APPROVAL FORM FOR

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the degree program change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted to UCCC Mail Stop 9702 (281 Garner Hall), Phone: 325-9410.

College: Education **Department:** Division of Education

Contact Person: Jeffrey Leffler **Mail Stop:** 9300 **E-mail:** jl221@msstate.edu

Nature of Change: Addition **Date Initiated:** 9/6/2024

Current Degree Program Name: N/A

Current Major: N/A

Current Concentration(s): N/A

Current Campus(es): Starkville

New Degree Program Name: Early Childhood Teaching **Effective Date:** 08/20/25

Semester	Year
Fall	2025

Proposed Major: Bachelor of Applied Science

Proposed Concentration(s): None **Proposed Campus(es):** Meridian

Summary of Proposed Changes:

This proposal requests approval for a new Bachelor of Applied Science program. This program will be offered at Mississippi State University - Meridian (Campus 2) and Online (Campus 5). The BAS-ECT is a licensure program of study that consists of 120 hours of undergraduate-level coursework. It is designed for those students who have completed an Early Childhood Education Technical program at the community college and wish to prepare for a career as an elementary teacher in grades Prek-3rd grade.

Approved: **Date:**

Kimberly R. Hall Digitally signed by Kimberly R. Hall
Date: 2024.09.09 12:33:49 -05'00'

Department Head

9/9/2024

Director of Academic Quality

Digitally signed by Jeanette Fontaine
Date: 2024.12.13 15:32:25 -06'00'

Chair, College or School Curriculum Committee

12-20-24

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

NEW DEGREE OUTLINE FORM

Use the chart below to indicate your new degree outline. If any General Education (Core) course is acceptable in the category, please indicate by saying "any Gen Ed course". There is no need to type in the whole list. Expand rows as needed.

PROPOSED New Degree

Degree: Bachelor of Applied Science
Major: Early Childhood Teaching (ECHT)
Concentrations: N/A

The Bachelor of Applied Science in Early Childhood Teaching (BAS-ECHT) is a comprehensive undergraduate program designed to equip students with an Associate's of Applied Science degree with the practical skills and theoretical knowledge necessary to effectively teach students in grades Pre-K through 3rd grade. This program is a partnership between the College of Education, the School of Human Sciences, and the College of Professional and Continuing Studies and integrates fundamental pedagogical theory with applied strategies and tools to prepare students to provide sound and innovative instruction to Pre-K-3 students in the state of Mississippi. Completion of this program plus the following requirements will result in a Five-Year, Renewable License:

1. Twenty-one (21) ACT (or SAT equivalent) or achieve a qualifying passing score on the Praxis CORE Academic Skills for Educators examination or 3.0 overall GPA during AAS
2. Achieve a passing score on the Praxis Principles of Learning and Teaching: Grades K-6 exam
3. Achieve a passing score on the Praxis Elementary Education: Curriculum, Instruction and Assessment exam
4. Achieve a Passing Score on the Foundations of Reading assessment.
5. Work as a teaching assistant in a local school district for two years and take EDE 4989 OR complete a traditional internship while enrolled in EDE 4989.

Proposed Curriculum Outline	Required Hours
English (General Education): EN 1103 English Composition I or EN 1104 Expanded English Composition I EN 1113 English Composition II or EN 1173 Accelerated Composition II	**6**
Fine Arts (General Education): Any General Education Course	**3**
Natural Sciences: (2 labs required from Gen Ed): Any approved science w/ lab	**6**
Math (General Education): MA 1413 Structure of Real Numbers or MA 1213 Math in Your World	**3**
Humanities (General Education): EDE 2443 Creative Arts for Elementary/Middle Level Any General Education Course	**6**
Social/Behavioral Sciences (General Education): HDFS 1813- Individual and Family Development through the Lifespan Any Other General Education Course	**6**
Subtotal	**30**

PROPOSED New Degree	
Degree: Bachelor of Applied Science **Major:** Early Childhood Teaching (ECHT) **Concentrations: N/A**	
Major Core Courses:	
PCS 2111 Introduction to Bachelor of Applied Science	**1**
EDX 3213 Foundations of Special Education	**3**
RDG 3113 Early Literacy Instruction I	**3**
RDG 3123 Early Literacy Instruction II	**3**
EDE 3423 Early Childhood Mathematics Methods	**3**
RDG 3223 Diagnosing and Assessing Reading Difficulties in Children	**3**
EDE 4513 Literacy and Social Studies Pedagogy in Early Childhood	**3**
EDE/HDFS 4303 Instructional Design and Assessment in Early Childhood	**3**
EDE 4523 STEAM Pedagogy in Early Childhood	**3**
EDX 4413 Working with Families of Students with Disabilities OR HDFS 4803 Parenting	**3**
EDE/HDFS 4323 Technology in the Early Childhood Classroom	**3**
EDE 4883 Managing the Elementary and Middle Level Classroom OR HDFS 3843 Guiding Young Children's Behavior & Social Development	**3**
EDE 4989 Teaching Internship for Prekindergarten and Early Grades	**9**
PCS 4112 Professional Success Strategies in Applied Fields	**2**
Subtotal	**45**
Technical Courses in Discipline: ***	**45**
Total Hours	**120**

**** Technical content transfers in from the associate degree in an Early Childhood Education - related area*

Student Learning Outcomes

These student learning outcomes are designed to ensure that those who obtain the BAS-ECHT possess the knowledge, skills, and competencies necessary for effective and culturally competent practice in the field of early childhood education. After completion of the BAS-ECHT, the student will be able to:

1. Instructional Planning and Delivery: Graduates will design and implement developmentally appropriate lesson plans that align with state standards, incorporating various instructional strategies and materials to meet the diverse needs of young learners.

Assessment and Data Analysis: Graduates will develop proficiency in administering, interpreting, and utilizing assessments to gather data on children's learning and development and analyze assessment results to inform instructional decisions and create individualized learning plans.

2. Child Development and Learning: Graduates will create engaging learning experiences that promote optimal development across domains, exhibiting a deep understanding of the stages of physical, cognitive, social, and emotional development in children from birth to age 8.

3. Classroom Management and Positive Behavior Support: Graduates will demonstrate the ability to employ effective classroom management strategies and techniques to create a positive and inclusive learning environment.

4. Literacy Instruction and Assessment: Graduates will develop expertise in teaching reading and writing skills, employing evidence-based instructional practices and assessments to promote literacy development to address the needs of struggling readers, differentiate instruction, and foster a love for reading in young learners.

5. Mathematics Instruction and Assessment: Graduates will demonstrate a strong foundation in mathematics content knowledge and pedagogy, enabling them to teach Instructional Planning and Delivery: Graduates will design and implement developmentally appropriate lesson plans that align with state standards, incorporating various instructional strategies and materials to meet the diverse needs of young learners.

6. Family and Community Engagement: Graduates will demonstrate skills necessary to establish and maintain partnerships with families and the community, including effective communication techniques, involving families in their child's education, and collaborating with community resources to support children's learning and well-being.

7. Professionalism and Ethical Practices: Graduates will exhibit professionalism, ethical behavior, and a commitment to their ongoing professional development by adhering to ethical guidelines, legal requirements, and policies relevant to early childhood education, ensuring they provide a safe, inclusive, and culturally responsive learning environment.

Support:
Please see letters of support from elementary education program faculty, from the Division of Education, and the administration from Campus 2.

This program will currently be offered on Campus 2 and 5 only.

Proposed 4-letter Abbreviation: ECHT (CIP 13.1210)

Effective Date: Fall 2025

MISSISSIPPI STATE UNIVERSITY

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F. 662.325.7857

August 16, 2024

TO: **Box Council and University Committee on Courses Curricula**

FROM: **Stephanie M. Lemley, Elementary Education Undergraduate Coordinator, Department of Teacher Education and Leadership**

RE: **Bachelor of Applied Science Early Childhood Teaching**

Dear Box Council and UCCC Members,

The Elementary Education faculty offers this letter of support for the proposed Bachelor of Applied Science (BAS) in Early Childhood Teaching degree program on campuses 2 and 5. As indicated by the signatures below, we support the proposal as written for submission to the Box Council and the UCCC.

Thank you,

Dr. Kenneth Anthony

Mrs. Tiffiney Atterberry

Ms. Netasha Cummings

Dr. Tania Hanna

Dr. Kristin Javorsky

Mrs. LaMareshia Johnson

Dr. Shenika Kendrick

Dr. Jeffrey Leffler

Dr. Stephanie Lemley

Dr. Gail Lindsey

Dr. Nicole Miller

Dr. Angela Mulkana

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August 16, 2024

TO: Box Council and UCCC Committee Members

Dr. Rebecca Robichaux-Davis

Mrs. Brittney Rye

Mrs. Sarah Salisbury

Dr. Kimberly Smith

Mrs. Michelle Stubbs

Dr. Ursula Wilson

Mrs. Ruiping Yuan

Dr. Ksenia Zhbanova

MISSISSIPPI STATE UNIVERSITY™

MSU - MERIDIAN
Division of Education
College Park Campus
1000 Hwy 19 North
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August 14, 2024

TO: **Box Council and University Committee on Courses and Curricula**

FROM: **Kim Hall, Head, Meridian Division of Education**

RE: **Bachelor of Applied Science in Early Childhood Teaching**

Dear Box Council and UCCC Members,

I offer this letter of support for the proposed Bachelor of Applied Science (BAS) in Early Childhood Teaching degree and associate new course proposals including EDE 3423, EDE/HDFS 4303, EDE/HDFS 4323, EDE 4513, EDE 4523, and EDE 4989. As indicated by my signature below, I support the proposal as written for submission to the Box Council and the UCCC.

Sincerely,

Kim Hall

Kim Hall
Head, Meridian Division of Education
Associate Dean for Academics, College of Education

MISSISSIPPI STATE UNIVERSITY™
COLLEGE OF EDUCATION

Teacher Education and Leadership Course Syllabus

EDE 4513 Literacy and Social Studies Pedagogy in Early Childhood

Credit Hours: 3 credit hours

Method of Instruction: B – Lecture/Lab
A variety of instructional methods will be utilized throughout this course to prepare candidates for effectively designing, implementing, and assessing literacy and social studies instruction in Early Childhood (PreK-3) classrooms. The course emphasizes the integration of literacy skills with social studies concepts to create meaningful, developmentally appropriate learning experiences that promote young children's understanding of their world. The professor will model a range of teaching techniques reflecting best practices in early childhood literacy and social studies education. Instructional methods will include interactive lectures, hands-on activities, collaborative discussions, case study analyses, demonstration lessons, and candidate-led presentations, all aimed at enhancing candidates' practical skills and theoretical understanding of instructional design, assessment, and the interconnections between literacy and social studies in early learning.

Method of Course Delivery: H=Hybrid, N=Synchronous
The synchronous online and hybrid formats provide flexibility while maintaining strong engagement and interaction. Synchronous sessions enable real-time discussions, immediate feedback, and collaboration, fostering community and active learning. The hybrid model, with live sessions over 50% of the time, blends live interaction and asynchronous online instruction, offering virtual discussions, hands-on activities, and group work alongside self-directed online modules.

Catalog Description: (Prerequisites: RDG 3113, RDG 3123, RDG 3223). Two hours lecture and two hours laboratory. Foundational knowledge and practical strategies for integrating literacy and social studies instruction in early childhood classrooms (PreK-3). Emphasis will be placed on developing culturally responsive teaching practices, fostering critical thinking, and promoting active engagement.

College of Education Conceptual Framework

The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual

improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit https://www.educ.msstate.edu/about/framework/

Student Learning Outcomes

Upon completion of the course, the student will be able to:

1. Explain the role of social studies in the holistic development of early learners and justify its position as the anchor for PreK-3 curricula. (InTASC 4, 5; CAEP 1.1, 1.2; CFPO 3, 9; ISTE 2.1)
2. Analyze the cognitive and social benefits of introducing young children to history, geography, and community awareness. (InTASC 2, 4; CAEP 1.1; CFPO 1, 3, 9; ISTE 2.1)
3. Demonstrate how literacy and social studies support one another through interdisciplinary approaches, fostering both critical thinking and communication skills in young learners. (InTASC 5, 7; CAEP 1.3; CFPO 3, 5; ISTE 2.4)
4. Implement lesson plans that integrate social studies into the broader curriculum, applying pedagogical strategies to link social studies with literacy, mathematics, and science in grades PreK-3. (InTASC 5, 7; CAEP 1.3; CFPO 3, 5; ISTE 2.4, 2.5, 2.7)
5. Curate children's literature to teach key social studies concepts such as community, citizenship, and historical thinking. (InTASC 4, 5; CAEP 1.2; CFPO 3, 7; ISTE 2.5)
6. Apply instructional strategies that support diverse learners, including emergent bilinguals and students with special needs, ensuring equitable access to literacy and social studies content. (InTASC 2, 6; CAEP 1.5, 3.4; CFPO 6, 8; ISTE 2.5)
7. Develop inclusive instructional methods that ensure all students, regardless of background or ability, thrive in literacy and social studies activities. (InTASC 2, 3; CAEP 1.4, 3.4; CFPO 3, 8; ISTE 2.3, 2.5)
8. Teach foundational concepts of community, citizenship, and responsibility using age-appropriate content and activities for grades PreK-3. (InTASC 4, 5; CAEP 1.3; CFPO 1, 5; ISTE 2.3, 2.6)
9. Create opportunities for civic engagement for grades PreK-3 students, using project-based learning, mock voting, and environmental stewardship activities. (InTASC 5, 7; CAEP 1.4, 1.5; CFPO 7, 9; ISTE 2.6)
10. Articulate how young children learn about history, geography, economics, and civic responsibility and apply methods to integrate these content threads into interdisciplinary units. (InTASC 4, 5; CAEP 1.2, 1.4; CFPO 1, 5; ISTE 2.5, 2.6)
11. Implement strategies to teach young learners how to think, read, and write like historians, utilizing primary sources, analysis, and critical questioning in the context of social studies. (InTASC 5, 7; CAEP 1.3; CFPO 3, 7; ISTE 2.6)
12. Implement a comprehensive thematic unit that integrates literacy and social studies with other content areas. (InTASC 7, 8; CAEP 1.4, 1.5; CFPO 3, 9; ISTE 2.6, 2.7)

Course Materials

Mindes, G. & Newman, M. (2021). *Social studies for young children: Preschool and Primary Curriculum Anchor* (3rd ed.). Rowan & Littlefield Publishers.

Brock, C. H., Goatley, V.J., Raphael, T.E., Trost-Shahata, E., & Weber, C.M.(2015). *Engaging students in disciplinary literacy, K-6*. Teacher College Press.

Course Topics

1. Why Should Social Studies be the Curricula Anchor for Young Children? **(3 hours)**
   a. Overview of social studies in early childhood education (2 hours)
   b. Benefits of integrating social studies as a central subject area (1 hour)
2. Why is Social Studies Important for Young Learners? **(3 hours)**
   a. Social and cognitive development in early learners through social studies (1 hour)
   b. The impact of learning history, geography, and community (2 hours)
3. How Are Literacy and Social Studies Inextricably Linked? **(3 hours)**
   a. The role of storytelling, discussion, and critical thinking in both domains (1 hour)
   b. Strategies for using literacy to enhance social studies instruction (1 hour)
   c. Case studies of classroom practices (1 hour)
4. How Can Social Studies Anchor the Curriculum? **(3 hours)**
   a. Integrating social studies concepts into literacy, math, and science (1 hour)
   b. Unit planning that centers on social studies topics (1 hour)
   c. Practical examples and lesson planning exercises (1 hour)
5. Children's Literature for Social Studies **(3 hours)**
   a. Selecting books that introduce history, geography, and civics concepts (1 hour)
   b. Analysis of diverse children’s literature and its application in the classroom (1 hour)
   c. Booklist creation (1 hour)
6. Equitable and Effective Early Literacy and Social Studies Learning **(3 hours)**
   a. Addressing diverse learners' needs in literacy and social studies (1 hour)
   b. Implementing equitable pedagogical practices for early childhood classrooms (1 hour)
   c. Hands-on activities to support differentiated instruction(1 hour)
7. Meeting the Needs of Young Emergent Bilinguals **(3 hours)**
   a. Language development and bilingualism in the context of literacy and social studies (1 hour)
   b. Scaffolding techniques to support bilingual children (1 hour)
   c. Effective bilingual teaching strategies (1 hour)
8. Including and Supporting All Children to Thrive **(3 hours)**
   a. Universal design for learning (UDL) in social studies and literacy education (1 hour)
   b. Inclusive strategies to support children with diverse abilities and backgrounds (1 hour)
   c. Classroom management techniques that foster equity (1 hour)
9. How Does Social Studies Help Young Children Learn About Community and Citizenship? **(3 hours)**
   a. Teaching concepts of community, rules, and responsibility (1 hour)
   b. Introducing young children to the idea of citizenship (1 hour)
   c. Interactive classroom activities to foster a sense of belonging (1 hour)
10. How Are Young Children Involved in Civic Engagement? **(3 hours)**
    a. Examples of age-appropriate civic engagement (1 hour)
    b. Strategies for fostering civic responsibility in young learners (1 hour)

    c. Role-playing and mock community events as classroom activities (1 hour)
11. How Young Children Learn About the Threads of Social Studies Content **(3 hours)**
    a. Understanding historical timelines, cultural diversity, and global awareness (1 hour)
    b. Introducing geography, economics, and history through hands-on projects (1 hour)
    c. Designing interdisciplinary units that explore core social studies themes (1 hour)
12. Engaging Students in Disciplinary Literacy in Grades K-3 **(6 hours)**
    - Understanding disciplinary literacy: What it means in social studies, history, and civics for early learners (1 hour)
    - Teaching children how to read, write, and think like historians and social scientists (2 hours)
    - Strategies for incorporating subject-specific vocabulary, comprehension, and inquiry-based learning (2 hours)
    - Activities: Using primary sources, analyzing historical images, and fostering critical questioning (1 hour)
13. Application Workshop: Integrating Social Studies and Literacy **(3 hours)**
    a. Creating lesson plans that integrate literacy and social studies (2 hours)
    b. Integrated lesson plan demonstrations (1 hour)
14. Final Project: Designing a Unit **(3 hours)**
    a. Students present their final project: a unit that integrates literacy and social studies (2 hours)
    b. Peer reviews and instructor feedback on unit designs (1 hour)

Evaluation of Student Progress

1. **Class Participation and Attendance** (50 points):
   See attendance policy section of this syllabus for criteria.
2. **Weekly Discussions/Reflections**: (16 @ 10 points each / 160 points): Various in-class and out-of-class activities based on the course content will be completed throughout the semester. To successfully complete the course, full participation must be demonstrated, and documentation must be provided in Canvas. Various best-practice discussion strategies will be implemented in class. It is the candidate's responsibility to read the assigned course readings prior to coming to class and come to class prepared to discuss what was read. Class time will be used primarily for demonstration lessons, engaging in research-based activities appropriate for classroom use, as well as follow up discussions. In addition, some course content will need to be viewed on Canvas prior to attending class (see course calendar). (All Student Learning Outcomes)
3. **Text Set** (120 points): Students will be responsible for the creation of one text set containing an outline of strategy, skill(s), and textual sources to be used when teaching the integrated literacy/content area (social studies) unit. A template with specific prompts, cues, and guiding questions will be provided. (Student Learning Outcomes: 3, 4, 5, 11)
4. **Lesson Plan Assignments**: Develop and submit lesson plans integrating literacy and social studies (2 @ 125 points each / 250 points): Each student will create two lesson plans from his/her text set (one content literacy and one disciplinary literacy) focused on a specific social studies topic. Each lesson must address the Mississippi standards for both content areas (social studies and English language arts). The lessons must be interactive and involve practice with language arts skills and processes. A template with prompts, cues, and guiding questions along with a rubric will be provided. The lesson plans are part of your professional

portfolio artifacts for this course and must be uploaded to Taskstream by Watermark. (Student Outcomes: 3, 6, 7, 8)

5. **Primary Sources Lesson Plan**: (100 points) For this assignment, the student will compose a well-thought-out lesson plan of one of your lessons in your unit plan. Using the Watermark lesson builder (basic template), you will construct a one-day lesson plan for a social studies lesson that includes multicultural/diversity connections within the lesson. This lesson plan must include primary sources and require students to analyze primary sources. Upload your lesson from the lesson builder and attach your work in Canvas. (Student Outcomes: 7, 10, 11)
6. **Assessment 1 & 2** (2 @ 60 points each / 120 points): Each student will respond to two assessments to ensure mastery of class content throughout the course. The assessments will assess current understanding of appropriate PreK-3 level social studies as well as content-area literacy and disciplinary literacy instruction (e.g., assessments are not cumulative). A study guide will be provided to you for each assessment. (All Student Outcomes)
7. **Final Project**: (100 points) Design and present a comprehensive inquiry-based unit plan designed for a grade level in PreK-3 that integrates literacy and social studies. The student will choose a social studies theme that is linked to a competency from the MS Social Studies Framework. The unit will build upon your previously created text set and lesson plans and must integrate multiple social studies disciplines and non-social studies disciplines, be linked to NCSS standards, and support one or more competency from the MS SS framework. (Student Outcomes: 3, 4, 6, 8, 9, 12)
8. **Evaluation of Field Experience: (**100 points) Students will observe and participate in a PreK-3rd grade classroom and implement their lesson plans which will be evaluated by their assigned mentor using the Teacher Intern Assessment Instrument. They will additionally be evaluated by the mentor using the Statewide Dispositions document. (Student Outcomes: 4, 6, 7, 8, 11, 12)

Grading Scale:

Assignment	**Points**
Class Participation and Attendance	50
Weekly Discussions/Reflections	160
Text Set	120
Lesson Plan Assignments	250
Primary Sources Lesson Plan	100
Assessment 1 & 2	120
Final Project	100
Evaluation of Field Experience	100
TOTAL	1000

A=900-1000; B=800-899; C= 700-799; D=600-699; F=Below 600.

Attendance

This section is a synchronous online OR hybrid (choose one) instructional class. Attendance expectations and accommodations are defined in Academic Operating Policy 12.09.

Synchronous Online Students:

Students enrolled in the synchronous online format will be held accountable for both attendance and participation. You may earn up to **50 points** for attendance and participation in class. Participation is evaluated using the following criteria, each weighted equally:

a. **Attendance of Class Meetings:** Attendance will be tracked during each class session. Missing class without a valid excuse will result in a **3-point deduction** from the total 50 points for each unexcused absence. If you anticipate missing a class, please communicate with the instructor in advance.
b. **Engagement in Class Discussions:** Active engagement in class discussions is required. This means not only contributing to discussions but also responding thoughtfully to peers and demonstrating an understanding of the course material.
c. **Regular Participation in Class Activities:** Participation in class activities (e.g., group work, breakout sessions) will also be assessed. This includes being prepared for class and contributing meaningfully to collaborative tasks.

The instructor reserves the right to deduct points for inappropriate behavior or a lack of engagement, including disruptive conduct or failure to adhere to online etiquette (e.g., muting microphones when not speaking, actively listening when others are presenting, maintaining professionalism during video calls).

Hybrid Students:
Students in the hybrid format will also have the opportunity to earn **50 points** for attendance and participation, with the evaluation based on the following criteria:

a. **Attendance of Class Meetings:** Similar to the synchronous format, attendance will be recorded for hybrid students, and each unexcused absence will result in a **3-point deduction** from the total 50 points. Communication with the instructor ahead of time for anticipated absences is expected.
b. **Engagement in Class Discussions:** Engagement during in-person and online sessions will be tracked, with the expectation that students contribute meaningfully to discussions and interact with peers in a professional manner.
c. **Regular Participation in Class Activities:** Participation in both in-person and online activities is crucial. In hybrid courses, this will also include group work, collaborative discussions, and interactive tasks.
d. **Viewing and Commenting on Video Lectures/Materials:** Hybrid students are required to watch recorded lectures or assigned materials outside of class sessions and provide thoughtful, relevant comments or reflections. The expectation is to engage critically with the content.
e. **Levels of Engagement Measured by Canvas Analytics:** Canvas Analytics will be used to monitor your engagement with the course materials. Completing weekly activities and assignments by the posted deadline is critical to your participation grade.

The instructor reserves the right to deduct points for improper behavior or lack of engagement, both in-person and online. This includes failing to engage with video materials, missing

deadlines for online tasks, or failing to adhere to proper classroom or online etiquette.

Communication and Accountability:

- **Instructor Communication:** The instructor will provide consistent communication regarding course activities via announcements in Canvas, feedback on assignments in Canvas, email, and individual meetings with students (virtual or in-person) during office hours and will use Microsoft Teams Class or Cisco WebEx for all live class meetings. Feedback on attendance and engagement will be shared periodically throughout the course to ensure transparency.
- **Advance Notification:** If a student anticipates being absent or missing a deadline, they should notify the instructor as early as possible to discuss potential accommodations.
- **Ongoing Accountability:** It is the responsibility of each student to stay up to date with course materials, discussions, and activities. The instructor will monitor and address concerns with engagement promptly.

Late Work: Late assignments will accrue a 10% late penalty per day they are late. No assignment will be taken after the fourth day it is late unless the student missed the assignment due to an excused absence (See AOP 12.09). If the student has an excused absence, the student will need to discuss submission of the assignment and required documentation with the instructor to not receive a penalty.

This course is set to Central Standard Time; you should set the appropriate time zone in your account settings in Canvas. This will translate CST deadlines into the appropriate time for your time zone and help you adjust so that you can meet deadlines.

Please turn on the Reply to Post notification in your Canvas settings. The student should have this notification set to Daily. The student may turn other notifications on or off as you wish.

Communication within, and outside of, this course, including: email, personal interaction, discussion boards, reviews, etc. should be conducted with respect to and for the instructor and fellow students.

The student may use the Canvas Inbox or MyState email to contact the instructor or classmates.

All assignments should be submitted in APA format and adhere to academic English syntax and grammar rules.

Technology

This course requires students to have consistent use of online video and audio to fully participate in course assignments. You will need access to MSU Canvas, an active msstate.edu email account, and a reliable internet connection capable of accessing video, audio, and materials for download.

All Students: Course materials, assignment instructions, and discussion boards will be made available online via MSU's Canvas learning management platform. Synchronous online students: Instruction will be delivered primarily via synchronous lecture and live discussion facilitated in Teams Class or via Webex.

As such, this course requires students to have the consistent use of online video and audio to fully participate in the course assignments. You will need access to MSU Canvas, Microsoft Outlook, an active msstate.edu email account, and a reliable internet connection capable of accessing video, audio, and materials for download (at least 10- 15 MBps). Recommended hardware, software, and platform specifications include: - Mac or PC (Intel Core i5 processor or equivalent, RAM 8 GB minimum) with recently updated Firefox and/or Google Chrome browsers - Microsoft Word, 2013 or

later - Microsoft Outlook - Access to Canvas - Access to my.msstate.edu Required Technical Skills include: - Ability to use a keyboard or other means of text generation - Ability to download, install, and manage computer applications - Ability to use video and audio functions in Teams Class or Webex.

AI Policy: Permitted when Assigned with attribution
AI can be a great tool for teachers and can help generate ideas for lessons and assignments. In this course, students are permitted to use Generative AI tools such as ChatGPT for specific assignments, as designated by the instructor. However, students must give credit and cite any AI-generated material according to APA rules, including in-text citations, quotations,
and references. Submitted work may be filtered through turnitin.com AI Writing Detection. This review may initiate further discussion about the authenticity of the submission which could result in a more formal review through the Honor Code Council.
Students must also include the following statement in assignments to indicate use of a Generative AI Tool: "The author acknowledges the use of [Generative AI Tool Name] in the preparation of this assignment for [brainstorming, grammatical correction, citation, etc].

University Syllabus
The Mississippi State University Syllabus contains all policies and procedures that are applicable to every course on campus and online. The policies in the University Syllabus describe the official policies of the University and will take precedence over those found elsewhere. It is the student's responsibility to read and be familiar with every policy. The University Syllabus may be accessed at any time on the Provost website under Faculty and Student Resources and at https://www.provost.msstate.edu/faculty-student-resources/university-syllabus.

The following is the **tentative** 15-week course schedule for *EDE 4513: Literacy and Social Studies Pedagogy in Early Childhood*, based on the syllabus details. Each week includes assigned readings, topics, and assignments to align with course learning outcomes:

Week 1: Course Introduction
- Topics: Overview of Literacy and Social Studies Integration
- Readings: Mindes & Newman, Chapter 1
- Assignments: Initial Discussion Post - Reflect on the role of social studies in early childhood

Week 2: Social Studies as the Curricular Anchor
- Topics: Importance of Social Studies for Young Learners
- Readings: Mindes & Newman, Chapter 2
- Assignments: Weekly Discussion; Reflection on personal teaching philosophy

Week 3: Linking Literacy and Social Studies
- Topics: Interdisciplinary Approaches to Literacy and Social Studies
- Readings: Brock et al., Chapter 1
- Assignments: Case Study Analysis

Week 4: Developing Literacy Through Social Studies
- Topics: Storytelling and Critical Thinking
- Readings: Mindes & Newman, Chapter 3
- Assignments: Text Set Outline Draft

Week 5: Children's Literature for Social Studies Concepts
- Topics: Selecting and Evaluating Literature for Social Studies

- Readings: Brock et al., Chapter 2
- Assignments: Booklist Creation

Week 6: Lesson Planning for Diverse Learners

- Topics: Culturally Responsive and Inclusive Practices
- Readings: Mindes & Newman, Chapter 4
- Assignments: Lesson Plan 1 (Content Literacy)

Week 7: Language Development and Emergent Bilinguals

- Topics: Strategies for Supporting Emergent Bilinguals
- Readings: Brock et al., Chapter 3
- Assignments: Weekly Discussion; Reflection on teaching language learners

Week 8: Midterm Assessment

- Topics: Review and Midterm Assessment
- Readings: Review selected chapters
- Assignments: Midterm Assessment 1

Week 9: Citizenship and Community

- Topics: Teaching Community and Civic Responsibility
- Readings: Mindes & Newman, Chapter 5
- Assignments: Case Study Analysis

Week 10: Civic Engagement for Young Learners

- Topics: Age-Appropriate Civic Activities
- Readings: Brock et al., Chapter 4
- Assignments: Weekly Discussion on Civic Engagement

Week 11: Social Studies Content Strands

- Topics: History, Geography, Economics, and Civic Responsibility
- Readings: Mindes & Newman, Chapter 6
- Assignments: Primary Sources Lesson Plan

Week 12: Disciplinary Literacy for Social Studies

- Topics: Reading, Writing, and Thinking Like Historians
- Readings: Brock et al., Chapter 5
- Assignments: Lesson Plan 2 (Disciplinary Literacy)

Week 13: Integrating Social Studies Across Disciplines

- Topics: Linking Social Studies with Math and Science
- Readings: Mindes & Newman, Chapter 7
- Assignments: Weekly Discussion on Interdisciplinary Units

Week 14: Final Project Workshop

- Topics: Creating Thematic Units
- Readings: Review all relevant chapters
- Assignments: Draft of Final Project Unit Plan

Week 15: Unit Presentations and Peer Review

- Topics: Presenting Comprehensive Thematic Units, Reflection on Course Learning
- Assignments: Final Project Presentation, Assessment 2

The following is the **tentative** 15-week **hybrid** schedule for *EDE 4513: Literacy and Social Studies Pedagogy in Early Childhood*, with alternating live and asynchronous weeks. The live sessions focus on discussions, interactive activities, and presentations, while asynchronous weeks are dedicated to readings, reflections, and assignments.

Week 1: Live Session

- **Topics**: Course Introduction & Overview of Literacy and Social Studies Integration
- **Readings**: Mindes & Newman, Chapter 1
- **Assignments**: Initial Discussion Post – Reflect on the role of social studies in early childhood

Week 2: Asynchronous

- **Topics**: Social Studies as the Curricular Anchor
- **Readings**: Mindes & Newman, Chapter 2
- **Assignments**: Weekly Discussion Post; Reflection on personal teaching philosophy

Week 3: Live Session

- **Topics**: Linking Literacy and Social Studies - Interdisciplinary Approaches
- **Readings**: Brock et al., Chapter 1
- **Assignments**: Case Study Analysis (due end of week)

Week 4: Asynchronous

- **Topics**: Developing Literacy Through Social Studies
- **Readings**: Mindes & Newman, Chapter 3
- **Assignments**: Draft Text Set Outline

Week 5: Live Session

- **Topics**: Using Children's Literature for Social Studies
- **Readings**: Brock et al., Chapter 2
- **Assignments**: Booklist Creation

Week 6: Asynchronous

- **Topics**: Lesson Planning for Diverse Learners - Culturally Responsive Practices
- **Readings**: Mindes & Newman, Chapter 4
- **Assignments**: Lesson Plan 1 (Content Literacy) - Submit by end of week

Week 7: Live Session

- **Topics**: Supporting Emergent Bilinguals in Literacy and Social Studies
- **Readings**: Brock et al., Chapter 3
- **Assignments**: Reflection on strategies for teaching language learners

Week 8: Asynchronous

- **Topics**: Review and Midterm Assessment
- **Readings**: Review selected chapters
- **Assignments**: Midterm Assessment 1

Week 9: Live Session

- **Topics**: Teaching Community and Civic Responsibility
- **Readings**: Mindes & Newman, Chapter 5
- **Assignments**: Case Study Analysis on community and civic responsibility

Week 10: Asynchronous

- **Topics**: Civic Engagement for Young Learners
- **Readings**: Brock et al., Chapter 4
- **Assignments**: Weekly Discussion Post on Civic Engagement Activities

Week 11: Live Session

- **Topics**: Social Studies Content Strands (History, Geography, Economics)
- **Readings**: Mindes & Newman, Chapter 6
- **Assignments**: Primary Sources Lesson Plan - Submit by end of week

Week 12: Asynchronous

- **Topics**: Disciplinary Literacy for Social Studies
- **Readings**: Brock et al., Chapter 5
- **Assignments**: Lesson Plan 2 (Disciplinary Literacy)

Week 13: Live Session

- **Topics**: Integrating Social Studies with Other Disciplines
- **Readings**: Mindes & Newman, Chapter 7

- **Assignments**: Weekly Discussion on Interdisciplinary Units

Week 14: Asynchronous

- **Topics**: Final Project Preparation - Thematic Unit Design
- **Readings**: Review all relevant chapters
- **Assignments**: Draft of Final Project Unit Plan

Week 15: Live Session

- **Topics**: Final Project Presentations and Peer Review, Reflection Essay, Assessment 2
- **Assignments**: Final Project Presentation and Peer Feedback

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This schedule offers a structured combination of live sessions for collaboration and hands-on activities, with asynchronous weeks focused on readings, recorded lectures, reflections, and assignments.

Mississippi Department of Education (MDE) Licensure Requirements
(or other accreditor requirements)

Incorporation of the C3 Framework (College, Career, and Civic Life) for Social Studies
This course integrates the College, Career, and Civic Life (C3) Framework for Social Studies to help future educators design inquiry-based, student-centered learning experiences in PreK-3 classrooms. The C3 Framework emphasizes preparing young learners for active civic participation and critical thinking by focusing on four key dimensions:

1. Developing Questions and Planning Inquiries
    - Students will learn how to craft compelling and supporting questions that spark curiosity and drive social studies learning. They will design inquiry-based lessons that encourage young learners to explore the world around them through observation, questioning, and discovery.
2. Applying Disciplinary Concepts and Tools
    - The course will emphasize integrating the core disciplines of social studies—civics, economics, geography, and history—within early childhood education. Teacher candidates will explore how to use these concepts as tools to teach children about their communities, environment, and the broader world.
3. Evaluating Sources and Using Evidence
    - Teacher candidates will engage in practices that help young learners develop foundational skills in evaluating sources of information, recognizing bias, and using evidence to make informed decisions. Through age-appropriate activities, students will learn how to guide young children in using children's literature, primary sources, and discussions to support their learning.
4. Communicating Conclusions and Taking Informed Action
    - The course will prepare future educators to teach young children how to articulate their findings and take informed action. Through role-playing, project-based learning, and collaborative activities, teacher candidates will learn how to encourage young children to communicate their ideas and become involved in civic engagement, even at a young age.

By incorporating the C3 Framework, this course equips teacher candidates with the strategies needed to foster critical thinking, problem-solving, and active citizenship among PreK-3 learners. The framework's focus on inquiry and civic participation supports an integrated approach to teaching literacy and social studies in early childhood education.

Incorporation of National Council for the Social Studies (NCSS) Standards
This course is designed to align with the National Council for the Social Studies (NCSS) standards, ensuring that teacher candidates develop the knowledge and skills needed to effectively integrate social studies in PreK-3rd grade classrooms. The NCSS standards emphasize key themes such as civic ideals, cultural understanding, and historical perspectives, which are embedded throughout the curriculum. Students will explore how to create meaningful learning experiences that promote active citizenship, critical thinking, and engagement with diverse communities.
By integrating the NCSS standards, this course equips future educators to:

- Anchor social studies in early childhood education to foster young learners' understanding of their role within the community and society.

- Incorporate literacy strategies that support students' ability to read, write, and think critically about social studies content, such as history, geography, economics, and civics.
- Design developmentally appropriate lessons that engage young children in inquiry-based learning, aligned with NCSS's 10 thematic strands, including Civic Ideals and Practices, People, Places, and Environments, and Individual Development and Identity.
- Support diverse learners by providing equitable access to social studies content and promoting inclusive practices that reflect the social and cultural realities of today's classrooms.

Through hands-on activities, lesson planning, and the use of children's literature, students will meet the NCSS standards while developing the competencies to integrate social studies as a core component of early childhood education.

Mississippi College and Career-Ready Standards

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

The Mississippi College and Career Readiness Standards are incorporated into the course to ensure that future educators can effectively integrate literacy skills with social studies content. The course emphasizes foundational reading, writing, and critical thinking skills while fostering young learners' understanding of history, culture, and civic responsibility, aligning with the MCCRS to prepare children for academic success and active citizenship.

Mississippi Educator Code of Ethics

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator of administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 standards is available
at https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf

The Mississippi Educator Code of Ethics is incorporated into the course by guiding students in creating inclusive, respectful, and equitable learning environments. Future educators are expected to demonstrate professionalism and ethical responsibility in their teaching practices, ensuring that all children have access to meaningful social studies and literacy learning experiences.

High Quality Instruction

This course covers high quality Instructional materials (HQIM) that provide a road map for teacher candidates on how to plan, teach, and assess student learning and ensure they are mastering the skills needed to be college and career ready. The Mississippi Department of Education provides the following website https://msinstructionalmaterials.org/ for best in-class instructional resources to build teacher candidate's knowledge of HQIM.

Field Component

<u>SENIOR METHODS BLOCK FIELD EXPERIENCE REQUIREMENTS</u>

Required Materials:

All materials that are required for the Senior Block Field Experience Canvas course are included in the "Important Information" module.

Required Activities:

*Senior Block students will complete 140 hours of classroom engagement during the fall semester. Students are required to fill out the Time Sheet and have their mentor teacher sign it to confirm that all hours have been completed. The calendar for the required hours per week and the time sheet is in the "Important Information" module in the Senior Block Field Experience Canvas course. *Please remember that any falsifying of data on the time sheets is in violation of the MSU Honor Code. During this time, students will need to complete the Senior Block Field Experience Canvas course.*

- Submission of required field experience documentation in Canvas by dates outlined in Canvas.
- Submission of 4 unit/lesson teaching enactments (link provided in the Canvas course); all teaching must occur prior to the established Senior Methods Field Experience course deadline. These will be assessed using the Teacher Intern Assessment Instrument (TIAI).
- When not teaching whole class lessons, each teacher candidate is to teach in a one-on-one or small group setting in a variety of subjects over the course of the Senior Block semester.
- Completion of "half-day" and/or "whole day" field experiences as indicated on the senior block calendar; some of these hours will go beyond the required content-specific hours but are required as part of the overall elementary education practicum experience.
- Submission of two Disposition Check-in Forms from the mentor teacher with a reflective written commentary for each (formative and summative).

Complete detailed written commentary and reflections which describe your interactions with students and the impact of teaching on student achievement. These include Knowledge of Students, Generation and Use of Assessment, and Participation in Learning Communities. The directions and question stems are in the Five Core Propositions section of the Senior Block Field Experience Canvas class. This assignment addresses the four main strands of the Conceptual Framework: Knowledge, Collaboration, Reflection, and Professional Practice.

MISSISSIPPI STATE UNIVERSITY™
COLLEGE OF EDUCATION

Meridian Division of Education Course Syllabus

EDE 4523 STEAM Pedagogy in Early Childhood

Credit Hours: 3 credit hours

Method of Instruction: B – Lecture/Lab
A variety of instructional methods will be employed throughout this course to equip candidates with the skills needed to design, implement, and assess STEAM-focused instruction in Early Childhood (PreK-3) classrooms. Emphasis will be placed on creating developmentally appropriate, inquiry-based learning environments that foster young children's natural curiosity and engagement with science, technology, engineering, arts, and mathematics. The professor will model a range of pedagogical techniques aligned with best practices in early childhood STEAM education. Instructional methods will include interactive lectures, hands-on STEAM activities, collaborative discussions, case study analyses, demonstration lessons, and candidate-led presentations. These approaches are designed to enhance candidates' practical skills and theoretical knowledge in instructional design, assessment, and the integration of STEAM content for young learners.

Method of Course Delivery: H=Hybrid, N=Synchronous
The synchronous online and hybrid formats provide flexibility while maintaining strong engagement and interaction. Synchronous sessions enable real-time discussions, immediate feedback, and collaboration, fostering community and active learning. The hybrid model, with live sessions over 50% of the time, blends live interaction and asynchronous online instruction, offering virtual discussions, hands-on activities, and group work alongside self-directed online modules.

Catalog Description: (Prerequisites: RDG 3113, RDG 3123, RDG 3223, EDE 3423). Two hours lecture and two hours laboratory. This course explores the integration of Science, Technology, Engineering, Arts, and Mathematics (STEAM) in grades PreK-3. Pre-service teachers will learn to design and implement developmentally appropriate STEAM activities for young learners.

College of Education Conceptual Framework

The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information,

please visit https://www.educ.msstate.edu/about/framework/

Student Learning Outcomes

Upon completion of the course, the student will be able to:

1. Articulate the definition of STEAM (Science, Technology, Engineering, Arts, and Mathematics) and explain its significance in early childhood education. (CFPO 1, 3, 6; InTASC 4, 5; CAEP 1.1, 1.2; ISTE 5a)
2. Apply essential skills, knowledge, and attitudes required to prepare for STEAM instruction in PreK-3 classrooms. (CFPO 1, 3, 6, 9; InTASC 1, 9; CAEP 1.3, 3.6; ISTE 2b, 5b)
3. Describe appropriate teaching strategies for developing grades PreK-3 students' conceptual and procedural science and mathematics knowledge [CFPO 1, 2, 3; INTASC 4, 5, 8; CAEP 1a, 1b, 2b, 2c, 3c, 3d, 4a].
4. Utilize relevant frameworks (such as the 5E Model, Design Thinking, and Inquiry-Based Learning) that guide how to effectively engage young learners in STEAM activities. (CFPO 3, 5, 6, 10; InTASC 7, 8; CAEP 1.4, 1.5; ISTE 6a)
5. Create developmentally appropriate, interdisciplinary STEAM inquiry units that encourage curiosity, creativity, and problem-solving in young children. (CFPO 1, 3, 5, 6, 9; InTASC 7, 8; CAEP 1.4, 1.5; ISTE 4b, 5a)
6. Demonstrate how to implement STEAM-based inquiries, incorporating hands-on activities and project-based learning to foster engagement and deep learning in PreK-3 learners. (CFPO 3, 5, 6, 10; InTASC 3, 8; CAEP 1.5; ISTE 6d)
7. Apply formative and summative assessment strategies tailored to evaluate young children's progress and achievements in STEAM subjects. (CFPO 4, 5, 6; InTASC 6, 7; CAEP 1.4; ISTE 7a)
8. Analyze case studies and examples of effective STEAM projects in early childhood classrooms, identifying key features of success and lessons learned. (CFPO 3, 5, 6, 9; InTASC 4, 5; CAEP 1.1, 1.2; ISTE 1c, 5a)
9. Design integrated STEAM learning experiences that combine science, technology, engineering, arts, and mathematics in ways that promote deep understanding and collaboration among young learners. (CFPO 1, 3, 5, 6, 10; InTASC 7, 8; CAEP 1.4, 1.5; ISTE 5a, 5b)
10. Use various grade appropriate mathematical and scientific resources, such as concrete and virtual manipulatives, scientific measuring tools, tutorial web-sites, and dynamic softwareto teach STEAM lessons in grades PreK-3 [CFPO 2, 3, 7; INTASC 4 , 5, 8; CAEP 1a, 1b, 2b, 2c, 3c, 3d, 4a].
11. Compile a diverse range of resources (including digital tools, community partnerships, and materials) to support STEAM learning and teaching in PreK-3 settings. (CFPO 6, 9, 10; InTASC 9, 10; CAEP 3.6, 3.7; ISTE 2a, 6b)
12. Integrate arts as an approach to teaching and learning within STEM content units for PreK-3rd grade learners. (CFPO 1, 3, 5, 6, 10; InTASC 5, 7, 8; CAEP 1.4, 1.5; ISTE 5a, 5b)

Course Materials

- Bush, S. B., & Cook, K. L. (2019). *Step into STEAM, grades K-5: Your standards-based action*

plan for deepening mathematics and science learning. Corwin.

- STEM Manipulative Kit from Hand2Mind

Course Topics

1. **Introduction to STEAM Education (3 hours)**
   a. Defining STEAM: What is it and why does it matter in early childhood education? (1 hour)
   b. Overview of the role of Science, Technology, Engineering, Arts, and Mathematics in young learners' development. (1 hour)
   c. Historical and theoretical foundations of STEAM in early childhood. (1 hour)
2. **Preparing for Effective STEAM Teaching (3 hours)**
   a. Skills and mindsets needed for teaching STEAM to PreK-3 students. (1 hour)
   b. Classroom organization, materials, and creating an environment conducive to STEAM learning. (2 hours)
3. **Frameworks for STEAM Education (3 hours)**
   a. Exploring key frameworks for guiding STEAM instruction: 5E Model, Design Thinking, and Inquiry-Based Learning. (2 hours)
   b. How these frameworks support interdisciplinary and inquiry-based approaches in early childhood classrooms. (1 hour)
4. **Designing STEAM Inquiries for Young Learners (6 hours)**
   a. Principles of inquiry-based learning in STEAM education. (1 hour)
   b. How to design STEAM lessons and units that are developmentally appropriate for PreK-3 students. (2 hours)
   c. STEAM lesson planning workshops: Writing essential questions, learning objectives, and project outlines. (3 hours)
5. **Implementing STEAM Inquiries in the Classroom (6 hours)**
   a. Strategies for engaging young learners in STEAM activities and hands-on learning. (2 hours)
   b. Fostering collaboration and creativity in group-based STEAM projects. (2 hours)
   c. Differentiation strategies to meet diverse learning needs in STEAM inquiries. (2 hours)
6. **Arts Integration in STEAM (3 hours)**
   a. Understanding arts integration: The arts as the vehicle for learning and exploration in STEAM. (1 hour)
   b. Meeting dual learning objectives through arts-integrated STEAM lessons (visual arts, drama, music, movement). (1 hour)
   c. Examples of successful arts integration in STEM topics. (1 hour)
7. **Assessing STEAM Learning (3 hours)**
   a. Developing formative and summative assessment tools for STEAM inquiries. (1 hour)
   b. Using rubrics and portfolios to evaluate creativity, collaboration, and problem-solving in STEAM. (1 hour)
   c. Strategies for reflecting on and improving STEAM learning experiences. (1 hour)
8. **Supporting Equitable and Inclusive STEAM Learning (3 hours)**
   a. Strategies for creating equitable learning opportunities in STEAM for diverse learners, including emergent bilinguals and children with special needs. (1 hours)
   b. Culturally responsive teaching practices in STEAM. (1 hour)

c. Addressing gender and racial disparities in STEAM education. (1 hour)

9. **Examples of Successful STEAM Inquiries (3 hours)**
   a. Case studies of successful STEAM projects in PreK-3 classrooms. (1 hour)
   b. Analyzing best practices from real-world examples and discussing lessons learned. (1 hour)
   c. Reflection on key components of success in STEAM teaching. (1 hour)
10. **Creating Integrated STEAM Learning Experiences (6 hours)**
    a. Designing interdisciplinary units that tie together all components of STEAM. (2 hours)
    b. Integrating subjects like literacy, social studies, and technology into STEAM units. (2 hours)
    c. Workshop on developing comprehensive STEAM project-based learning experiences. (2 hours)
11. **Gathering and Utilizing STEAM Resources (3 hours)**
    a. Identifying and using digital tools, community resources, and hands-on materials to support STEAM learning. (1 hour)
    b. Exploring STEAM-related professional development resources for ongoing teacher growth. (1 hour)
    c. Collaborating with families and community partners to enhance STEAM education. (1 hour)
12. **Professional Development for STEAM Educators (3 hours)**
    a. The role of continuous learning and professional development in STEAM education. (1 hour)
    b. Learning about STEAM standards (NGSS, ISTE, Arts Standards) and connecting them to classroom practice. (1 hour)
    c. Opportunities for teachers to expand their knowledge and skills in STEAM through workshops, conferences, and online learning platforms. (1 hour)

Evaluation of Student Progress

1. **Class Participation and Attendance** – **50 Points**

   See attendance policy section of this syllabus for criteria.

2. **Weekly Discussions and Reflections** – (16 @ 10 points each) **160 Points**
   - **Description:** Each week, students will engage in an online discussion or submit a reflection based on course readings, in-class activities, or STEAM teaching strategies. These assignments will help students process the material and apply theoretical concepts to practical teaching scenarios. Students will respond to prompts and engage with peers in discussions. (All Student Learning Outcomes)
3. **STEAM Lesson Plan Design** – **100 Points**
   - **Description:** Students will design a STEAM lesson plan for PreK-3rd grade that integrates at least two STEAM subjects (e.g., science and visual arts). The lesson plan should include objectives, materials, procedures, assessments, and differentiation strategies, using an inquiry-based framework such as the 5E Model or Design Thinking. (Student Learning Outcomes 3, 5, 6, 9, 10)
4. **Arts-Integrated STEAM Unit Plan** – **150 Points**

- **Description:** Students will create a multi-lesson unit plan that integrates the arts (visual arts, music, theater, or movement) into a STEM-based inquiry. The unit should meet dual learning objectives for both an art form and a STEM discipline and span at least one week of instruction. (Student Learning Outcomes (3, 4, 5, 11, 12)

5. **STEAM Classroom Implementation Project** – **150 Points**
   - **Description:** Students will implement a STEAM activity in a real or simulated early childhood classroom setting. This project includes planning, facilitation, and a reflective report on the activity's process and outcomes. The report will highlight student engagement, learning outcomes, and areas for improvement. (Student Learning Outcomes 3, 7, 8, 11)
6. **Assessment 1 & 2** (2 @ 70 points each)- **140 points**
   - Each teacher candidate will respond to two assessments to ensure mastery of class content throughout the course. The assessments will assess current understanding of appropriate PreK-3 level social studies as well as content-area literacy and disciplinary literacy instruction (e.g., assessments are not cumulative). A study guide will be provided to you for each assessment. (All Student Outcomes)
7. **STEAM Resource Portfolio** – **150 Points**
   - **Description:** Students will compile a portfolio of STEAM resources for PreK-3 classrooms. The portfolio should include lesson plans, digital tools, children's literature, and other resources relevant to STEAM learning. For each resource, an annotation explaining its classroom application will be included. (Student Learning Outcomes 2, 7, 11)
8. **Evaluation of Field Experience - 100 points**
   - Students will observe and participate in a PreK-3rd grade classroom and implement their lesson plans which will be evaluated by their assigned mentor using the Teacher Intern Assessment Instrument. They will additionally be evaluated by the mentor using the Statewide Dispositions document. (Student Outcomes: 6, 8, 10)

Grading Scale:

Assignment	**Points**
Class Participation and Attendance	50
Weekly Discussions/Reflections	160
STEAM Lesson Plan Design	100
Arts-Integrated STEAM Unit Plan	150
STEAM Classroom Implementation Project	150
Assessment 1 & 2	140
STEAM Resource Portfolio	150
Evaluation of Field Experience	100
TOTAL	1000

A=900-1000; B=800-899; C= 700-799; D=600-699; F=Below 600.

Attendance

This section is a synchronous online OR hybrid instructional class. Attendance expectations and accommodations are defined in Academic Operating Policy 12.09.

Synchronous Online Students:

Students enrolled in the synchronous online format will be held accountable for both attendance and participation. You may earn up to **50 points** for attendance and participation in class. Participation is evaluated using the following criteria, each weighted equally:

a. **Attendance of Class Meetings:** Attendance will be tracked during each class session. Missing class without a valid excuse will result in a **3-point deduction** from the total 50 points for each unexcused absence. If you anticipate missing a class, please communicate with the instructor in advance.
b. **Engagement in Class Discussions:** Active engagement in class discussions is required. This means not only contributing to discussions but also responding thoughtfully to peers and demonstrating an understanding of the course material.
c. **Regular Participation in Class Activities:** Participation in class activities (e.g., group work, breakout sessions) will also be assessed. This includes being prepared for class and contributing meaningfully to collaborative tasks.

The instructor reserves the right to deduct points for inappropriate behavior or a lack of engagement, including disruptive conduct or failure to adhere to online etiquette (e.g., muting microphones when not speaking, actively listening when others are presenting, maintaining professionalism during video calls).

Hybrid Students:
Students in the hybrid format will also have the opportunity to earn **50 points** for attendance and participation, with the evaluation based on the following criteria:

a. **Attendance of Class Meetings:** Similar to the synchronous format, attendance will be recorded for hybrid students, and each unexcused absence will result in a **3-point deduction** from the total 50 points. Communication with the instructor ahead of time for anticipated absences is expected.
b. **Engagement in Class Discussions:** Engagement during in-person and online sessions will be tracked, with the expectation that students contribute meaningfully to discussions and interact with peers in a professional manner.
c. **Regular Participation in Class Activities:** Participation in both in-person and online activities is crucial. In hybrid courses, this will also include group work, collaborative discussions, and interactive tasks.
d. **Viewing and Commenting on Video Lectures/Materials:** Hybrid students are required to watch recorded lectures or assigned materials outside of class sessions and provide thoughtful, relevant comments or reflections. The expectation is to engage critically with the content.
e. **Levels of Engagement Measured by Canvas Analytics:** Canvas Analytics will be used to monitor engagement with the course materials. Completing weekly activities and assignments by the posted deadline is critical to the participation grade.

The instructor reserves the right to deduct points for improper behavior or lack of engagement,

both in-person and online. This includes failing to engage with video materials, missing deadlines for online tasks, or failing to adhere to proper classroom or online etiquette.

Communication and Accountability:

- **Instructor Communication:** The instructor will provide consistent communication regarding course activities via announcements in Canvas, feedback on assignments in Canvas, email, and individual meetings with students (virtual or in-person) during office hours and will use Microsoft Teams Class or Cisco WebEx for synchronous class meetings. Feedback on attendance and engagement will be shared periodically throughout the course to ensure transparency.
- **Advance Notification:** If a student anticipates being absent or missing a deadline, they should notify the instructor as early as possible to discuss potential accommodations.
- **Ongoing Accountability:** It is the responsibility of each student to stay up to date with course materials, discussions, and activities. The instructor will monitor and address concerns with engagement promptly.

Late Work: Late assignments will accrue a 10% late penalty per day they are late. No assignment will be taken after the fourth day it is late unless the student missed the assignment due to an excused absence (See AOP 12.09). If the student has an excused absence, the student will need to discuss submission of the assignment and required documentation with the instructor to not receive a penalty.

This course is set to Central Standard Time; you should set the appropriate time zone in your account settings in Canvas. This will translate CST deadlines into the appropriate time for your time zone and help you adjust so that you can meet deadlines.

Please turn on the Reply to Post notification in your Canvas settings. The student should have this notification set to Daily. The student may turn other notifications on or off as you wish.

Communication within, and outside of, this course, including: email, personal interaction, discussion boards, reviews, etc. should be conducted with respect to and for the instructor and fellow students.

The student may use the Canvas Inbox or MyState email to contact the instructor or classmates.

All assignments should be submitted in APA format and adhere to academic English syntax and grammar rules.

Technology

This course requires students to have consistent use of online video and audio to fully participate in course assignments. You will need access to MSU Canvas, an active msstate.edu email account, and a reliable internet connection capable of accessing video, audio, and materials for download.

All Students: Course materials, assignment instructions, and discussion boards will be made available online via MSU's Canvas learning management platform. Synchronous online students: Instruction will be delivered primarily via synchronous lecture and live discussion facilitated in Teams Class or via Webex.

As such, this course requires students to have the consistent use of online video and audio to fully participate in the course assignments. You will need access to MSU Canvas, Microsoft Outlook, an active msstate.edu email account, and a reliable internet connection capable of accessing video, audio, and materials for download (at least 10- 15 MBps). Recommended hardware, software, and

platform specifications include: - Mac or PC (Intel Core i5 processor or equivalent, RAM 8 GB minimum) with recently updated Firefox and/or Google Chrome browsers - Microsoft Word, 2013 or later - Microsoft Outlook - Access to Canvas - Access to my.msstate.edu Required Technical Skills include: - Ability to use a keyboard or other means of text generation - Ability to download, install, and manage computer applications - Ability to use video and audio functions in Teams Class or Webex.

AI Policy: Permitted when Assigned with attribution
AI can be a great tool for teachers and can help generate ideas for lessons and assignments. In this course, students are permitted to use Generative AI tools such as ChatGPT for specific assignments, as designated by the instructor. However, students must give credit and cite any AI-generated material according to APA rules, including in-text citations, quotations,
and references. Submitted work may be filtered through turnitin.com AI Writing Detection. This review may initiate further discussion about the authenticity of the submission which could result in a more formal review through the Honor Code Council.
Students must also include the following statement in assignments to indicate use of a Generative AI Tool: "The author acknowledges the use of [Generative AI Tool Name] in the preparation of this assignment for [brainstorming, grammatical correction, citation, etc].

University Syllabus
The Mississippi State University Syllabus contains all policies and procedures that are applicable to every course on campus and online. The policies in the University Syllabus describe the official policies of the University and will take precedence over those found elsewhere. It is the student's responsibility to read and be familiar with every policy. The University Syllabus may be accessed at any time on the Provost website under Faculty and Student Resources and at https://www.provost.msstate.edu/faculty-student-resources/university-syllabus.

The following is a tentative 16-week course schedule for *EDE 4523: STEAM Pedagogy in Early Childhood*, with weekly topics, assigned readings, and assignments:

Week 1: Introduction to STEAM in Early Childhood Education
- Topics: What is STEAM? Historical and Theoretical Foundations
- Readings: Bush & Cook, Chapter 1
- Assignments: Initial Reflection - The Role of STEAM in Early Childhood Education

Week 2: Preparing for Effective STEAM Teaching
- Topics: Essential Skills, Classroom Organization, STEAM Learning Environment
- Readings: Bush & Cook, Chapter 2
- Assignments: Weekly Discussion on STEAM Classroom Environments

Week 3: Frameworks for STEAM Education
- Topics: 5E Model, Design Thinking, Inquiry-Based Learning
- Readings: Bush & Cook, Chapter 3
- Assignments: Case Study Analysis of STEAM Frameworks

Week 4: Designing Inquiry-Based STEAM Lessons
- Topics: Inquiry-Based Learning, Lesson Planning Workshop
- Readings: Bush & Cook, Chapter 4
- Assignments: Draft of STEAM Lesson Plan

Week 5: Implementing STEAM Inquiries in the Classroom

- Topics: Strategies for Engagement, Collaboration, and Differentiation
- Readings: Bush & Cook, Chapter 5
- Assignments: Reflection on Differentiation in STEAM Education

Week 6: Arts Integration in STEAM

- Topics: The Role of Arts in STEAM, Dual Learning Objectives
- Readings: Bush & Cook, Chapter 6
- Assignments: Arts-Integrated STEAM Unit Proposal

Week 7: Assessing STEAM Learning

- Topics: Formative and Summative Assessment Tools, Rubrics, and Portfolios
- Readings: Bush & Cook, Chapter 7
- Assignments: Assessment Design for STEAM Projects

Week 8: Midterm Assessment

- Topics: Midterm Review and Assessment
- Readings: Review all relevant chapters
- Assignments: Midterm Assessment 1

Week 9: Equitable and Inclusive STEAM Learning

- Topics: Culturally Responsive Teaching, Equity in STEAM, Diverse Learners
- Readings: Bush & Cook, Chapter 8
- Assignments: Weekly Discussion on Inclusive STEAM Practices

Week 10: Case Studies of Successful STEAM Projects

- Topics: Analyzing Real-World STEAM Projects, Reflection on Key Components of Success
- Readings: Bush & Cook, Chapter 9
- Assignments: Case Study Report

Week 11: Creating Integrated STEAM Learning Experiences

- Topics: Interdisciplinary Units, Integrating Literacy and Technology
- Readings: Bush & Cook, Chapter 10
- Assignments: Draft of STEAM Unit Plan

Week 12: Gathering and Utilizing STEAM Resources

- Topics: Digital Tools, Community Partnerships, Professional Development Resources
- Readings: Bush & Cook, Chapter 11
- Assignments: STEAM Resource Portfolio (Part 1)

Week 13: Professional Development for STEAM Educators

- Topics: Continuous Learning, National STEAM Standards, NGSS, ISTE
- Readings: Bush & Cook, Chapter 12
- Assignments: Reflection on Professional Growth in STEAM

Week 14: Final Project Workshop

- Topics: Developing Comprehensive STEAM Project-Based Learning Experiences
- Readings: Review all relevant chapters
- Assignments: Draft of Final Project Report

Week 15: Final Project Presentations

- Topics: Presenting STEAM Projects, Peer Feedback, Reflection
- Assignments: Final Project Presentation, Reflection Essay, Assessment 2

The following is a **hybrid** tentative schedule for *EDE 4523: STEAM Pedagogy in Early Childhood*, with alternating live and asynchronous weeks. This approach begins with an asynchronous week to set the foundation, followed by alternating live and asynchronous sessions, allowing for a balance between independent learning and interactive discussions.

Week 1: Asynchronous

- **Topics**: Introduction to STEAM in Early Childhood Education
- **Readings**: Bush & Cook, Chapter 1
- **Assignments**: Initial Reflection - The Role of STEAM in Early Childhood Education

Week 2: Live Session

- **Topics**: Preparing for Effective STEAM Teaching
- **Readings**: Bush & Cook, Chapter 2
- **Assignments**: Discussion on STEAM Classroom Environments

Week 3: Asynchronous

- **Topics**: Frameworks for STEAM Education (5E Model, Design Thinking, Inquiry-Based Learning)
- **Readings**: Bush & Cook, Chapter 3
- **Assignments**: Case Study Analysis of STEAM Frameworks

Week 4: Live Session

- **Topics**: Designing Inquiry-Based STEAM Lessons
- **Readings**: Bush & Cook, Chapter 4
- **Assignments**: Draft of STEAM Lesson Plan; Group workshop on lesson planning

Week 5: Asynchronous

- **Topics**: Implementing STEAM Inquiries in the Classroom (Engagement, Collaboration, Differentiation)
- **Readings**: Bush & Cook, Chapter 5
- **Assignments**: Reflection on Differentiation in STEAM Education

Week 6: Live Session

- **Topics**: Arts Integration in STEAM
- **Readings**: Bush & Cook, Chapter 6
- **Assignments**: Proposal for Arts-Integrated STEAM Unit; In-class discussion and examples

Week 7: Asynchronous

- **Topics**: Assessing STEAM Learning (Formative and Summative Tools)
- **Readings**: Bush & Cook, Chapter 7
- **Assignments**: Assessment Design for STEAM Projects

Week 8: Live Session

- **Topics**: Midterm Review and Assessment
- **Readings**: Review all relevant chapters
- **Assignments**: Midterm Assessment 1

Week 9: Asynchronous

- **Topics**: Equitable and Inclusive STEAM Learning (Culturally Responsive Practices)
- **Readings**: Bush & Cook, Chapter 8
- **Assignments**: Weekly Discussion on Inclusive STEAM Practices

Week 10: Live Session

- **Topics**: Case Studies of Successful STEAM Projects
- **Readings**: Bush & Cook, Chapter 9
- **Assignments**: Case Study Report; In-class analysis of real-world examples

Week 11: Asynchronous

- **Topics**: Creating Integrated STEAM Learning Experiences (Interdisciplinary Units)
- **Readings**: Bush & Cook, Chapter 10
- **Assignments**: Draft of STEAM Unit Plan

Week 12: Live Session

- **Topics**: Gathering and Utilizing STEAM Resources
- **Readings**: Bush & Cook, Chapter 11
- **Assignments**: STEAM Resource Portfolio (Part 1); Group brainstorming of resource ideas

Week 13: Asynchronous

- **Topics**: Professional Development for STEAM Educators (Standards and Continuous Learning)

- **Readings**: Bush & Cook, Chapter 12
- **Assignments**: Reflection on Professional Growth in STEAM

Week 14: Live Session

- **Topics**: Final Project Workshop (Developing Project-Based Learning Experiences)
- **Readings**: Review all relevant chapters
- **Assignments**: Draft of Final Project Report; Peer feedback workshop

Week 15: Live Session

- **Topics**: Final Project Presentations and Course Wrap-up
- **Assignments**: Final Project Presentation and Peer Feedback; Final Reflection Essay, Assessment 2

This schedule offers a structured combination of live sessions for collaboration and hands-on activities, with asynchronous weeks focused on readings, recorded lectures, reflections, and assignments.

Mississippi Department of Education (MDE) Licensure Requirements (or other accreditor requirements)

Incorporation of National Curriculum Standards for STEAM

National curriculum standards play a vital role in shaping the design of the STEAM Pedagogy in PreK-3rd Grade course. These standards, including those from the Next Generation Science Standards (NGSS) and International Society for Technology in Education (ISTE), provide a clear framework for what young learners should know and be able to do across the disciplines of Science, Technology, Engineering, Arts, and Mathematics. By aligning course content and assignments with these standards, the course ensures that future educators are well-equipped to develop and implement STEAM lessons that meet national benchmarks for quality and rigor.
The use of national standards informs not only the specific STEAM content but also encourages interdisciplinary teaching that connects subjects in meaningful ways, fostering critical thinking, creativity, and problem-solving in young learners. These standards guide educators in creating equitable, inclusive, and developmentally appropriate learning experiences that promote inquiry-based learning, hands-on exploration, and real-world application, all of which are central to the goals of this course.

Mississippi College and Career-Ready Standards

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

The Mississippi College and Career Readiness Standards are integrated into this course to ensure that students develop the skills and knowledge necessary to effectively teach STEAM subjects in PreK-3rd grade. The course aligns with MCCRS by emphasizing inquiry-based learning, critical thinking, and interdisciplinary connections across science, technology, engineering, arts, and mathematics, preparing future educators to meet the diverse learning needs of young children while supporting their academic growth.

Mississippi Educator Code of Ethics

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator of administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 standards is available
at https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf

The Mississippi Educator Code of Ethics is incorporated into this course by promoting professional integrity, ethical decision-making, and respect for all learners. Students are expected to model these

ethical principles in their teaching practices, interactions with peers, and the creation of inclusive, equitable learning environments for young children in STEAM education.

High Quality Instruction

This course covers high quality Instructional materials (HQIM) that provide a road map for teacher candidates on how to plan, teach, and assess student learning and ensure they are mastering the skills needed to be college and career ready. The Mississippi Department of Education provides the following website https://msinstructionalmaterials.org/ for best in-class instructional resources to build teacher candidate's knowledge of HQIM.

Field Component

SENIOR METHODS BLOCK FIELD EXPERIENCE REQUIREMENTS

Required Materials:

All materials that are required for the Senior Block Field Experience Canvas course are included in the "Important Information" module.

Required Activities:

*Senior Block students will complete 140 hours of classroom engagement during the fall semester. Students are required to fill out the Time Sheet and have their mentor teacher sign it to confirm that all hours have been completed. The calendar for the required hours per week and the time sheet is in the "Important Information" module in the Senior Block Field Experience Canvas course. *Please remember that any falsifying of data on the time sheets is in violation of the MSU Honor Code. During this time, students will need to complete the Senior Block Field Experience Canvas course.*

- Submission of required field experience documentation in Canvas by dates outlined in Canvas.
- Submission of 4 unit/lesson teaching enactments (link provided in the Canvas course); all teaching must occur prior to the established Senior Methods Field Experience course deadline. These will be assessed using the Teacher Intern Assessment Instrument (TIAI).
- When not teaching whole class lessons, each teacher candidate is to teach in a one-on-one or small group setting in a variety of subjects over the course of the Senior Block semester.
- Completion of "half-day" and/or "whole day" field experiences as indicated on the senior block calendar; some of these hours will go beyond the required content-specific hours but are required as part of the overall elementary education practicum experience.
- Submission of two Disposition Check-in Forms from the mentor teacher with a reflective written commentary for each (formative and summative).

Complete detailed written commentary and reflections which describe your interactions with students and the impact of teaching on student achievement. These include Knowledge of Students, Generation and Use of Assessment, and Participation in Learning Communities. The directions and question stems are in the Five Core Propositions section of the Senior Block Field Experience Canvas class. This assignment addresses the four main strands of the Conceptual Framework: Knowledge, Collaboration, Reflection, and Professional Practice.

MISSISSIPPI STATE UNIVERSITY™
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Department of Teacher Education and Leadership Course Syllabus

EDE 4989 Teaching Internship for Prekindergarten and Early Grades

Credit Hours: 9 credit hours

Method of Instruction: F – Student Teaching Field Experience. Teacher candidates will be involved in a professional full-day public school teaching experience in prekindergarten, kindergarten, first, second, or third grade classroom under the direction of a classroom mentor teacher and university supervisor (minimum of 450 hours per AOP 11.12).

Instruction is delivered the same for both face-to-face and online students. Throughout the internship, teacher candidates are assessed on the performance standards and expectations included in three assessment instruments and will receive feedback from the Classroom Mentor Teacher (CMT) and university supervisor. The teacher candidate will have daily contact with the CMT and correspond with the university supervisor virtually and/or in person at least weekly and more often if deemed necessary by the university supervisor. CMTs and university supervisors use constructive criticism, shared knowledge, and positive feedback to guide each teacher candidate to become a professional, reflective, and effective educator of PK-3 students.

Method of Course Delivery: F - Face to Face, O - Asynchronous

Catalog Description: (Prerequisites: RDG 3113, RDG 3123, EDE 3423, EDE 4303/HDFS 4303, EDE 4323/HDFS 4323, EDE 4513, EDE 4523). Nine hours field-based internship. Professional full-day public school teaching experience in a prekindergarten or early grades classroom under the direction of a classroom mentor teacher and university supervisor.

College of Education Conceptual Framework

The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit https://www.educ.msstate.edu/about/framework/

Student Learning Outcomes: (outcome-based)
Upon completion of the course, the student will be able to:
1. Assess personal and social suitability for teaching early childhood and specific grade-level interests. (CFPO 1; InTASC 1, 9-10; CAEP R1.4; CAEP K-6 Elementary 5a, 5b)

2. Model the instructional and non-instructional roles of a professional teacher through planned, sequenced activities in a 6-week program. (CFPO 1; InTASC 1-10; CAEP R1.1, R1.2, R1.3, R1.4; CAEP K-6 Elementary 1a, 1b, 1c, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 3e, 3f, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 5a, 5c; ISTE 2.1, 2.2, 2.3, 2.4, 2.5., 2.6, 2.7; CRP 1.1-14.1)

3. Apply developmentally appropriate principles and methods from the knowledge base of the professional program to the early childhood classroom environment. (CFPO 3; InTASC 4, 7; CAEP R1.2, R1.3; CAEP K-6 Elementary 1a, 1b, 1c, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 3e, 3f, 4a, 4b, 4c, 4d, 4f, 4g; ISTE 2.5; CRP 1.1-14.1)

4. Select diverse technologies for appropriate communication, lesson planning and instruction. (CFPO 10; InTASC 5; CAEP R1.2, R1.3, R1.4; CAEP K-6 Elementary 1c, 3c, 3d, 3f, 4a, 4f, 4g, 5b; ISTE 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7)

5. Plan instruction for students with special needs. (CFPO 2; InTASC 1, 2; CAEP R1.1, R1.2, R1.3; CAEP K-6 Elementary 1a, 1b, 1c, 3a, 3c, 3d, 3f, 4a, 4b, 4c, 4d, 4f, 4g; ISTE 2.5; CRP 1.1, 3.1, 8.1, 14.1)

6. Use alternative strategies to increase student learning in the early grades. (CFPO 7, 9; InTASC 2, 3, 5, 6, 8; CAEP R1.1, 1.3; CAEP K-6 Elementary 1a, 1b, 1c, 2a, 2b, 2c, 2d, 3c, 3d, 3f, 4a, 4c, 4d, 4e, 4f, 4g; ISTE 2.5; CRP 2.1, 2.2, 4.1, 4.2, 8.1, 9.1, 9.2, 10.1, 11.1, 12.1, 13.1)

7. Plan instruction for students from different cultural and socioeconomic backgrounds. (InTASC 2, 3, 7; CFPO 1, 6; CAEP R1.1, R1.2, R1.3; CAEP K-6 Elementary 1b, 1c, 3c, 3e, 3f, 4a, 4e, 4f, 5c; ISTE 2.1, 2.4; CRP 3.1, 5.1)

8. Select effective and age-appropriate classroom management strategies. (CFPO 6; InTASC 1, 3, 5; CAEP R1.3; CAEP K-6 Elementary 1a, 1b, 1c, 3e, 3f, 4d, 4e, 4f, 4g; ISTE 2.1; CRP 5.1, 7.1, 8.1, 12.1, 14.1)

9. Communicate effectively with the classroom mentor teacher and the university supervisor across all phases of experience. (CFPO 1-10; InTASC 9; CAEP R1.4; CAEP K-6 Elementary 5a, ISTE 2.2, 2.4)

10. Employ feedback from the classroom mentor teacher and university supervisor to improve teacher performance in the classroom. (CFPO 1-10; InTASC 1-10; CAEP R1.4; CAEP K-6 Elementary 5a, 5c; ISTE 2.4, 2.7)

11. Achieve a minimum score of proficient or higher on all skill areas outlined in the Teacher Intern Assessment Instrument by the end of the internship period. (CFPO 1-10; InTASC 1-10; CAEP R1.1, R1.2, R1.3, R1.4; CAEP K-6 Elementary 1a, 1b, 1c, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 3e, 3f, 4a, 4b, 4c, 4d, 4e, 3f, 4g, 5a, 5b, 5c; CRP 1.1-14.1; ISTE 2.3, 2.5, 2.6, 2.7)

12. Analyze and apply classroom and school practices and policies. (CFPO 1, 7, 8; InTASC 9; CAEP R1.3, R1.4; CAEP K-6 Elementary 1c, 2a, 2b, 2c, 2d, 3e, 4b, 5a; ISTE 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7)

13. Design effective parent involvement activities. (CFPO 1, 5; InTASC 10; CAEP R.1.1, R1.4; CAEP K-6 Elementary 1c, 4d; ISTE 2.1, 2.2, 2.4)

Course Materials

Office of Clinical/Field-Based Instruction, Licensure, and Outreach. Mississippi State University. (Current). Internship in Teaching Handbook.

This course requires a subscription to Watermark, which is an online portfolio used for course assignments and assessment purposes.

Course Topics

Individual topics are not covered during the teaching internship. Teacher candidates are evaluated on their ability to implement strategies, concepts, and methodologies presented in coursework taken prior to the internship.

Evaluation of Student Progress
Assessment of teacher candidate progress is based on structured observations, formative and summative TIAI evaluations, Dispositions Assessments, and successful completion of all Teaching Internship assignments. All assessments are completed by classroom mentor teachers and university supervisors. Assignments are evaluated by university supervisors. ALL internship assignments listed for this course are mandatory and must be completed to pass the course.

Weekly Lesson Plans. The teacher candidate will submit hard copies of lesson plans weekly to classroom mentor teacher and submit lesson plans electronically in Watermark on all assigned weeks. This evaluation is intended to provide assessment of the teacher candidate's abilities to plan, teach, and impact student learning of the assigned content. These objectives can be met through the implementation of criteria which reflect the philosophy, theories, and methods taught during education courses and the professional core at Mississippi State University. (Objectives 2, 3, 4, 5, 6, 10, 11)

Impact on Student Learning. The teacher candidate will describe in writing the impact of their instruction on all students' learning, use assessments to make decisions about instruction, analyze and communicate students' performance results, and reflect on teaching performance. During instruction, the candidate will administer multiple formative assessments and evaluate this data to adapt instruction throughout the unit and/or lessons. Following instruction, the candidate will conduct a post-assessment and then analyze the data to identify those areas taught effectively versus areas for improvement and determine if all students in the class were provided with equitable learning experiences. (Objectives 2, 3, 4, 5, 6, 7, 14)

Dispositions Assessment. Dispositions are the attitudes and beliefs about learning and teaching (e.g., the belief that all children can learn) and the ability to exhibit professional conduct and behavior. The purpose of this assessment is to evaluate whether a teacher candidate consistently

meets the expectations for personal and professional characteristics and professionalism. The Dispositions Assessment will be completed by the classroom mentor teacher and university supervisor twice during the teaching internship. (Objectives 1, 2, 9, 10)

Teacher Intern Assessment Instrument (TIAI). The TIAI is based on the ten standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). Both a formative and summative assessment will be conducted by the mentor teacher and university supervisor to evaluate the teacher candidate's performance in planning and preparation, assessment, instruction, learning environment, and professional responsibilities. (Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13,14)

List of assessments/activities

Weekly Lesson Plans - 210 points

Impact on Student Learning - 240 points

Dispositions Assessment - 150 points

Teacher Intern Assessment Instrument - 400 points

Total Course Points - 1,000 points

Grading Scale:

The earned letter grade is determined by total course points. ALL internship assignments listed for this course are mandatory and must be completed to pass the course. A grade of 'C' or better must be earned in this internship to be eligible for graduation.

A 900–1,000 points

B 800-899 points

C 700-799 points

D 600-699 points

F 0-599 points

Attendance

Attendance expectations and accommodations are defined in Academic Operating Policy 12.09. In accordance with university policy, students are expected to attend all classes. Teacher candidates are to be at their assigned schools every day. Absences from teaching internship are acceptable only in the case of personal illness or death in the immediate family. In case of illness or a death in the family, the teacher candidate must contact the classroom mentor teacher and university supervisor as early as possible, but no later than 7:00 a.m. the day of the absence.

Absences are acceptable for interviews only with prior permission from university supervisor and only if candidate has fewer than three absences. Candidate should understand that all days missed above three must be made up, regardless of the reason for absence/s. Excessive absence for any reason may result in extension of the teacher candidate's experience or in withdrawal. Excessive absence is defined as over three days during the entire teaching internship. Tardiness is not acceptable. Tardiness is defined as being late for the established reporting time for teachers or for other assigned duties. Three tardies are equal to one absence.

Technology

Students must have a current subscription to Watermark a web-based e-portfolio program. Teacher candidate assignments are submitted and evaluated in Watermark, which allows documentation, organization, and management of assessment processes, surveys, and addresses accreditation requirements. Lesson plans document the use of technology by both the teacher candidate and by the students for whom they provide instruction. Assessments completed by classroom mentor teachers and university supervisors are also documented in Watermark.

University Syllabus

The Mississippi State University Syllabus contains all policies and procedures that are applicable to every course on campus and online. The policies in the University Syllabus describe the official policies of the University and will take precedence over those found elsewhere. It is the student's responsibility to read and be familiar with every policy. The University Syllabus may be accessed at any time on the Provost website under Faculty and Student Resources and at https://www.provost.msstate.edu/faculty-student-resources/university-syllabus.

AI Policy: AI Use Discouraged in This Course

In EDE 4989 it is expected that all submitted work is produced by students themselves. Use of a Generative AI tool to complete an assignment constitutes academic dishonesty and will be reported as an Honor Code Violation. Submitted work may be filtered through an AI Writing Detection tool. This review may initiate further discussion about the authenticity of the submission which could result in a more formal review through the Honor Code Council.

Mississippi Department of Education (MDE) Licensure Requirements (or other accreditor requirements)

Statement on Incorporation of National Standards in EDE 4989 Teaching Internship for Prekindergarten and Early Grades

EDE 4989 *Teaching Internship* incorporates national standards to ensure teacher candidates meet the rigorous expectations of the profession and are prepared to provide high-quality instruction in early childhood settings. This course aligns with key national standards, including the **InTASC Model Core Teaching Standards**, the **National Association for the Education of Young Children (NAEYC) Professional Standards**, and the **Council for the Accreditation of Educator Preparation (CAEP) Standards**.

1. **InTASC Model Core Teaching Standards**: These standards guide the instructional practices of teacher candidates throughout the internship. Candidates are assessed on their ability to plan and deliver instruction that supports the diverse needs of all learners (InTASC Standards 1-3), engage students in critical thinking and problem solving (Standard 5), and use assessment data to inform instruction and improve student outcomes (Standard 6). The internship emphasizes the development of professional responsibility (Standards 9-10), requiring candidates to engage in reflective practice and collaborate with mentor teachers and university supervisors.
2. **NAEYC Professional Standards**: In early childhood placements, teacher candidates are expected to follow NAEYC's standards for developmentally appropriate practice, including fostering a positive learning environment that supports children's cognitive, social, and emotional development. Teacher candidates will demonstrate their ability to create meaningful learning experiences that integrate play-based learning, creativity, and hands-on exploration, as outlined in NAEYC's Standard 1 (Promoting Child Development and Learning) and Standard 4 (Using Developmentally Effective Approaches).
3. **CAEP Standards**: The internship experience also aligns with CAEP Standards, focusing on ensuring teacher candidates are prepared to meet the high-quality professional standards of educator preparation. Candidates are required to show competency in the application of content knowledge, instructional strategies, and assessment techniques in real-world classroom settings, as emphasized in CAEP Standards 1 (Content and Pedagogical Knowledge) and 2 (Clinical Partnerships and Practice).

By embedding these national standards into the field-based teaching experience, EDE 4989 ensures teacher candidates are well-equipped to meet the diverse needs of young learners and contribute to the improvement of educational practices in early childhood classrooms. Teacher candidates will receive continuous feedback and coaching to help them reflect on their teaching, adjust instruction to enhance student learning, and develop as professional, effective educators.

Mississippi College and Career-Ready Standards

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

The Mississippi College and Career Ready Standards (MCCRS) are incorporated in EDE 4989 *Teaching Internship* by guiding teacher candidates in designing and delivering instruction that aligns with the state's academic expectations for early childhood learners. Throughout the internship, candidates apply these standards to create developmentally appropriate lesson plans, assess student progress, and ensure all learners meet grade-level benchmarks in core content areas.

Mississippi Educator Code of Ethics

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator of administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 standards is available at https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf

The Mississippi Educator Code of Ethics is incorporated in EDE 4989*Teaching Internship* by holding teacher candidates to high standards of professional conduct, including maintaining confidentiality, fostering equitable learning environments, and demonstrating integrity in their interactions with students, colleagues, and families. Candidates are expected to adhere to these ethical guidelines throughout their field experience, ensuring they model ethical behavior in the classroom and uphold the responsibilities of the teaching profession.

High Quality Instruction

This course covers high quality Instructional materials (HQIM) that provide a road map for teacher candidates on how to plan, teach, and assess student learning and ensure they are mastering the skills needed to be college and career ready. The Mississippi Department of Education provides the following website https://msinstructionalmaterials.org/ for best in-class instructional resources to build teacher candidate's knowledge of HQIM.

Field Component

Performance Based Instruction. Field-Based Internship. Teacher candidates will be involved in a professional full-day public school teaching experience in a prekindergarten, kindergarten, first, second, or third grade classroom under the direction of a classroom mentor teacher and university supervisor. Teacher candidates with begin in a co-teaching model at the start of the internship and will gradually pick up the teaching load at a rate that at minimum they will serve as the lead teachers all day for twenty five percent of their placement.

MISSISSIPPI STATE UNIVERSITY™
COLLEGE OF EDUCATION

Teacher Education and Leadership Course Syllabus

EDE 3423 Early Childhood Mathematics Methods

Credit Hours: Three (3) credit hours

Method of Instruction: C – Lecture. A variety of methods of instruction will be employed. This class is designed to prepare candidates to teach mathematics in the Early Childhood and K-3 grades classroom; therefore, the professor will model teaching techniques appropriate for those mathematics learning environments. Specific instructional methods will include lecture, class discussion, demonstration lessons, and candidate presentations.

Method of Course Delivery: N=Synchronous, H=Hybrid
The synchronous online and hybrid formats provide flexibility while maintaining strong engagement and interaction. Synchronous sessions enable real-time discussions, immediate feedback, and collaboration, fostering community and active learning. The hybrid model, with live sessions over 50% of the time, blends live interaction and asynchronous online instruction, offering virtual discussions, hands-on activities, and group work alongside self-directed online modules.

Catalog Description: (Prerequisites: MA 1413 or MA 1213). Three hours lecture. Field based. The content and processes of mathematics instruction at the early childhood level through grade 3; teaching principles, mathematical tools, and assessment of student progress.

College of Education Conceptual Framework

The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit https://www.educ.msstate.edu/about/framework/

Student Learning Outcomes
Upon completion of EDE 3423, the student will be able to

1. Apply national and state standards of mathematics curriculum and instruction in the early childhood and elementary levels (InTASC 1, 2, ISTE 2.1, CFPO 3, CAEP 1.2).
2. Apply the goals and standards of mathematics instruction in the early childhood and elementary levels in ways that align with the influences of social, cultural, and global concerns (InTASC 2, 4, ISTE 2.2, 2.4, CPFO 2, CAEP 1.1, 1.3).
3. Analyze theories of child development and learning to inform the teaching and learning of mathematics (InTASC 1, ISTE 2.5, CFPO 2, CAEP 1.1).
4. Explain how to facilitate each of the five mathematics processes (Problem Solving, Communication, Connections, Representation, and Reasoning and Proof) in the context of the early childhood and elementary learning environments (InTASC 4, ISTE 2.6, CFPO 3, CAEP 1.1).
5. Design developmentally appropriate instruction for diverse early childhood and elementary students to teach mathematics concepts and skills (InTASC 1, 2, ISTE 2.5c, CFPO 2, CAEP 1.3).
6. Evaluate students' understanding, needs, and learning in mathematics using assessment tools aligned with NCTM principles (InTASC 6, ISTE 2.7b, CFPO 4, CAEP 1.3, 1.4).
7. Develop integrated teaching and learning experiences with emphasis on discovery and play in mathematics (InTASC 4, ISTE 2.5b, CFPO 10, CAEP 1.3).
8. Incorporate appropriate mathematics manipulatives to facilitate early childhood and elementary students' learning experiences in understanding number and operations, geometry, algebra, measurement, and data analysis (CFPO 3,5, ISTE 2.5a, CFPO 2, 10, CAEP 1.3).
9. Incorporate various technological resources, such as virtual manipulatives, dynamic math software, and calculators to provide developmentally appropriate early childhood and elementary mathematics instruction (InTASC 5, ISTE 2.5, CFPO 7, CAEP 1.3).
10. Collaborate with classroom mentor teachers in school settings to plan, implement, and assess mathematics teaching and learning in the early childhood and elementary classrooms (InTASC 7, ISTE 2.4a, CFPO 10, CAEP 2.3).

Course Materials

- Van de Walle, John A., Karp, K. S. & Bay-Williams, J. M. (2023). *Elementary and middle school mathematics: Teaching developmentally, 11th edition).* Pearson Education Inc.
- Manipulative Kit - Students must purchase the Hand2Mind Take-Home Manipulative Kit for Grades 3-5. Go to https://www.amazon.com/hand2mind-Manipulative-Individual-Practice-Homeschool/dp/B086MNBF52/ref=sr_1_26?crid=24JT4WKIJOBTW&keywords=hand+2+mind+manipulatives+kit+3-5&qid=1690820410&sprefix=hand+2+mind+manipulatives+kit+3-5%2Caps%2C95&sr=8-26. It is $29.99. This is also available through Hand2Mind or Staples.
- Other Class Materials: Scissors, Colored Pencils/Markers, Transparent Tape (like Scotch Tape), Ruler & Stapler, Printer (or access to a Printer), Digital Scanner/Camera/Video Camera (or access to a smart phone with camera and PDF scanner app)

Course Topics

1. Introduction to Mathematics Education in Early Childhood & Elementary Grades K-3: Developing Confident and Competent Mathematics Learners (2 hours)
2. NCTM Principles & Standards, National and State Early Childhood Mathematics Standards & Mississippi College and Career Readiness Standards (2 hours)
3. Exploring What It Means to Know and Do Mathematics (3 hours)
4. Early Mathematical Experiences & The Role of Creative Play (2 hours)
5. Process Standards: Problem Solving, Reasoning & Proof, Communication, Connections & Representation (2 hours)

6. Teaching Problem-Based Mathematics: Discovery and Discourse (3 hours)
7. Planning in the Problem-Based Classroom (3 hours)
8. Technology Tools & Manipulatives (3 hours)
9. Assessment in the Early Childhood and Elementary Mathematics Classroom (2 hours)
10. Equitable Mathematics Instruction: Supporting Each & Every Student (2 hours)
11. Content Specific Instruction (18 hours)
    a. Early Number Concepts & Number Sense (3 hours)
    b. Operations with Numbers (3 hours)
    c. Geometry & Spatial Skills (3 hours)
    d. Concepts of Algebra: Equality, Patterns and Properties of Number (3 hours)
    e. Concepts of Measurement (3 hours)
    f. Data Analysis: Classification and Graphical Representations (3 hours)
12. Final Exam (3 hours)

Evaluation of Student Progress
This course uses a 10-point grading scale based on 1000 points. The points needed for each letter grade are detailed below. All assignments are due on the due date per the tentative course calendar.

Chapter Quizzes: The student will complete a quiz at the starts of the classes in which chapters 1 – 6 will be discussed. These quizzes will assess the students' comprehension of those chapters, as well as previously covered material (Objectives 1, 2, 3, 4, 6, 9).

Lesson Plans: The student will construct two lesson plans, one for Pre-K, K or 1st grade and one for 2nd or 3rd grade. Each lesson plan will focus on an assigned mathematics concept and will use one or more activities from the course textbook and/or grade appropriate NCTM-published activities, along with other resources found on the NCTM website to address remediation and enrichment. Specific expectations and requirements of this assignment along with the rubric that will be used to evaluate this assignment will be provided to the student. One of these lesson plans will be implemented during field experience (Objectives 1, 2, 4, 5, 6, 7, 8, 9, 10).

Assessment Project: The student will be assigned a specific NCTM Mathematics Content Strand and grade level (2nd or 3rd grade) for this project. The student will select two appropriate CCSSM Content Standards and 3 select specific skills, aligned with the CCSSM Content Standards. Then the student will construct a traditional, summative assessment to evaluate attainment of those 3 skills. The traditional summative assessment must contain exactly 5 questions/items per skills, must contain at least 3 different types of questions, and must be "student-friendly" in appearance and in wording. All test items are to be in relevant contexts. The entire formal assessment must be created in Word and technology generated. Specific expectations and requirements of this assignment, along with the rubric that will be used to evaluate this assignment will be provided to the student (Objectives 1, 2, 4, 6).

Chapter Activities & Daily Participation: Various in-class & out-of-class activities based on the contents of the chapters will be completed throughout the semester. In order to successfully complete EDE **3423**, full participation and accuracy of content knowledge must be demonstrated (specifically, activities concerning basic facts, story problem structures, operations on whole numbers, properties of operations, fraction concepts and comparing fractions, equality, patterns,

properties of polygons, spatial visualization, concepts of measurement and data analysis must be successfully completed with accuracy by the end of the semester). Information regarding the content of each chapter provided through PowerPoint Presentations will be discussed each class meeting. It is the candidate's responsibility to read each chapter prior to coming to class and come to class prepared to ask specific questions concerning what was read. Class time will be used primarily for demonstration lessons and engaging in research-based activities appropriate for Early Childhood through Grade 3 classroom use, as well as follow-up discussions (Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9).

Chapter Tests: All tests are announced and will assess understanding of appropriate Early Childhood through Grade 3 mathematics pedagogy as defined by chapter readings, Power Point slides, class discussions, and class activities. Chapter tests are cumulative, although emphasis is given to specific sets of chapters (Objectives 1, 2, 3, 4, 6, 7, 8, 9).

Final Exam: The cumulative final exam will assess the students' understanding of appropriate Early Childhood through Grade 3 mathematics pedagogy as defined by chapter readings, Power Point slides, class discussions, and class activities discussed and experienced throughout the semester (Objectives 1, 2, 3, 4, 6, 7, 8, 9).

Professionalism: The student will be assessed on their adherence to the MSU College of Education's Professional Dispositions in all aspects of EDE 3423 The student will be expected to participate in class discussions and exhibit professionalism in class and in all communication with the instructor, as outlined by the Professional Dispositions document that was signed as part of the application process for Phase 2 of the Teacher Education Program (Objective 10).

Field Experience: The field experience component of this course will consist of 10 hours in a grades 1 – 3 mathematics classroom. The first two hours will be spent observing the students' assigned classroom teacher teaching math. While observing the student is to complete the two TIAI teacher observations following specific instructions provided by the instructor. These observations are based on the communication, instruction, management, and assessment parts of the TIAI. On the due date, the student will submit the completed TIAI observation responses (including the corresponding TIAI indicators) to the instructor, typed and written in complete sentences. Responses should be thorough. The remaining 8 hours will include one-on-one, small group and/or whole class mathematics teaching, including implementing one of the two lesson plans that are an assignment of the course. Additional information about the field experience component will be provided to students in a separate document (Objective 1, 2, 3, 4, 5, 6, 7, 8, 9, 10).

<u>Student Activities/Assessments:</u>

- Chapter Quizzes (6 @ 10 points) – 60 points
- Lesson Plans (2 @ 50 points) – 100 points
- Assessment Project – 90 points
- Chapter Activities & Daily Participation (15 weeks @ 15 points per week) – 225 points
- Chapter Tests (3 @ 100 points) – 300 points
- Final Exam – 100 points
- Professionalism – 25 points
- Field Experience: TIAI Teacher Observations & Teaching – 100 points

Grading Scale:

1000 – 900 = A
899 – 800 = B
799 – 700 = C
699 – 600 = D
599 & below = F

Attendance
Campus 2: In accordance with university policy (AOP 12.09), students are expected to attend all scheduled face-to-face sessions of class. Students' participation will be evaluated using a rubric that will consider the following criteria/activities with each weighted equally: (a) attendance of class meetings, (b) engagement in class discussions, and (c) regular participation in class activities. Each unexcused absence from a class meeting will result in a 3-point deduction. When an absence from class is essential, the student must inform the instructor in advance, when possible, and provide appropriate documentation within 48 hours of returning to class.

Campus 5: In accordance with university policy (AOP 12.09), students are expected to attend any scheduled synchronous online sessions of class and asynchronous attendance will be monitored through on-going participation and timely submission of assignments, as well as regular log-ins into the course and engagement with course content. Students will be expected to complete all weekly activities in Canvas by the posted deadline. Students' participation will be evaluated using a rubric that will consider the following criteria/activities with each weighted equally: (a) viewing video lectures/materials, (b) relative (to others in the class) levels of engagement measured by Canvas Analytics, and (c) regular participation in the course (as indicated by Canvas Analytics). Additionally, students will be asked to watch and comment on asynchronous lectures. A failure to do so will result in a 3-point deduction from the total attendance points, except in the case of excused absences as defined by the university's absence policy, AOP 12.09; see University Syllabus. The instructor reserves the right to deduct points for students who do not engage in proper etiquette.

Technology

All Students: Course materials, assignment instructions, and discussion boards will be made available online via MSU's Canvas learning management platform.

Face-to-face and synchronous online students: Instruction will be delivered primarily via synchronous lecture and live discussion facilitated in the classroom (face-to-face students) or via Webex (synchronous online students).

Asynchronous online students: Instruction will be delivered primarily via recorded lectures and interactive student discussions facilitated by virtual discussion boards.

As such, this course requires students to have the consistent use of online video and audio to fully participate in the course assignments. You will need access to MSU Canvas, Microsoft Outlook, an active msstate.edu email account, and a reliable internet connection capable of accessing video, audio, and materials for download (at least 10-15 MBps).

Recommended hardware, software, and platform specifications include:

- Mac or PC (Intel Core i5 processor or equivalent, RAM 8 GB minimum) with recently updated Firefox and/or Google Chrome browsers
- Microsoft Word, 2013 or later
- Microsoft Outlook
- Access to Canvas
- Access to my.msstate.edu

Required Technical Skills include:

- Ability to use a keyboard or other means of text generation
- Ability to download, install, and manage computer applications
- Ability to use video and audio functions in Webex

University Syllabus

The Mississippi State University Syllabus contains all policies and procedures that are applicable to every course on campus and online. The policies in the University Syllabus describe the official policies of the University and will take precedence over those found elsewhere. It is the student's responsibility to read and be familiar with every policy. The University Syllabus may be accessed at any time on the Provost website under Faculty and Student Resources and at https://www.provost.msstate.edu/faculty-student-resources/university-syllabus.

OTHER COURSE POLICIES

- ***Professional Dispositions Policy:*** Teaching is a career dependent on performance, assessment of content knowledge, and evaluation. The tasks chosen for EDE3423 are designed to facilitate the students' growth as a professional educator. Within the field experience classroom performance, professional conduct is expected at all times. If unprofessional conduct is observed, the student will have a conference with MSU Elementary Education faculty to discuss their behavior. In the event that such behavior continues, the student may be removed from the field experience for the remainder of the semester.

- ***Social Media Policy:*** Per the Mississippi Department of Education Code of Ethics Standard 4: Educator/Student Relationships and Standard 9: Maintenance of Confidentiality and the pre-professional license, students are expected to respect the privacy of all school personnel, students, and their families associated with all field experience placements. Students are not to post anything (messages, comments, pictures, videos, etc.) related to or involving any field experience school personnel or students to any social media venue while enrolled in EDE 3423. Students are also not to take photographs or videos and are not allowed to use any type of social media while on the property of any field experience school. Violation of this policy will result in removal from the field experience with grades of "0" being assigned by the university supervisor for any incomplete field experience requirements and a violation of the Dispositions Policy with the completion of the Dispositions Violation Form.

- ***Class Etiquette Policy:*** Per AOP 10.08-Classroom Regulations, "In order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices, and other electronic devices is prohibited in the classroom unless

authorized by the instructor." If there is an emergency situation which would require the need for a student's cell phone to be on vibrate, they must first discuss this with their instructor. Cell phones are not allowed at field experiences schools or in any field experience school buildings. Professionalism points will be deducted for violation of this policy, if observed by either the course instructor or other field experience personnel. If the instructor sees a cell phone out during class at a time when access to the Internet and/or calculator usage is not authorized, 10 professionalism points will be deducted from the student's professionalism points for each offense.

- ***Communication Policy:*** Per OP 91.130-Contacting Students, "the primary means of making contact with students are through the U.S. mail, electronic mail, or through telephone messages left with the officers, staff, or roommate(s) within a student's place of residence." Therefore, students are expected to check their MSU email account multiple times during the day. The instructor will send out emails regarding course information, assignments, and professional dress code strictly through MSU email.

- ***AI Policy:*** In EDE 3423, it is expected that all submitted work is produced by students themselves. Use of a Generative AI tool to complete an assignment constitutes academic dishonesty and will be reported as an Honor Code Violation. All submitted work will be filtered through turnitin.com AI Writing Detection. Similarity reports will be reviewed, and significant AI generated material will be reported as an Honor Code Violation.

Mississippi Department of Education (MDE) Licensure Requirements
(or other accreditor requirements)

Incorporation of National Curriculum Standards for Mathematics Education
This course is designed with a strong alignment to national curriculum standards, ensuring that candidates are well-prepared to teach mathematics in Early Childhood and K-3 classrooms. Throughout the course, the professor models teaching techniques that are developmentally appropriate and reflective of national and state standards, including INTASC, ISTE, and the National Council of Teachers of Mathematics (NCTM) principles. Student learning outcomes focus on the integration of key teaching principles, such as problem-solving, mathematical processes, and the use of manipulatives and technology to facilitate understanding. The course further emphasizes collaboration with classroom mentor teachers and the importance of adapting instruction to address social, cultural, and global concerns.

Mississippi College and Career-Ready Standards
Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

This course is designed to align closely with the Mississippi College and Career-Ready Standards (MCCRS) for Mathematics, preparing candidates to teach mathematics in Early Childhood and K-3 classrooms. The MCCRS are embedded in the curriculum, ensuring that students understand and can apply the standards in real classroom settings. Key course components include modeling instructional strategies that promote mathematical reasoning, problem-solving, and the use of manipulatives and technology, all aligned with MCCRS expectations. Candidates will learn to develop lesson plans, assessments, and instructional practices that meet the MCCRS goals for student achievement, fostering a deep understanding of number operations, geometry, algebra, and data analysis for young learners. Field-based experiences will further reinforce candidates' ability to implement these standards in ways that support diverse learners and prepare students for college and career readiness.

Mississippi Educator Code of Ethics
This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator of administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 standards is available
at https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf

This course integrates the Mississippi Code of Ethics by emphasizing professional behavior, ethical decision-making, and maintaining a commitment to equitable teaching practices in early childhood and elementary mathematics classrooms. Candidates are expected to uphold these ethical

standards in their interactions with students, colleagues, and during their field-based experiences, ensuring a positive and respectful learning environment.

High Quality Instruction

This course covers high quality Instructional materials (HQIM) that provide a road map for teacher candidates on how to plan, teach, and assess student learning and ensure they are mastering the skills needed to be college and career ready. The Mississippi Department of Education provides the following website https://msinstructionalmaterials.org/ for best in-class instructional resources to build teacher candidate's knowledge of HQIM.

Field Component

The field experience component of this course will consist of 10 hours in a grades K – 3 mathematics classroom. The first two hours will be spent observing your assigned classroom teacher teaching math. The remaining 8 hours will include one-on-one, small group and/or whole class mathematics teaching, including implementing one of the two lesson plans that are an assignment of the course.

TENTATIVE COURSE SCHEDULE:

Week	Topics	Activities/Assignments
Week 1	Syllabus, Pre-Assessments, Introduction to Mathematics Education in Early Childhood & Elementary Grades K-3: Developing Confident and Competent Mathematics Learners; NCTM Principles and Standards	Daily Participation, In-Class Activities, Assigned Chapter Readings, Chapter Quiz #1
Week 2	National and State Early Childhood Mathematics Standards & Mississippi College and Career Readiness Standards; Process Standards: Problem Solving, Reasoning & Proof, Communication, Connections & Representation	Daily Participation, In-Class Activities, Assigned Chapter Readings, Chapter Quiz #2
Week 3	Exploring What It Means to Know and Do Mathematics	Daily Participation, In-Class Activities, Assigned Chapter Readings, Chapter Quiz #3
Week 4	Early Mathematical Experiences & The Role of Creative Play; Teaching through Discovery	Daily Participation, In-Class Activities, Assigned Chapter Readings
Week 5	Teaching Problem-Based Mathematics; The Importance of Discourse; Lesson Planning in Early Childhood Mathematics	Daily Participation, In-Class Activities, Assigned Chapter Readings, Chapter Quiz #4
Week 6	Planning in the Problem-Based Classroom; Early Childhood & Elementary Grades Manipulatives	Daily Participation, In-Class Activities, Assigned Chapter Readings, Chapter Quiz #5
Week 7	Age-Appropriate Technology Tools; Assessment in the Early Childhood Mathematics Classroom	Daily Participation, In-Class Activities, Assigned Chapter Readings
Week 8	Assessment in the Elementary Mathematics Classroom; Equitable Mathematics Instruction: Supporting Each & Every Student	Daily Participation, In-Class Activities, Assigned Chapter Readings, Chapter Quiz #6
Week 9	Early Number Concepts and Number Sense	Daily Participation, In-Class Activities, Assigned Chapter Readings, TIAI Teacher Observations
Week 10	Operations with Numbers; Fraction Concepts	Daily Participation, In-Class Activities, Assigned Chapter Readings, Chapter Test #1
Week 11	Geometry & Spatial Skills	Daily Participation, In-Class Activities, Assigned Chapter Readings, Lesson Plan #1
Week 12	Concepts of Algebra: Equality, Patterns and Properties of Number	Daily Participation, In-Class Activities, Assigned Chapter Readings, Chapter Test #2

Week 13	Concepts of Measurement	Daily Participation, In-Class Activities, Assigned Chapter Readings, Lesson Plan #2
Week 14	Data Analysis: Classification and Graphical Representations	Daily Participation, In-Class Activities, Assigned Chapter Readings, Chapter Test #3
Week 15	Field Experience Debriefing and Final Exam	Daily Participation, In-Class Activities, Assessment Project, Final Exam

TENTATIVE HYBRID SCHEDULE

Week	Topics	Activities/Assignments	Live/Asynchronous
Week 1	Syllabus, Pre-Assessments, Introduction to Mathematics Education in Early Childhood & Elementary Grades K-3; Developing Confident and Competent Mathematics Learners; NCTM Principles and Standards	Daily Participation, Assigned Chapter Readings, Chapter Quiz #1	**Live**
Week 2	National and State Early Childhood Mathematics Standards; Process Standards (Problem Solving, Reasoning & Proof, Communication, Connections & Representation)	Asynchronous Participation, Assigned Chapter Readings, Chapter Quiz #2	**Asynchronous**
Week 3	Exploring What It Means to Know and Do Mathematics	Daily Participation, In-Class Activities, Assigned Chapter Readings, Chapter Quiz #3	**Live**
Week 4	Early Mathematical Experiences & The Role of Creative Play; Teaching through Discovery	Asynchronous Participation, Assigned Chapter Readings	**Asynchronous**
Week 5	Teaching Problem-Based Mathematics; The Importance of Discourse; Lesson Planning in Early Childhood Mathematics	Daily Participation, In-Class Activities, Assigned Chapter Readings, Chapter Quiz #4	**Live**
Week 6	Planning in the Problem-Based Classroom; Early Childhood & Elementary Grades Manipulatives	Asynchronous Participation, Assigned Chapter Readings, Chapter Quiz #5	**Asynchronous**
Week 7	Age-Appropriate Technology Tools; Assessment in the Early Childhood Mathematics Classroom	Daily Participation, In-Class Activities, Assigned Chapter Readings	**Live**
Week 8	Assessment in the Elementary Mathematics Classroom; Equitable Mathematics Instruction: Supporting	Asynchronous Participation, Assigned Chapter Readings, Chapter Quiz #6	**Asynchronous**

Week	Topics	Activities/Assignments	Live/Asynchronous
	Each & Every Student		
Week 9	Early Number Concepts and Number Sense	Daily Participation, In-Class Activities, Assigned Chapter Readings, TIAI Teacher Observations	**Live**
Week 10	Operations with Numbers; Fraction Concepts	Asynchronous Participation, Assigned Chapter Readings, Chapter Test #1	**Asynchronous**
Week 11	Geometry & Spatial Skills	Daily Participation, In-Class Activities, Assigned Chapter Readings, Lesson Plan #1	**Live**
Week 12	Concepts of Algebra: Equality, Patterns and Properties of Number	Asynchronous Participation, Assigned Chapter Readings, Chapter Test #2	**Asynchronous**
Week 13	Concepts of Measurement	Daily Participation, In-Class Activities, Assigned Chapter Readings, Lesson Plan #2	**Live**
Week 14	Data Analysis: Classification and Graphical Representations	Asynchronous Participation, Assigned Chapter Readings, Chapter Test #3	**Asynchronous**
Week 15	Field Experience Debriefing and Final Exam	Daily Participation, In-Class Activities, Assessment Project Final Exam	**Live**

In this setup:

- **Live weeks** emphasize interactive learning, discussions, and group activities.
- **Asynchronous weeks** focus on individual learning tasks such as reading, viewing recorded lectures, quizzes, and completing assignments.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institutional Request Form – Appendix 8
(Submit in PDF format with signatures.)

Institution:	Mississippi State University
Date of anticipated implementation:	August 2025
Program title as it will appear on Academic Program Inventory, Diploma, and Transcript:	Bachelor of Applied Science in Early Childhood Teaching
Name of degree(s) to be awarded:	Bachelor of Applied Science
Six-digit CIP code:	13.1210
Total credit-hour requirement to earn the degree:	120-122
Responsible academic unit:	College of Education – Meridian
Institutional contact:	Jeff Leffler, 601-484-0187, jleffler@meridian.msstate.edu
Phone:	
Email:	
SACSCOC Substantive Change:	☒ Program proposed **IS NOT** a substantive change. ☐ Program proposed **IS** a substantive change.
Incremental, five-year cost of implementation:	$906,378
Incremental, five-year per student cost of implementation:	$4,873
Potential five-year, new revenue:	$3,461,460
Potential new, five-year revenue per student:	$18,610
Will it attract new students to the university?	☒ Yes ☐ No
List any institutions within the State offering similar programs:	There are not any institutions offering a similar program in this area.

Number of students expected to enroll in first 5 years:		Number of students expected to graduate in first 5 years:	
Year 1	25	Year 1	0
Year 2	30	Year 2	20
Year 3	36	Year 3	24
Year 4	43	Year 4	29
Year 5	52	Year 5	35
Total	186	Total	108

Program summary (include second majors completed, if applicable):

The Bachelor of Applied Science in Early Childhood Teaching (ECHT) is a comprehensive undergraduate program designed to equip students with the practical skills and theoretical knowledge necessary to effectively teach students in grades Pre-K through 3rd grade. This program integrates fundamental pedagogical theory with applied strategies and tools to prepare students to provide sound and innovative instruction to Pre-K-3 students. With a focus on applied learning, students gain in-depth understanding of child development, effective classroom management techniques, curriculum design and implementation, assessment and evaluation strategies, collaboration and communication skills, as well as professionalism and ethical practices. Graduates of this program are equipped with the necessary skills and qualifications to create developmentally appropriate learning environments, engage young learners, and establish meaningful partnerships with families and colleagues. Through a combination of coursework and hands-on experiences, students will acquire the expertise required to positively impact the lives of children and make a significant contribution to the field of early childhood education. Students who successfully complete the program of study and a residency in a local school district, and earn passing scores on the required licensure exams, will exit the

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institutional Request Form – Appendix 8
(Submit in PDF format with signatures.)

program with a PreK-3 MS teaching license.

The audit of recently approved academic programs ensures that the program outcomes are congruent with the Board-approved proposal.

Please respond to the questions on the following pages to aid the institution and IHL staff in making recommendations to the IHL Board of Trustees.

Chief Academic Officer Signature – Date	Institutional Executive Officer Signature – Date

New Academic Degree Program Questions:	
1	Describe how the degree program will be administered including the name and title of person(s) who will be responsible for curriculum development and ongoing program review.
	The program will be administered with oversight from the College of Education - Meridian Campus and will be offered in Meridian and online. Dr. Jeff Leffler, Associate Professor of Elementary Education, will be the program coordinator.
2	Describe the educational objectives of the degree program including the specific objectives of any concentrations, emphases, options, specializations, tracks, etc.
	Instructional Planning and Delivery: Graduates will design and implement developmentally appropriate lesson plans that align with state standards, incorporating various instructional strategies and materials to meet the diverse needs of young learners. Assessment and Data Analysis: Graduates will develop proficiency in administering, interpreting, and utilizing assessments to gather data on children's learning and development and analyze assessment results to inform instructional decisions and create individualized learning plans. Child Development and Learning: Graduates will create engaging learning experiences that promote optimal development across domains, exhibiting a deep understanding of the stages of physical, cognitive, social, and emotional development in children from birth to age 8. Classroom Management and Positive Behavior Support: Graduates will demonstrate the ability to employ effective classroom management strategies and techniques to create a positive and inclusive learning environment. Literacy Instruction and Assessment: Graduates will develop expertise in teaching reading and writing skills, employing evidence-based instructional practices and assessments to promote literacy development to address the needs of struggling readers, differentiate instruction, and foster a love for reading in young learners. Mathematics Instruction and Assessment: Graduates will demonstrate a strong foundation in mathematics content knowledge and pedagogy, enabling them to teach mathematical concepts and skills using manipulatives, real-world applications, and

problem-solving strategies.

Family and Community Engagement: Graduates will demonstrate skills necessary to establish and maintain partnerships with families and the community, including effective communication techniques, involving families in their child's education, and collaborating with community resources to support children's learning and well-being.

Professionalism and Ethical Practices: Graduates will exhibit professionalism, ethical behavior, and a commitment to their ongoing professional development by adhering to ethical guidelines, legal requirements, and policies relevant to early childhood education, ensuring they provide a safe, inclusive, and culturally responsive learning environment.

3	Describe any special admission requirements for the degree program including any articulation agreements that have been negotiated or planned.
	Applicants to the BAS in Early Childhood Teaching must possess an accredited Associate of Applied Science (AAS) in Early Childhood Technology, or other AAS majors pertaining to early childhood education and have a GPA of 2.0 as computed by Mississippi State University. Applicants must also be in good academic standing with their current college.
4	Describe the professional accreditation that will be sought for this degree program. If a SACSCOC visit for substantive change will be necessary, please note.
	This program will seek accreditation from the Council for the Accreditation of Educator Preparation (CAEP), in keeping with all education programs at Mississippi State. The program will also follow all guidelines for reporting as set forth by the Mississippi Department of Education. This program is not a substantive change and will not require a SACSCOC visit.
5	Describe the curriculum for this degree program including the recommended course of study (appending course descriptions for all courses) and any special requirements such as clinical, field experience, community service, internships, practicum, a thesis, etc.
	The overall curriculum for this degree program consists of the university core curriculum (30 hours), major coursework in early childhood teaching (45 hours, and up to 45 hours credit for work in the technical discipline associated with the student's AAS degree for a total 120 hours required for student to complete in the BAS in Early Childhood Teaching program.

UNIVERSITY CORE CURRICULUM:
English (6 Hours)
- EN 1103 English Composition I or EN 1104 Expanded English Composition I
- EN 1113 English Composition II or EN 1173 Accelerated Composition II

Fine Arts (3 hours):
- Any General Education Course

Natural Sciences (6 hours):
- (2 labs required from Gen Ed):
- Any approved science w/ lab

Math (3 hours):
- MA 1413 Structure of Real Numbers or MA 1213 Math in Your World or MA 1313 College Algebra (or higher)

Humanities (6 hours):
-EDE 2442 Creative Arts for Elementary/Middle Level
-Any Other General Education Course

Social/Behavioral Sciences (6 hours):
- HDFS 1813- Individual and Family Development through the Lifespan
-Any Other General Education Course

MAJOR CORE CURRICULUM (45 hours):
- PCS 2111 Introduction to Bachelor of Applied Science
- EDX 3213 Foundations of Special Education
- RDG 3113 Early Literacy Instruction I
- RDG 3123 Early Literacy Instruction II
- EDE 3423 Early Childhood Mathematics Methods
- RDG 3223 Diagnosing and Assessing Reading Difficulties in Children
- EDE 4513 Literacy and Social Studies Pedagogy in Early Childhood
- EDE/HDFS 4303 Instructional Design and Assessment in Early Childhood
- EDE 4523 STEAM Pedagogy in Early Childhood
- EDX 4413 Working with Families of Students with Disabilities OR HDFS 4803 Parenting
- EDE/HDFS 4323 Technology in the Early Childhood Classroom
- EDE 4883 Managing the Elementary and Middle Level Classroom OR HDFS 3843 Guiding Young Children's Behavior & Social Development
- EDE 4989 Teaching Internship for Prekindergarten and Early Grades
- PCS 4112 Professional Success Strategies in Applied Fields

TECHNICAL COURSES IN DISCIPLINE (45 hours):
- Transferred from the community college

TOTAL HOURS: 120

SPECIAL REQUIREMENTS:
In order to receive a teaching license, students must complete all practicum hours associated with completion of the major core courses. Students must also either work as a teacher assistant in a local school for two years during the course of their program or complete a one-year internship following program completion in order to receive a 5 year, renewable license.
The following exams must be passed to receive a Pre-K-3 license:
- Principles of Learning and Teaching: Early Childhood Praxis (Test Code – 5621)
- Education of Young Children Praxis (Test Code – 5024)
- Pearson's Foundations of Reading exam

6	Describe the faculty who will deliver this degree program including the members' names, ranks, disciplines, current workloads, and specific courses they will teach within the program. If it will be necessary to add faculty in order to begin the program, give the desired qualifications of the persons to be added.

Because the proposed major includes existing courses from other academic colleges, the below required courses will continue to be delivered primarily by existing faculty from the College of Education, Meridian Campus:
- RDG 3113 Early Literacy Instruction I

- RDG 3123 Early Literacy Instruction II
- EDE 3123 Early Childhood Education
- RDG 3223 Diagnosing and Assessing Reading Difficulties in Children
- EDX 3213 Foundations of Special Education
- EDE 4883 Managing the Elementary and Middle Level Classroom

The following required course will be delivered by existing faculty from the School of Human Sciences, Online Campus:
- HDFS 1813- Individual and Family Development through the Lifespan
- HDFS 3843 Guiding Young Children's Behavior & Social Development

The below required courses will be delivered by Kenna Vowell, Instructor in the College of Professional and Continuing Studies, or other qualified faculty within the colleges:
-- EDE/HDFS 4303 (ex. Course code) Instructional Planning and Design for Early Childhood
-- EDE/HDFS 4323 (ex. Course code) Technology in the Early Childhood Classroom
- PCS 2111 Introduction to Bachelor of Science
- PCS 4112 Professional Success Strategies in Applied Fields

7	Describe the library holdings relevant to the proposed program, noting strengths and weaknesses. If there are guidelines for the discipline, do current holdings meet or exceed standards?
	The Mississippi State Library has adequate holdings for the proposed program. The following databases for the Mississippi State Library are relevant to BAS in Early Childhood Education - Teaching program: • eBooks from EBSCO • Academic Search Premier • ERIC • PsycInfo
8	Describe the procedures for evaluation of the program and its effectiveness in the first five years of the program, including admission and retention rates, program outcome assessments, placement of graduates, changes in job market need/demand, ex-student/graduate surveys, or other procedures.
	Evaluation of this program will be aligned to the standards of evaluation set forth by the Mississippi Department of Education. Throughout the first five years of this program, program facilitators will maintain an ongoing assessment of program effectiveness, make necessary adjustments based on data analysis, and ensure alignment with accreditation standards and state requirements, as well as regularly engage with relevant stakeholders, such as faculty, students, graduates, and MDE representatives, to gather feedback and make informed decisions regarding program enhancements. A summary of the evaluation plan is as follows: Year 1: - Conduct an assessment of the program's admission criteria and processes to ensure alignment with accreditation standards and state requirements. - Collect admission and retention rates for the cohort admitted during the year. - Review and analyze program outcome assessments, including student performance on state licensure tests and common assessments. - Analyze and report program outcome data in the Annual Report to the Mississippi Department of Education (MDE) for State Program Approval Status. - Review any feedback from the State/National Accreditation Visit and implement necessary improvements based on recommendations. Year 2:

- Review and refine admission and retention strategies based on Year 1 data and analysis.
- Collect admission and retention rates for the new cohort admitted during the year.
- Analyze program outcome assessments and compare results to previous years.
- Continue to report program outcome data in the Annual Report to MDE for State Program Approval Status.
- Address any additional recommendations from the State/National Accreditation Visit.

Year 3:
- Continue to assess and enhance admission and retention strategies based on previous year's data.
- Collect admission and retention rates for the new cohort.
- Analyze program outcome assessments and identify trends or areas for improvement.
- Submit the Annual Report to MDE for State Program Approval Status, including updated data on performance and demographic information.
- Monitor any changes in job market need/demand for early childhood educators and make necessary curriculum adjustments.

Year 4:
- Evaluate the effectiveness of admission and retention strategies based on cumulative data.
- Collect admission and retention rates for the new cohort.
- Analyze program outcome assessments and identify areas of success and improvement.
- Submit the Annual Report to MDE for State Program Approval Status, focusing on providing comprehensive data on candidates' and completers' performance.
- Prepare for the mid-cycle State Program Review, including compiling required documentation and evidence of compliance with state standards.

Year 5:
- Review and adjust admission and retention strategies based on insights from the previous years.
- Collect admission and retention rates for the new cohort.
- Analyze program outcome assessments and assess the impact of changes made over the years.
- Submit the Annual Report to MDE for Program Approval Status, aligning with CAEP and Title II annual reports.
- Participate in the mid-cycle State Program Review, providing evidence of continuous improvement efforts and adherence to state standards.
- Conduct surveys of ex-students/graduates to gather feedback on the program's effectiveness, relevance, and preparedness for the teaching profession.

9	What is the specific basis for determining the number of graduates expected in the first five years?

This Bachelor of Applied Science degree in Early Childhood Teaching is unique and the only one in the State of Mississippi. Additionally, nearby states of Alabama, Arkansas, and Louisiana do not have such a degree that would enable early childhood education graduates a clear and efficient pathway to get a teaching license that would better equip themselves to serve a larger range of children to meet the needs of America’s classrooms.
In fall 2022, we conducted a needs assessment survey with a 70% response rate to determine institutional interest in providing a vertical alignment to their in-demand AAS

degrees. The survey aimed to determine interest in the creation of various BAS majors, and we are pleased to report that there was significant interest in the Early Childhood Teaching major. All responding colleges expressed interest in a BAS degree that provides students with a clear pathway to a bachelor's degree culminating in a teaching license. These results confirmed the demand for this program and motivated us to develop a relevant BAS major that meets the needs of our partners and the state of Mississippi.

10 Using expected enrollment, provide the total anticipated budget for the program including implementation and 4 subsequent years (total of 5 years) of operation; any anticipated direct, indirect, and incremental costs necessary to start the program; anticipated, incremental annual revenue based on student enrollment; and other sources of funding.

Please explain what has been included in the costs and revenues.

Year	Incoming Students	Total Enrollment	Start-Up Costs	A Additional Annual Costs	B Additional Annual Revenue	C Non-Tuition Revenue	(B+C)-A Differential
2025-26	25	25	$15,0000	$20,000	$89,556	$0.00	$69,556
2026-27	30	55	$0.00	$20,000	$238,816	$0.00	$218,816
2027-28	36	71	$0.00	$20,000	$462,706	$0.00	$442,706
2028-29	43	90	$0.00	$20,000	$537,336	$0.00	$462,336
2029-30	52	113	$0.00	$75,000	$649,281	$0.00	$574,281
TOTAL	186	354	$0.00	$155,000	$1,977,695	$0.00	$1,767,695

Start-Up Costs:

- Start-up costs include marketing and recruitment activities and materials.

Direct, Incremental Costs:

- Beginning Year 1, a part-time coordinator will need to be hired to help advising of the new program.
- Beginning Year 3, the program will hire an Assistant Clinical Professor to aid in teaching courses.

Incremental Revenue:

Non-Tuition Revenue:

Differential:

11 Program Demand: Select one or both of the following to address student demand:

☒ Survey of Student Interest

Number of surveys administered:	25
Number of completed surveys returned:	17
Percentage of students interested in program:	70%

Include a brief statement that provides additional information to explain the survey.
The survey was submitted to current partners and potential partner community colleges that offer an AAS in an early childhood education-related career pathway.

☒ Market Analysis or Evidence of Labor Market Need

Given the target audience of our Bachelor of Applied Science (BAS) program, which consists primarily of employed adult learners, we made the decision to survey our partner schools instead of students. This was influenced by the understanding that students in the program may have a lower response rate due to their work commitments. Additionally, the success of the program for transfer students depends on the strength of our partnerships with community colleges. In fall 2022, we conducted a needs assessment survey with a 70% response rate to determine institutional interest in providing a vertical alignment to their in-demand AAS degrees. The survey aimed to determine interest in the creation of various BAS majors, and we are pleased to report that there was significant interest in the Early Childhood Teaching major. All responding colleges expressed interest in a BAS degree that provides ECE graduates a clear baccalaureate pathway that builds upon their classroom management and instructional experience as well as their theoretical framework experience gained in their AAS degree. These results confirmed the demand for this program and motivated us to develop a relevant BAS major that meets the needs of our partners and the state of Mississippi.

12 Employment Opportunities for Graduates (state, region, nation):

A Bachelor of Applied Science (BAS) in Early Childhood Teaching with a PreK-3 teaching license program equips graduates with the knowledge and skills necessary to pursue a career in early childhood education. This degree program focuses on preparing individuals to work with young children, specifically those in the age range of preschool to third grade. According to employment projections, the demand for early childhood educators is expected to grow significantly in the coming years. The importance of early childhood education in the development of young children has been widely recognized, leading to an increased demand for qualified professionals in this field. According to the U.S. Bureau of Labor Statistics, preschool teachers are in the top 30 jobs expected to have the most growth between the years of 2021 and 2031. Preschool and kindergarten teacher jobs are expected to grow by 18.4% percent and elementary teacher jobs in general are expected to grow by 7.4% percent nationwide. The following table shows the growth projection in neighboring states as well as Mississippi.

Preschool Teacher Jobs:		
State:	*Percentage Growth from 2020-2030:*	*Avg. Annual Openings:*
Alabama	14.1%	740
Mississippi	18.9%	320
Louisiana	4.8%	160
Tennessee	4.7%	860

Elementary Teacher Jobs:		
Alabama	6.1%	1,720
Mississippi	7.7%	1,010
Louisiana	2.1%	1,630
Tennessee	4.8%	2,270

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August 21, 2024

TO: University Committee on Courses and Curriculum

FROM: Julie Parker, HDFS Undergraduate Program Leader- School of Human Sciences

RE: Bachelor of Applied Science in Early Childhood Teaching

Dear UCCC Members,

The Human Development and Family Science faculty offers this letter of support for the proposed Bachelor of Applied Science (BAS) in Early Childhood Teaching degree program on campuses 2 & 5. As indicated by the signatures below, we support the proposal as submitted.

Thank you,

Sheri Worthy
Sheri Worthy

Julie Parker, PhD, CCLS
Julie Parker

Lori Elmore-Staton
Lori Staton

Tommy M. Phillips
Tommy Phillips

Angel Fason
Angel Fason

Mary Nelson Robertson
Mary Nelson Robertson

Cappe Hallberg
Cappe Hallberg

Samantha Daniels
Samantha Daniels

Chelsea Panse-Barone
Chelsea Panse-Barone

Benjamin Burke
Ben Burke