

WAYNE STATE UNIVERSITY

COLLEGE OF EDUCATION

TEACHER EDUCATION DIVISION EARLY CHILDHOOD ENDORSEMENT GUIDELINE For Post-Degree or Graduate Students

The Early Childhood Endorsement program prepares elementary teachers to work with young children birth through 3rd grade. It is an additional area of expertise for those teachers who already hold a Michigan Provisional or Professional ELEMENTARY Certificate.

The College of Education has designed this program in accordance with the Standards of the Michigan State Board of Education. The standards originated as guidelines from the National Association for the Education of Young Children (NAEYC) and were adopted by the National Council for Accreditation of Teacher Education (NCATE). Candidates applying for the Early Childhood Endorsement on an Elementary Teaching Certificate must complete a minimum of 20 semester hours of credit encompassing each of the five areas (1-5) listed on page 3. Wayne State University courses needed to complete the endorsement are listed on page 2. An individualized plan of work will be developed for each candidate, based on prior applicable coursework and experience.

In accordance with Michigan's standards, the endorsement program must include:

- 20 semester hours, including 14 semester hours focused exclusively on the study of children from birth through eight years of age.
- Elementary certification
- Evidence of supervised student teaching, on the job teaching, or Practicum experience in at least two of the three definitions for age and grade levels.
 1. Primary – kindergarten through third grade
 2. Preprimary age – two and a half years through age four years
 3. Infant-Toddler – birth to two and a half years

Programs in the WSU College of Education offering the Early Childhood Endorsement:

- Undergraduate or Masters of Arts in Teaching (Code 401/MATE)
 - as part of the early childhood minor – 24 credit hours
- Master of Education
 - as part of the major in Early Childhood Education (Code 270/MECH) – 20 credit hours
 - as part of the major in Elementary Education (Code 144/MEED) with an early childhood emphasis – 20 credit hours
- Education Specialist
 - as part of the major in Curriculum and Instruction (Code 183) with an emphasis in Elementary Education/Early Childhood.

To obtain an evaluation and individualized plan for the early childhood endorsement, call (313/577-0902) and make an appointment to see one of the advisors. Bring photocopies of all college transcripts.

POST-DEGREE

Ms. Anna Miller
Early Childhood Education
Teacher Education Division
211 College of Education
Wayne State University
Detroit, MI 48202
(313/577-1678)

GRADUATE

Dr. Mark Larson
Early Childhood Education and
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Teacher Education Division
239 College of Education
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**WAYNE STATE UNIVERSITY GRADUATE COURSEWORK
APPLICABLE TO THE EARLY CHILDHOOD (ZA) ENDORSEMENT**

		<u>Credits</u>
1. Child Development and Learning		
EDP 5450	Child Psychology	2-3
PSY 6420	Psychology of Infant Behavior and Development	3
PSY 7401	Developmental Psychology	3
PSY 7440	Cognitive Development	3
SED 7050	Inclusive Teaching	2
2. Curriculum Development and Implementation		
ELE 6040	Role of Content Areas in Early Childhood Education	3
ELE 6100	Planning and Implementing Preschool Curriculum	3
ELE 6340	Teaching Reading in Early Childhood Education	3
RLL 7720	Survey and Analysis of Current Literature for Children: PS-Grade 3	3
RLL 7780	Storytelling	3
3. Family and Community Relationships		
ELE 6010	Family-Centered Collaboration in Early Childhood Intervention	3
ELE 6060	Community Contacts: Working with Families in Urban Settings	3
ELE 6070	Family, Community and School Partnerships: Supporting Children's Learning	3
AFS 5130	The Black Family	4
SOC 5410	Marriage and Family Problems	3
SOC 5400	The Family	3
BBE 5500	Introduction to Bilingual/Bicultural Education	3
4. Assessment and Evaluation		
ELE 6030	Assessment of Young Children in Educational Settings	3
ELE 6080	Preprimary Goals and Practices (co-requisite with preschool Practicum ED 5998)	3
ELE 6090	Introduction to Infant Mental Health Theory and Practice	3
SED 7030	Assessment in Early Childhood Special Education	3
TED 7000	Introductory Master's Seminar (Early Childhood section)	3
5. Professionalism		
*ELE 6020	Seminar in Early Childhood	3
ELE 7020	Issues in Early Childhood Education	3
SED 6040	Introduction to Early Childhood Special Education	3
6. Field Experiences		
ED 5998	Field Studies (prior approval required by Ms. Anna Miller, Director, ECC)	3

*required course

**National Association for the Education of Young Children
(NAEYC) Standards for Initial Programs in Early Childhood
Education**

Standard 1. Promoting Child Development and Learning
<i>Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.</i>
Standard 2. Building Family and Community Relationships
<i>Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use the understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.</i>
Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families
<i>Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.</i>
Standard 4. Teaching and Learning
<i>Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.</i>
Sub-Standard 4a. Connecting with children and families
<i>Candidates know, understand, and use positive relationships, and supportive interactions as a foundation for their work with young children.</i>
Sub-Standard 4b. Using developmentally effective approaches
<i>Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence children’s development and learning.</i>
Sub-Standard 4c. Understanding content knowledge in early education
<i>Candidates understand the importance of each content area in young children’s learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.</i>
Sub-Standard 4d. Building meaningful curriculum
<i>Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.</i>
Standard 5. Becoming a Professional
<i>Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</i>