

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 Minnesota State Mankato 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.

Admission to the Major

Coordinator for Admission to Major: Cheryl Kalakian (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. Early Childhood 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.
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.

Students who are not admitted may appeal.

Admission to Professional Education

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

All students working toward a 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 40 credits.
2. Cumulative GPA of 2.75.
3. Completion of English 101.
4. Completion of Math requirement.
5. Evidence of completion of the Pre-professional Skills Test (PPST)-Praxis I.
6. Completion of a General Education Intensive Writing (General Education Category 1 C) course with an A or B, (EEC 222W is recommended).
7. Completion of the following courses: EEC 201 and 203, KSP 225, FCS 301 and 303, and PSYC 230.

A multifaceted professional education application process exists. Students are required to attend a Professional Education Application Process Session. 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 applicant pool but does not guarantee admission to the Early Childhood Education program.

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

* Application is required for the following high demand courses.
EEC 368/369, EEC 444, EEC 435, EEC 440, EEC 441, EEC 442, EEC 443

All students working toward a 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 EEC 366.
4. Completion of EEC 368 and EEC 369.

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 30 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.

Admission to Student Teaching.

Student Teaching (119 Armstrong Hall) Director of Clinical and Field Experience: Kitty Foord

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. 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 and early learning programs. Student teachers should not contact schools or early learning programs 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 administration, 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.

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 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. 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 Fundamentals of Speech Communication (3) OR
- SPEE 102 Public Speaking (3)
- MATH 110 Perspectives in Math (3) or higher
- PSYC 101 Psychology (4)

Required Support Courses (Core, 16 credits):

- FCS 301 Lifespan 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)
- EEC 225 Technology Applications in Education (2)
- EEC 245 Early Childhood Health, Safety, and Nutrition (3)

*Prerequisites to major course

Required Major Courses (44 credits):

Professional Education Admission Required

- EEC 225 Technology Application in Education (2)
- EEC 365 Teaching Infants and Toddlers (3)
- EEC 366 Teaching Infants and Toddlers: Lab (1)
- EEC 368 Preprimary Methods and Materials (4)
- EEC 369 Preprimary Methods and Materials: Lab (1)
- EEC 370 Kindergarten Methods and Materials (3)
- EEC 371 Kindergarten Methods and Materials Lab (1)
- EEC 435 Teacher-Parent Relationships in Education (3)
- EEC 440 Primary Grade Block Literacy & Social Studies Methods (4)
- EEC 441 Primary Grade Literacy: Lab (1)
- EEC 442 Primary Grade Inquiry (4)
- EEC 443 Primary Grade inquiry: Lab (1)
- KSP 415 Materials for Younger Children (2)
- ESSP 304 Young Children with Individual Needs (3)
- ESSP 421 Assessment of Young Children with Special Needs (3)
- ESSP 440 Teaming with Parents and Other Professionals (3)
- HP 413 Lifespan Motor Development (2)
- SOWK 415 Child-Family Welfare Services (3)
- MUS 441 Music in Early Childhood (2)

STUDENT TEACHING (14 credits):

- EEC 466 Preprimary Student Teaching and Seminar (7)
- EEC 474 Student Teaching in the Primary Grades and Seminar (7)

CLINICAL EXPERIENCES

A major component of professional education coursework involves clinical experience in area schools and early learning programs. 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, community program 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.

Background Checks.

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. There is a \$15 fee for this service. 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 and Professional Education is granted by the academic department.

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 222W (3) Human Relations in a Multicultural Society
Study of interpersonal skills, motivation and group skills. Applied to educational settings. Meets State of Minnesota human relations requirement for teacher licensure.

F, S

GE-7, 11 CD-Core

EEC 222W (3) Human Relations in a Multicultural Society
Study of interpersonal skills, motivation and group skills. Applied to educational settings. Meets State of Minnesota human relations requirement for teacher licensure.

F, S

GE-1C, 7, 11 CD-Core

EEC 225 (2) Technology Applications in Education
Provides the necessary knowledge base and instructional applications for using technology in the classroom.

EEC 245 (3) Early Childhood Health Safety and Nutrition
Health, safety, and nutritional needs of young children (birth - age 8) as well as educators' ethical and legal responsibilities related to child abuse. Includes CPR training.

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

EARLY CHILDHOOD EDUCATION

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 412 (3) Kindergarten Methods and Materials

Instructional strategies, theories of curriculum and development, integrated curriculum for kindergarten children. F, S

Co-req: EEC 413 for early childhood education major only.

EEC 413 (1) Kindergarten Methods and Materials: Lab

Clinical experience to accompany EEC 412. F

Co-req: EEC 413 for early childhood education majors only.

EEC 422 (3) Emergent Literacy

This course explores young children's (birth to age 8) development of emergent literacy skills related to reading, writing, visual representation, speaking, listening, and viewing. The role of parents and early childhood learning environments are included. Observation, assessment, and strategies to promote emergent literacy are discussed. The use of appropriate children's literature is promoted.

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 Block Literacy & Social Studies Methods

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 475 (3-6) Enrichment Experiences Elementary

Student teaching projects determined jointly by student and advisor.

Pre: EEC 473 or 474 F, S

EEC 490 (1-3) Workshop

The workshop format provides teachers and others opportunity to study a specific topic in a shortened, hands-on course.

Variable

EEC 491 (1-4) In-Service

Variable

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 Variable

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 Variable

EEC 499 (1-4) Individual Study

By contract between student and faculty member.

Variable