Communication Pathway</i>
WORLD LANGUAGE & CULTURE	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	OX FINE ARTS	
FH Italian	PX HUMANITIES	
FI Polish	PR Academic Study of Religions	
FJ Hebrew	PS Philosophy	
FK Arabic (Modern Standard)		
FL Japanese		
FR Chinese (Mandarin)		
BILINGUAL EDUCATION		
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		

*¹ Endorsements codes (e.g., BA, ZA) that are used on Michigan teaching certificates.

*² 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.

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

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

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

*⁶ 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: August 6, 2010

Specialty Program: Early Childhood Education

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

Program Contact Person(s): Karen M. Paciorek

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		
The Developing Child Birth – Age eight	ECE 214	3	X					X
The Developing Professional and accompanying practicum experience	ECE 215	3	X					X
Diverse Children, Families and Communities	ECE 307	3	X					X
Infants and Toddlers: Development and Programs	ECE 314	3	X					X
Child Centered Teaching and Learning	ECE 302	3	X					X
Implementing the Curriculum And accompanying practicum experience	ECE 303	3	X					X
Assessment of the Young Child	ECE 341	3	X					X
Intentional Teaching in the Content Areas	ECE 342	3	X					X
Advocacy, Leadership and Administration	ECE 343	3	X					X
Inclusive Classrooms in Early Childhood	ECE /SPGN 451	3	X					X
Student Teaching: Preschool	EDUC 496	4	X					X

The following courses are required to fulfill the Professional Education Sequence for Elementary Certification and have already been approved by the state therefore we did not include them on the matrix for the ECE major since students take these classes for the Elementary certification portion of their program. Full program follows.									
Human Development and Learning	EDPS 322	4	X						
Education of Exceptional Children	SPGN 251	3	X						
Schools in a Multicultural Society	SOFD 328W	3	X						
Curriculum and Methods: Elementary	CURR 304	3	X						
Practicum I: Elementary	PRCT 304	3	X						
Early Literacy	RDNG 300	3	X						
Social Studies Methods	HIST/CURR 308	3	X						
Instructional Applications Of Media and Technology	EDMT 330	3	X						
Literacy Across the Curriculum in the Intermediate Grades	RDNG 310	3	X						
Practicum II: Elementary	PRCT 310	3	X						
Life Science for Elementary Teachers	BIOT 303	3	X						
The Teaching of Mathematics	MATH 381	3	X						
Integrated Arts for Elementary Teachers	CTAR 300	3	X						
Student Teaching Elementary In a 1 st – 3 rd grade classroom	EDUC 490	5	X						

Elementary Certification with the Early Childhood Major Program Requirements

Eastern Michigan University (credit hours listed in ())

Liberal Arts Major/ Elementary Education	ECE Major	Professional Education Sequence
ENGL 121 English Composition (3) CTAS 124 Fundamentals of Speech (3) MATH 108 Math I for Elementary Teachers (3) MATH 110E Math II for Elementary Teachers (3) PHY 100 Physics for Elementary Teachers (3) CHEM 101 Chemistry for Elementary Teachers (3) ESSC 202 Earth Science for Elementary Teachers (3) CHL 207 Introduction to Children's Literature (3) ART 220 Visual Arts for Elementary Teachers (3) MUSC 220 Music for Elementary Teachers (3) DANC 220 Dance for Elementary Teachers (3) PLSC 112 American Government (3) GEOG 110 World Regions (3) HIST 123 The U. S. to 1877 (3) HIST 313 Michigan History (3) RDNG 240 Reading/Writing Connection In Elementary Grades (3) (counts for Reading minor) OR ENGL 307 Writing Process for Elementary Teachers (3) (does not count for reading minor)	ECE 214 The Developing Child Birth – Age 8 (3) ECE 215 The Developing Professional + practicum in the EMU Children's Institute (3) ECE 307 Diverse Children, Families, and Communities (3) ECE 314 Infants and Toddlers (3) ECE 302 Child Centered Teaching and Learning (3) ECE 303 Implementing the Curriculum + practicum in the EMU Children's Institute (3) ECE 341 Assessment of the Young Child (3) ECE 342 Intentional Teaching in the Content Areas (3) ECE 343 Advocacy, Leadership, and Administration (3) ECE/SPGN 451 Inclusive Classrooms in Early Childhood (3) EDUC 495 ECE Student Teaching in a preschool classroom five half days (4) Must successfully complete elementary student teaching prior to preschool student teaching.	EDPS 322 Human Development and Learning (4) SPGN 251 Education of Exceptional Children (3) Admission to TPP required for following course Phase I courses, take before Phase II: SOFD 328W: Schools in a Multicultural Society (3) CURR 304 Curriculum and Methods: Elementary (3) PRCT 304 Practicum I: Elementary (3) RDNG 300 Early Literacy (3) HIST/CURR 308 Social Studies Methods (3) EDMT 330 Instructional Applications of Media and Technology (3) Phase II courses: RDNG 310 Literacy Across the Curriculum in the Intermediate Grades (3) PRCT 310: Practicum II: Elementary (3) BIOT 303 Life Science for Elementary Teachers (3) MATH 381 The Teaching of Mathematics (3) CTAR 300 Integrated Arts for Elementary Teachers (3) EDUC 498 Student Teaching Elementary in a 1 st – 3 rd grade classroom two full days and 3 ha
Total Credits in Planned Program: 48	Total Credit Hours in Major: 34	Total Credits in Professional Sequence: 45

TOTAL PROGRAM: 133 Credit Hours to Graduation Additional Credit Hours Needed for General Education Requirements: 6. 3 in US Diversity, recommended CHL 208, and a 2nd Humanities class (Additional 6 credits not needed if transferred to EMU with MACRO agreement. 127 credits for MACRO students) An additional minor is not needed however, a Reading minor would be a strong addition. To add a reading minor four additional courses are required: RDNG 220, RDNG 230, RDNG 330 & RDNG 340
 Students earn Elementary certification, the ECE endorsement and the Early Childhood Developmentally Delayed (ECDD) approval.
 This program has been approved by the University.

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 Undergraduate Early Childhood Education course descriptions:

ECE 214 The Developing child birth – age eight: This course explores developmental patterns of children in various settings. Physical, mental, social and emotional components of growth through the first five stages of the family life cycle, with emphasis on the child from two to eight years. Impact of the family resources, attitudes and values on young children. (Co-requisite: ECE 215)

ECE 215 The Developing Early Childhood Professional: This course provides an orientation to early childhood education, addressing such topics as teacher-child interaction, observation, guidance, ECE content areas, and health and safety requirements. Students participate in a practicum experience at EMU Children's Institute for three ours per week and attend a two hour class once a week. (Co-requisite: ECE 214)

ECE 307 Diverse Children, Families and Communities: This course focuses on diverse families with an emphasis on children in peril. Students will explore poverty and other critical conditions affecting families and apply knowledge of school and community resources to address young children's needs and build resilience. Students will learn and apply effective communications strategies to develop meaningful home-school -community partnerships.

ECE 314 Infants and Toddlers: Development, Curriculum and Programs: This course examines the development of infants and toddlers (conception to 36 months), and the characteristics of high quality curriculum and child care programs for this age group. It requires 10-12 hours of observation/participation in infant-toddler programs.

ECE 302 Child Centered Teaching and Learning: This course teaches students to design and implement developmentally appropriate programs and curriculum for children from birth through age eight. A historical overview of early childhood programs and differentiated instruction to meet the needs of young children is the focus. An inquiry approach will be used to assist the student in broadening the scope of curriculum. (Co-requisite: ECE 303)

ECE 303 Implementing the Curriculum: This course will focus on implementing a developmentally appropriate curriculum in programs for young children. The students participate in a practicum experience at the EMU Children's Institute for three hours per week and attend a two hour class once a week. The faculty member supervises the students in the Children's Institute. (Co-requisite: ECE 302)

ECE 341 Assessment of the Young child: This course focuses on formal and informal procedures and practices used in the formative and summative evaluation and assessment of all aspects of a child's development from birth through the elementary years, with emphasis on children birth through age eight.

ECE 342 Intentional Teaching in the content Areas: This is an advanced early childhood curriculum class that focuses on using developmentally appropriate instructional methods to address early learning standards in the areas of literacy, math, science and social studies. Integrating language development and critical thinking through all areas of the curriculum will be emphasized.

ECE 343 Advocacy, Leadership and Administration: This course focuses on advocacy, leadership and policy in early childhood education. Students will explore state, national and international policies impacting children, learn and apply advocacy and community organizational skills, and examine roles of leadership and the administration of programs in early childhood education.

ECE/SPGN 451 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.

EDUC 495 Student Teaching Preschool: 15 weeks of student teaching, five half days per week for an entire semester, in a program serving preschool age children. Students may be placed in a program serving children full or half day. Placements may be private child care centers, operated by public school systems, other agencies or universities, Great Start Readiness Programs (GSRP) or Head Start programs, among others. Students also attend an ECE seminar conducted by their University supervisor which meets approximately six times throughout the semester. Student Teaching in a preschool setting occurs after the student has successfully completed a five credit elementary student teaching placement in a first, second or third grade classroom for two full days and three half- days for an entire semester.

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	
	Link to Matrix	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 CODE: ZA

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	P-12 Collaborative Work
ECE 215 ECE 341	Martha Baiyee	Ph.D. 1996 Virginia Polytechnic Institute and State University, 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	Very familiar.	Faculty Development Fellowship, 2008	Advisory member for Washtenaw Community College. Consultant for local Head Start Program

			conference in 2008, 2009, 2010			
ECE 214 ECE 343	Brigid Beaubien	Ph.D. 2003 Wayne State University Historical research and Early Childhood Urban Education, Teacher Education, ECEAdmin- istration	-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: 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 www.advancingwomen.com - 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).	Very Familiar. Was a GSRP teacher in Detroit Public Schools for many years. Has experience teaching Social Studies in a 4 th grade classroom.	EMU Distinguished Faculty Teaching Award I 2009 Dean's Teaching Award-EMU College of Education	P – 4 th grade Administrator Board member for Poverty and Social Reform Institute, Detroit, MI. Curriculum planner for the Detroit Parade Company and Yankee air Museum in Willow Run, MI. Consultant for Starfish Family Services, Inkster, MI.
ECE 303 ECE 342	Sue Grossman	Ph.D. 1992 Michigan State University, Play and Develop- ment Historical Education ECE curriculum	-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.	Familiar		Pre-K and Kindergarten
ECE 302 Student Teaching	Karen Paciorek	Ph.D., 1981 Early Childhood	Paciorek, K.M. Annual Editions: Early Childhood Education (in press) Dubuque: McGraw-Hill	Very Familiar Serve as chair of the Northville	EMU Alumni Assoc. Teaching Excellence Award-	Currently in ninth year as an elected school board

Supervision		<p>Education, Peabody College of Vanderbilt University</p> <p>Curriculum, Families, Trends & Issues, School Admin. and Policy</p>	<p>Paciorek, K.M. Annual Editions: Early Childhood Education (10/11) Dubuque: McGraw-Hill</p> <p>Paciorek, K.M. Annual Editions: Early Childhood Education (09/10) Dubuque: McGraw-Hill</p> <p>Paciorek, K.M. Annual Editions: Early Childhood Education (08/09) Dubuque: McGraw-Hill</p> <p>Paciorek, K.M. Taking Sides: Clashing Views in Early Childhood Education (2nd. ed.) (2008) Dubuque: McGraw-Hill</p> <p>Currently serving 9th year as elected school board trustee for the Northville Public Schools, Michigan</p> <p>NAEYC 2007, 2009 presentation</p> <p>MiAEYC 2007, 2008, 2009, 2010 presentation</p>	<p>Public Schools Board of Education Instructional Services Committee</p>	<p>2009 Faculty Research Release Award 2007</p> <p>EMU Distinguished Faculty Award for Service 2006</p>	<p>trustee for the Northville Public Schools.</p> <p>Preschool, Kindergarten, third grade teacher</p> <p>Serve as the outside member of the High/Scope Educational Research Foundation Institutional Review Board.</p> <p>Board member for Wolverine Human Services, Detroit, MI.</p>
ECE 215 ECE 314 ECE 451	Margo Dichtelmiller	<p>Ph.D. 1994 University of Michigan</p> <p>Assessment, Family partnerships, Infants and Toddlers</p>	<p>-Dichtelmiller, M.L. (2010). The power of assessment. Washington, DC: Teaching Strategies, Inc. (In press).</p> <p>-Jablon, Dombro, & Dichtelmiller (2007). The power of observation. Washington, DC: Teaching Strategies, Inc.</p> <p>-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.</p>	<p>Very familiar from teaching Assessment and curriculum courses.</p>	<p>College of Education Advising Award;</p> <p>LGBT Role Model and Mentor Award;</p> <p>Sabbatical Leave Award, 2007-08</p>	<p>Preschool Special Education Teacher,</p> <p>Early Intervention Home Visitor</p> <p>Board member Affirmations, Ferndale, MI</p>

ECE 307	Valerie Polakow	<p>Ph.D., 1977 Education, University of Michigan</p> <p>Children and families in Poverty, Research techniques</p>	<p>-Polakow, V. (2011). Child Poverty, Child Care, and Children’s Rights. In B. Fennimore & L. Goodwin (Eds.), <i>Promoting social justice for children</i>. New York, NY: Springer</p> <p>-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</p> <p>-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</p> <p>-Polakow, V. (2008). Who cares for our children? In A. Pelo (Ed.), <i>Rethinking Early Education</i> (pp. 189-195). Milwaukee, WI: Rethinking Schools.</p> <p>Polakow, V. (2007). <i>Who cares for our children? The child care crisis in the other America</i>. New York, NY: Teachers College Press..</p>	Somewhat familiar	Faculty Research Fellowship, 2009 EMU Distinguished Faculty Award For Research (2001)	P-K through high school International collaborative work with Denmark, Scotland and South Africa.
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