### 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.

<table>
<thead>
<tr>
<th>College:</th>
<th>Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Elementary and Early Childhood</td>
</tr>
<tr>
<td>Program:</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Type of Change:</td>
<td>COURSE PROPOSALS</td>
</tr>
<tr>
<td>Proposed:</td>
<td>Change in Title</td>
</tr>
<tr>
<td>Title Current:</td>
<td>Primary Grade Literacy/Social Studies Lab</td>
</tr>
<tr>
<td>Title Proposed:</td>
<td>Primary Grade Field Experience</td>
</tr>
<tr>
<td>24-Char. Abbrev:</td>
<td></td>
</tr>
</tbody>
</table>

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

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.

**Rationale or Justification for change:**

The College of Education is changing the terminology for pre-service teacher practice from "lab" to "field experience."

---

### For General Education or Cultural Diversity Courses Only

<table>
<thead>
<tr>
<th>General Education Course:</th>
<th>Cultural Diversity Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE Category #:</td>
<td>Cultural Diversity Course:</td>
</tr>
<tr>
<td>GE Category Name</td>
<td>(Please check one.)</td>
</tr>
<tr>
<td>(Maximum of 3 Categories)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)</td>
</tr>
<tr>
<td>N/A</td>
<td>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.)</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
</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)</th>
<th>Instructional Type: Lecture</th>
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</thead>
<tbody>
<tr>
<td>Course is an elective.</td>
<td>Course will be offered:</td>
</tr>
<tr>
<td>Course is required for program</td>
<td></td>
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<tr>
<td>Pre- or Co-requisites:</td>
<td></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.
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/acadaff/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/acadaff/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.
Minnesota State University, Mankato
Curriculum Proposal

***Signature Page***

**Department**
- Recommended (Category/ies________)
- Not Recommended (Category/ies________)

**Department Chair**
- Signed: C. G. Sandell
- Date: 10/30/07

**Comments:**

**College Curriculum Committee**
- Recommended (Category/ies________)
- Not Recommended (Category/ies________)

**Committee Chair**
- Signed: Faye Reid
- Date: 2-20-08

**Comments:**

**College Dean**
- Recommended (Category/ies________)
- Not Recommended (Category/ies________)

**Dean**
- Signed: Masson P. Jones
- Date: 2/28/08

**Comments:**

**General Education Subcommittee**
- Recommended (Category/ies________)
- Not Recommended (Category/ies________)

**General Education Subcommittee Chair**
- Signed: __________
- Date: __________

**Comments:**

**Undergraduate Curriculum and Academic Policy Committee**
- Recommended (Category/ies________)
- Not Recommended (Category/ies________)

**UCAP Faculty Chair**
- Signed: __________
- Date: 3/12/08

**Comments:**

**Faculty Association Graduate Committee**
- Recommended
- Not Recommended

**Faculty Association Graduate Chair**
- Signed: __________
- Date: __________

**Comments:**

**Graduate Dean**
- Recommended
- Not Recommended

**Graduate Dean**
- Signed: __________
- Date: __________

**Comments:**

**Academic Affairs Council**
- Recommended (Category/ies________)
- Not Recommended (Category/ies________)

**Assistant Vice President**
- Signed: __________
- Date: __________

**Comments:**

**Senior Vice President and Vice President for Academic Affairs**
- Approved (Category/ies________)
- Not Approved (Category/ies________)

**Sr. Vice President / Vice Pres. Academic Affairs**
- Signed: __________
- Date: __________

**Comments:**

---

3 Revised September 2002
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.

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<thead>
<tr>
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<tbody>
<tr>
<td>Department: Ed. Studies: Elementary and Early Childhood Education</td>
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<tr>
<td>Program: Early Childhood Education</td>
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<td>Type of Change: COURSE PROPOSALS</td>
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<tr>
<td>Proposed: Change in Credits, Number and Title</td>
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<tr>
<td>Title Current: Primary Grade Literacy/Social Studies Lab &amp; Primary Grade Math</td>
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<tr>
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</tr>
<tr>
<td>24-Char. Abbrev: Primary Grade Field Exp</td>
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</table>

Effective Date of Change: 
Academic Year (For Office Use Only)

Course Designator: EEC 441 & EEC 445 
Number of Credits: 2 

Course Designator: EEC 441 
Number of Credits: 1 

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

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.

Rationale or Justification for change:

This College of Education is changing the terminology used for pre-service teacher practice from "lab" to "field experience." This change will integrate the content and subject matter standards into a single field experience rather than specific subject matter field experiences, thereby reflecting the integrated ways in which young children learn. The change for the ECE major reflects the more common practices and number of credits for an ECE Ed major in field experience, similar to block I have ECE Ed majors complete for specializations, in which the field experience for a block of courses is one credit rather than multiple credits.

For General Education or Cultural Diversity Courses Only:

<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
</tr>
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<tbody>
<tr>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
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<tr>
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- List of strategies to be used to assess students' achievement of each GE competency or CD designation.

For New Courses:

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<tr>
<th>Instructional Type:</th>
<th>Lecture</th>
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<tr>
<td>Grading Format:</td>
<td>Grade P/N</td>
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<tr>
<td>Course will be offered:</td>
<td></td>
</tr>
</tbody>
</table>
- Fall Semester
- Spring Semester
- Summer Session

Other courses are being changed or eliminated. (Explain.)

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:
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- 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.

1 Revised September 2002
TO: Curriculum Approval Committee

FROM: Elizabeth J. Sandell, Chairperson, Elementary and Early Childhood

DATE: October 30, 2007

RE: Course change proposal

Our department is proposing 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.

The material attached is for the course proposal.

1. Syllabus.

2. Department minutes of October 17, 2007 to show faculty approval.

3. Resources required to offer and support the course: No new faculty or rooms or materials will be needed for this course.

4. Description of how this will effect department staffing: There will be no additional faculty staff needed.
**EARLY CHILDHOOD EDUCATION: PLAN OF STUDY 2007-2008 Undergraduate Bulletin**

**1st. year**
General Education Electives 18-19 to meet requirements in Cat. 3, 6, 7, 8, 9, 10, 11

<table>
<thead>
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<th>Course</th>
<th>Credits</th>
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<th>Category</th>
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<td>F,S</td>
<td>Cat. 1A</td>
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<tr>
<td>MATH 201</td>
<td>3</td>
<td>F,S</td>
<td>Cat. 4</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>4</td>
<td>F,S</td>
<td>Cat. 5</td>
</tr>
<tr>
<td>SPEE 100 or 102</td>
<td>3</td>
<td>F,S</td>
<td>Cat. 1B</td>
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</table>

Cat. 3
Cat. 5
Cat. 6
Cat. 8
Cat. 9
Cat. 10

**TOTAL CREDITS THIS YEAR 31**

**2nd. year**
General Education Electives 6-8 to meet requirements in Cat. 3, Cat. 5

<table>
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<th>Course</th>
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<td>EEC 227</td>
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<td>3</td>
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<tr>
<td>Cat. 6</td>
<td>3</td>
<td>F</td>
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**CREDITS THIS SEMESTER 17**

1. Apply for Admission to Major in AH 117 after completion of 32 credits;

**Note: Requirements**

2.5 GPA
A or B in ENG 101
A or B in SPEE 100 or 102
A, B, or C in Math 201

2. Complete PPST—Information in AH 117

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Type</th>
<th>Category</th>
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</thead>
<tbody>
<tr>
<td>CDIS 205</td>
<td>3</td>
<td>S</td>
<td>Cat. 11</td>
</tr>
<tr>
<td>EEC 222W</td>
<td>3</td>
<td>S</td>
<td>Cat. 1C, 7</td>
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<td>EEC 245</td>
<td>3</td>
<td>S*</td>
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<tr>
<td>FCS 230/PSYCH 230</td>
<td>3</td>
<td>S</td>
<td></td>
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<tr>
<td>Electives (Cult Div.)</td>
<td>3</td>
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<tr>
<td>Electives</td>
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</table>

**CREDITS THIS SEMESTER 15-18**

**TOTAL CREDITS THIS YEAR 32-36**

Apply for Admission to Professional Education in AH 117 after you have completed 40 credits;

**Note: Requirements**

A or B in Cat 1C courses, including EEC 222W
2.75 GPA required
Evidence of completion of PPST
Completion of surveys and writing assessment

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**3rd. year**

<table>
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<th>Credits</th>
<th>Type</th>
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<td>EEC 313</td>
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<td>EEC 365</td>
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<td>EEC 366</td>
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<td>EEC 435</td>
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<td>F</td>
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<td>HP 413</td>
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<tr>
<td>KSP 415</td>
<td>2</td>
<td>F*</td>
<td>Cult. Div.</td>
</tr>
<tr>
<td>MUS 441</td>
<td>2</td>
<td>F*</td>
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<tr>
<td>EEC 368</td>
<td>4</td>
<td>S</td>
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<td>EEC 369</td>
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<td>EEC 434</td>
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<td>EEC 455 (Elective)</td>
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**TOTAL CREDITS THIS YEAR 33-36**

**SUBMIT APPLICATION FOR GRADUATION at the office of the Registrar 1 calendar year before graduation**

**SUBMIT APPLICATION FOR STUDENT TEACHING (AH 119) by early Sept or early Feb. one semester prior to student teaching**

**4th. year**

<table>
<thead>
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<th>Credits</th>
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<td>EEC 440</td>
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<tr>
<td>EEC 441</td>
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<td>F*</td>
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<tr>
<td>EEC 442</td>
<td>4</td>
<td>F*</td>
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<tr>
<td>EEC 443</td>
<td>1</td>
<td>F*</td>
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</table>

**SOCW 415 3 F**

**EEC 466 12 S**

**TOTAL CREDITS THIS YEAR 28**

**NOTE: 128 CREDITS REQUIRED FOR GRADUATION; GENERAL EDUCATION AND CULTURAL DIVERSITY REQUIREMENTS MUST BE MET**

**APPLY FOR MN. TEACHER LICENSURE (AH 119)**

Recommended (not required) General Education Courses:
Cat. 3 BIO 100 and PHYS 101
Cat. 6 ART 100
Cat. 7 HIST 190 or HIST 191

**DRAFT 2-15-07**
A. Clinical Documentation

Collect these materials and turn them in at the end of your clinical experience.

<table>
<thead>
<tr>
<th>Section</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Reflective/Analysis Journal (including record of attendance)</td>
<td></td>
</tr>
<tr>
<td>Clinical Site Observation of Student (see below)</td>
<td></td>
</tr>
<tr>
<td>Clinical Site Evaluation of Student (see below)</td>
<td></td>
</tr>
<tr>
<td>Classroom Demographic Data Form</td>
<td></td>
</tr>
</tbody>
</table>

B. Attendance and Participation in Clinical Placement

You will be assigned a classroom in which you will complete approximately 30 hours of clinical placement for each credit for which you have registered. Your presence and timeliness and active participation in the classroom are expected. In the event of a necessary absence, notification of the absences must be made ahead of time. Contact your classroom teacher (by phone) as well as your course instructors (by email). Missed clinical placement dates must be made up. If school is cancelled due to weather related issues, notification will be provided through the area media. Ask your cooperating teacher which radio and/or TV stations will broadcast such information for the school in which you are working.

MSU students in the classroom are generally expected to:

1. Observe, help, participate, and/or lead classroom activities as directed by the cooperating teacher.
2. Participate in small and large group Guided Reading Structures.
3. Assist the classroom teacher with routine classroom duties, such as classroom preparation, grading papers, one-on-one instruction, and read-alouds.

C. Clinical Reflective/Analysis Journal/Portfolio/Notebook

1. Summary. Each day, write a journal entry to summarize your attendance time and your clinical experiences in the classroom. Add artifacts to show what you accomplished and learned while in the clinical experience. These include, but are not limited to photographs, written directions, copies of children’s work, lesson plans, designs for bulletin boards, games, activities, etc. For each artifact, indicate what you learned and how you felt about your experiences.

2. Learning Environment. Describe the learning environment from floor to ceiling, wall-to-wall. Note areas of the room that are related to this course domain. Describe areas that invite
individual work and those that invite group work. Describe these areas. In conjunction with your cooperating teacher, rearrange two areas of the room: one to enhance individual work and one to enhance group work. In a brief reflective paper, relate what changes you made and note the responses of the children to the change in environment.

(3) Lesson Planning and Presentation. Write one lesson plan for an activity in which you emphasize your teaching behaviors (what you will say and do) and how these will result in the children learning. This should be a teacher-directed activity. Teach the lesson during your instructor’s observation of your classroom. After you implement the lesson plan you have written, write your reflection on how the lesson went. What were the successful strategies on your part? What were the unsuccessful strategies on your part? What would you do the same the next time? What would you change the next time?

(4) Literacy Learning Center. Complete and present one Literacy center correlated with lessons developed by the cooperating teacher. In your journal, reflect on the learning center. What learning center did you complete and present? What were your purposes for that center? What were the successful strategies on your part and what is your evidence that they were successful? What were the unsuccessful strategies on your part and what is your evidence that they were unsuccessful? What would you do the same the next time? What would you change the next time?

(5) Literacy/Reading Assessment. Complete one of these assessments on one child: Phonemic Awareness, Concept of Print, or Reading. In your journal, reflect on the assessment. What assessment was administered? What was your purpose for administration? What literacy information did you gain about the student from giving the assessment? What were the students’ specific areas of strengths and areas of concern? What recommendations for instruction would you make?

6) Inquiry Scope and Sequence. Develop a scope and sequence chart for science or math based on the school district’s approved curriculum. Add several paragraphs of your reflection about how the scope and sequence accommodates to Minnesota Academic Standards and to NAEYC Developmentally Appropriate Practice.

(7) Professional Responsibility. Reflect on the professional practices that you employed. These might include: how you dressed, punctuality, dependability, phoning in if ill, support (meetings, resources, etc...) you offered to others so they could be successful professionally, support you sought so that you could be successful. Note if there were any instances in which you experienced an ethical conflict. Tell how you resolved the conflict. Reflect on any activities that you participated in that led to making the entire school a productive learning environment.

D. Clinical Site Observation of Student (to be completed by MSU instructor)

The course instructor will visit your placement site for a minimum of one observation. This will be scheduled in advance, not at a time to surprise you or your cooperating teacher. With advance notice, please arrange to teach a small group lesson when the course instructor is scheduled to
observe. The instructor will want to have a 10-minute conference with you immediately following the observation.

E. Clinical Site Evaluation of Student (to be completed by cooperating teacher)

The cooperating teacher will complete an evaluation about your attendance, participation, and professionalism (including elements such as presence, timeliness, following school protocol, active participation in the clinical experience). Your cooperating teacher will complete an evaluation form that describes how he/she evaluates your work in these domains, and will mail the evaluation form back to the EEC office.

Domain A: Planning and Preparation
Student Background – employs this knowledge in planning for instruction
Objectives – aligns with tasks and activities
Content Connections – demonstrates/displays content knowledge
Content / Materials – relates methods, activities, and materials to objectives
Evaluation – aligns with objectives and the assessments gauge student learning

Domain B: Enhancing the Learning Environment (observed during teaching)
Climate – treats students fairly and encourages fairness among students
Rapport – relates positively to students
Learner Expectations – holds appropriate expectations of learners
Class Behavior – is aware of student behavior and responds appropriately
Physical Environment – provides a safe and accessible classroom

Domain C: Teaching for Student Learning (observed during teaching)
Goals and Procedures – communicates clearly and accurately, orally and in writing
Content Clarity – uses successful questioning techniques and instructional approaches
Extend Thinking – encourages students’ critical or creative thinking
Monitoring/Providing Feedback – provides informal assessments and timely feedback to students; adjusts future planning
Instructional Time – structures and paces lessons appropriately

Domain D: Professionalism
Student Teacher Reflection – reflects accurately and suggests improvements
Commitment to Teaching – enjoys teaching and complete assigned responsibilities; attendance, dress, and punctuality are appropriate

F. Classroom Demographic Data Form

With the help of the cooperating teacher, complete the Classroom Demographic Data Form, sign it and have your cooperating teacher sign it. Place this form in your portfolio/notebook.
Minnesota State University, Mankato
College of Education
Educational Studies: Elementary and Early Childhood
Faculty Meeting

Wednesday, October 17, 2007
noon to 2:00 p.m.
330 Armstrong Hall

Approved: ________________

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 (Aimee 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