

Early Childhood Education

The Minot State University Early Childhood Education program provides candidates with an educational experience that focuses on current cognitive science research* to prepare teachers who demonstrate reflective decision-making and the ability to integrate knowledge of content, students, and the contexts in which we learn. The program's objectives prepare educational professionals with:

- knowledge of content, and knowledge of cognitive and developmental sciences,
- performance skills, and
- professional dispositions toward the children, curriculum,
- and reasons they teach.

The mission of the Early Childhood Teacher Education program incorporates the University mission to advance knowledge, as well as critical and creative thinking skills of the Early Childhood Education majors, that will allow candidates to work successfully with:

- varied children,
- in changing classroom environments,
- within a global community.

* Cognitive Science is defined here as a multi-disciplinary field of study, which includes what we know about observed individual and social behaviors, mental representations and thinking processes (mind), biophysical structures, functions and mechanisms of learning (brain), and how human beings change over time as they develop in all quadrants: cognitive, social, emotional and physical growth (education).

There are two degree programs available in early childhood. The BSEd degree is a licensure degree and prepares candidates to teach in programs serving children age Birth - 3rd grade. The BS degree is a non-licensure degree and prepares candidates to teach in settings in which licensure is not required (preschools and Headstart programs for example). The Student Learning Goals and Student Learning Outcomes are the same for both programs as both programs are focused on preparing educators.

Student Learning Goals and Student Learning Outcomes

Student Learning Goals	Student Learning Outcomes
SLG 1: InTASC Standard 1: The teacher candidate applies professional knowledge of learner development.	SLO 1.1: The teacher candidate demonstrates knowledge of how learners grow and develop across domains (cognitive, linguistic, social, emotional, and physical areas.) SLO 1.2: The teacher candidate will respond respectfully to developmental needs in the design and implementation of appropriate and challenging learning experiences.
SLG 2: InTASC Standard 2 and 7: The teacher candidate will demonstrate knowledge of developmentally appropriate practices and the development and implementation of curriculum instruction based on the knowledge of individual children and the community.	SLO 2.1: The teacher candidate will describe developmentally appropriate practices. SLO2.2: The teacher candidate will relate the development and implementation of curriculum instruction based on knowledge of individual children and community to current ECE curriculum programs and practices.
SLG 3: InTASC Standard 3: The teacher candidate creates supportive, collaborative learning environments.	SLO 3.1: The teacher candidate collaborates and communicates with others to build a positive learning climate marked by respect, rigor, and responsibility. SLO 3.2: The teacher candidate manages the learning environment to engage learners actively in individual and collaborative learning.
SLG 4: InTASC Standard 4: The teacher candidate demonstrates mastery of content knowledge useful to student learning.	SLO 4.1: The teacher candidate demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) they teach. SLO 4.2: The teacher candidate creates learning experiences that make the discipline accessible and meaningful for learners, to assure mastery of the content.
SLG 5: InTASC Standard 5: The teacher candidate engages learners in meaningful application of content.	SLO 5.1: The teacher candidate makes connections among concepts and relates content to real world problems and meaningful applications. SLO 5.2: The teacher candidate engages learners with higher order thinking about content (i.e., critical thinking, perspective-taking, creativity, collaborative work, and communication).
SLG 6: InTASC Standard 6: The teacher candidate can articulate and use multiple methods of assessment.	SLO 6.1: The teacher candidate can articulate and use multiple methods of assessment, to fairly demonstrate the full extent of student learning.

	SLO 6.2: The teacher candidate uses, and engages learners in using, assessments aligned with learning expectations, in order to monitor, support, and document growth.
SLG 7: The teacher candidate will demonstrate knowledge of how the historical, philosophical, and social foundations of early childhood education influence current practice in early childhood education.	SLO 7.1: The teacher candidate will describe the historical, philosophical, and social foundations of early childhood education.
	SLO 7.2: The teacher candidate will relate historical, philosophical, and social foundations of early childhood education to current practice in early childhood education.
SLG 8: InTASC Standard 8: The teacher candidate uses varied instructional strategies, including technology, to develop useful learning.	SLO 8.1: The teacher candidate can reflectively select and use a variety of instructional strategies, including appropriate, current instructional technologies, to make learning accessible to all learners.
	SLO 8.2: The teacher candidate applies instructional strategies which encourage learners to develop deep comprehension and apply knowledge in meaningful ways (including students' own digital literacy).
SLG 9: InTASC Standard 9: The teacher candidate engages in ongoing professional learning and ethical practice.	SLO 9.1: The teacher candidate takes responsibility for evidence-based strengths and weaknesses in their own practices, engaging in ongoing professional learning.
	SLO 9.2: The teacher candidate practices the profession in an ethical manner, considering the effects of their decisions and actions on others.
SLG 10: InTASC Standard 10: Leadership & Collaboration. The teacher candidate seeks appropriate leadership & collaboration for student benefit.	SLO 10.1: The teacher candidate seeks appropriate leadership roles and opportunities to advance the profession.
	SLO 10.2: The teacher candidate takes responsibility to communicate and collaborate in positive ways that will benefit students and the learning community.
SLG 11: The teacher candidate will demonstrate knowledge of the basic principles of administration, organization, leadership, and operation of early childhood programs.	SLO 11.1: The teacher candidate will demonstrate knowledge of the standards of quality as they relate to licensing, accreditation, and credentialing.
	SLO 11.2: The teacher candidate will construct a comprehensive framework for effective personnel including creating job descriptions, hiring practices, performance review, employment policies, and professional development plans.

Bachelor of Science in Education with a Major in Early Childhood Education

General Education	38	
Major Coursework not requiring admission to Teacher Education		
ECE 310	Introduction to Early Childhood Education	3
ECE 312	Methods: Arts Integration	2
ECE 313	Language Development and Emerging Literacy	3
ECE 320	Infant/Toddler Development	2
ECE 322	Leadership and Supervision in Early Childhood Education	2
ECE 333	Preschool Methods and Materials	3
ECE 338	Home School Community Relations	2
ECE 361	Observation, Planning, and Assessment	3
ECE 436	Kindergarten Methods and Materials	3
ED 221L	Diagnostic Teaching	1
ED 380	Technology in Teaching	2
MATH 277 or ECE 314	Mathematics for Elementary Teachers I Mathematics and the Young Child	2-3
Professional Education Sequence (admission to teacher education not required)		
ED 260	Educational Psychology	3
ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 284	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 287	Early-Level Transition Point Conference	0
ED 321L	Clinical IV	0.5

ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
ED 407	Mid-Level Transition Point Conference	0
HIST 283	Diversity in America	3
SPED 110	Introduction to Exceptional Children	3
Professional Education Sequence (admission to teacher education required)		
ED 322	Data Driven Integrated Instruction	2
ED 483	Student Teaching Seminar: Secondary	2
or ED 482	Student Teaching Seminar: Elementary	
or ED 484	Student Teaching Seminar: K12	
Department Specific Courses (admission to teacher education required)		
ED 440	Identification, Assessment and Intervention in Literacy Difficulties	3
ELED 352	Foundations of Reading	3
ELED 362	Applications of Literacy Instruction, Intervention, and Assessment	3
ELED 421	Elementary Mathematics Methods	3
ELED 422	Elementary Language Arts Methods	3
ELED 423	Elementary Reading Methods	3
ELED 424	Elementary Social Studies Methods	3
ELED 425	Elementary Education Practicum	0
SCI 426	Elementary Science Methods	4
Select from the following:		
ED 491	Student Teaching, Pre-K-Kindergarten	4-16
or ED 492	Student Teaching, Elementary	
or ED 494	Student Teaching K-12	
or ED 495	Student Teaching, Special Education	
Total Hours		114-127

Refer to Teacher Education Policies and Procedures (<http://catalog.minotstateu.edu/undergraduate/teachereducationpoliciesandprocedures/>).

Bachelor of Science in Early Childhood Education

General Education		38
ECE 310	Introduction to Early Childhood Education	3
ECE 312	Methods: Arts Integration	2
ECE 313	Language Development and Emerging Literacy	3
ECE 314	Mathematics and the Young Child	2
ECE 316	The Emergent Reader	2
ECE 320	Infant/Toddler Development	2
ECE 322	Leadership and Supervision in Early Childhood Education	2
ECE 333	Preschool Methods and Materials	3
ECE 338	Home School Community Relations	2
ECE 361	Observation, Planning, and Assessment	3
ECE 362	Curriculum and Planning for Early Childhood	2
ECE 364	Planning and Assessment for Early Childhood	2
ECE 430L	Pre-School Practicum	1
Related Required Coursework:		
ED 260	Educational Psychology	3
ED 282	Managing the Learning Environment	2
ED 284	Teaching Diverse Learners	2
ED 380	Technology in Teaching	2
ELED 352	Foundations of Reading	3
ENGL 238	Children's Literature	3
PSY 255	Child and Adolescent Psychology	3

SOC 201	Social Problems	3
SPED 110	Introduction to Exceptional Children	3
Electives		21

Required Special Education Concentration

SPED 110	Introduction to Exceptional Children	3
SPED 420	Inclusive Practices	3

Select two of the following:

SPED 120	Intro to Positive Behavior Supports	
SPED 202	Intro to Sensory Disabilities	
SPED 210	Intro to Ed of Children w/DHH	
SPED 310	Introduction to Intellectual Disability and Autism Spectrum Disorder	
SPED 410	Introduction to Learning and Emotional/Behavioral Disabilities	

Early Childhood Education Concentration

The Early Childhood Education (ECE) Concentration provides students with a strong foundation in child development, effective teaching methods, and leadership in early learning environments. This concentration can be applied toward both the Associate of Arts (A.A.) and Bachelor of Science (B.S.) degrees, making it an excellent choice for students at various stages of their academic and professional journeys. Whether pursuing an entry-level position in early childhood settings or preparing for advanced roles in education and administration, students will gain the knowledge and skills necessary to support young children's development and learning.

By completing this concentration, students will be well-equipped for careers in early childhood education, including preschool teaching, childcare administration, and family support services. The flexible application of this concentration to both A.A. and B.S. degrees allows students to tailor their educational path to their professional goals, whether they are entering the workforce or continuing their studies.

ECE 310	Introduction to Early Childhood Education	3
ECE 312	Methods: Arts Integration	2
ECE 320	Infant/Toddler Development	2
ECE 322	Leadership and Supervision in Early Childhood Education	2
ECE 313	Language Development and Emerging Literacy	3

Total Hours		12
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