## 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:** Education
**Department:** Ed. Studies: Elementary and Early Childhood
**Program:** Undergraduate

**Type of Change:** COURSE PROPOSALS
**Proposed Change in Title:**
- **Title Current:** Social Studies/Literacy Clinical
- **Title Proposed:** Block 1 Field Experience

**24-Char. Abbrev:** Block 1 Field Exp

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**Course Designator**
- **EC 321**

**Number of Credits**
- **1**

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

**Rationale or Justification for change:**
This title better reflects the content of the course.

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

**General Education Course:**

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* 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.

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**Cultural Diversity Course:**

(Please check one.)
- [ ] Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)
- [ ] Related (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.)

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**For New Courses***

**Instructional Type:** Lecture
**Grading Format:** [ ] Grade [ ] P/N

**Course will be offered:**
- [ ] Fall Semester
- [ ] Spring Semester
- [ ] Summer Session

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**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.)

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**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.
***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/academic/ora/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/academic/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 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.
**Signature Page**

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Revised September 2002
Present: Beth Sandell (presiding), Marsha Traynor, Marla Mastin, Karl Matz, Peg Ballard, Terry Fogg.

1. Call to Order (Sandell)

Beth Sandell called the meeting to order about 12:05 pm.

2. Approval of Minutes for September 12, 2007 and September 26, 2007 (Sandell).

Karl moved and Marsha seconded to approve the September 12, 2007 and September 26, 2007 meeting minutes as distributed. Motion passed.

3. Approval of Agenda (Sandell)

Karl moved and Steve seconded to approve the agenda. Motion passed.

4. Report from EEC Personnel Review Committee (Reuter)

Beth reported that two EEC faculty members have PDPs for academic year 2007 – 2008 to be reviewed (Letofsky and Sandell). The plans will be with Carol Skorr in the department office for faculty to review before Friday, October 19, when the department’s recommendations and comments are due to the Dean.

5. Discussion about Professional Education Application Process and Admission to Blocks (Traynor)

Marsha reported that there were 66 qualified applications for Block I, Spring semester. Of these 56 had a GPA of 3.0 or higher, the others had GPAs of 2.81 or higher.

Faculty members discussed the plan to eventually increase the required GPA to 3.0 instead of the current 2.75. It was thought that increasing the GPA requirement would enhance the quality of the applicant pool, as well as decrease the number in the applicant pool.
Concern about the sizes in the elementary education cohorts included:
   a. The quality of active learning instruction is enhanced when class size is at
      or less than 25 students per section.
   b. Room capacity in AH classrooms at MSU is approximately 25.
   c. The number of possible student placements for field experiences in public
      schools is limited in each building because of variables such as classroom
      teachers already assigned student teacher assignments; classroom
      teachers with students placed from other colleges; classroom teachers in
      their first three years of service; etc.
   d. The practice of having tenure-track faculty members teach methods
      courses and supervise their related field placements.

After extensive discussion, Marsha moved and Karl seconded that, in order to
accommodate all qualified applicants, we (a) hold 3 sections of Block I classes
and field experiences for Spring, 2008, (b) hold 3 sections of Block II classes and
field experiences for Fall, 2008, (c) facilitate COE and UCAP approval of our
newly developed capped selective admissions procedures, and (d) beginning
Spring 2008, limit the number of sections of EEC 200/201 in order to limit the
number of students applying for the programs. Motion passed.

6. Action on Curriculum Change Proposals

   a. Karl moved and Beth seconded to change the current course EEC 321 Social
      Studies/Literacy Clinical (1 Credit) to EEC 321 Block 1 Field Experience (1
      Credit).

   Rationale: The College of Education is changing the terminology used for pre-
   service teacher practice and experience from “lab” or “clinical” to “field
   experience” in order to reflect a less medical or clinical aspect to the experiences
   and to emphasize the more practical, hands-on experience of teaching settings.
   Also, this change reflects the integration of content and subject matter standards
   into a single field experience in an elementary classroom for this level of pre-
   service teacher practice, rather than the specific social studies and literacy.

   Motion passed.

   b. Marla moved and Marsha seconded to change the current course EEC 323
      Science/Health/Math Clinical (1 Credit) to EEC 323 Block 2 Field Experience (1
      Credit).

   Rationale: The College of Education is changing the terminology used for pre-
   service teacher practice and experience from “lab” or “clinical” to “field
   experience” in order to reflect a less medical or clinical aspect to the experiences
   and to emphasize the more practical, hands-on experience of teaching settings.
   Also, this change reflects the integration of content and subject matter standards
into a single field experience in an elementary classroom for this level of pre-service teacher practice, rather than the specific science, health, and mathematics.

Motion passed.

c. Beth moved and Marla seconded to change the current course EEC 366 Teaching Infants and Toddlers: Lab (1 Credit) to EEC 366 Infants and Toddlers Field Experience (1 Credit).

Rationale: The College of Education is changing the terminology used for pre-service teacher practice and experience from “lab” or “clinical” to “field experience” in order to reflect a less medical or clinical aspect to the experiences and to emphasize the more practical, hands-on experience of teaching settings for infants and toddlers.

Motion passed.

d. Marsha moved and Karl seconded to change the current course EEC 369 Preprimary Methods and Materials: Lab (1 Credit) to EEC 369 Preprimary Field Experience (1 Credit).

Rationale: The College of Education is changing the terminology used for pre-service teacher practice and experience from “lab” or “clinical” to “field experience” in order to reflect a less medical or clinical aspect to the experiences and to emphasize the more practical, hands-on experience of teaching in preprimary classrooms.

Motion passed.

e. Beth moved and Marla seconded to change the current course EEC 410 Philosophy and Practice in the Middle School (3 Credits) to include 15 hours of field experience.

Rationale for students seeking a Middle School specialization in Elementary Education: Currently, EEC 410 is required for Elementary Education majors with a Middle School specialization. However, this group of students would not have any field experience in a middle school setting. Middle school is an important transition period for which licensed teachers should be prepared. By incorporating the “lab” or field experience into the EEC 410 course, students will gain this important experience. The field experience is integrated into EEC 410 without adding another credit to EEC 410 because students also need to complete the Block field experience placements.

Motion passed.
f. Beth moved and Marla seconded to change the current course EEC 412 Kindergarten Methods and Materials (3 Credits) and EEC 413 Kindergarten Methods and Materials: Lab (1 Credit) to EEC 412 Kindergarten Methods and Materials (3 Credits) and to include 15 hours of field experience.

Rationale for students seeking a preprimary specialization in Elementary Education: Currently, EEC 412 is required for Elementary Education majors with a preprimary specialization. However, this group of students would not have any field experience in a kindergarten setting. Kindergarten is an important transition and school readiness year for which licensed teachers should be prepared. By incorporating the “lab” or field experience into the EEC 412 course, students will gain this important experience. The field experience is integrated into EEC 412 without adding another credit to EEC 412 because students also need to complete the Primary Block field experience placement.

Rationale for students seeking degree in Early Childhood Education: Currently EEC 412 and EEC 413 are required for Early Childhood Education majors. However, this group of students is also required to complete two additional early education field experience courses and a primary field experience, and they do not need additional credits, just the kindergarten experience. Kindergarten is an important transition and school readiness year for which licensed teachers should be prepared. By incorporating the “lab” or field experience into the EEC 412 course, students will still gain this important experience. The field experience is integrated into EEC 412 without adding another credit to EEC 412 because students also need to complete the Primary Block field experience placement.

Motion passed.

g. Terry moved and Marsha seconded to combine current courses EEC 441 Primary Grade Literacy and Social Studies Lab (1 credit) and EEC 443 Primary Grade Mathematics and Science Lab (1 Credit) into one course EEC 441 Primary Grade Field Experience (1 credit).

Rationale: The College of Education is changing the terminology used for pre-service teacher practice and experience from “lab” or “clinical” to “field experience” in order to reflect a less medical or clinical aspect to the experiences and to emphasize the more practical, hands-on experience of teaching in primary classrooms. Also, this change reflects the integration of content and subject matter standards into a single field experience in an elementary classroom for this level of pre-service teacher practice, rather than the specific social studies and literacy. Furthermore, this change reflects a more common practice and number of credits for a field experience, similar to Block I and Block II for elementary education majors in which the field experiences are one credit rather than multiple credits.
Motion passed.

h. Peg moved and Marsha seconded to duplicate EEC 620 Effective Reading for Content Areas (3 credits) and modify the duplicated course into EEC 647: Effective Reading for Content Areas in the Middle School (3 credits)

Rationale: Through the PEPER review process, many weaknesses were identified with the grades 5-8 add-on licensure. Some of the concerns raised by PEPER reviews:

- Our current course work does not provide or significantly address the 5-8 BOT standards in field experiences and reading.
- Our current model does not allow the College Education to separate and collect individual and program data for both initial licensure and the 5-8 add-on candidates; which is required through the accreditation process.

In an attempt to address these concerns, the departments of Educational Studies: Elementary and Early Childhood and Educational Studies: K-12 and Secondary Programs will be submitting the following pedagogical course work for the middle school add-on:

- EEC 647: Effective Reading for Content Areas in the Middle School (3 credits)
- KSP 646: The Middle School (3 credits)
- KSP 647: Field Experiences in the Middle School (3 credits)

Candidates seeking the add-on will still need to take content course work within Communication Arts and Literature, Science, Mathematics, or Social Studies. The College of Education will be resubmitting the PEPER documents reflecting the changes above and seeking approval from the BOT this fall.

Motion passed.

i. Beth moved and Marsha seconded to approve a new course # and title: EEC TBA: Education and Culture in the United States (1 credit – graduate level)

Rationale: For several years, KSP 106 Education and Culture in the United States (1 credit) has provided orientation for students new to this country and to US higher education. The content provided an overview of the educational system and provided a forum for discussion and comparison of customs and beliefs as they affect relationships among students and professors. This course is required for international students who have not previously studied a minimum of one year in the US. For students at the graduate level, this course does not count toward their program completion and they were unable to apply their financial aid to the undergraduate course. During academic year 2007 – 2008, our department successfully piloted EEC 590 Education and Culture in the United States (1 credit – graduate level). Graduate level students were enthusiastic about this course, which also is designed to provide them with experience and information about applying for graduate assistantship positions.
This proposal is intended to create a specific course, rather than a workshop course, for these students.

Motion passed.

j. Karl moved and Beth seconded to eliminate a course that has been required for elementary education majors, DANC 229 (formerly titled THEA 229) Kinetic Learning in the Classroom (1 credit).

Rationale: On January 31, 2007, the EEC department faculty voted to drop DANC 229 (formerly THEA 229), 1 credit, as a requirement for the Elementary Education major. The rationale included that the course does not include any BOT standards that are not already covered in other EEC courses; that the course is difficult for elementary education students to fit into their schedules; that the DANC department is not able to offer enough sections of the course to accommodate the EEC students who need the credit. In order to fulfill this requirement, the EEC department faculty members were often required to offer a workshop course for its own majors. By dropping this requirement, students will be able to be more flexible in taking general education courses.

Motion passed.

7. Future Agenda Items

RASP assistance for grant-writing (Sasha Komarenko)
Registrar's Office assistance for substitutions and waivers (Beth Sandell)
CESR assistance for research design and manuscript editing (Almee Pierce)
Diversity Committee orientation on Intercultural Development Inventory (Daria Paul Dona)
Orientation to Criterion software for grading writing products (Scott Page)

Calendar Items

Oct 18-19  Ed Minnesota
Oct 20    Teaching Scholar Fellowship application due to VPAA
Oct 20    MSU Family Weekend
Oct 26    MSU Advising Day; no classes; faculty duty day
Oct 29    Application for tenure due to chair
Oct 29    Application for promotion due to chair
Nov 7 - 11 Vans with faculty and students to NAEYC, Chicago, IL
Dec 15  Fall COE graduate hooding and MSU commencement
Jan 10    COE Faculty Work Day
Mar 1     Deadline for COE newsletter (Articles about ECSE & student in Australia)
Mar 3     COE Faculty Work Day
Mar 17    Faculty Improvement Grant applications due to dean
Mar 19    Faculty Research Grant applications due to RASP
Jun 1  Deadline for COE newsletter (Articles about ECE Club and Russian dean’s visit)

8. Adjournment

Beth declared the meeting adjourned at 1:45 p.m.

Respectfully submitted,

Beth Sandell