

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.

Admission to the Major

1. Completion of 30 credits.
2. "A" or "B" in ENG 101 and SPEE 100 or SPEE 102.
3. Cumulative grade point average of 2.75 or better

Admission to Professional Education

1. Minimum grade of "B" (ENG 101, SPEE 100 or SPEE 102)
2. MATH 201; EEC 200 or EEC 201; and EEC 222W
3. Minimum 3.00 cumulative GPA
4. Minimum 40 credits
5. Completion of or registration for Praxis I
6. Successful completion of Writing Assessment Lab and follow-up remediation

Admission is competitive based on scores determined by rubric.

- a. Recommendation forms focusing on professional dispositions and work experiences
- b. Cover letter and resume
- c. Academic record and GPA
- d. Writing assessment lab
- e. Interview

Admission to Blocks

Coordinator for Admission to Elementary Education Block I:

Peg Ballard, 328 Armstrong Hall.

No formal admission, but students will need permission to register for Blocks. Student will be monitored for progress in completing coursework and dispositions.

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 (43 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 | Infants and Toddlers Field Experience (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 Field Experience (1) * |
| EEC | 442 | Primary Grade Mathematics and Science Methods (4) * |
| 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) |
|-----|-----|---|

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 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)

EARLY CHILDHOOD EDUCATION

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

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) Infants and Toddlers Field Experience

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 Field Experience

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.
Co-req. EEC 413 for early childhood education major only.
Fall, Spring

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 Field Experience

Field experience related to the Primary grade methods and materials courses EEC 440 and EEC 442. Students will observe and teach primary-age children. Students will implement developmentally appropriate activities and lessons related to literacy, social studies, mathematics, and science.

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