

EARLY CHILDHOOD EDUCATION

Early Childhood Education

College of Education

Department of Educational Studies: Elementary and Early Childhood

328 Armstrong Hall • 507-389-1516

<http://ed.mnsu.edu/eec/>

Chair: Elizabeth Sandell

Peg Ballard, Ronald Browne, Lillian Duran, Terry Fogg, Linda Good, Marla Mastin, Karl Matz, Maureen Prenn, Steven Reuter, Elizabeth Sandell, Marsha Traynor

The Department of Educational Studies: Elementary and Early Childhood has a major responsibility for providing professional education for early childhood and elementary teachers. The general goals of this program are to develop the dispositions, knowledge, and skills of candidates for licensure; to make available pre-professional clinical experiences in order to introduce students to the total early childhood education context; to provide the direct experience of teaching under supervision; and to develop understanding of developmentally appropriate curriculum design in its theory and process of formulation. Emphasis shall be on the acquiring of knowledge, professional skills and learning environment awareness.

Advising. The College of Education serves early childhood education students through developmentally appropriate levels of advising. Small group advising sessions by level are offered each semester. Sessions are posted and announced in The Reporter, the department office, and Advising Office (117 Armstrong Hall).

LEVEL 100/FIRST YEAR STUDENTS:

Students are assigned to the Student Relations Coordinator (SRC) during their first year. The SRC initially conducts the orientation programs and approves first semester schedules. Students during the first year then also have an identifiable location for immediate advising assistance (COE Academic Advising Office, directed by the SRC). Small group advising sessions are conducted mid-semester for registration assistance. Sessions will focus on program expectations, general education, and major admission.

LEVEL 200 AND BEYOND STUDENTS:

Small group sessions are held to provide information on program expectations and sequential program blocking.

TRANSFER STUDENTS

Formal evaluation of prior academic preparation follows transfer orientation. The Department Chairperson of Educational Studies: Elementary and Early Childhood formally approves the coursework based on course descriptions and syllabi, samples of completed work, and/or field experience evaluations.

<http://ed.mnsu.edu/advising/admission/onlineece.html>

Coordinator for Admission to Major: Cheryl Kalakian (117 Armstrong Hall)

All students must submit an unofficial Minnesota State University Data Audit Recording System (DARS) report. This report is available on-line on the MSU webpage under Registration. Early Childhood Education students must complete the following requirements to be admitted to the Major:

1. Completion of 32 credits
2. Grade point average (GPA) of 2.5 cumulative
3. A or B in English 101
4. A or B in Speech 100 or Speech 102
5. A, B, or C in Math 201.

Students who are not admitted may appeal.

EARLY CHILDHOOD EDUCATION BS, TEACHING

The Early Childhood Licensure Plan of Study lists general education courses, the professional core support courses, and the professional education courses; it is available in 117 Armstrong Hall.

Required General Education (20 credits):

This option is available for any major.

CDIS	205	Beginning Sign Language (3)
EEC	222W	Human Relations in a Multicultural Society (3)
ENG	101	Composition (4)
MATH	201	Elements of Mathematics I (3)
PSYC	101	Psychology (4)
SPEE	100	Fundamentals of Speech Communication (3) OR
SPEE	102	Public Speaking (3)

Required Support Courses (Core, 16 credits):

EEC	201	Introduction to Early Childhood Education (3)
EEC	225	Technology Applications in Education (2)
EEC	245	Early Childhood Health Safety and Nutrition (3)
EEC	227	Learning Development in the Early Years (3)
FCS	230	Child Care Psychology (3) OR
PSYC	230	Child Care Psychology (3)

*Prerequisites to major course

Required Major Courses (44 credits):

Professional Education Admission Required

EEC	311	Creative Arts Methods (3)
EEC	313	Including Young Children with Special Needs (3)
EEC	365	Teaching Infants and Toddlers (3)
EEC	366	Teaching Infants and Toddlers: Lab (1)
EEC	368	Preprimary Methods and Materials (4) *
EEC	369	Preprimary Methods and Materials: Lab (1) *
EEC	412	Kindergarten Methods and Materials (3) *
EEC	413	Kindergarten Methods and Materials Lab (1) *
EEC	422	Emergent Literacy (3) *
EEC	433	Observation, Screening and Assessment of Young Children (3)
EEC	434	Interdisciplinary Teaming: Collaborating with Families & Professionals (3)
EEC	435	Teacher-Parent Relationships in Education (3) *
EEC	440	Primary Grade Literacy & Social Studies Methods (4) *
EEC	441	Primary Grade Literacy and Social Studies Lab (1) *
EEC	442	Primary Grade Mathematics and Science Methods (4) *
EEC	443	Primary Grade Mathematics and Science Lab (1) *
KSP	415	Materials for Younger Children (2)
MUS	441	Music in Early Childhood (2)
HP	413	Lifespan Motor Development (1-2)

* requires application for admission 30 days prior to registration; forms on-line at: <http://ed.mnsu.edu/eec/forms/>

STUDENT TEACHING (12 credits):

EEC	466	Early Childhood Student Teaching (K-3) and Seminar (12)
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P/N Grading Policy

With the exception of student teaching, all courses that meet program requirements must be taken for a grade.

CLINICAL EXPERIENCES

A major component of professional education coursework involves clinical experience in area schools and early learning programs. These experiences are sequential in development. Multiple methods of assessment are used to document competencies. These methods include direct observations of teaching activities by public school, community program, and/or university faculty; the use of videotaped lessons and activities for self-assessment; use of logs; participation in on-line activities; and participation in activities reflective of the professional responsibilities of teachers. The successful completion of each clinical experience is necessary for progression into future clinical activities (e.g., student teaching). All clinical placements are initiated by the Office of

Clinical and Field Experience.

Background Checks.

Students involved in any clinical experience need to undergo a background study (once per academic year) to assess misdemeanor and felony conviction records maintained at the Minnesota Bureau of Criminal Apprehension. This information is provided to centers and districts for their determination of suitability. The Office of Clinical and Field Experience coordinates the background check process.

Admission to Professional Education

<http://ed.mnsu.edu/advising/admission/onlineece.html>

Coordinator for Admission to Professional Education: Cheryl Kalakian (117 Armstrong Hall)

All students working toward a teaching degree in the Early Childhood Education major must be admitted to professional education prior to enrollment in upper division coursework. Application to should be made when the following requirements have been met .

1. Completion of 40 credits
2. GPA of 2.75 cumulative
3. Evidence of completion of the Pre-Professional Skills Test (PPST)-Praxis I Praxis information is available at: <http://ed.mnsu.edu/advising/praxis.html>
4. Completion of at least EEC 222W (with an A or a B) as one of two required General Education Intensive Writing courses
5. Completion of the following courses: EEC 201, EEC 225, EEC 227, and Psych 230 or FCS 230.

A multifaceted Professional Education application exists. Students are required to attend a Diagnostic Writing Skills Assessment session and to complete surveys on line regarding Dispositions and Technology. Please consult the Office of Academic Advising webpage (117 Armstrong Hall) for application and deadlines.

Because of enrollment limits, admission is competitive. Cumulative GPA at the 2.75 level and completion of all prerequisite credits qualifies students for the applicant pool but does not guarantee program continuance.

The Early Childhood Education Program reserves the right to consider for admission students who have the potential to be excellent teachers and who have met some but not all of the admission requirements.

Students who are not admitted may appeal.

Admission to Upper-Division Coursework

Coordinator for Admission to Upper Division Coursework: Elizabeth Sandell, Department Chair (328 Armstrong).

ADMISSION TO PREPRIMARY COURSES

Application prior to registration is required for the following high demand courses: EEC 368 / EEC 369; EEC 412 / EEC 413; EEC 422; EEC 435

Forms are available on-line at: <http://ed.mnsu.edu/eec/forms/>

ADMISSION TO PRIMARY BLOCK

All students working toward a teaching degree in the Early Childhood Education major must be admitted to Primary Block (EEC 440; EEC 441; EEC 442; and EEC 443). Application to Primary Block should be made when the following requirements have been met:

1. GPA of 2.75 cumulative
2. Completion of all General Education requirements
3. Completion of EEC 245.
4. Completion of EEC 311.
5. Completion of EEC 313.
6. Completion of EEC 365 and EEC 366.
7. Completion of EEC 368 and EEC 369.
8. Completion of EEC 433 and EEC 434.

Forms are available on-line at: <http://ed.mnsu.edu/eec/forms/>

APPLICATION DEADLINES

Application deadlines are 30 days prior to upcoming registration. The Department Admissions Committee will meet soon after the deadlines to determine admission for students. Students who are not admitted may appeal.

Admission to Student Teaching: <http://ed.mnsu.edu/clinical/teachinginfo/>

Coordinator for Admission to Student Teaching: Carol Werhan, Director of Clinical and Field Experience (119 Armstrong Hall)

Student teaching at Minnesota State University, Mankato is a result-oriented, performance-based 16-week program requiring the demonstration of an acceptable level of teaching performance. Performance is assessed in the areas of planning and preparation, enhancing the learning environment, teaching for student learning, and professionalism. Multiple methods of assessment are used and evidence collected to provide a view of the student teacher's skills and dispositions. These methods include direct observations of teaching activities by public school and University faculty, the use of videotaped lessons and activities reflective of professional responsibilities of teachers (e.g. parent conferences.). The Director of Clinical and Field Experience facilitates placements for all student teachers in partner districts. Student teachers should not contact schools regarding their placement until directed to do so by the Director of Clinical and Field Experience. Admission to the student teaching experience is contingent upon completion of 95 semester credits, a cumulative grade point average of 2.75, grades of "C" or better for all program requirements, admittance to teacher/professional education, completion of all methods and professional education course work, completion and validation of formal application materials one semester in advance of student teaching semester (obtain specific dates from 119 Armstrong Hall), attendance at all preliminary student teaching meetings, submission of scores on the PRAXIS I (Reading/Writing/Math) test, recommendation of advisor, agreement of school district administration and cooperating teacher(s), and Director of Clinical and Field Experience, and completion of criminal background check process. Application materials are available in 119 Armstrong Hall or on-line at <http://ed.mnsu.edu/clinical/teachinginfo/>

Application for Teacher Licensure: <http://ed.mnsu.edu/licensure/>

Coordinator of Teacher Licensure: Gail Orcutt (118 Armstrong Hall)

The University recommends licensure to a state upon satisfactory completion of a licensure program. However, licensure does not occur automatically through graduation and the awarding of a diploma. Students need to make application for a Minnesota teaching license at the close of the term in which they graduate. The College of Education, 118 Armstrong Hall, coordinates the licensure process. In addition to meeting all program requirements, students must successfully complete the Praxis I (PPST) examination of skills in reading, writing, and mathematics and the Praxis II Pedagogy and Content examinations.

Information about Praxis exams is available at:

<http://ed.mnsu.edu/advising/praxis.html>

Minnesota State Law requires that all candidates applying for initial licensure in this state be fingerprinted for national background checks. A conduct review statement will also need to be completed and signed. There is a fee for the criminal background check. There is a fee payable to the State of Minnesota for the issuance of a State of Minnesota teaching license. Please contact Gail Orcutt for questions about the licensure process.

COURSE DESCRIPTIONS

EEC 201 (3) Introduction to Early Childhood Education

A foundational course for early childhood education majors. Observation in early learning settings, understand of the diversity of early childhood programs, introduction to teaching and early learners.

Fall

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EEC 222W (3) Human Relations in a Multicultural Society

Study of interpersonal skills, motivation and group skills. Applied to educational settings. Meets State of Minnesota human relations requirement for teacher licensure.

Fall, Spring

GE-1C, GE-7, GE-11 CD-Core

EEC 225 (2) Technology Applications in Education

Provides the necessary knowledge base and instructional applications for using technology in the classroom.

EEC 227 (3) Learning Development in the Early Years

Introduction to development theorists who have impacted early childhood education. Explores child growth and development from prenatal to age eight.

EEC 245 (3) Early Childhood Health Safety and Nutrition

Health, safety, and nutritional needs of young children (birth - age 8) as well as educators' ethical and legal responsibilities related to child abuse. Includes CPR training.

EEC 311 (3) Creative Arts Methods

Methods of young children's visual and performing arts to enhance children's initiative, creativity, and self-esteem while focusing on fine motor development.

EEC 313 (3) Including Young Children with Special Needs

Foundational knowledge and early skills in serving young children with disabilities. Includes projects in the community related to observations, interviews, and hands-on service learning with young children, families, and professionals.

EEC 365 (3) Teaching Infants and Toddlers

Develop curriculum and design environment for young children at three ages: infant, toddler, three to four year olds.

Pre: EEC 201, FCS 301, FCS 303. Coreq: EEC 366

Spring

EEC 366 (1) Teaching Infants and Toddlers: Lab

Clinical experiences to accompany EEC 365 Interaction strategies, learning environments, parent communications.

Coreq: EEC 365

Spring

EEC 368 (4) Preprimary Methods and Materials

Instructional strategies, theories of curriculum and development, integrated curriculum for 3, 4, and 5 year olds.

Coreq: EEC 369

Fall, Spring

EEC 369 (1) Preprimary Methods and Materials: Lab

Clinical experience to accompany EEC 368.

Coreq: EEC 368

Fall, Spring

EEC 412 (3) Kindergarten Methods and Materials

Instructional strategies, theories of curriculum and development, integrated curriculum for kindergarten children.

Fall, Spring

Co-req: EEC 413 for early childhood education major only.

EEC 413 (1) Kindergarten Methods and Materials: Lab

Clinical experience to accompany EEC 412.

Fall

Co-req: EEC 413 for early childhood education majors only.

EEC 422 (3) Emergent Literacy

This course explores young children's (birth to age 8) development of emergent literacy skills related to reading, writing, visual representation, speaking, listening, and viewing. The role of parents and early childhood learning environments are included. Observation, assessment, and strategies to promote emergent literacy are discussed. The use of appropriate children's literature is promoted.

Fall, Spring

EEC 433 (3) Observation, Screening and Assessment of Young Children

Core skills for early childhood teachers to be able to conduct developmental screenings, perform child observations, administer criterion-referenced tests, develop authentic assessments designed for ongoing progress monitoring, and interpret standardized assessments. Red flags for referral to special education included.

EEC 434 (3) Interdisciplinary Teaming: Collaborating with Families and Professionals

A theoretical and practical base for conferencing and collaboration with parents of children with special needs and other professionals during the IFSP or IEP team process.

EEC 435 (3) Teacher-Parent Relationships in Education

Emphasis on parent-teacher relationships for effective learning of children through the elementary grades. Includes introduction to Early Childhood Family Education.

Fall, Spring

EEC 440 (4) Primary Grade Literacy & Social Studies Methods

Students will investigate developmentally appropriate reading and literacy curriculum and methodology for primary grade students.

Coreq: EEC 441, EEC 442, EEC 443

Fall

EEC 441 (1) Primary Grade Literacy and Social Studies Lab

Clinical field experience to accompany EEC 440. Students will observe and teach primary age children. Required 30 contact hours in an primary grade classroom. Students will plan and implement developmentally appropriate activities/lessons related to teaching literacy and social studies.

Coreq: EEC 440, EEC 442, EEC 443

Fall

EEC 442 (4) Primary Grade Mathematics and Science Methods

Students will investigate developmentally appropriate methods and materials for the teaching of math, science, and social studies in the primary grades. Course will include techniques on how to plan an interdisciplinary approach to teaching math, science.

Coreq: EEC 440, EEC 441, EEC 443

Fall

EEC 443 (1) Primary Grade Mathematics and Science Lab

Clinical field experience to accompany EEC 442. Students will observe and teach primary grade children for a minimum of 30 hours in a classroom. Students will plan and implement developmentally appropriate activities/lessons related to math, science.

Coreq: EEC 440, EEC 441, EEC 442

Fall

EEC 466 (12) Early Childhood Student Teaching (K-3) and Seminar

Student teaching with young children in a kindergarten/primary grade classroom plus seminar.

Pre: EEC 365

Fall, Spring

EEC 475 (3-6) Enrichment Experiences Elementary

Student teaching projects determined jointly by student and advisor.

Pre: EEC 473

Fall, Spring

EEC 490 (1-3) Workshop

The workshop format provides teachers and others opportunity to study a specific topic in a shortened, hands-on course.

Variable

EEC 491 (1-4) In-Service

Variable

EEC 495 (2-4) Internship: Early Childhood Family Education

Principals and practices in Early Childhood/Family Education and programs.

On-site experiences are required.

Pre: FCS 483, 488

Variable

EEC 496 (3-6) Internship

Provides clinical experiences for pre-service teachers; extends laboratory experiences for those who have completed pre-student teaching experiences.

Pre: Required methods

Variable

EEC 499 (1-4) Individual Study

By contract between student and faculty member.

Variable