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.

<table>
<thead>
<tr>
<th>College: Education</th>
<th>Undergraduate</th>
<th>Specialized Education: Elementary and Early Childcare</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td></td>
<td>Program: Elementary Education</td>
<td>CIP #</td>
</tr>
<tr>
<td>Type of Change</td>
<td>N/A</td>
<td>Proposed: N/A</td>
<td></td>
</tr>
<tr>
<td>Title Current:</td>
<td>Elementary Education - Admission to Professional Education</td>
<td>Title Proposed: Elementary Education - Admission to Professional Education</td>
<td></td>
</tr>
<tr>
<td>24-Char. Abbrev:</td>
<td></td>
<td>(If applicable)</td>
<td></td>
</tr>
</tbody>
</table>

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

See attached

Rationale or Justification for change:
The Federal policies of No Child Left Behind require highly qualified teachers, so we want to improve the quality of teacher candidates. We want to combine several procedures into a single, major procedure, so there will be one admission point into Professional Education instead of multiple admission points for Professional Education, Block I, Block II, etc.

### For General Education or Cultural Diversity Courses Only

<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name</th>
<th>(Maximum of 3 Categories)</th>
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</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
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<tr>
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<tr>
<td>N/A</td>
<td></td>
<td></td>
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</tbody>
</table>

? 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

<table>
<thead>
<tr>
<th>(Check all that apply:) Instructional Type: Lecture</th>
<th>Course will be offered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course is an elective.</td>
<td>Fall Semester</td>
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<tr>
<td>Course is required for program</td>
<td>Spring Semester</td>
</tr>
<tr>
<td>Pre- or Co-requisites:</td>
<td>Summer Session</td>
</tr>
<tr>
<td>Other courses are being changed or eliminated. (Explain.)</td>
<td></td>
</tr>
</tbody>
</table>

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.
Minnesota State University, Mankato
Curriculum Proposal

***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 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.
<table>
<thead>
<tr>
<th>Position</th>
<th>Recommended/Not Recommended</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>X Recommended</td>
<td>Elizabeth J. Sandell</td>
<td>2-27-08</td>
</tr>
<tr>
<td>College Curriculum Committee</td>
<td>X Recommended</td>
<td>James Reid</td>
<td>2-27-08</td>
</tr>
<tr>
<td>College Dean</td>
<td>X Recommended</td>
<td>Manus Polsin</td>
<td>2/1/08</td>
</tr>
<tr>
<td>General Education Subcommittee</td>
<td>X Recommended</td>
<td></td>
<td></td>
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<tr>
<td>Undergraduate Curriculum and Academic Policy Committee</td>
<td>X Recommended</td>
<td>L.C.</td>
<td>3/4/08</td>
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<tr>
<td>Faculty Association Graduate Committee</td>
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<td></td>
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<tr>
<td>Graduate Dean</td>
<td>X Recommended</td>
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<tr>
<td>Academic Affairs Council</td>
<td>X Recommended</td>
<td>Dana Flowersky</td>
<td>4/29/08</td>
</tr>
<tr>
<td>Senior Vice President and Vice President for Academic Affairs</td>
<td>Approved</td>
<td>Steven Silfieski</td>
<td>4/28/08</td>
</tr>
</tbody>
</table>

Comments:
Educational Studies: Elementary and Early Childhood
Faculty Session
Wednesday, January 16, 2008
noon to 2:00 p.m.
328 Armstrong Hall

Voting Faculty: Peggy Ballard, Ron Browne, Lillian Duran, Terry Fogg, Kirsten Letofsky, Marla Mastin, Karl Matz, Steve Reuter, Beth Sandell (chair), Marsha Traynor.

Revised Procedures for Admission to Professional Education

The department faculty members have been working on revising the procedures for application to Professional Education since early last Spring. The rationale for these revisions includes:
1. The Federal policies of No Child Left Behind require highly qualified teachers, so we want to improve the quality of teacher candidates (by raising the GPA for admission to Prof Ed).
2. We want to combine several procedures into a single, major procedure (so there will be one admission point into Professional Education instead of multiple admission points for Professional Education, Block I, Block II, etc.).

The new procedures will apply only to incoming students for the year in which it first appears in the bulletin. The proposal was examined in detail in a work session during several meetings during the past year.

Department faculty members visited with the department chairperson to cast their vote in favor of or opposed to approving the revised procedures for application to Professional Education for academic majors in Elementary Education and for academic majors in Early Childhood Education (as attached). Discussion of changes from November 2 version:
1. Deleted continued requirements that students complete specialization coursework before applying for admission to professional education
2. Added to former and to new process the requirement for successful completion of Writing Assessment Lab and follow-up remediation.
3. Added to new process for admission to blocks: “No formal admission, but students will need permission to register for Blocks.”
4. Added to new process: “Students will be monitored for progress in completing coursework and dispositions.”
5. Added to new process about letters of recommendation: “Students will be informed about this procedure in advance.”

Referred for further work during Spring semester:
1. Timeline and work plan for department faculty members to implement the new procedures.
2. Process for monitoring student progress in completion of coursework and dispositions.

The vote was unanimous to approve the revised procedures. The department chairperson (Sandell) and the department’s representative to the College Curriculum Committee (Ballard) will complete the necessary paperwork for the next step in curriculum and program review.
Department of Educational Studies: Elementary and Early Childhood has major responsibility to provide professional education for early childhood elementary teachers. The general goals of this program are to develop the positions, knowledge, and skills of candidates for licensure; to make available professional clinical experiences in order to introduce students to the total school context; to provide the direct experience of classroom teaching under supervision; and to develop understanding of curriculum design in its theory and process of formulation. Emphasis shall be on the acquiring of knowledge, instructional skills and learning environment awareness.

Using, the College of Education serves Elementary Education students and developmentally appropriate levels of advising. Several small group sessions by level are offered each semester. Sessions are posted and announced in the Reporter, the Department Office, and Advising Office (117 Armstrong Hall).

All students must submit an unofficial Minnesota State Mankato transcript. Transfer students should submit a copy of their transfer credit evaluation form, which is available from the Campus Access Hub. Elementary 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.
4. "A" or "B" in SPEE 100 or SPEE 102.

Students who are not admitted may appeal.

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

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

1. Completion of 40 credits.
2. Cumulative GPA of 2.75.
3. Completion of ENG 101.
4. Completion of MATH 201.
5. Evidence of completion of Pre-professional Skills Test (PPST) - Praxis I.
6. Completion of a General Education Intensive Writing (General Education Category 1C) course with an "A" or "B".
7. Completion of: EEC 200 and EEC 222W.

A multifaceted professional education process exists. Students are required to attend a Professional Education Writing Assessment Lab. Please consult the Office of Academic Advising (117 Armstrong Hall) for application and deadlines.

Students who are not admitted may appeal.

Admission is competitive. Achievement at the 2.75 level and completion of all prerequisite credits qualifies students for the application pool but does not guarantee admission to the Elementary Education Blocks.

Admission to Elementary Education Block 1
Coordinator for Admission to Elementary Education Block I: Peg Ballard, 328 Armstrong Hall.

All students working toward a teaching degree in the Elementary Education Major must be admitted to Block I: Literacy Block. Application to Block I should be made when the following minimum requirements have been met:

1. Grade Point Average (GPA) of 2.75.
2. Completion of all General Education requirements.
3. Completion of all special area requirements.

A handout (Elementary Education: Licensure Plan of Study) listing General Education courses, the Professional Core Support courses, and the Specialty Areas is available in 117 Armstrong Hall.

Application deadlines are 30 days prior to upcoming registration. The Department's Admissions Committee will meet soon after the deadlines to determine admission for students.

Registration plan should not include coursework outside the block without prior approval.

Students who are not admitted may appeal.

The Elementary and Early Childhood 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 the admission requirements.
Admission to Elementary Education Block II - Inquiry. All students working towards the teaching degree in the Elementary Education Major must be admitted to Block II - Inquiry. Application to Block II should be made within the following minimum requirements have been met:

1. Grade Point Average (GPA) of 2.75
2. Completion of all General Education requirements.
3. Completion of all specialty area requirements.
4. Successful completion of Block I.
5. Registration for the course.

Admission to Student Teaching (119 Armstrong Hall) Director of Clinical and Field Experiences: Kity Foor

Student teaching at Minnesota State Mankato is a result-oriented, performance-based, 16-week program, requiring the demonstration of an acceptable level of teaching performance 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 is 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 for self-assessment, use of logs, participation in on-line activities, and participation in activities reflective of the professional responsibilities of teachers (e.g., parent conferences). The Director of Clinical and Field Experience requests placements for all student teachers in partner districts. Students teachers do not contact schools regarding their placement.

Admission to the student teaching experience is contingent upon completion of a minimum 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 prior to 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. Also, approval of placement by school district administration, cooperating teacher and Director of Clinical and Field Experience, and completion of Minnesota State Police background check materials. Application materials are available in 119 Armstrong Hall.

Teacher Licensure Coordinator: 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, 115 Armstrong Hall, coordinates the licensure process. In addition to meeting all program requirements, the (PPST) examination of skills in reading, writing, and mathematics needs to be successfully completed, as well as the Praxis II Pedagogy and Content examinations. 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 $31 fee for the criminal background check. The fee for the issuance of a State of Minnesota teaching license is $57.

ELEMENTARY EDUCATION BS, TEACHING

The program below is designed to meet the Minnesota State licensure standards. Please contact Gail Orcutt if you have questions about the licensure process.

Required General Education (33-34 credits):
ENG 101 Composition (4)
BIOL 100 Our Natural World (Lab) (4)
ART 100 Elements and Principles of Art (3)
MATH 201 Elements of Mathematics (3)
PHYS 101 Introductory Physics (Lab) (3)
THEA 101 Acting for Everyone (3)
DANC 229 Kinetic Learning in the Classroom (1)
EEC 222W Human Relations in a Multicultural Society (3)
HLTH 310 Drug Education (3)

Choose one SPEE course from the following:
SPEE 100 Fundamentals of Speech Communication (3)
SPEE 102 Public Speaking (3)

Choose one course from the following:
HIST 190* U.S. to 1877 (4)
HIST 191* U.S. Since 1877 (4)
*HIST 190 or HIST 191 may count for General Ed. and Support Course

Required Support Courses (Core, 11 credits):
PHYS 480 Laboratory Experiences in Physical Science (2)
MATH 202 Elements of Mathematics II (3)

Choose one course from the following:
GEOG 340 United States (3)
GEOG 341 World Regional Geography (3)

Choose one course from the following:
KSP 417 Materials for Children (3)
ENG 325 Children’s Literature (3)

Required for Major (Professional Education, 11 credits):
EEC 200 Early Clinical Experience: Elementary School (3)
EEC 225 Technology Applications in Education (2)
ART 421 Art Methods Elementary School (2)
HP 323 Elementary Physical Education Methods (2)
EEC 333 Classroom Learning Theory (2)

BLOCK I - Literacy*

Required for Major (Core, 18 credits):
EEC 320 Social Studies in Elementary School (2)
EEC 321 Social Studies/Literacy Clinical (1)
PPT 334 Reading/English Arts Methods (5)
EEC 355 Curriculum, Management & Assessment (3)
EEC 410 Philosophy and Practices in the Middle School (3) or
EEC 412 Kindergarten Methods & Materials (3)
BIOL 480 Biological Laboratory Experiences for Elem. Teachers (4)
MUS 340 Materials and Methods of Teaching Music (3)
* Permission required for entry to Block I

BLOCK II - Inquiry*

Required for Major (15 credits):
EEC 322 Science/Health in the Elementary School (3)
EEC 323 Science/Health/Math Clinical (1)
EEC 324 Teaching Elementary School Mathematics (3)
EEC 421 Reading Interventions (3)
EEC 424 Special Edu. and Behavioral Needs in Elem. Ed. (4)
GEOL 305 Earth Science for Elementary Educators (2)
* Permission required for entry to Block II

BLOCK III (14 credits):
EEC 473 Student Teaching Elementary (12)

CLINICAL EXPERIENCES

A major component of professional education coursework involves clinical experiences in area schools. These experiences are sequential in development, time commitment, and skills practice. Clinical experiences are required of EEC 220 and EEC 222. During blocks students have 3 weeks of clinicals all Monday through Friday. Multiple methods of assessment are used to document competencies. These methods include direct observations of teaching activities by public school and 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 in the program. All clinical placements are initiated by the Office of Clinical and Field Experiences.
Minnesota State University, Mankato  
College of Education  
Educational Studies: Elementary and Early Childhood  

Final Draft approved by EEC department on January 16, 2008

**Curriculum Proposal – Program Change**  
**Professional Education and Program Admission**  
**Elementary Education and Early Childhood Education**

<table>
<thead>
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<th>Proposed</th>
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<tr>
<td><strong>Admission to Major</strong></td>
<td><strong>Admission to Major</strong></td>
</tr>
<tr>
<td>1. Completion of 32 credits</td>
<td>1. Completion of 30 credits</td>
</tr>
<tr>
<td>2. A or B in ENG 101 and SPEE 100 or SPEE 102</td>
<td>2. A or B in ENG 101 and SPEE 100 or SPEE 102</td>
</tr>
<tr>
<td>3. Cumulative grade point average of 2.50 or better</td>
<td>3. Cumulative grade point average of 2.75 or better</td>
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<thead>
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<td><strong>Admission to Professional Education</strong></td>
<td><strong>Admission to Professional Education &amp; Program</strong></td>
</tr>
<tr>
<td>1. Minimum grade of “B” ( ENG 101, SPCH 100 or 102)</td>
<td>1. Minimum grade of “B” ( ENG 101, SPCH 100 or 102)</td>
</tr>
<tr>
<td>2. MATH 201; EEC 200 or EEC 201; and EEC 222W</td>
<td>2. MATH 201; EEC 200 or EEC 201; and EEC 222W</td>
</tr>
<tr>
<td>3. Minimum 2.75 cumulative GPA</td>
<td>3. Minimum 3.00 cumulative GPA</td>
</tr>
<tr>
<td>4. Minimum 40 credits</td>
<td>4. Minimum 40 credits</td>
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<tr>
<td>5. Completion of or registration for Praxis I</td>
<td>5. Completion of or registration for Praxis I</td>
</tr>
<tr>
<td>6. Successful completion of Writing Assessment Lab and follow-up remediation.</td>
<td>6. Successful completion of Writing Assessment Lab and follow-up remediation.</td>
</tr>
</tbody>
</table>

Admission is competitive based on scores determined by rubric. See attached:  
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

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed</th>
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<tbody>
<tr>
<td><strong>Admission to Blocks</strong></td>
<td><strong>Admission to Blocks</strong></td>
</tr>
</tbody>
</table>
| 1. Minimum 2.75 cumulative GPA | No formal admission, but students will need permission to register for Blocks.  
Students will be monitored for progress in completing coursework and dispositions. |
| 2. Completion of all General Education requirements |  |
| 3. Admission to Professional Education |  |
| 4. Completion of Professional Core Support courses |  |
| 5. Completion of all specialty courses (for Elementary Education majors) |  |
Introduction

The Department of Educational Studies: Elementary and Early Childhood has a major responsibility to provide professional education for early childhood and elementary teachers.

The pre-service teacher education programs are designed to provide opportunities for students to develop sound theoretical and clinical foundations for the practice of professional teaching and for eligibility for initial teacher licensure. 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 school context; to provide the direct experience of classroom teaching under supervision; and to develop understanding of curriculum design in its theory and process of formulation. Emphasis is on the acquisition of knowledge, teaching skills, professionalism, and learning environment awareness.

The programs are approved by the National Council for Accreditation of Teacher Education (NCATE) and the Minnesota Board of Teaching (BOT). Graduates of the programs are eligible to take Praxis professional exams related to content and pedagogy. Successfully passing these exams permits the graduate to receive initial teacher licensure in the State of Minnesota.

Since teacher licensure rules are subject to change by the State of Minnesota, students should refer to the College of Education web pages for more current information, procedures, and forms.

Advising Undergraduate Students

The Department of Educational Studies: Elementary and Early Childhood and the College of Education serve students through developmentally appropriate levels of advising.

Level 100/First Year Students: Students who have declared a Pre-Teaching major are assigned to the Student Relations Coordinator (SRC) in the COE Academic Advising Office for advising during their first year at the University. The SRC conducts the orientation programs and approves semester schedules. Students may have immediate advising assistance through the COE Academic Advising Office. Small group advising sessions are offered each semester. Sessions focus on program expectations and general education requirements.

Level 200/Second Year Students: Students who have declared a Pre-Teaching major continue to be advised by the staff members in the COE Academic Advising Office during their second year at the University. Group advising sessions will be part of EEC 200 (for Elementary Education majors) or EEC 201 (for Early Childhood Education majors). The Level 200 Adviser and the SRC conducts small group advising sessions and approves semester schedules. Sessions focus
on program expectations, general education requirements, prerequisite core courses, specialty courses, second year service learning experiences, diversity of clinical experiences, and admission to Professional Education and Academic Majors.

Level 300/Third Year Students: Students who have been admitted to Professional Education join a cohort of students who move through the academic major program together. Students are assigned an academic adviser who is related to the student’s area of specialization. Small group advising sessions are offered each semester. Sessions focus on program expectations, sequential program blocking and specialty area licensure options, as well as professional dispositions and application for student teaching.

Level 400/Fourth Year Students: Students continue to move through the academic major program as a cohort. Small group advising sessions are offered each semester. Sessions focus on program completion, fulfillment of graduation deficiencies, application for graduation, and licensure application.

Advising of Transfer Students

Students considering transfer to MSU’s Elementary and Early Childhood programs must first be admitted to MSU before their previous coursework will be evaluated by department faculty members for substitution for initial teacher licensure program requirements. Transfer application may be facilitated by the Office of Admissions, 122 Taylor Center, MSU, Mankato, MN 56001, 507-389-1822, or on the web at http://www.mnsu.edu/admissions/transfer/application/transferapply.html

First Year Transfer Students: All transfer students must first be admitted to the University and to the College of Education. Transfer orientation is provided to students admitted to the University. The orientation is supervised by the Student Relations Coordinator (SRC) in the COE Academic Advising Office. Sessions focus on program expectations, general education requirements, prerequisite core courses, specialty courses, second year service learning experiences, diversity of clinical experiences, and admission to Professional Education and Academic Majors.

After the student has completed the transfer process and has been admitted to the University, the Department Chairperson reviews and formally approves coursework based on course descriptions and syllabi, samples of completed work, and/or field experience evaluations. These substitutions and waivers are documented and used as the students prepare for admission to Professional Education and Academic Majors. Depending on previous coursework, transfer students may need to add an extra semester or two to their program in order to finish the requirements for initial teacher licensure.

Transfer Students in Subsequent Years: All transfer students who have been admitted to Professional Education join the cohort of students who move through the academic major program together. Students are assigned an academic adviser who is related to the student’s area of specialization. Small group advising sessions are offered each semester as outlined above. Transfer students are advised to pay attention to course schedules, since some courses are not offered every semester. Other courses may have pre-requisites that are not covered by courses
that were transferred. Therefore, students may have to make adjustments in their planned schedule for program completion.

Admission to Major

By meeting eligibility criteria for Major Eligibility criteria include:
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

After admission to Major, students complete General Education requirements and Core Support courses for education, prior to application for admission to Professional Education.

Admission to Professional Education and Elementary or Early Childhood Education

A multifaceted process exists for application and admission to Professional Education. The Department follows a capped selective admissions process and admits a limited number of students into each cohort. Students should refer to the College of Education web pages for more current information, procedures, and forms. The application process starts in EEC 200 (for Elementary Education majors) or EEC 201 (for Early Childhood Education majors). Students in the applicant pool are rank ordered according to points received in the review process.

Special Accommodations: Minnesota State University, Mankato provides students with disabilities reasonable accommodations to participate in educational programs, activities, or services. Students with disabilities who believe they may need an accommodation in this process are encouraged to contact the Director of Disability Services, located in 116 Memorial Library (507-389-2825, TDD 711) as early as possible to ensure that accommodations are implemented in a timely manner.

Essential and Minimum Qualifications

These are the minimum qualifications for applications to Professional Education. Meeting these qualifications does not guarantee admission to any of the programs.

- You must have completed a minimum of 40 credits.

- You should have completed the General Education courses required, including EEC 222W with an A or B as one of the two required General Education Writing Intensive courses. If you have not completed EEC 222W, you may still apply for Professional Education, but your admission may be delayed until you complete that course.

- You must have a 3.0 cumulative GPA.

- You must provide confirmation that you have registered for or have taken the Praxis I Pre-Professional Skills Test (PPST) for reading, writing, and mathematics. You must complete the PPST during the semester before you would begin Professional Education.
You must provide confirmation that you have passed and/or have completed all required remediation following the Writing Assessment Lab, with a timed Written Essay and Diagnostic Skills Test. This will generally occur during EEC 200 or EEC 201, Introduction courses.

Recommendation forms will be completed by professors for EEC 200 (or EEC 201) and EEC 222W. You will also need to provide two recommendation forms completed by other faculty members, community teachers, and/or supervisors who have observed your professional skills and your demonstrated commitment to working with children. Students will be informed about this procedure in advance.
Minnesota State University, Mankato
College of Education, Educational Studies: Elementary and Early Childhood

Application for Professional Education

Cover Sheet

Attach this form to the front of the application packet.

Student Name: ________________________________ Date: ______

Student Tech ID: ________________________________

Bulletin Year ___________ (Academic year you entered MSU, M)

Planned Major: _____ Early Childhood Education _____ Elementary Education

Planned Specialty Area (if applicable for Elementary Education majors): ______________

Planned Semester to Enter Professional Education: _____ Fall _____ Spring

ALL essential components listed below must be completed correctly and submitted on time in order for the application to be accepted. Late or incomplete applications will be returned and students may need to wait until the following semester to apply. You will need to secure all papers together (paper clipped). It is not necessary to put the application in a folder, binder, envelope, etc. Materials that contain spelling and punctuation errors or look unprofessional will negatively affect the evaluation of your application.

<table>
<thead>
<tr>
<th>Essential Components</th>
<th>Student Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Cover sheet, with signatures of student and adviser</td>
<td></td>
</tr>
<tr>
<td>2 Cover letter</td>
<td></td>
</tr>
<tr>
<td>3 Resume with list of 2 references who will submit recommendations</td>
<td></td>
</tr>
<tr>
<td>4 Current DARS (with minimum cumulative GPA: 3.0)</td>
<td></td>
</tr>
<tr>
<td>5 Documentation of registration or completion of PPST (Praxis I)</td>
<td></td>
</tr>
<tr>
<td>6 Documentation of passing the Writing Assessment Lab and remediation requirements</td>
<td></td>
</tr>
<tr>
<td>7 Completed Program Planning Worksheet</td>
<td></td>
</tr>
</tbody>
</table>

Student Signature: ________________________________ Date: ______

Adviser Signature: ________________________________ Date: ______

Administrative Use Only: ADMITTED:

Send all materials to: Professional Education Application Review Committee (EEC)
117 Armstrong Hall, Minnesota State University, Mankato, MN 56001

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Minnesota State University, Mankato
College of Education
Educational Studies: Elementary and Early Childhood

Description of Application Components for Admission to Professional Education in Elementary and Early Childhood

1. Cover Sheet

The Cover Sheet with the check list is to be attached to the top of your application when you submit your application. It lists all the components of the application. Follow this list as you put together your application. Carefully review all parts to be sure they are both present and correct, checking off each item as you go. Initial each item as you complete its section. You must meet with your adviser in order for him or her to review and sign your application prior to submitting it.

2. Cover Letter

A cover letter (one to two type-written pages, single-spaced) addressed to:
Professional Education Application Review Committee (EEC)
117 Armstrong Hall
Minnesota State University, Mankato
Mankato, MN 56001

This letter should be professional in nature, signed by you, and include a personal statement describing the reasons that you consider yourself a good candidate for Professional Educational at MSU, Mankato. Your cover letter should be written in ways that respond to the elements of the evaluation rubric.

At a minimum you should describe the qualities and skills that you bring as a prospective candidate to the teaching profession. You should describe your experience and sensitivity to needs of diverse learners; your experience working collaboratively with others; and examples of your skills or characteristics that enhance your success as an educator.

3. Resume

This is not expected to be a complete or extensive resume; but must, at a minimum, contain the items outlined below. Once you are admitted to Professional Education, you will continue to expand this into a more complete, professional resume.

Required sections of your resume and cover letter should include:

- Name, local address & phone numbers, permanent address & phone number, MSU,M e-mail address
• Education: current major; listing of other universities or colleges that you have attended and programs of study at these institutions; any other education or training relevant to a career in education.
• Professional experience: include name of agency/school/organization for which you have performed your volunteer or paid work; listing of any other volunteer work or employment related to education and evidence of working with children.
• Honors: list any applicable awards or honors that you have received either in high school or in college.
• Names of two people from whom you have requested recommendation forms; include name and contact information of each person

Your resume must list the two persons from whom you have requested completed recommendation forms. Request your recommendations from people who can speak to your ability to complete tasks and to work with children. The department will get recommendations from the faculty members who observed your work in 200-level courses. Your other two recommendations may be supervisors who have observed you working with children, such as employers, professors, and other people who know you in another context but must be able to address such areas as your character, attitudes, communication skills, and work habits and initiative. Use the form provided by the Department of Elementary and Early Childhood.

4. Current Degree Audit Report (DARS)

A current DAR may be printed off the MSU web pages or obtained at the HUB in the Centennial Student Union. Please use a highlighter to mark prerequisite courses.
- Minimum grade of “B” (ENG 101, SPCH 100 or 102)
- MATH 201; EEC 200 or EEC 201; and EEC 222W
- Minimum 3.00 cumulative GPA
- Minimum 40 credits

5. Documentation of registration or completion of Praxis I PPST

The Minnesota State Board of Teaching (the state’s licensing agent) requires that candidates for licensure programs achieve a passing score on a test of called Praxis I PPST before licensure. For admission to Professional Education, you will need to provide a copy (not the original) of your registration or of your test scores showing evidence of completion of the Praxis I PPST.

YOU MUST HAVE REGISTERED FOR OR TAKEN ALL THREE SECTIONS OF THE Praxis I PPST (reading, writing, and mathematics) prior to applying for Professional Education. The test date must be within the same semester as application to Professional Education.

If you have not taken the Praxis I PPST test, you may register online at www.ets.org and look for Praxis I PPST. Bring the electronic registration receipt to the Academic Advising Office (AH 117), and your file will be activated. Once you receive your test scores by mail, bring a copy of the scores to the Academic Advising Office. For application to Professional Education, you need only be registered for or have taken the Praxis I PPST; you do not have to pass all sections of the
Praxis I PPST for admission. However, you must pass all sections of the Praxis I PPST for application for licensure.

6. Documentation of passing the Writing Assessment Lab (Written Essay and Diagnostics Skills Test)

During EEC 200 (for Elementary Education majors) or EEC 201 (for Early Childhood Education majors), you will complete a Writing Assessment Lab that includes a survey and a writing sample. You may reserve your place in a Writing Assessment Lab by visiting 117 Armstrong Hall, the Advising Office of the College of Education.

You must pass the essay and diagnostic skills test in order to be considered for admission into Professional Education and the major. The results will be used to refer you to the Center for Academic Success for assistance as needed. This may result in a delay for your admission into Professional Education. All remediation should be completed and the essay test passed prior to admission.

7. Program Planning Worksheet

You must submit a plan of study for each of the next four semesters to indicate how you plan to complete your degree. The program planning worksheet (available on-line) is a crucial component of your application as it helps you, your adviser, and the program coordinator ensure that you are taking the necessary courses and in the appropriate order to complete your degree successfully.

If you intend to have any required courses waived or substituted by another course, you should meet with your adviser immediately to fill out the course waiver/substitution form. Submit a copy of this form along with your application.

8. Interview with two faculty members:

After your paper application documents have been reviewed, you will be scheduled for a 15-minute interview with two faculty members from MSU, Mankato. You should dress as you would for a job interview. Questions will relate to your experiences, qualities, and enthusiasm for preparation and for teaching. Faculty members will consider your professional demeanor, your self-confidence, your verbal ability (using Standard English), and the content of your answers.

Applicants who are unavailable for in-person interviews may request an alternative format for their interview, such as videotape or videoconference.
Minnesota State University, Mankato  
College of Education  
Educational Studies: Elementary and Early Childhood

**Scoring Rubric – Application for Professional Education**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cover Letter and Resume Information</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td>No reference to needs of diverse learners</td>
<td>Some evidence of sensitivity to, but no experience with needs of diverse learners</td>
<td>Some evidence of sensitivity to, but little experience with needs of diverse learners</td>
<td>Compelling evidence of sensitivity to and experience with needs of diverse learners</td>
</tr>
<tr>
<td>Collaboration</td>
<td>No reference to working collaboratively with others</td>
<td>Reference to, but no experience in working collaboratively with others</td>
<td>Some experience in working collaboratively with others</td>
<td>Extensive experience in working collaboratively with others</td>
</tr>
<tr>
<td>Professional experience with children</td>
<td>No reference to working with children</td>
<td>Reference to, but no experience in working with children</td>
<td>Some experience in working with children</td>
<td>Extensive experience in working with children</td>
</tr>
<tr>
<td>Reflection</td>
<td>No reference to applicant’s skills or traits</td>
<td>Incomplete examples of applicant’s skills or traits</td>
<td>Some examples of applicant’s skills or traits</td>
<td>Compelling examples of applicant’s skills or traits</td>
</tr>
<tr>
<td>Language Skills</td>
<td>Extensive grammar, spelling, and punctuation errors (15 or more)</td>
<td>Many grammar, spelling, and punctuation errors (6 to 14)</td>
<td>Several grammar, spelling, and punctuation errors (Less than 5)</td>
<td>No grammar, spelling, and punctuation errors</td>
</tr>
</tbody>
</table>

**Academic Record**

<table>
<thead>
<tr>
<th></th>
<th>Cumulative GPA</th>
<th>ENG 101</th>
<th>SPEECH 100 or 102</th>
<th>MATH 201</th>
<th>EEC 200 or EEC 201</th>
<th>EEC 222W</th>
<th>Completion of required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.75 – 3.24</td>
<td>B</td>
<td>B</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>Coursework other than</td>
</tr>
<tr>
<td></td>
<td>3.25 – 3.49</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>than Blocks, will</td>
</tr>
<tr>
<td></td>
<td>3.5 – 3.74</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All coursework other</td>
</tr>
<tr>
<td></td>
<td>3.75 – 4.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>than Blocks, will</td>
</tr>
</tbody>
</table>

Page 11 of 16
<table>
<thead>
<tr>
<th>coursework</th>
<th>Blocks, will take more than three semesters to complete</th>
<th>take more than two semesters to complete</th>
<th>will be completed within next two semesters</th>
<th>Blocks, will be completed within next semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Praxis I PPST</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Registered</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Registered</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Registered</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing Assessment Lab</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results</td>
<td>Met criteria</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Letters of Recommendation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total points from all three ratings (maximum possible = 168)</td>
<td>0 – 39</td>
<td>40 – 79</td>
<td>80 – 119</td>
<td>120 – 168</td>
</tr>
<tr>
<td><strong>Interview</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal demeanor and attitude</td>
<td>Unacceptable; obviously lacking preparation</td>
<td>Needs work; un professional appearance; conversation is not energetic</td>
<td>Average; prepared but sometimes showed digressions</td>
<td>Exceptional; responses were smooth and professional; good posture; professional appearance</td>
</tr>
<tr>
<td>Self-confidence and presentation</td>
<td>Unacceptable; little or no eye contact; lack of social skills</td>
<td>Needs work; some eye contact; minimal greetings; made an effort, but not always focused</td>
<td>Very good; appropriate eye contact; no inappropriate body language</td>
<td>Exceptional; appropriate eye contact and body language; no nervous habits</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Unacceptable; inappropriate vocabulary and grammar</td>
<td>Needs work; speech soft or mumbles; talk too fast or too slowly; poor grammar; single word responses</td>
<td>Average; generally adequate volume, grammar, and vocabulary</td>
<td>Exceptional; well-prepared responses; spoke with confidence</td>
</tr>
<tr>
<td>Responses to questions</td>
<td>Unacceptable; information not relevant to questions asked</td>
<td>Needs work; minimal effort given; responses are simplistic</td>
<td>Average; sometimes digressed into other areas; no questions posed to interviewers</td>
<td>Exceptional; answered in relevant and concise manner; excellent questions posed</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Possible Interview Questions for Application for Professional Education

Applicant: ____________________________________________________________

Interview Committee Members (2): _______________________________________

Interview Date and Time: _______________________________________________

1. Tell us a little bit about yourself (where you are from; why you chose MSU; etc.)

2. Tell us about your career goal. What age level or grade level do you want to teach?

3. Tell us why you want to be a teacher.

4. Tell us about your experiences with children and what you learned from those experiences.

5. Tell us about your qualities or characteristics that you think will contribute to your success as a student in our education programs.

6. Tell us about your qualities or characteristics that you think will contribute to your success as a teacher.

7. Do you have any questions for us?
Recommendation Form  
For Applicant into Initial Teacher Licensure Programs  
Educational Studies: Elementary and Early Childhood

Note to Applicant: This section is to be filled out by the applicant prior to the reference completing his/her portion. With this form, please include a stamped envelope addressed to the department address at the end of the form.

_____ I hereby waive my right of access to this reference.
_____ I do not waive my right of access to this reference.

_________________________  ______________________
Applicant's name  Date

Intended Program (Check only one):
_____ Early Childhood Education
_____ Elementary Education – pre-primary specialization
_____ Elementary Education – middle school specialization

Note to Reference: Both the applicant and the program coordinator will appreciate your completing all 3 pages of this form. Please send it no later than ____________ to the department address at the end of the form.

1. I have known this person:
   _____ casually  _____ fairly well  _____ very well
   _____ less than one year  _____ one to two years  _____ more than two years

2. In the relationship of (Check all that apply):
   _____ student in class  _____ volunteer  _____ employee
   _____ colleague  _____ advisee  _____ other (specify ________)

3. Based on your ratings of the applicant (see reverse side of this form), please indicate your recommendation below:
   _____ I recommend the applicant without hesitation.
   _____ I recommend the applicant with some hesitation (please explain in comment section).
   _____ I do not recommend the applicant for admission to the teacher licensure program in Educational Studies: Elementary and Early Childhood Programs (explain in the comments section).

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Dispositions Related to Professionalism

Applicant’s name ________________________________

Applicants in all teacher licensure programs at MSU must document, at minimum, a satisfactory performance on all of the dispositions. A disposition is an enduring habit of mind that leads one to act in certain ways; dispositions are reflected through behaviors. Listed below are the dispositions associated with professionalism. Please rate the applicant according to these categories:

<table>
<thead>
<tr>
<th>Unaware (0)</th>
<th>Developing (1)</th>
<th>Demonstrates (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The applicant’s behaviors do not reflect the disposition. May be unaware of need for this disposition.</td>
<td>The applicant’s implementation is beginning but may not always consistent or successful.</td>
<td>The applicant’s behaviors consistently reflect the dispositions. The applicant engages in positive pro-active behavior.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain D: Professionalism</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respectful relationships</td>
<td>Interacts with others (i.e., co-workers, parents) in a positive, professional manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Perceives and honors the physical, emotional, and social boundaries of others</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Perceives and honors diversity among groups of people and individuals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listens to and values others’ ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrity</td>
<td>Adheres to professional guidelines for ethical conduct</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Values and maintains confidentiality</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Values and demonstrates honesty</td>
<td></td>
<td></td>
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<tr>
<td>Responsibility and work ethic</td>
<td>Arrives on time and completes assigned tasks on schedule</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Accepts personal responsibility for one’s own actions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arrives ready and able to support others’ intellectual, academic, social, and emotional growth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment to teaching and professionalism</td>
<td>Engages in professional growth: reading, scholarly work, conferences, workshops and further coursework</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Uses proper grammar and vocabulary in written and oral communication</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Maintains personal hygiene</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dresses appropriately</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Applicant’s name

Comments:

Name of Reference: ___________________________ Position: _______________________
E-mail: ______________________________________
Address: ______________________________________
City: ____________________________ State: _____ Zip Code: ________________
Signature: ____________________________ Date: __________

Mailing address: Professional Education Application Review Committee (EEC), 117 Armstrong Hall, Minnesota State University, Mankato, MN 56001