



**Minnesota State University, Mankato** HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5  
**Curriculum Proposal**

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

College: <input type="text" value="Education"/> (Check all that apply):		Proposal # <input type="text" value="171"/>
Department: <input type="text" value="Ed. Studies: Elementary and Early Childhood"/>	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:
Program: <input type="text" value="Early Childhood Education"/>	<input type="checkbox"/> Graduate	Academic Year <input type="text" value="06-07"/>
Type of Change: <input type="text" value="COURSE PROPOSALS"/>	CIP # 13.1204	(For Office Use Only)
Proposed: <input type="text" value="Course Withdrawal"/>		<b>Course Designator and Number</b>
Title Current: <input type="text" value="Student Teaching in the Primary Grades and Seminar"/>		<b>Number of Credits</b>
Title Proposed: <input type="text"/>		<input type="text" value="EEC 474"/> <input type="text" value="7"/>
24-Char. Abbrev: <input type="text"/>		(if applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

*Rationale or Justification for change:*  
 Department of Education requires only one student teaching experience for the eBirth-8 Certificate. EEC 466 adds credit.

**\*\*\*For General Education or Cultural Diversity Courses Only\*\*\***

<b>General Education Course:</b>		<b>Cultural Diversity Course:</b> (Please check one.) <input type="checkbox"/> <b>Core</b> (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.) <input type="checkbox"/> <b>Related</b> (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
<b>GE Category #</b>	<b>GE Category Name (Maximum of 3 Categories)</b>	
<input type="text" value="N/A"/>	<input type="text"/>	
<input type="text" value="N/A"/>	<input type="text"/>	
<input type="text" value="N/A"/>	<input type="text"/>	
? For Writing Intensive Courses, attach a description of the kind and quantity of writing. ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.		
Attach paper copies of the following: a. Syllabus or course outline. b. Course's student learning outcomes associated with each GE competency or CD designation. c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.		

**\*\*\*For New Courses\*\*\***

(Check all that apply):	Instructional Type: <input type="text" value="Lecture"/>	Course will be offered:
<input type="checkbox"/> Course is an elective.	Grading Format: <input checked="" type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input checked="" type="checkbox"/> Course is required for program	<input type="text"/>	<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:	<input type="text"/>	<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) <input type="text"/>		
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.) Attach paper copies of the following: a. Syllabus or course outline. b. Course's student learning outcomes. c. A list of resources required to offer and support this course. d. A description of how teaching this course will affect department staffing. e. If 400/500 level course, an explanation of added expectations of graduate students.		



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**\*\*\*For Program Proposals\*\*\***

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:  
<http://www.mnsu.edu/acadaf/pra/forms/>
- d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

**\*\*\*For Programs Requiring MnSCU Approval\*\*\***

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

<http://www.mnsu.edu/acadaf/Curriculum/currformsprocess.html>

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
  - ? Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
  - ? Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
  - ? Change in program name.
  - ? Change in program CIP #.
  - ? Change in TOTAL program credits.
  - ? Change in degree award. For example, changing a B.A. to B.S.
  - ? Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension or reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its removal from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.

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\*\*\*Signature Page\*\*\*

<b>Department</b>			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)	<u>E. J. Sandell</u>	<u>10/5/06</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Department Chair	Date
Comments:			
<hr/>			
<b>College Curriculum Committee</b>			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)	<u>Guyel Reid</u>	<u>10-24-06</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Committee Chair	Date
Comments:			
<hr/>			
<b>College Dean</b>			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)	<u>W. Phillips</u>	<u>10-24-06</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Dean	Date
Comments:			
<hr/>			
<b>General Education Subcommittee</b>			
<input type="checkbox"/> Recommended	(Category/ies _____)		
<input type="checkbox"/> Not Recommended	(Category/ies _____)	General Education Subcommittee Chair	Date
Comments:			
<hr/>			
<b>Undergraduate Curriculum and Academic Policy Committee</b>			
<input type="checkbox"/> Recommended	(Category/ies _____)	<u>[Signature]</u>	<u>4/1/07</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	UCAP Faculty Chair	Date
Comments:			
<hr/>			
<b>Faculty Association Graduate Committee</b>			
<input type="checkbox"/> Recommended			
<input type="checkbox"/> Not Recommended		Faculty Association Graduate Chair	Date
Comments:			
<hr/>			
<b>Graduate Dean</b>			
<input type="checkbox"/> Recommended			
<input type="checkbox"/> Not Recommended		Graduate Dean	Date
Comments:			
<hr/>			
<b>Academic Affairs Council</b>			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)	<u>David Flannery</u>	<u>4/9/07</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Assistant Vice President	Date
Comments:			
<hr/>			
<b>Senior Vice President and Vice President for Academic Affairs</b>			
<input checked="" type="checkbox"/> Approved	(Category/ies _____)	<u>[Signature]</u>	<u>4/1/07</u>
<input type="checkbox"/> Not Approved	(Category/ies _____)	Sr. Vice President / Vice Pres. Academic Affairs	Date
Comments:			

Reply

Reply to all

Forward



Close

Help

You replied on 3/9/2006 4:23 PM.

From: Simms, Richard [Richard.Simms@state.mn.us]

Sent: Thu 3/9/2006 4:00 PM

To: Good, Linda A

Cc:

Subject: RE: Question about appropriate student teaching sites

Attachments:

[View As Web Page](#)

In part.

Your students will need an experience at the K-3 level teach, not just observing; plus, an experience in pre-school of some type.

-----Original Message-----

From: Good, Linda A [ ]  
Sent: Thursday, March 09, 2006 2:45 PM  
To: Simms, Richard  
Subject: RE: Question about appropriate student teaching sites

Thank you. So, if I interpret you correctly, students may do one placement but it is recommend that that placement be in k-3 classrooms. However, a dual placement would offer students more flexibility when transferring out of state.

Case: (for further clarification)

A student wants the early childhood teaching license so she can work with infants. She has no desire to work with primary students. She has completed 3 full-time weeks in kindergarten /primary classrooms and 30 hours in kindergarten as part of her pre-student teaching clinicals. Must she student teach in primary grades?

\*Student must have a teaching experience in the primary grades.

A student wants the early childhood teaching license and is particularly interested in teaching kindergarten. She has had 30 hours of clinical experience with infants/toddlers and 30 hours of clinical experience with preschoolers and three full weeks of clinical experience in primary grades plus 30 hours of clinical experience in kindergarten prior to student teaching. Can she complete her student teaching in kindergarten and not have to do some student teaching in preschool?

\*What type of clinical experience in the primary grades? Kdg. Will not count as primary grades experience.

Thank you for your patience with all of my questions.

Linda Good, Ph.D.  
Professor  
Elementary and Early Childhood Education

-----Original Message-----

From: Simms, Richard [ ]

**College of Education**  
**Department of Elementary and Early Childhood**  
**Wednesday, October 4, 2006, 12:15 – 2:00 pm**  
**Armstrong Hall 333**

**Faculty Meeting Minutes**

Present: Peg Ballard, Laura Bemel, Ron Browne, Lillian Duran, Linda Good, Terry Fogg, Karl Matz, Kasee Page, Maureen Prens, Beth Sandell, Marsha Traynor

Facilitator: Beth Sandell

Recorder: Ron Browne

Timekeeper: None

Room set-up and snack: everyone

**Curriculum Program Changes:**

Early Childhood Program

Dr. Good passed around a summary of the changes in the Early Childhood Courses. Dr. Traynor also asked that a note to the Curriculum Committee be added that indicates that there has been a thorough check that the standards are all addressed in the new program. Dr. Ballard raised a concern about the 422 and 435 courses because they also have 500 level components. There was a lot of discussion about title designation and the (EC) designation

Ron moved that we accept the Program Course Changes with the following exceptions: without the (EC) designation, with a change adding (K-3) to the 466 student teaching class, and fixing a typo. Laura seconded. After discussion, Ron and Laura withdrew the motion.

Maureen moved that we approve program course deletions and program course additions with the exception of the EC designator.

Program Course Deletions:

Math 110 or higher

FCS 301

FCS 303

HP 413

ESSP 304

ESSP 421

ESSP 440

EEC 203 = course withdrawal

EEC 474 = course withdrawal

Program Course Additions:

CDIS 205

Math 201

FCS 230

EEC 227 (3): Learning Development in the Early Years---New course

EEC 311 (3): Creative Arts Methods---New course

EEC 313 (3): Including Young Children with Special Needs---New course

EEC 433 (3): Observation, Screening, and Assessment of Young Children ---New course

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

Ron seconded. Motion was approved

Maureen moved that we approve the EEC 201, EEC 440, EEC 441, EEC 442, EEC 443, and EEC 466 program course changes.

Program Course Changes:

EEC 201 (3): Introduction to Early Childhood Education --Change in credits, change in title

EEC 440 (4): Primary Grade Literacy and Social Studies Methods ---title change

EEC 441 (1): Primary Grade Literacy and Social Studies Lab ---title change

EEC 442 (4): Primary Grade Mathematics and Science Methods ---title change

EEC 443 (1): Primary Grade Mathematics and Science Lab ---title change

EEC 466 (12): Early Childhood Student Teaching (K-3) and Seminar ---title change, credit change

Kasee seconded. After discussion, motion was approved.

Graduate Curriculum Changes

Maureen passed around a table indicating the changes in the K-12 Teacher Licensure Endorsement Certificate Program. The program was changed from 15-19 credits.

Maureen noted that the PEPER process for the newly revised programs and that the new program can be submitted at a later date for review.

Ron moved that the changes be accepted with the addition of the word "Program" in the EEC 629 course. Marsha seconded. Motion was adopted.

**Sabbatical Report:**

Terry reported on his sabbatical last year. He described the broad reading in neuroscience he did while in Toronto. He was trying to find a research protocol for educators in the field in the area. He found that the differences between medical research and classroom practice are just too great for him to tackle. He described helping undergraduate students in psychology while attending a weekly seminar.

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## **Search Committee**

Maureen and Marsha passed out a position description for the Literacy position.

Lilly moved that the position description for Literacy be accepted with changes Linda seconded. Motion was approved.

There was a discussion of the Social Studies Position. The faculty members directed the Search Committee to revise the job description in order to broaden the description and requirements, and thereby increase the pool of applicants.

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Minutes respectfully submitted by Ron Browne.

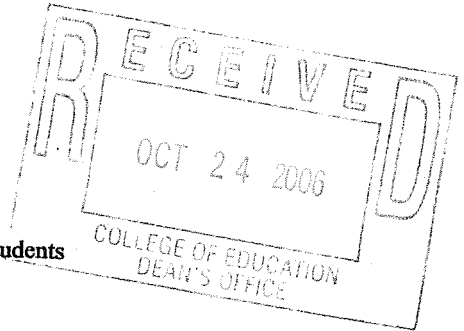
(This checklist is used by the Office of Academic Affairs to review all curriculum proposals)

Please check all curriculum proposals for the following, and attach checklist to proposal. If proposal is missing the following, refer to Asst. VP for Undergraduate Studies

Proposal # \_\_\_\_\_ Proposal Name EEC 474: Course deletion

For New Courses:

- Syllabus or course outline (with proposed course designator/number)
- Course's student learning outcomes
- A list of resources required to offer and support this course
- A description of how teaching this course will affect department staffing
- If 400/500 level course, an explanation of added expectations of graduate students
- Course description/bulletin copy



If GE or CD:

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- A list of resources required to offer and support this program.
- A description of how offering this program will affect department staffing.
- A list of additional library holdings required for this program.

For all proposals:

- Bulletin copy should not exceed 40 words for courses or 100 words for programs.
- Appropriate signatures are in place.