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I. TEACHER EDUCATION UNIT - OVERVIEW

Introduction
The Teacher Education unit is located within the Liberal Arts and Education Department (LAE). The Teacher Education unit has only one teacher licensure program, the Early Childhood Education (Birth to Grade 3).

Mission
The mission of the University of Minnesota, Crookston Teacher Education unit is to develop beginning teachers as engaged learners who know how to create motivating environments, work with diverse students, adapt curriculum and practices, model ethical practices, and make reflective decisions that support and extend the learning of children/students in varied settings.

Vision
As teacher educators we know that it is through reflective practice that we can create more coherence between what we do, or intend to do, and how students experience these actions. Our vision of offering exemplary teacher education programs (Darling-Hammond, 2006) depends on reflective practice that currently integrates the following features:

♦ **Coherence in learning experiences** based on our clear vision of what constitutes good teaching which is integrated in all course work and clinical experiences.

♦ **Strong core curriculum** which is grounded in knowledge of child and adolescent development and learning, subject matter, pedagogy, assessment, and social and cultural contexts.

♦ **Explicit standards for performance and professional practice** that guide faculty and student work.

♦ **Extensive supervised clinical experiences** which are closely integrated with course work using pedagogies that link theory and practice and facilitate students’ ability to apply knowledge to real problems.

♦ **Extensive use of performance assessments and portfolio development** and evaluation.

♦ **Continuous improvement** in a) developing stronger relationships among educational programs, schools, and university faculty; and b) helping students confront beliefs and assumptions about learning and working with people who have experiences different from themselves.

Conceptual Framework
The Conceptual Framework for Teacher Education at the University of Minnesota, Crookston includes three (3) essential components:
1. Pedagogical Paradigm: Learner-Centered
2. Unifying Themes
3. Dispositions for Educators

1. Pedagogical Paradigm: Learner-Centered
Teacher educators at the University of Minnesota, Crookston keep student learning and meaning-making at the forefront of our curriculum, relationships, and practices. Our ultimate
goal is student learning. We recognize our responsibility to create environments and experiences that help students discover and construct knowledge for themselves. Our paradigm is based on theoretical and empirical evidence, specifically: a) how people learn, b) the type of environment that supports learning, c) our role as teachers, and d) the role of assessment.

2. Unifying Themes
Our Unifying Themes guide our curriculum and integrate our institutional student learning competencies and core values, Minnesota Board of Teaching Standards, academic knowledge bases, dispositions, field experiences, student teaching, and assessments of student learning.

A. Focus on the Nature of Learners
The developmental characteristics of the learner, temperament, learning styles, motivations, knowledge, skills, attitudes, experiences, and cultural context are central to facilitating learning.

B. Create a Motivating Environment
Creating motivating and challenging environments, developing responsive relationships, encouraging students’ active engagement in learning, and using inquiry learning strategies to increase students’ motivation to learn are at the heart of productive and positive teaching and learning environments.

C. Demonstrate Content Expertise
Academic subject matter standards inform what teacher education candidates need to know, understand, and be able to do. Teachers need to connect ideas to one another and apply them to real-world problems.

D. Build Partnerships
Building communities of learning, both in the classroom and beyond the classroom, are critical to maintaining professional partnerships and collaborations. Continual interaction and shared responsibility between and among members of our learning communities is essential in the preparation of highly qualified beginning teachers.

E. Reflect as a Practitioner
Developing reflection skills is a complex process which requires continuous analysis of ones’ teaching and the effect on the individual. Reflective practitioners demonstrate a sustained commitment to learning, questioning, and discovery.

3. Dispositions for Educators
The following dispositions will be promoted and assessed of all teacher education candidates at the University of Minnesota, Crookston

A. Respect
Values and demonstrates consideration and regard for oneself and others.

B. Responsibility
Accepts responsibility for personal actions, decisions, efforts and outcomes.

C. Emotional Maturity
Demonstrates situational appropriate behavior.

D. Values Learning
Demonstrates a respect for and is serious about knowledge acquisition and is passionate about increasing one’s competence.

E. Integrity
Models truthful, ethical and professional behavior.
II. TEACHER EDUCATION CANDIDATE ASSESSMENT PROCESS

LEVEL I: ADMISSION Requirements

Current undergraduate students, and transfer students, are admitted to UMC degree programs based on our institutional admission criteria. Students are typically enrolled in Liberal Education Courses until they have successfully completed the institutional requirement of 30 credits, required prior to enrollment in upper division courses. However, when students desire to be admitted into Teacher Education Licensure Programs, a series of additional required assessment activities begin. These assessment activities are used to continuously evaluate the knowledge, skills, and dispositions of Teacher Education candidates. Additionally, this allows faculty to monitor program effectiveness as we strive to meet the needs of students and the dynamic educational community.

<table>
<thead>
<tr>
<th>ASSESSMENTS</th>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligibility for upper division courses</td>
<td>Successful completion of 30 undergraduate credits</td>
</tr>
<tr>
<td>Cumulative Grade Point Average (GPA)</td>
<td>Achieve a minimum 2.5 cumulative GPA</td>
</tr>
<tr>
<td>Minnesota Teacher Licensure Examinations (MTLE)</td>
<td>Register and complete the MTLE Basic Skills Exams.</td>
</tr>
<tr>
<td>Note: Prior to September 2010: PRAXIS I or Pre-Professional Skills Tests (PPST)</td>
<td>Subtest 1: Reading (Test Code 001)</td>
</tr>
<tr>
<td></td>
<td>Subtest 2: Writing (Test Code 002)</td>
</tr>
<tr>
<td></td>
<td>Subtest 3: Math (Test Code 003)</td>
</tr>
<tr>
<td>Teacher Education Application</td>
<td>Submit to Department Head, Liberal Arts and Education; deadline is the last day of instruction per semester</td>
</tr>
<tr>
<td>Teacher Education Introductory Course</td>
<td>Successful completion of Ed 2200 Foundations of Education</td>
</tr>
<tr>
<td>Teacher Education Program Portfolio packet</td>
<td>Insert BOT Standards Reflections completed for work completed in Ed 2200.</td>
</tr>
<tr>
<td>First Reflective Writing Sample</td>
<td>Submit “Self-Reflection as a Prospective Professional Educator”</td>
</tr>
</tbody>
</table>
LEVEL II: **RETENTION** Requirements

<table>
<thead>
<tr>
<th>ASSESSMENTS</th>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative Grade Point Average (GPA)</td>
<td>Achieve a minimum 2.5 cumulative GPA</td>
</tr>
<tr>
<td>Required Teacher Education Course Grades</td>
<td>Achievement of a C- or higher course grade</td>
</tr>
<tr>
<td>Liability Insurance</td>
<td>Evidence of membership in Education Minnesota; membership includes liability insurance for students who are teacher candidates.</td>
</tr>
<tr>
<td><strong>Dispositions for Educators</strong></td>
<td>Successful progress in demonstrating attainment of specific dispositions. Assessment occurs during enrollment in all ECE and Ed courses.</td>
</tr>
</tbody>
</table>

LEVEL III: **SEMESTER EVIDENCE**

Part A: Knowledge and Skills

**Integration of Institutional Student Learning Outcomes**
The University of Minnesota, Crookston, has identified three (3) major categories of Institutional Student Learning Outcomes that faculty and administrators believe are essential for acquiring effective citizenship and employability skills. Communication, critical thinking, and working with others are the three major categories. We refer to our campus-wide student learning outcomes as “Core Competencies”. To ensure that our Teacher Education candidates develop and demonstrate these skills we integrate the assessment of these skills into our programs and courses.

**Integration of Board of Teaching Standards**
Learning outcomes provide direction for all instructional activity and inform students about what they are expected to know and do after the successful completion of a course. Assessments of student’s attainment of teaching competencies are aligned with BOT standards.

**Use of Formative and Summative Assessment**
We use both formative and summative assessment with courses in our Teacher Education unit. Formative assessment is used to provide us with feedback to improve student learning and our teaching. It is important that a student’s thinking become visible. Therefore, multiple and diverse assignments assist us in determining student understanding and abilities.

**Making Expectations Public**
Learning outcomes (BOT Standards) are identified and explicitly inform students of expectations of knowledge, skills, and competencies that must be achieved for assignments, courses, and
graduation. The criteria or standards for evaluating student work are shared by individual faculty members to students. The method for informing students varies, but always includes verbal or written guides. Faculty make their expectations public in at least one or more of the following methods: a) use of class sessions to verbally inform students and answer questions; b) provide written instructions, guidelines, and major categories of the criteria considered in assessing the value of a student’s work; c) use performance and authentic assessment rubrics for some or many of the course assignments; and/or d) provide students assessment feedback forms aligned to BOT Standards and with rubrics or Primary Trait Analysis to distinguish essential elements of quality work.

**Part B: Dispositions**

**Dispositional Appraisal**
The Teacher Education Dispositional Appraisal is another teaching tool for UMC Teacher Education programs. Our primary purpose is to educate students about expectations and dispositions that positively affect their success as a teacher and a professional. We believe it is the responsibility of a university to make expectations clear and to provide a process for assessing student’s competencies.

Each of the Five (5) Dispositions for Educators includes a break-down of three (3) essential elements and four (4) levels of achievement. Each of the three essential elements for each of the major dispositions has behavioral descriptors. Levels of achievement are identified based on frequency (rarely, occasionally, usually, and consistently). Faculty will self-select the dispositions they consider most appropriate to be assessed for each of their teacher education courses, based on the course level, outcomes, and activities.

**Action Plan for Candidate Improvement**
When a student does not demonstrate attainment of Teacher Education Dispositions, he/she will be provided opportunities to improve their performance. If a student has two consecutive semesters of multiple areas of difficulties in successfully attaining Dispositions for Educators, Teacher Education faculty members will first assume a mentoring role to the candidate. A formal meeting will be established for the student to meet with the Teacher Education faculty members (subject matter area) to discuss and develop an action plan for candidate improvement. As gatekeepers for the Teacher Education programs, the Department Head will be notified of the action plan for the candidate.

If a candidate has recurring difficulties in successfully attaining Dispositions for Educators, a second formal meeting will be established for the candidate to meet with his/her Teacher Education academic advisor and the Department Head. An action plan for improvement and monitoring a candidate’s progress will be developed. Candidates will not be assigned to a student teaching site until they have reached the third level (usually) of the four (rarely, occasionally, usually, consistently) scales for each of the dispositions.

**Part C: Reflection**

**Standards Reflection**
Each semester Teacher Education faculty will review and assess each student’s Standards Reflection Statement for at least three (3) work samples they completed in the course. Each faculty member makes an independent choice regarding the value of their review and assessment of the student’s reflection. The Standards Reflection Statements form asks students to describe their work and how the successful completion of their work demonstrates
attainment of specific BOT standards. Students will insert the Standards Reflection forms for their selected student work into their Teacher Education Portfolio.

LEVEL IV: STUDENT TEACHING
Below is a listing of the multiple types and frequency of assessment activities which occur during each Student Teaching course.

Part A: Assessment of Knowledge and Skills

1. Teacher Education Portfolio Review
   a) Review prior to Student Teaching or during orientation week.
   b) Identify 1 or 2 standards to target for improvement.
   c) At the conclusion of the student teaching experience faculty assess the quality of the Standards Reflection Statements as representative of performance and professional growth.

2. Student Teaching Notebook Assessment
   a) Faculty assessment occurs during and at the conclusion of each student teaching experience.
      a. At the conclusion of the student teaching experience, some of the artifacts and Reflective Analysis of Standards Attainment in the Student Teaching Notebook should be placed in the Teacher Education Portfolio.

3. Formative Evaluation Instruments: (3)
   a) Student Teacher Formative Self-Assessment
   b) Cooperative Teacher Formative Assessment Form (weekly or mid-term)
   c) University Supervisor Formative Observation Form(s)

4. Summative Evaluation Instruments: (3)
   a) Student Teacher Summative Self-Assessment
   b) Cooperative Teacher Summative Assessment
   c) University Supervisor Summative Assessment

Part B: Assessment of Dispositions for Educators

1. Dispositional Assessment by Student /Self-Assessment
2. Dispositional Assessment by Cooperating Teacher
3. Dispositional Assessment by University Supervisor/Faculty

Part C: Reflection
1. Student Teacher Standards Reflection
Part D: Teacher Performance Assessment (TPA)
1. Candidates enrolled in Primary Student Teaching must complete and submit a Teacher Performance Assessment (TPA) [http://www.mnteacher.org/tpa](http://www.mnteacher.org/tpa]

2. The entire TPA is expected to be completed by the end of the seventh week of student teaching to allow for scoring to be completed before the end of the grading period.

3. The candidate is expected to successfully demonstrate the following four (4) broad task areas.
   - Task 1: Planning Instruction and Assessment
   - Task 2: Engaging Students and Supporting Learning
   - Task 3: Assessing Student Learning
   - Task 4: Final Retrospective Reflection

LEVEL V: GRADUATION and Teacher Licensure

Part A: Completion of UMC Requirements

1. UMC Institutional graduation requirements
2. Establishment of a Career Placement file
3. Completion of UMC Graduation Exit Survey
4. Evaluation of Teacher Education Portfolio

Part B: Completion of BOT Requirements

1. Successful completion and “passing” of Minnesota Teacher Licensure Examinations
   a) Pedagogy: Early Childhood Education Subtest 1 (code 010)
   b) Pedagogy: Early Childhood Education Subtest 2 (code 011)
   c) Content: Early Childhood Education Subtest 1 (code 020)
   d) Content: Early Childhood Education Subtest 2 (code 021)

2. Application for Initial Teacher License
   a) On-line application materials
   b) Submission of Teacher Performance Assessment video

3. Alumni Survey
   a) Teacher Education Unit developed an ECE Alumni Survey Form which will be conducted annually.
TEACHER EDUCATION CANDIDATE APPEALS PROCESS

UMC has a formal appeals process for Teacher Education candidates effective Fall 2007. Teacher education candidates submit a completed Appeals Process form (Appendix C) which identifies the nature of their request. Potential types of requests might be waivers of teacher education program requirement(s) and/or student teaching prerequisite. Requests might be for special considerations for student teaching with a deficiency, or for a student teaching placement “out of area”, or for submitting a late student teaching application. Students are required to attach a typed and well-documented request, concisely stating the reasons supporting their request.

Teacher Education faculty are always involved in making decisions regarding the approval or denial of a student's appeal. The Teacher Education unit's final decision on an appeal is recorded on the Appeal application. The student's academic advisor and Department Head designate their approval or denial, may submit supplemental information, and provide their signatures to the Appeal application. A student may appeal a negative decision to the Vice Chancellor of Academic Affairs.

Special Considerations Involving the Minnesota Board of Teaching
Teacher candidates with unresolved disputes affecting recommendation for licensure or a candidate's credentials may pursue assistance from the Board of Teaching.

122A.09 DUTIES
Subdivision 4. License and rules

c) The board must adopt rules to approve teacher preparation programs. The board, upon the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution's recommendation for licensure affecting the person or the person’s credentials. At the board’s discretion, assistance may include the application of chapter 14.

Students are provided with an Appeals Process which states the following:

Waiver of Teacher Education Course Requirements and/or Student Teaching Prerequisites
Frequently these requirements are mandated by the Board of Teaching or University of Minnesota policies. If a requirement is mandated, waivers are not provided.

Special Consideration for a Student Teaching with Deficiency(ies)
Requests to student teach while a candidate has program deficiencies is considered for exceptional circumstances only. A committee consisting of all members of the Teacher Education faculty in the teaching license area will meet to offer their learned advice regarding the appellant’s request. The committee reviewing the appeal will consider: a) whether deficiencies have now been cleared and the clearances are documented; b) timeliness of the appeal – it must be submitted in its entirety at least five working days before the official beginning date of the University semester; and c) specific information relevant to the situation and person.

If an appeal is approved, it may be contingent upon the identification of an appropriate student teaching placement site. The student may be required to relocate. Under no circumstances is a student to arrange his/her own student teaching placement.
Special Consideration for a Student Teaching Placement “Out of Area”
A request for a student to teach “out of area” is considered for exceptional circumstances only. A committee consisting of all members of the Teacher Education faculty in the teaching license area will meet to offer their learned advice regarding the appellant’s request. The committee reviewing the appeal will consider: a) support of academic advisor; b) above average cumulative GPA; c) appeal letter must document why the appeal should be considered and where placement is requested; d) timeliness of the appeal: it may be submitted as early as one calendar year prior to the student teaching experience but not later than the 2nd Friday of October for a Spring student teaching experience or the 2nd Friday of March for a Fall student teaching experience.

If the appeal is approved, the student must assume cost beyond the usual and customary fees related to student teaching supervision and to work with the Course Instructor for the Student Teaching course to make placement arrangements.

Special Consideration for Submitting a Late Student Teaching Application
If the appeal is approved, it does not guarantee a placement.
III. Field Experiences and Student Teaching

Field Experiences: Observational and Practicum
Field experiences and student teaching plays a critical component in the preparation and continuing development of teacher candidates in the content, pedagogical knowledge, skills and dispositions. At UMC, the teacher candidates’ field experiences are frequent, begin early and continue throughout their licensure program (refer to UMC Catalog). All candidates are engaged in three different levels of field experiences, which provide candidates different levels of responsibilities and opportunities to apply, integrate and demonstrate content knowledge and pedagogical knowledge, skills, and dispositions:

Observational experiences: Candidates observe and actively participate in a variety of early childhood education programs and school-based settings of different age and grade levels.

Practicum experiences: Candidates observe, practice, and demonstrate best practices through planning and implementing a variety of activities/lesson plans and unit planning; assessments; and collaborate with colleagues, professional staff and parents. Cooperating teachers and course faculty/university supervisor will share supervision responsibilities and evaluation.

Student Teaching experiences: Candidates will participate in all aspects of the teaching role and will eventually assume responsibilities for all classroom and related duties. Cooperating teachers and course faculty/university supervisors will share supervision responsibilities and evaluation.

The field experiences assure teacher candidates have the opportunity to observe and practice in a variety of early childhood education programs and school-based settings that include students at different age and grade levels, students with disabilities, and from diverse populations that are culturally and socio-economically diverse. All field experiences are based on the Minnesota Board of Teaching Standards of Effective Practice, 8710,2000 and Subject Matter Standards. Your assignments and assessments will be based on the standards addressed in the courses.

Field Experiences Expectations and Requirements
As you begin your observational and/or practicum experiences at the agreed program or school site, you must be aware of the tremendous responsibility and obligation that you are accepting. You are to maintain and promote the academic reputation, tradition, and community service responsibility that the University of Minnesota, Crookston, would like to project to the local public school district and community. When you are participating in any level of field experiences, you are actually serving as an extension of the UMC teacher education faculty. Accept your role in the field experience site with sincerity, professionalism, and a sense of responsibility to the children, teachers and staff with whom you will be working.

Once you officially begin your field experience, you will be acting in the official capacity of a professional educator. Many of the experiences that you will encounter in your field experience could also have a tremendous impact on your future philosophy as a teacher.
Expectations and Requirements for students during the observational and practicum experiences:

Responsibility:
1. Prompt and dependable in attendance; others may be counting on you to be there
2. Notify your site with ample of time if you are absent
3. Return all borrowed materials in a timely manner
4. Be thorough and timely in completing your assignments
5. Be prepared and organized if you are implementing an activity or lesson

Respect:
6. Do not judge any part of the programs or approaches that you observe
7. Be receptive of feedback from others
8. Express gratitude to the classroom teacher and staff for the opportunity to be there

Emotional maturity
9. Communicate with tact and sensitive to language use
10. Be cooperative, helpful and friendly at all times

Values Learning:
11. Take initiation in and outside the classroom
12. Ask questions
13. Show enthusiasm in your interaction with children/students, cooperating teacher and staff

Professionalism:
14. Observe dress code set forth by site and university supervisor - dress professionally
15. Maintain confidentiality of the information received from children/students, families, cooperating teacher, and university supervisor
16. Be aware of the rules of conduct for professional educators
17. Make the very most of this opportunity to develop professionally
18. Participate the required hours set forth by your course instructor
19. Contact your instructor immediately if you have any questions or concerns

Liability Insurance
UMC requires that students engaged in activities with children in school settings during their field experiences and student teaching are required to be insured. Student insurance can be purchase through Education Minnesota online at:

Criminal Background Check
Students must complete a criminal background checks when you have contact with children during your field experiences and student teaching. Students that have field experiences and student teaching at the UMC Early Childhood Development Center (ECDC) are required to complete the background check and provided by the Manager of ECDC.

Student Teaching – refer to Student Teaching Handbook
IV. PROGRAM REQUIREMENTS

UMC Liberal Education Requirements
UMC recognizes and emphasizes the importance of liberal education as an integral part of all UMC degree programs. UMC liberal education is “the set of common understanding and skills essential to successful living in a modern society and to functioning as a whole person integrated into that society” (UMC Catalog). All students must complete the liberal education distribution requirements that embrace the ten goal areas of knowledge, which also meets the requirement of the Minnesota Transfer Curriculum (MnTC). UMC baccalaureate degrees require a minimum of 40 credits of liberal education and are as follows:

Goal Area 1: Written and Oral Communication (minimum of 9 credits)
Goal Area 2: Critical Thinking (critical thinking is taught throughout the liberal education curriculum at UMC. Upon completion of the other 9 goal areas, students will have met the critical thinking goal)
Goal Area 3: Biological and Physical Sciences with labs (minimum of 6 credits)
Goal Area 4: Mathematical Thinking (minimum of 3 credits)
Goal Area 5: History and the Behavioral and Social Sciences (minimum of 6 credits)
Goal Area 6: The Humanities (minimum of 6 credits)
Goal Area 7: Human Diversity (minimum of one course)
Goal Area 8: Global Perspectives (minimum of one course)
Goal Area 9: Ethical and Civic Responsibility (minimum of one course)
Goal Area 10: People and the Environment (minimum of one course)

To view the latest updates on liberal education requirements and courses offered [http://www.catalogs.umn.edu/umc/index.html](http://www.catalogs.umn.edu/umc/index.html)

Technology Requirement
In addition to the 40 credits of liberal education, UMC requires all students to take a minimum of three credits in computer application (CA) coursework. This is to assure all UMC graduates are well prepared for today’s technology-driven workplace and are able to embrace the use of modern communications and information technology in teaching and learning.

Institutional Core Competencies
All UMC programs are required to incorporate the campus core competencies – communication, critical thinking, and working with others. The core competencies, integrated in liberal education and all program courses, are demonstrated by assessments in the following specific skill areas:

Communication:
- Reading
- Writing
- Speaking
- Listening
- Using technology
Critical Thinking
   Problem solving
   Applied learning

Working With Others
   Teamwork
   Diversity

Degree Program Requirements
The Teacher Education unit is committed to preparing teacher candidates to have a strong foundation in the content, pedagogical knowledge, skills and dispositions. Therefore, the institution requires that candidates in Teacher Education programs complete a professional sequence of courses based on the standards established by the Minnesota Board of Teaching, 8710.2000 Standards of Effective Practice for Teachers and standards in the subject/specialized area.

Early Childhood Education

The Early Childhood Education (ECE) program has a professional sequence of courses (Appendix F) that meet and exceed the standards established by the Minnesota Standards of Effective Practice for Teachers 8710.2000 (SEP) and Minnesota Standards for Teachers of Early Childhood Education 8710.3000 (ECE). The standards are embedded in the program core requirements and aligned in the required courses. The specific standards identified in each course are listed in the course syllabi. Multiple assessments are implemented and are based on the standards.

The Early Childhood Education Program Requirement Sheet (Appendix G) identifies the five (5) core curricula blocks:

- Education Core
- Early Childhood and Family Core
- Infant and Toddler Care and Education
- Preprimary Education
- Primary Education

Teacher Education Portfolio
The creation of a portfolio is a professional development process through which teacher candidates can document their progress and accomplishments. The three main purposes of a program portfolio are:

1. To promote and monitor student learning
2. To provide documentation of performance
3. To enhance student self-responsibility

Each Teacher Education program (degree program and/or teacher licensure field) will develop a Program Portfolio that meets the standards of MN Board of Teaching Rules 8710.2000 Standards for Effective Practice for Teachers, and the Subject Matter Standards required for teacher licensure. The student is responsible to purchase the Teacher Education Portfolio packet from the UMC Bookstore.
There are two major components of a Teacher Education Portfolio: 1) work samples (artifacts or evidence); and 2) reflections in which students analyze their growth and learning. Each teacher candidates is required to select a minimum of three (3) work samples per course to be added into the Teacher Education Portfolio. Each Teacher Education Portfolio section must have at least one work sample or artifact for evidence of a student attainment of BOT standards prior to graduation.

It is important that students use multiple and diverse types of work samples or artifacts that document their competencies. Examples of multiple and diverse types of work samples a candidate might include in their Teacher Education Portfolio include, but are not limited to, the following items:

- Anecdotal observational records
- Article summaries
- Assessments (child; self; performance assessment of your competence)
- Awards
- Bulletin board ideas
- Case studies
- Child guidance observations
- Child guidance strategies demonstrated and assessed by professional educator
- Classroom management philosophy
- Curriculum plans (thematic units; learning centers etc.)
- Field trip plans
- Floor plans
- Interviews (parents, teachers, students)
- Journals (lab session journals, student teaching journals, collaboration journals)
- Lesson Plans, Activity Plans, or Teaching and Learning Plans (diversity in age groups, developmental domains, subject matter, varied instructional strategies)
- Letters to parents
- Observations
- Peer critiques
- Philosophy statement
- Pictures, photographs
- Position papers
- Projects
- Simulated experiences or Role Plays
- Teacher-made materials
- Thematic or Unit Plans
- Video scenario critiques
V. ACADEMIC ADVISING

**Academic Advisor**
Full-time students (12 or more credits) are assigned to a faculty member in the department of the student’s major interest for advisement purposes. Part-time students (fewer than 12 credits) may request a faculty adviser by contacting the Department Head of the Liberal Arts and Education Department. Academic advisors typically meet with their advisees a minimum once per semester. Faculty advisors assist with program planning, setting and reviewing educational objectives, and other matters of an academic nature. Students should make an appointment for this purpose. Students are encouraged to visit with their advisor as often as they wish.

**Request for Change of Faculty Advisor**
Students have the freedom to choose advisors. Students need to contact the Administrative Assistant for the department holding the major to change advisors. The “Change of Faculty Advisor” form is to be used when a student request a change of advisor. When students change majors or program areas, it is expected that students will change to an advisor in the new major. The forms are available in department office, and submitted back to the department office upon completion. The Administrative Assistant will complete the necessary paperwork and update the computer system with the changes.

**Academic Advisor-Advisee Responsibilities**
Below is a guide on advisor-advisee responsibilities and it is recommended that all advisors go over the responsibilities with his/her advisees:

<table>
<thead>
<tr>
<th>ADVISOR RESPONSIBILITIES</th>
<th>ADVISEE RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Post and maintain regular office hours;</td>
<td>• Know your adviser (phone number, location of office, office hours, how to make an</td>
</tr>
<tr>
<td>notify advisees of hours at the beginning of the semester.</td>
<td>appointment).</td>
</tr>
<tr>
<td>• Inform advisees of their responsibilities.</td>
<td>• Read your college bulletin; be familiar with program requirements.</td>
</tr>
<tr>
<td>• Get to know advisees.</td>
<td>• Be aware of important dates on the academic calendar; e.g. course cancellation and</td>
</tr>
<tr>
<td>• Maintain records of advisee’s educational progress.</td>
<td>add deadlines.</td>
</tr>
<tr>
<td>• Help advisees to develop a course of study that takes into consideration their</td>
<td>• Schedule appointments in advance of important deadlines such as registration. Keep</td>
</tr>
<tr>
<td>personal, educational, and career goals.</td>
<td>your appointments!</td>
</tr>
<tr>
<td>• Answer advisee’s questions about academic regulations and registration</td>
<td>• Bring a tentative class schedule to pre-registration advising sessions.</td>
</tr>
<tr>
<td>• Approve advisees’ course selections.</td>
<td>• Prepare specific questions for your adviser and ask for contact persons on questions</td>
</tr>
<tr>
<td>• Provide information about programs in adviser’s department and about college and</td>
<td>the adviser cannot answer.</td>
</tr>
<tr>
<td>University degree requirements.</td>
<td></td>
</tr>
</tbody>
</table>

19
### ADVISOR RESPONSIBILITIES – cont.

- Inform advisees about academic assistance that is available through the University.
- Discuss transfer, graduate, and professional school options with advisees.
- Write letters of recommendation for advisees.

### ADVISEE RESPONSIBILITIES – cont.

- Maintain a file of materials that relate to your academic progress.
- Gather information needed to make academic and career decisions.
- Accept responsibility for informing your adviser about you and your interests and needs. Be prepared to discuss personal, educational, and career goals.
- Seek help from your adviser when needed, and ask about other ways that you can participate effectively in the advising process.

## Teacher Education Advising for Professional Education Program

Listed below is a sample of recommendations frequently provided to future or current Teacher Education candidates. These recommendations integrate advice from both Teacher Education faculty and Career Services counselors.

### Freshman/1st Year Student (Inquiry and Awareness)

- Consider college as preparation for your life and future career.
- Enroll in core liberal education courses with the help of academic advisors.
- Improve your study skills. For special problems, such as anxiety or lack of motivation, consider an individual appointment at the Student Counseling Center.
- Attend campus career-related activities (career fairs, job and internship search workshops).
- Meet with your academic advisor and become more aware of the Board of Teaching standards and academic

### Sophomore/2nd Year (Assessment and Exploration)

- Meet with your academic advisor to review and plan your completion of liberal studies requirements; make sure you have completed ECE 2100 if you are in the current Teacher Education program (ECE).
- Check your APAS again, to make sure you are on track for graduation.
- Turn in your Teacher Education Application candidacy.
- Enroll in your first Teacher Education course: ED 2200.
- Complete your MTLE Basic Skills exams.
- Purchase your Teacher Education Program Portfolio packet at the UMC Bookstore.
- Begin placing samples of your student work and your BOT Standards Reflections Statement which you complete in every Teacher Education course, in the appropriate section of your TE Portfolio every semester.
- Check out volunteer opportunities through Service Learning.
Junior/3rd Year (Testing Career Decision)

- Check your APAS again, to make sure you are on track for graduation.
- Meet with your academic advisor to review and confirm that you have an acceptable plan to complete all requirements for graduation.
- Get to know faculty, counselors, administrators, and career advisors.
- Begin to combine reality testing with values and skills assessment.
- Continue work on your Teacher Education Portfolio. Artifacts or student work and your BOT Standards Reflection Statement should be completed and placed in your TE Portfolio every semester.
- Remember to enroll in ECE 3901 The Professional Teacher I, prior to any Student Teaching course enrollment.
- Speak with Teacher Education faculty about current trends in the field and current employment opportunities.
- Turn in your Application for Student Teaching in your Teacher Education program.
- Start checking with the Career Center about starting your placement file, attending workshops about applying for jobs, and investigating potential employers on-line and reviewing the entire wall of displays in the Career Center dedicated to identifying and posting employment opportunities.

Senior/4th Year and Beyond (Action and Job Search)

- Check your APAS again, to make sure you are on track for graduation.
- Update your continued work on your Teacher Education Portfolio. Artifacts or student work and your BOT Standards Reflection Statement should have been completed and placed in your TE Portfolio every semester.
- If you have not turned in your Application for Student Teaching, you must do so immediately, even if you’re graduating at a later time period than you originally had planned.
- Continue meeting with your Teacher Education academic advisor and other Teacher Education faculty about current trends in the field and current employment opportunities.
- Continue checking with the Career Center about starting your placement file, attending workshops about applying for jobs, and investigating potential employers on-line and reviewing the entire wall of displays in the Career Center dedicated to identifying and posting employment opportunities.
- Meet with your Teacher Education advisor regarding the MTLE Pedagogy and Content exams.
- Remember to enroll in ECE 3902 The Professional Teacher II, during your enrollment in your last Student Teaching course.
VI. SUPPORT SERVICES

**Academic Assistance Center (AAC)**

The mission of the Academic Assistance Center (located in Owen Hall, Room 270) is to assist UMC students in achieving their academic goals. The Center recognizes that many students need additional skill development and support to enhance their ability to succeed. The web site at [http://www3.crk.umn.edu/services/academicassist/](http://www3.crk.umn.edu/services/academicassist/) provides additional information for students and faculty on student support services.

The Academic Assistance Center coordinates peer tutoring program. Tutors are full time students who have been recommended, in writing, by the instructor of the subject matter involved or have presented transcript documentation to the Tutor Coordinator.

The Writing Center website is [http://www3.crk.umn.edu/services/academicassist/writingcenter/](http://www3.crk.umn.edu/services/academicassist/writingcenter/)

**Student Support Services (SSS)**

Student support services (located in Owen Hall, Room 270) is a program funded by the federal government to help students stay in school and graduate. Because SSS is funded by the government, students must meet certain guidelines to qualify for membership. If neither of your parents has a four-year degree, OR if you are a person with a documented disability, you may be eligible for membership. The website for student support services is [http://www.umcrookston.edu/services/sss/](http://www.umcrookston.edu/services/sss/)

Students enrolled in SSS:

- Can get general counseling and guidance
- Receive help in tracking their academic progress
- Are offered career counseling and testing, individual and group tutoring, peer mentoring
- Can get assistance in completing financial aid and other important forms
- Have free access to a number of social and cultural events scheduled and facilitated by SSS throughout the year

Contact the Director of Academic Assistance Center for assistance with this program.

**Career and Counseling Department**

The UMC Career and Counseling Department (website: [http://www3.crk.umn.edu/ccs/](http://www3.crk.umn.edu/ccs/)) is one of the student services offered within the Office of Student Affairs. The staff consists of professionally trained counselors who are qualified to assist in the areas of personal, educational, and career concerns.

The Career and Counseling Department provides a confidential setting in which a student may explore any number of concerns which may be preventing him/her from functioning at a more
satisfying level. Anything which causes a student to feel anxious or uncomfortable may affect his/her academic performance as well as his/her personal relationships with others. These concerns may be “talked through” with a counselor.

Office for Students with Disabilities (OSD)

The University of Minnesota Crookston Office for Students with Disabilities (located in Owen Hall 270) works with qualified students across all disability groups to ensure access to all programs, facilities and services. Students must provide current documentation from a qualified professional to initiate services on campus. Services include options such as adaptive equipment, arrangements for extended time or a quiet place for exams, alternative format texts, liaison with external agencies, or other individually defined services. OSD works to accommodate the needs of the students while preserving the integrity of the programs. Students who believe that they may have a disability that has not been diagnosed may seek referral assistance from OSD. Students with disabilities are encouraged to promptly make contact with OSD once enrollment is finalized. The website for Office for Students with Disabilities is http://www3.crk.umn.edu/ccs/disability/index.html

The Testing Program

In conjunction with the counseling process, various types of test and inventories may be administered—instruments measuring academic potential, interest, or personality factors. These are administered only when it is felt that results may be useful to the counseling experience. For certain instruments, a nominal fee is assessed.

The department also has available informational material and registration forms for such tests as the Graduated Record Examination (GRE), General Education Diploma (GED), Residual ACT, College Level Exam Program (CLEP).

Career Center

UMC’s Career Center contains up-to-date material on a wide variety of careers. Computers are available to help students access up-to-date occupational and educational information. Other resources available through the Career Center are career inventories, GoldPASS, workshops, job fair information and mock interviews. A career counselor is available to assist students in using these resources.

Specific job postings for current Teacher Education program (ECE), is available at the following website http://ccs.umcrookston.edu/career/s_car_res_ece.htm. In addition, a significant number of links to educational organizations, education employers, and job search links are provided at this internet address.
Diversity and Multicultural Affairs

The Diversity and Multicultural Affairs is located in Student Center, and provide a variety of services. Its main goals are as follows:

- Develop and implement programs designed to increase and improve diversity awareness at all levels of the university.
- Develop and implement a comprehensive system of responsibility, accountability, and recognition for increasing campus diversity and improving campus climate.
- Support outreach, community and service learning opportunities for multi-ethnic students, GLBT students, and women’s concerns.

Learning Abroad

The Learning Abroad Office is located at http://www1.crk.umn.edu/learningabroad/. Students should explore opportunities to study or student teach abroad, and encourage to discuss plans with their faculty advisors as soon as possible. The Early Childhood Education Advising Sheet is designed to help ECE students plan for a study abroad experience that fits into their degree program.

The Learning Abroad Office have screened hundreds of programs and have identified several schools with proven track records for onsite services, academic excellence, and good fits for the needs of your students. Students who are interested in study abroad should:

- plan early
- set some goals
- allow yourself time to research costs, fit, and academics
- visit with your advisor about the possibility to study overseas

Check out “Learning Abroad Office” on-line. The Early Childhood Education Study Abroad Advising Sheet is available on the Teacher Education bulletin Board.

Global Student Teaching through the University of Minnesota, Morris:

Candidates are encouraged to explore opportunities to student teach at the primary level abroad and to discuss plans with their faculty advisors. Please see the information at http://www.morris.umn.edu/GST/
APPLICATION to TEACHER EDUCATION PROGRAM(S)

<table>
<thead>
<tr>
<th>NAME:</th>
<th>STUDENT ID#:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAMPUS ADDRESS:</td>
<td>CAMPUS EMAIL:</td>
</tr>
<tr>
<td>PERMANENT ADDRESS:</td>
<td>CITY, STATE, ZIP:</td>
</tr>
<tr>
<td>MAJOR:</td>
<td>EMPHASIS:</td>
</tr>
<tr>
<td>MINOR:</td>
<td>Cumulative GPA:</td>
</tr>
</tbody>
</table>

Student Acknowledgements:

I am applying to enter the following teacher licensure program(s):

- [ ] Early Childhood Education (Birth through Grade 3)

- [ ] I understand the following admission criteria and assessment requirements for Teacher Education at UMC and accept my responsibility to comply with each.
  - Complete 30 undergraduate credits for eligibility to enroll in upper division courses
  - Earn a 2.5 cumulative GPA
  - Complete Minnesota Teacher Licensure Examinations: Basic Skills (MTLE)
  - Complete and submit Teacher Education Application
  - Complete Ed 2200 Foundations of Education
  - Write a one-page Self-Reflection as a Prospective Professional Educator (attached)

- [ ] I acknowledge my responsibility to read UMC’s Teacher Education Student Handbook and understand it is my responsibility to meet and maintain all requirements of teacher education licensure programs.

- [ ] I have accessed my institutional electronic record, the Academic Progress Audit System (APAS), to review my status in the teacher education program and continue to do so regularly.

- [ ] I have read the Teacher Education Dispositions (Respect, Responsibility, Emotional Maturity, Values Learning, and Integrity) and recognize my responsibility to further develop these dispositions as I progress through the program.

- [ ] I accept that as a teacher education candidate I am expected to conduct myself in a professional manner while a guest at all educational programs and classrooms. I am aware that inappropriate conduct (academic and social), unexcused absences, and legal issues while a teacher education candidate may impact my continuation in the program.

- [ ] I acknowledge that a Criminal History Background Check with the Bureau of Criminal Apprehension (BCA) will be conducted based on Minnesota statute requirements for individuals working with children and students.

Student Signature_______________________________________________Date________________________
### Self-Reflection as a Prospective Education Professional

**Directions to Student:** Please answer the following questions clearly and professionally.

1. Why have you chosen teaching as a career?

2. How have your life experiences, to date, influenced your attitude toward teaching and learning?

3. After reading UMC's Teacher Education Dispositions, please comment on your strengths and areas for improvement.
Assessment of Self-Reflection as a Prospective Education Professional

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Emerging</th>
<th>Developing</th>
<th>Competent</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Student followed few, if any of the instructions.</td>
<td>Student followed some of the instructions.</td>
<td>Student followed most of the instructions.</td>
<td>Student followed all of the instructions.</td>
</tr>
<tr>
<td>Writing</td>
<td>Many typographical and grammatical errors; writing lacks clarity.</td>
<td>Evidence of some typographical and grammatical errors; writing is somewhat clear.</td>
<td>Evidence of few typographical or grammatical errors; writing is clear and well organized.</td>
<td>Few, if any, typographical or grammatical errors; writing shows clarity of purpose and intent, well developed.</td>
</tr>
<tr>
<td>Quality of Reflection</td>
<td>Limited evidence of thoughtful reasoning; limited support for rationale or vague conclusions provided; limited understanding of factors influencing the teaching and learning process; reflection shows a lack of introspection (mental self-examination).</td>
<td>Some evidence of thoughtful reasoning; some support for rationale or conclusions provided; general understanding of a few factors influencing the teaching and learning process; reflection shows some introspection (mental self-examination).</td>
<td>Evidence of several examples of careful thought and logical reasoning; examples clearly linked to conclusions; clear understanding of some factors influencing the teaching and learning process; reflection is introspective (mental self-examination).</td>
<td>Critical thought and logical reasoning apparent; relevant support for rationale or conclusions; examples clearly linked to conclusions; clear understanding of several factors influencing the teaching and learning process; reflection is introspective (mental self-examination).</td>
</tr>
</tbody>
</table>
### RESPECT: Values and demonstrates consideration and regard for oneself and others.

<table>
<thead>
<tr>
<th>Open-mindedness</th>
<th>Empathy</th>
<th>Values Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of willingness to suspend initial judgment; respects &amp; considers the ideas, beliefs, &amp; opinions of others; listens carefully &amp; actively to others; receptive to feedback from others; receptive of a critical examination of multiple perspectives.</td>
<td>Demonstrates empathy, shows genuine concern for others &amp; their needs; interacts in a polite, respectful manner; uses appropriate language; thoughtfully listens &amp; responds to people’s insights, needs, &amp; concerns by acknowledging a persons feelings &amp; summarizing his/her thoughts; evidence of compassion for others, putting their needs first, when appropriate.</td>
<td>Evidence of willingness &amp; ability to work with diverse individuals (ability, age, Ethnicity, gender, socio-economic); acknowledges &amp; appreciates perspectives of individuals from diverse cultural &amp; experiential backgrounds; treats others with dignity even when not in agreement with them; shows courtesy &amp; due consideration for people &amp; ideas.</td>
</tr>
<tr>
<td>Rarely</td>
<td>Occasionally</td>
<td>Usually</td>
</tr>
</tbody>
</table>

### RESPONSIBILITY: Accepts responsibility for personal actions, decisions, efforts, and outcomes.

<table>
<thead>
<tr>
<th>Dependability</th>
<th>Preparedness</th>
<th>Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrives for class on time &amp; regularly attends; makes prior arrangement when absence is essential; submits assignments prior to absences and/or follows up to complete work; returns borrowed materials in a timely manner; takes care of other’s property.</td>
<td>Reading assignments are completed prior to class; engaged in reading materials with written notes, questions etc.; submits assignments by deadlines; prioritizes work based upon established goals.</td>
<td>Keeps on task; maximizes individual’s talents; assumes &amp; participates in evenly distributing responsibility to all members; responds to others’ insights in ways that further the conversation &amp; invoke new ways of thinking.</td>
</tr>
<tr>
<td>Rarely</td>
<td>Occasionally</td>
<td>Usually</td>
</tr>
</tbody>
</table>

### EMOTIONAL MATURITY: Demonstrates situational appropriate behavior.

<table>
<thead>
<tr>
<th>Emotional control</th>
<th>Adaptability</th>
<th>Optimism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses appropriate non-verbal &amp; verbal expressions; sensitive to language use; displays appropriate sense of humor; interacts without put-downs or sarcasm; displays composure &amp; steady emotional temperament; holds self accountable for his/her emotions.</td>
<td>Adapts to unexpected or new situations with emotional control; willing to get along with others; demonstrates curiosity, creativity, &amp; flexibility regarding processes, tasks, &amp; content; generates effective &amp; productive options.</td>
<td>Acts from a positive frame of reference most of the time, including when changes occur; views feedback &amp; situations maturely, analyzes feedback &amp; makes adjustments to enhance personal growth &amp; learning; promotes a positive learning environment.</td>
</tr>
<tr>
<td>Rarely</td>
<td>Occasionally</td>
<td>Usually</td>
</tr>
</tbody>
</table>

### VALUES LEARNING: Demonstrates a respect for and is serious about knowledge acquisition and is passionate about increasing one’s competence.

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Effort</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes initiative to get materials and notes when absent from classes or meetings; resourceful; seeks clarification and/or assistance as needed; shows initiative in class; uses multiple &amp; quality resources to add value to assigned work.</td>
<td>Evidence of preparation for class; actively engaged in class discussion; interested in class activities; voluntarily responds to questions in class; stays focused during class/lab; work completed with attention to accuracy and detail; work shows that adequate time &amp; planning were allocated; persistent efforts to improve.</td>
<td>Shows intellectual interest by statements made in class; asks relevant &amp; thoughtful questions; shows thoughtful analysis of assignments; work shows higher--order thinking; makes reasoned decisions with supporting evidence; makes connections to previous readings, experiences, &amp; courses.</td>
</tr>
<tr>
<td>Rarely</td>
<td>Occasionally</td>
<td>Usually</td>
</tr>
</tbody>
</table>

### INTEGRITY: Demonstrates truthfulness, trustworthiness, and professional behavior.

<table>
<thead>
<tr>
<th>Truthfulness</th>
<th>Ethical Practice</th>
<th>Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practices honesty in communicating with others; communicates without intent to deceive; gives credit to others when using their work; actions indicate that truth is more important than personal need.</td>
<td>Practices discretion in keeping personal or professional confidences; words &amp; actions indicate strong character; displays understanding that fairness includes considerations of student’s with special needs &amp; students’ treatment of one another, as well as teacher to student, or student to teacher; role model of personal integrity.</td>
<td>Professional demeanor in dress &amp; attitude; models behavior expected of both teachers &amp; learners in educational settings; makes use of professional organizations or publications; willingly participates in professional development activities; belongs to professional organization(s).</td>
</tr>
<tr>
<td>Rarely</td>
<td>Occasionally</td>
<td>Usually</td>
</tr>
</tbody>
</table>
APPEAL PROCESS

A. Application:

<table>
<thead>
<tr>
<th>NAME:</th>
<th>STUDENT ID#:</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CAMPUS ADDRESS:</th>
<th>CAMPUS EMAIL:</th>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAJOR:</th>
<th>EMPHASIS:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher License Area(s):

1. Indicate the nature of your request:
   - [ ] Waiver of teacher education program requirement(s)
   - [ ] Waiver of student teaching prerequisite
   - [ ] Special consideration for student teaching with deficiency(ies)
   - [ ] Special consideration for a student teaching placement “out of area”
   - [ ] Special consideration for submitting a late student teaching application
   - [ ] Other (please identify in space below)

2. ATTACH a typed, well-written, well-documented, and supported request. You must concisely state the reasons supporting your request.

Student’s Signature ________________________________ Date __________

Decisions by Faculty and Administrator’s recorded below:

<table>
<thead>
<tr>
<th>Academic Advisor’s Signature</th>
<th>Department Head’s Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Approve</td>
<td>[ ] Approve</td>
</tr>
<tr>
<td>[ ] Deny</td>
<td>[ ] Deny</td>
</tr>
</tbody>
</table>

Supplemental information attached by Academic Advisor
- [ ] Yes
- [ ] No

Supplemental information attached by Department Head
- [ ] Yes
- [ ] No
B. Appeal Process Guidelines

Waiver of Teacher Education Course Requirements and/or Student Teaching Prerequisites

Frequently these requirements are mandated by the Board of Teaching or University of Minnesota policies.

Special Consideration for a Student Teaching with Deficiency(ies)

Requests to student teach while a candidate has program deficiencies is considered for exceptional circumstances only. A committee consisting of all members of the Teacher Education faculty in the teaching license area will meet to offer their learned advice regarding the appellant’s request. The committee reviewing the appeal will consider: a) whether deficiencies have now been cleared and the clearances are documented; b) timeliness of the appeal – it must be submitted in its entirety at least five working days before the official beginning date of the University semester; and c) specific information relevant to the situation and person.

If an appeal is approved, it may be contingent upon the identification of an appropriate student teaching placement site. The student may be required to relocate. Under no circumstances is a student to arrange his/her own student teaching placement.

Special Consideration for a Student Teaching Placement “Out of Area”

A request for a student to teach “out of area” is considered for exceptional circumstances only. A committee consisting of all members of the Teacher Education faculty in the teaching license area will meet to offer their learned advice regarding the appellant’s request. The committee reviewing the appeal will consider: a) support of academic advisor; b) above average cumulative GPA; c) appeal letter must document why the appeal should be considered and where placement is requested; d) timeliness of the appeal: it may be submitted as early as one calendar year prior to the student teaching experience but not later than the 2nd Friday of October for a Spring student teaching experience or the 2nd Friday of March for a Fall student teaching experience.

If the appeal is approved, the student must assume cost beyond the usual and customary fees related to student teaching supervision and to work with the Course Instructor for the Student Teaching course to make placement arrangements.

Special Consideration for Submitting a Late Student Teaching Application

If the appeal is approved, it does not guarantee a placement.

NOTE: A student may appeal a negative decision to the Vice Chancellor of Academic Affairs.

C. MN Statute 122A.09 Subd.4(c)

Appealing to the Board of Teaching

The board, upon the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution’s recommendation for licensure affecting the person or the person’s credentials. At the board’s discretion, assistance may include the application of chapter 14.
# Table C1:1
Clinical and Field Experiences for Teacher Education Candidates
Licensure Area: Early Childhood Education
(Birth through Grade 3)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Credit</th>
<th>Clinical Hrs. Required</th>
<th>Student Level</th>
<th>FOCUS of Experience</th>
</tr>
</thead>
</table>
| ECE 2100 Child Development and Learning     | 3      | 6 hrs.                 | Infant/Toddler= 2 hrs, Preschool / Kindergarten= 2 hrs, Grades 1-6= 2 hrs | Observational Experience
Purpose:
1. Observing children at three levels-
infant/toddler, preschool, and elementary;
2. Recording behaviors observed in the
physical, cognitive, and social/personality domains.
Assessment of Candidates:
Written reports that demonstrate their abilities to connect behaviors observed with their understanding of expected behaviors in each developmental level. |
| ED 2200 Foundations of Education            | 3      | 20 hours               | Elementary Grades 1-6 | Observational Experience
Purpose:
1. Candidates are assigned 20 or more hours in an elementary classroom;
2. Observing and appropriately interacting with students as assigned by classroom teacher;
3. Keeping a log of activities and observations which are shared with instructor at least twice before final report;
Assessment of Candidates:
A final report of observations of children, teachers, schools, routines, and descriptions of activities, plus a reflective section about what the candidates learned about themselves and teaching. |
| ECE 2300 Introduction to Early Childhood and Elementary Education | 3      | 20                     | 10 hours in early childhood programs (Head Start, ECFE, child care programs), AND 10 hours in elementary grades | Observational Experience
Purpose:
1. Focus on observations and recordings
2. Actively participation in classroom activities/lessons in early childhood program and elementary grade classrooms.
Assessment of Candidates:
1. Reflective and response paper 1 on specific topic: best practices
<table>
<thead>
<tr>
<th>COURSE</th>
<th>Credit</th>
<th>Clinical Hrs. Required</th>
<th>Student Level</th>
<th>FOCUS of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 3420 Nurturing and Collaborative Relationships for Infants and Toddlers</td>
<td>3</td>
<td>30 hrs</td>
<td>2 hrs wkly in infant or toddler classroom; placement at Early Childhood Development Center @ UMC</td>
<td>Observational Experience Purpose: Recognition and application of responsive caregiving practices to promote emotional and social development of infants and toddlers. Assessment of candidate: 1. Initial lab performance assessment. 2. Mid-term lab performance assessment. 3. Summative lab performance assessment. 4. Observational report of Educarer practices. 5. Temperament profiles (1 infant or toddler and a self-assessment)</td>
</tr>
<tr>
<td>ECE 3410 Learning Environments for Infants and Toddlers</td>
<td>4</td>
<td>30</td>
<td>2 hr. wkly lab; placement in infant or toddler classrooms; placement in Early Childhood Development Center @ UMC</td>
<td>Practicum Experience Purpose: 1. Application of developmentally appropriate practices. 2. Plan and implement activities, and learning centers. 3. Unit planning with cooperating teachers. Assessment of candidate: 1. Weekly lab assessment.</td>
</tr>
<tr>
<td>ECE 4700 Creative Arts and Language Arts (PreK and K)</td>
<td>4</td>
<td>30</td>
<td>15 hours in preschool classroom AND 15 hours in kindergarten classroom</td>
<td>Practicum Experience Purpose: 1. Plan, implement and assess developmentally appropriate activities/lessons in the area of creative arts (visual art, music, movement and dance, creative drama) and language arts (listening, speaking, reading, writing, media literacy, literature). 2. One child observation and assessment (developmental profile); and written progress report. Assessment of candidates: 1. Weekly lab assessment (assess by cooperating teacher) 2. Weekly lesson plans (assess by course instructor) 3. Written child’s progress report.</td>
</tr>
<tr>
<td>COURSE</td>
<td>Credit</td>
<td>Clinical Hrs. Required</td>
<td>Student Level</td>
<td>FOCUS of Experience</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>--------</td>
<td>------------------------</td>
<td>---------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ECE 4702 Mathematics, Social Studies, and Science: Preprimary</td>
<td>4</td>
<td>30 hrs.</td>
<td>Grades 1-3</td>
<td>Practicum Experience Purpose:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1. Application of developmentally appropriate practices for facilitating pre-primary-aged and kindergarten students learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Plan and implement 10-12 learning environments and experiences in subject matter in mathematics, social studies, and science.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Assessment of candidates:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1. Lab performance assessment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Summative lab performance assessment.</td>
</tr>
<tr>
<td>ED 2877 Social Studies and Sciences in the Primary Grades</td>
<td>4</td>
<td>8 hours</td>
<td>Grades 1-3</td>
<td>Practicum Experience Purpose:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1. Candidates must assist in at least 2 hours of social studies lessons and then implement at least 2 hours of social studies lessons under the mentorship of a cooperating teacher and university supervisor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Candidates must assist in at least 2 hours of science lessons and then implement at least 2 hours of science lessons under the mentorship of a cooperating teacher and university supervisor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Assessment of Candidates:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Candidates are evaluated by the university instructor on their planning, implementing, assessing and reflecting upon each lesson delivered and are provided feedback from cooperating teachers.</td>
</tr>
<tr>
<td>ED 3301 Creating Meaning Through Literature and the Arts</td>
<td>4</td>
<td>15 hours</td>
<td>Various elementary grade levels.</td>
<td>Practicum Experience Purpose:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1. Candidates must assist in at least 3 art, music, drama, creative literacy, or movement activities in a primary classroom.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Must select a particular culture (with approval from the instructor) and develop developmentally appropriate lessons for primary grade students that demonstrate arts integration with children's literature about or from that culture.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. Candidates must implement, assess, and reflect upon at least two culturally related arts integrated lessons in the classroom under the mentorship of a cooperating teacher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Assessment of Candidates:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Evaluation by university supervisor and feedback from cooperating teacher.</td>
</tr>
<tr>
<td>COURSE</td>
<td>Credit</td>
<td>Clinical Hrs. Required</td>
<td>Student Level</td>
<td>FOCUS of Experience</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>--------</td>
<td>------------------------</td>
<td>---------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| ED 3201 Reading and Language Arts I         | 4      | 18 hours               | Primary grade levels | Practicum  
**Purpose:**  
1. Candidates first assist in small group guided reading, word work, listening to independent reading, and sentence writing in an after school tutoring program, then are expected to use the teacher’s materials to lead each small group; twice a week for 2 months.  
**Assessment for Candidates:**  
Candidates keep a daily reflective log of their assignments and reflections which inform their final reflective report of what they learned about literacy instruction. University supervisor participates in the after school sessions at least twice a week. |
| ED 3202 Reading and Language Arts II        | 2      | 10 hours               | Grades 1-3    | Practicum  
**Purpose:**  
1. Candidates administer at least four different reading assessments to eight children.  
**Assessment of Candidates:**  
Candidates must collect and analyze assessment data and report on the information to make recommendations for placement and instruction. |
| ECE 4500 Young Children with Special Needs | 4      | 15 hours in preschool classroom, OR 15 hours in elementary grades. | 15 hours in preschool classroom, OR 15 hours in elementary grades. | Practicum  
**Purpose:**  
1. Work closely with a child with special needs (child with IFSP or IEP)  
2. Active participation to become familiar with differentiated instructions; modifications and accommodations; delivery models and services; IFSP and IEP report and meetings (with program or school consent)  
**Assessment of candidates:**  
1. Reflective journaling addressing specific topics (i.e. IFSP and IEP, differentiated instructions, modification and accommodations, services, working with professional colleagues, school-family involvement). |
<table>
<thead>
<tr>
<th>COURSE</th>
<th>Credit</th>
<th>Clinical Hrs. Required</th>
<th>Student Level</th>
<th>FOCUS of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 4440 Infant and Toddler Student Teaching</td>
<td>4</td>
<td>200 hours/5 full wks</td>
<td>Student Teaching in an Infant or Toddler classroom (6 wks thru 30 months of age)</td>
<td>Student Teaching Purpose: 1. Participate in all aspects of the teaching role and eventually assume responsibilities for all classroom and related duties. Assessment of candidates: 1. Formative and summative evaluation from cooperating teacher and university supervisor. 2. Formative and summative evaluation of teacher education dispositions form cooperating teacher and university supervisor.</td>
</tr>
<tr>
<td>ECE 4811 Preprimary Student Teaching I (PreK)</td>
<td>6</td>
<td>280 hours/7 full weeks</td>
<td>Student Teach in Preschool Level (Ages 3 – 5)</td>
<td>Student Teaching Purpose: 1. Participate in all aspects of the teaching role and eventually assume responsibilities for all classroom and related duties. Assessment of candidates: 1. Formative and summative evaluation from cooperating teacher and university supervisor. 2. Formative and summative evaluation of teacher education dispositions form cooperating teacher and university supervisor.</td>
</tr>
<tr>
<td>ECE 4812 Preprimary Student Teaching II (K)</td>
<td>4</td>
<td>200 hours/5 Full Weeks</td>
<td>Student teaching in kindergarten classroom</td>
<td>Student Teaching Purpose: 1. Participate in all aspects of the teaching role and eventually assume responsibilities for all classroom and related duties. Assessment of candidates: 1. Formative and summative evaluation from cooperating teacher and university supervisor. 2. Formative and summative evaluation of teacher education dispositions form cooperating teacher and university supervisor.</td>
</tr>
<tr>
<td>COURSE</td>
<td>Credit</td>
<td>Clinical Hrs. Required</td>
<td>Student Level</td>
<td>FOCUS of Experience</td>
</tr>
<tr>
<td>------------------------</td>
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<td>------------------------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| ED 4827 Primary Student Teaching | 8      | 400 hours/10 full weeks | Student teaching an elementary level classroom | Purpose:  
1. Participate in all aspects of the teaching role and eventually assume responsibilities for all classroom and related duties.  
Assessment of candidates:  
2. Formative and summative evaluation from cooperating teacher and university supervisor.  
3. Formative and summative evaluation of teacher education dispositions form cooperating teacher and university supervisor.  
4. Completion of the Teacher Performance Assessment (TPA) for Elementary Literacy. |
# EARLY CHILDHOOD EDUCATION

## Suggested Sequence of Courses

### YEAR ONE

<table>
<thead>
<tr>
<th>Fall</th>
<th>Crs</th>
<th>Spring</th>
<th>Crs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comp 1011</td>
<td>3</td>
<td>Comp 1013</td>
<td>Composition II 3</td>
</tr>
<tr>
<td>Technology Requirement</td>
<td>3</td>
<td>Math 1031 or 1150</td>
<td>Coll. Algebra &amp; Analyt. Geometry or Statistics 3</td>
</tr>
<tr>
<td>Lib Education (Social Sciences)</td>
<td>3</td>
<td>Spch 1101</td>
<td>Public Speaking 3</td>
</tr>
<tr>
<td>Lib Education (Biological Science)</td>
<td>4</td>
<td>Lib Education (Physical Sc) 3</td>
<td></td>
</tr>
<tr>
<td>Lib Education (Humanities)</td>
<td>3</td>
<td>Lib Education 3</td>
<td></td>
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</tbody>
</table>

Subtotal 16

### YEAR TWO

<table>
<thead>
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<th>Fall</th>
<th>Crs</th>
<th>Spring</th>
<th>Crs</th>
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</thead>
<tbody>
<tr>
<td>Art 2000</td>
<td>Elementary Art 3</td>
<td>ECE 2300</td>
<td>Introduction to Early Childhood Ed 3</td>
</tr>
<tr>
<td>ECE 2100</td>
<td>Child Development and Learning 3</td>
<td>ECE 3420</td>
<td>Nurturing &amp; Collaborative Relationships for Infants &amp; Toddlers 3</td>
</tr>
<tr>
<td>Ed 2200</td>
<td>Foundations of Education 3</td>
<td>ED 3110</td>
<td>Educational Psychology 3</td>
</tr>
<tr>
<td>Lib Education</td>
<td>3</td>
<td>ED 3877</td>
<td>Social Studies &amp; Sciences in the Primary Grades 3</td>
</tr>
<tr>
<td>Lib Education</td>
<td>3</td>
<td>PubH 3005</td>
<td>Fundamentals of Alcohol &amp; Drug Abuse 1</td>
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</tbody>
</table>

Total Credits 15

### YEAR THREE

<table>
<thead>
<tr>
<th>Fall</th>
<th>Crs</th>
<th>Spring</th>
<th>Crs</th>
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</thead>
<tbody>
<tr>
<td>Ed 3000</td>
<td>Practicum: Cultural Immersion 1</td>
<td>ECE 3410</td>
<td>Learning Environments for Infants &amp; Toddlers 4</td>
</tr>
<tr>
<td>Ed 3010</td>
<td>Child Guidance and Classroom Management 3</td>
<td>ECE 3901</td>
<td>The Professional Teacher I .5</td>
</tr>
<tr>
<td>Ed 3301</td>
<td>Creative Expression in Elementary Education 4</td>
<td>ECE 4500</td>
<td>Young Children with Special Needs 3</td>
</tr>
<tr>
<td>Ed 3860</td>
<td>Mathematics for Elementary Teachers 1</td>
<td>ECE 4702</td>
<td>Mathematics, Social Sciences &amp; Sciences: Preprimary 4</td>
</tr>
<tr>
<td>ECE 4700</td>
<td>Creative Arts &amp; Language Arts: Preprimary 4</td>
<td>Ed 3201</td>
<td>Readings and Language Arts I 4</td>
</tr>
<tr>
<td>ECE 4730</td>
<td>Understanding and Supporting Parenting 3</td>
<td>Ed 3870</td>
<td>Mathematics in the Primary Grades 3</td>
</tr>
</tbody>
</table>

Total Credits 16

### YEAR FOUR

<table>
<thead>
<tr>
<th>Fall</th>
<th>Crs</th>
<th>Spring</th>
<th>Crs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 3202</td>
<td>Readings and Language Arts II 2</td>
<td>ECE 3902</td>
<td>The Professional Teacher II 5</td>
</tr>
<tr>
<td>ECE 4750</td>
<td>Family, School and Community Relations 3</td>
<td>EdHD 5009</td>
<td>Human Relations: Applied Skills for School and Society 1</td>
</tr>
<tr>
<td>ECE 4880</td>
<td>Administration of Early Childhood Programs 3</td>
<td>ECE 4811</td>
<td>Preprimary Student Teaching I 6</td>
</tr>
<tr>
<td>ECE 4812</td>
<td>Preprimary Student Teaching II (K) 4</td>
<td>Ed 4827</td>
<td>Primary Student Teaching 8</td>
</tr>
</tbody>
</table>

Total Credits 16

TOTAL 125
### LIBERAL EDUCATION DISTRIBUTION REQUIREMENTS (minimum of 40 credits)

#### Written and Oral Communication (Goal Area 1; minimum of 9 credits) Required courses in this area:

<table>
<thead>
<tr>
<th>Sem.</th>
<th>Dept.</th>
<th>Course # Title</th>
<th>Cr.</th>
<th>Sem. Sub/Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comp</td>
<td>1011</td>
<td>Composition I</td>
<td>3</td>
<td>FS</td>
</tr>
<tr>
<td>Comp</td>
<td>1013</td>
<td>Composition II</td>
<td>3</td>
<td>FS</td>
</tr>
<tr>
<td>Spch</td>
<td>1101</td>
<td>Public Speaking</td>
<td>3</td>
<td>FS</td>
</tr>
</tbody>
</table>

**Biological and Physical Sciences** (Goal Area 3; min. of 3 credits from biological sciences with lab and min. of 3 credits from physical sciences with lab)

|FS| F|

**Mathematical Thinking** (Goal Area 4; min. of 3 credits)

|FS| F|

#### History and the Behavioral and Social Sciences **(Goal Area 5; min. of 6 credits; ECE requires the following)**

| ECE 2100 | Child Development and Learning | 3 | FS |

**The Humanities—the Arts, Literature, and Philosophy **(Goal Area 6; min. of 6 credits; ECE requires the following)

| Art 2000 | Elementary Art | 3 | F |

**Human Diversity** (Goal Area 7: min. of 3 credits; may also count in one other goal area)

|FS| F|

**Global Perspective** (Goal Area 8; min. of 3 credit; may also count in one other goal area)

|FS| F|

**Ethical and Civic Responsibility** (Goal Area 9; min. of 3 credits; may also count in one other goal area)

|FS| F|

**People and the Environment** (Goal Area 10: min. of 3 credits; may also count in one other goal area)

|FS| F|

#### Liberal Education Electives

|FS| F|

**Additional Required Courses** (min. of 3 credits)

| CA Technology course(s) | 3 |

**Other:**

|FS| F|
### PROGRAM CORE REQUIREMENTS  
(57 cr. program core plus 25 or 20 cr. emphasis)

**EARLY CHILDHOOD EDUCATION DEGREE and TEACHER LICENSURE REQUIREMENTS**

1. Achieve and maintain a minimum cumulative 2.5 GPA.
2. Register and complete MTLE Basic Skills tests prior to admission to this Teacher Education program.
3. Complete Teacher Education application materials with fall enrollment in ED 2200. Spring semester applicants will be required to attend meetings scheduled by and with ECE Coordinator for completing application process.
4. Recognize that a minimum grade of C- is required in all ECE and Ed courses.

Students may choose one (1) of two emphases.

Graduates eligible for teacher licensure ONLY after completion of coursework in primary education emphasis.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 2200</td>
<td>Foundations of Education</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>PubH 1003</td>
<td>Alcohol and College Life (UMTC)</td>
<td>1</td>
<td>S</td>
</tr>
<tr>
<td>ED 3000</td>
<td>Cultural Immersion</td>
<td>1</td>
<td>F</td>
</tr>
<tr>
<td>ED 3110</td>
<td>Educational Psychology</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td>ED 3010</td>
<td>Child Guidance and Classroom Management</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>ECE 3901</td>
<td>The Professional Teacher I</td>
<td>0.5</td>
<td>FS</td>
</tr>
<tr>
<td>ECE 3902</td>
<td>The Professional Teacher II</td>
<td>0.5</td>
<td>FS</td>
</tr>
<tr>
<td>EdHD 5009</td>
<td>Human Relations: Applied Skills for School and Society (UMTC)</td>
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</table>

### EARLY CHILDHOOD and FAMILY CORE (15)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 2300</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td>ECE 4500</td>
<td>Young Children with Special Needs</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td>ECE 4730</td>
<td>Understanding and Supporting Parenting</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>ECE 4750</td>
<td>Family, School, and Community Relations</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>ECE 4880</td>
<td>Administration of Early Childhood Programs</td>
<td>3</td>
<td>F</td>
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### INFANT and TODDLER EDUCATION (11)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 3420</td>
<td>Nurturing &amp; Collaborative Relationships for Infants &amp; Toddlers</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td>ECE 3410</td>
<td>Learning Environments for Infants and Toddlers</td>
<td>4</td>
<td>S</td>
</tr>
<tr>
<td>ECE 4440</td>
<td>Infant and Toddler Student Teaching</td>
<td>4</td>
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</table>

### PREPRIMARry EDUCATION (18)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECE 4700</td>
<td>Creative Arts and Language Arts: Preprimary (PreK &amp; K)</td>
<td>4</td>
<td>F</td>
</tr>
<tr>
<td>ECE 4702</td>
<td>Mathematics, Social Studies and Sciences: Preprimary (PreK &amp; K)</td>
<td>4</td>
<td>S</td>
</tr>
<tr>
<td>ECE 4811</td>
<td>Preprimary Student Teaching I</td>
<td>6</td>
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<tr>
<td>ECE 4812</td>
<td>Preprimary Student Teaching II (K)</td>
<td>4</td>
<td>FS</td>
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</tbody>
</table>

Choose ONE (1) Program Emphasis to complete degree in a minimum of 120 to 125 credits.

The Primary Education Emphasis will complete coursework required for the MN. Board of Teaching Licensure “Birth Through Grade 3”. The Program Management Emphasis will NOT complete coursework required for BOT teacher licensure, however, it will increase your knowledge and preparation for supervisory, management, and/or leadership positions in the early childhood field.

### PRIMARY EDUCATION EMPHASIS (25 credits; 125 credit degree program)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 2877</td>
<td>Social Studies &amp; Sciences in the Primary Grades</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td>ED 3301</td>
<td>Creating Meaning Through Literature and the Arts</td>
<td>4</td>
<td>F</td>
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<tr>
<td>ED 3201</td>
<td>Reading and Language Arts I</td>
<td>4</td>
<td>S</td>
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<tr>
<td>ED 3202</td>
<td>Reading and Language Arts II</td>
<td>2</td>
<td>F</td>
</tr>
<tr>
<td>ED 3860</td>
<td>Mathematics in Elementary Education</td>
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<td>F</td>
</tr>
<tr>
<td>ED 3870</td>
<td>Mathematics in the Primary Grades</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td>ED 4827</td>
<td>Primary Student Teaching</td>
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</tr>
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</table>

### PROGRAM MANAGEMENT EMPHASIS (20 credits ; 120 credit degree program)

<table>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Entr 2200</td>
<td>Introduction to Entrepreneurship</td>
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<tr>
<td>Acct 2101</td>
<td>Principles of Accounting I</td>
<td>3</td>
<td>FS</td>
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<td>Mgmt 3200</td>
<td>Principles of Management</td>
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<td>Mktg 3300</td>
<td>Principles of Marketing</td>
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<td>Mgmt 3210</td>
<td>Supervision and Leadership</td>
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<td>Electives</td>
<td>Any course(s) approved by advisor</td>
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