
Early Childhood Education

College of Education

Department of Educational Studies: Elementary and Early Childhood

328 Armstrong Hall • 507-389-1516

Chair: Peg Ballard

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The Department of Educational Studies: Elementary and Early Childhood has a major responsibility for providing professional education for early childhood and elementary teachers. The general goals of this program are to develop the dispositions, knowledge, and skills of candidates for licensure; to make available pre-professional clinical experiences in order to introduce students to the total 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, professional skills and learning environment awareness.

Advising. The College of Education serves Early Childhood Education students through developmentally appropriate levels of advising. Several small group advising sessions by level are offered each semester. Sessions are posted and announced in *The Reporter*, the department office, and Advising Office (117 Armstrong Hall).

Level 100/First Year Students: Students are assigned to the Student Relations Coordinator (SRC) during their first year. The SRC initially conducts the orientation programs and approves first semester schedules. Students during the first year then also have an identifiable location for immediate advising assistance (COE Academic Advising Office, directed by the SRC). Small group advising sessions will be conducted mid-semester for registration assistance. Sessions will focus on program expectations, general education, and major admission.

Level 200/and Beyond Students: Level 200 and Beyond Students-Small group sessions will be held to provide information on program expectations and sequential program blocking.

Transfer Student Advising. Formal evaluation of prior academic preparation follows transfer orientation. The Department Chairperson of Educational Studies: Elementary and Early Childhood formally approves the coursework based on course descriptions and syllabi, samples of completed work, and/or field experience evaluations.

Admission to Major, Academic Advising Office (117 Armstrong Hall). All Early Childhood Education students must be admitted to the major and to Professional Education. All students must submit an unofficial MSU

transcript. Transfer students also must submit a copy of their transfer credit evaluation form, which is available from the Campus Access HUB. Early Childhood Education students must complete the following admission requirements in the stages below:

STAGE I: Admission to the Major

Coordinator for Admission to Major: Cheryl Kalakian (117 Armstrong Hall).

All students must submit an unofficial or official MSU transcript. Transfer students should submit a copy of their transfer credit evaluation form, which is available from the Campus Access HUB. Early Childhood Education students must complete the following requirements to be admitted to the Major:

1. Completion of 40 credits.
2. Grade point average (GPA) of 2.5 overall on a 4 point system.
3. A or B in English 101.
4. A or B in Speech 100 or Speech 102.
5. A, B, or C in Math 110 or higher.

Applications are available in 117 Armstrong Hall. Students who are not admitted may appeal.

STAGE II: Admission to Professional Education

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

All students working toward the teaching degree in the Early Childhood 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 55 credits.
2. Cumulative GPA of 2.75.
3. Evidence of completion of the Pre-professional Skills Test (PPST)-Praxis I.
4. Completion of Faculty Recommendation Folder.
5. Completion of a General Education Intensive Writing (General Education Category 1 C) course with an A or B, (EEC 222 is recommended).
6. Completion of the following courses: EEC 201 and 202, KSP 301, FCS 301 and 303, and PSYC 230.

Please refer to Office of Academic Advising, 117 Armstrong Hall, for further requirements. Students who are not admitted may appeal.

STAGE III: Admission to Early Childhood Education Block and Student Teaching

Coordinator for Admission to Early Childhood Education Block: Department Chair (328 Armstrong Hall).

All students working toward the teaching degree in the Early Childhood Education major must be admitted to Block. Application to Block should be made when the following requirements have been met:

1. Grade Point Average (GPA) of 2.75.
2. Completion of all General Education requirements
3. Completion of EEC 365 and 366.

The Early Childhood Education block and student teaching components consist of two semesters taken sequentially. The first semester consists of preprimary methods and other professional education coursework along with student teaching at the pre-school level. The second semester consists of primary methods and students teaching at the primary guide level. Both student teaching experience will involve all-day responsibilities and occur during the final ten weeks of each semester. Admission to the second semester is contingent upon successful completion of the first semester.

A handout (Early Childhood: Licensure Plan of Study) which lists General Education courses, the Professional Core Support courses, and the Professional Education courses is available in 117 Armstrong Hall.

Application deadlines are 10 instructional days prior to upcoming registration. The Department's Admissions Committee will meet soon after the deadlines to determine admission for students. Students who are not admitted may appeal.

The 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 of the admission requirements.

STAGE IV: Admission to Student Teaching. Student Teaching (119 Armstrong Hall) Director of Clinical and Field Experience: Tracy Pellett

Student teaching at Minnesota State University, Mankato is a result-oriented, performance-based 16-week program requiring the demonstration of an acceptable level of teaching performance. The performance is in the areas of planning and preparation, enhancing the learning environment, teaching for student learning, and professionalism. Multiple methods of assessment are used and evidence collected to provide a view of the student teacher's skills and dispositions. These methods include direct observations of teaching activities by public school and University faculty, the use of videotaped lessons and activities reflective of professional responsibilities of teachers (e.g., parent conferences). The Director of Clinical and Field Experience requests placements for all student teachers in partner districts. Student teachers should 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 in advance of student teaching semester (obtain specific dates from 119 Armstrong Hall), attendance at all preliminary student teaching meeting(s), submission of scores on the PRAXIS I (Reading/Writing/Math) test, recommendation of advisor, school district administra-

tion, cooperating teacher(s), and Director of Clinical and Field Experience, and completion of Minnesota State Police background check materials. Application materials are available in 119 Armstrong Hall.

Alternative Admission policy. An alternative admission policy exists to encourage the participation of individuals from under-represented groups. The Student Relations Coordinator has the responsibility of hearing appeals for admission to Professional Education program and may make exception to the published admission criteria.

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, 118 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 examination. 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 \$26 fee for the criminal background check. The fee for the issuance of a State of Minnesota teaching license is \$47. Please contact Gail Orcutt for questions about the licensure process.

EARLY CHILDHOOD EDUCATION BS, TEACHING Required General Education (17-20 credits):

- This option is available for any major.
- ENG 101 Composition (4)
 - HLTH 310 Drug Education (3)
 - SPEE 100 Fund. Speech Comm (3) **OR**
 - SPEE 102 Public Speaking (3)
 - MATH 110 Perspectives in Math (3) or higher
 - PSYC 101 Psychology (4)
 - ECON 201 Principles of Macroeconomics (3) **OR**
 - POL 111 U.S. Government (3)

Required Support Courses (Core, 11 credits):

- FCS 301 Child Development (3)*
 - FCS 303 Working with Families (2)
 - PSYC 230 Child Care Psychology (3)
 - EEC 201 Intro to Early Childhood Ed (2)
 - EEC 203 Intro to Early Children Ed Lab (1)
- *Prerequisites to major course

Required Major Courses (49 credits):

Professional Education Admission Required

- EEC 365 Teaching Infants and Toddlers (3)
- EEC 366 Teaching Infants and Toddlers Lab (1)
- EEC 368 Preprimary Methods and Materials (3)
- EEC 369 Preprimary Methods and Materials Lab (1)
- EEC 370 Kindergarten Methods and Materials (2)

EEC	371	Kindergarten Methods and Materials Lab (1)
EEC	435	Teacher Parent Relations in Education (3)
EEC	440	Primary Grade Literacy (4)
EEC	441	Primary Grade Literacy Lab (1)
EEC	442	Primary Grade Inquiry (4)
EEC	443	Primary Grade inquiry Lab (1)
KSP	301	Technology (2)
KSP	410	Materials for Young Children (2)
ESSP	304	Young Children with Individual Needs (3)
ESSP	421	Assessment of Young Children with Exceptional Needs (3)
ESSP	440	Teaming with Parents and Other Professionals (3)
HP	413	Early Childhood Motor Development (2)
FCS	400	Culturally Diverse Families (3)
SOWK	415	Child-Family Welfare Services (3)
THEA	324	Methods and Materials for Teaching Dance to Children (2)
MUS	441	Music in Early Childhood (2)

STUDENT TEACHING (14 credits):

EEC	466	Pre-Kindergarten Student Teaching and Seminar (7)
EEC	474	Student Teaching Elementary (7)

CLINICAL EXPERIENCES

A major component of professional education coursework involves clinical experience in area schools. These experiences are sequential in development. Multiple methods of assessment are used to document competencies. These methods include direct observations of teaching activities by public school 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 into future clinical activities (e.g., student teaching). All clinical placements are initiated by the Office of Clinical and Field Experience. Students involved in any clinical experience need to undergo a background study (once per academic year) to assess misdemeanor and felony conviction records maintained at the Minnesota Bureau of Criminal Apprehension. This information is provided to centers and districts for their determination of suitability. The Office of Clinical and Field Experience coordinates the background check process.

POLICIES/INFORMATION

GPA Policy. All coursework listed in the Early Childhood Education degree requires a cumulative career GPA of 2.75 and a grade of “C” or better. Students must achieve at least a 2.75 GPA in professional education courses and be admitted to Professional Education.

Admission to major. Admission to the major is granted by the academic department in which the student proposes to major. To be admitted to any program, the fol-

lowing requirements must be met:
 -GPA of 2.5 for admission.
 - Completion of 32 semester credits.

P/N Grading Policy. With the exception of student teaching, all courses that meet program requirements must be taken for a grade.

COURSE DESCRIPTIONS

EEC 201 (2) Introduction to Early Childhood Education

A first course for early childhood majors. Experience in pre-Kindergarten classrooms, understanding young learners, levels of instruction and the teaching role.
 F

EEC 203 (1) Introduction to Early Childhood Education - Lab

Lab experiences in preschool settings.
 Coreq: EEC 201 F

EEC 365 (3) Teaching Infants and Toddlers

Develop curriculum and design environment for young children at three ages: infant, toddler, three to four year olds.
 Pre: EEC 201 and 203. FCS 301, FCS 303. Coreq: EEC 366 S

EEC 366 (1) Teaching Infants and Toddlers: Lab

Clinical experiences to accompany EEC 365 Interaction strategies, learning environments, parent communications.
 Coreq: EEC 365 S

EEC 368 (4) Preprimary Methods and Materials

Instructional strategies, theories of curriculum and development, integrated curriculum for 3, 4, and 5 year olds.
 Coreq: EEC 369 F, S

EEC 369 (1) Preprimary Methods and Materials: Lab

Clinical experience to accompany EEC 368.
 Coreq: EEC 368 F, S

EEC 370 (2) Kindergarten Methods and Materials

Instructional strategies, theories of curriculum and development, integrated curriculum for kindergarten children.
 Pre: EEC 365; Coreq: EEC 371 F, S

EEC 371 (1) Kindergarten Methods and Materials: Lab

Clinical experiences.
 Coreq: EEC 370 F, S

EEC 435 (3) Teacher-Parent Relationships in Education

Emphasis on parent-teacher relationships for effective learning of children through the elementary grades. Includes introduction to Early Childhood Family Education.
 F, S

EEC 440 (4) Primary Grade Literacy and Social Studies Methods V

Students will investigate developmentally appropriate reading and literacy curriculum and methodology for primary grade students. Course will include strategies for teaching literacy.

Coreq: 441, 442, 443 F

EEC 441 (1) Primary Grade Literacy: Lab

Clinical field experience to accompany EEC 440. Students will observe and teach primary age children. Required 30 contact hours in an primary grade classroom. Students will plan and implement developmentally appropriate activities/ lessons related to teaching literacy.

Coreq: EEC 440, 442, 443 F

EEC 442 (4) Primary Grade Inquiry

Students will investigate developmentally appropriate methods and materials for the teaching of math, science, and social studies in the primary grades. Course will include techniques on how to plan an interdisciplinary approach to teaching math, science, and social studies.

Coreq: 440, 441, 443 F

EEC 443 (1) Primary Grade Inquiry: Lab

Clinical field experience to accompany EEC 442. Students will observe and teach primary age children. Requires 30 contact hours in an primary grade classroom. Students will plan and implement developmentally appropriate activities/lessons related to math, science, and social studies.

Coreq: EEC 440, 441, 442 F

EEC 466 (7) Preprimary Student Teaching and Seminar

Student teaching with prekindergarten children; weekly seminar.

Pre: EEC 365 F, S

EEC 474 (7) Student Teaching in the Primary Grades and Seminar

To provide the experienced teacher an opportunity to use skills learned in previous experiences. Pre: Admission to student teaching

F, S

EEC 495 (2-4) Internship: Early Childhood Family Education

Principals and practices in Early Childhood/Family Education and programs. On-site experiences are required.

Pre: FCS 483, 488 V

EEC 496 (3-6) Internship

Provides clinical experiences for pre-service teachers; extends laboratory experiences for those who have completed pre-student teaching experiences.

Pre: Required methods V

EEC 497 (3-6) Reading Internship

Student directed learning; project determined jointly between student and advisor.

Pre: EEC 332 or 334, 420, 422 or 428 V

EEC 499 (1-4) Individual Study

By contract between student and faculty member.