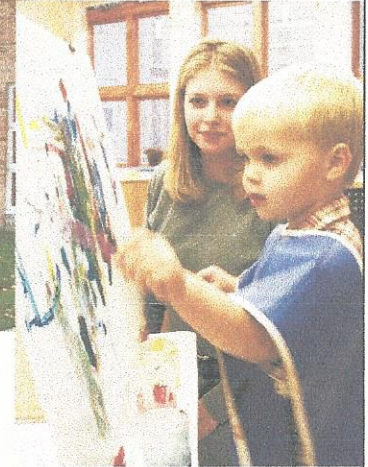


UNIVERSITY OF MINNESOTA



Early Childhood Building Dedication University of Minnesota, Crookston November 1, 2000

Early Childhood Building Committee

Doug Knowlton, Chair
Connie Camrud
Tom Feiro
Kent Freberg
Marilyn Grave
Soo-Yin Lim-Thompson
Dean McCleary
Marsha Odom

Special Dates

Appropriation/Funding: 1998 UM Capital Bonding
Groundbreaking: May 5, 1999
Occupancy: February 14, 2000
Dedication: November 1, 2000

Special Guests

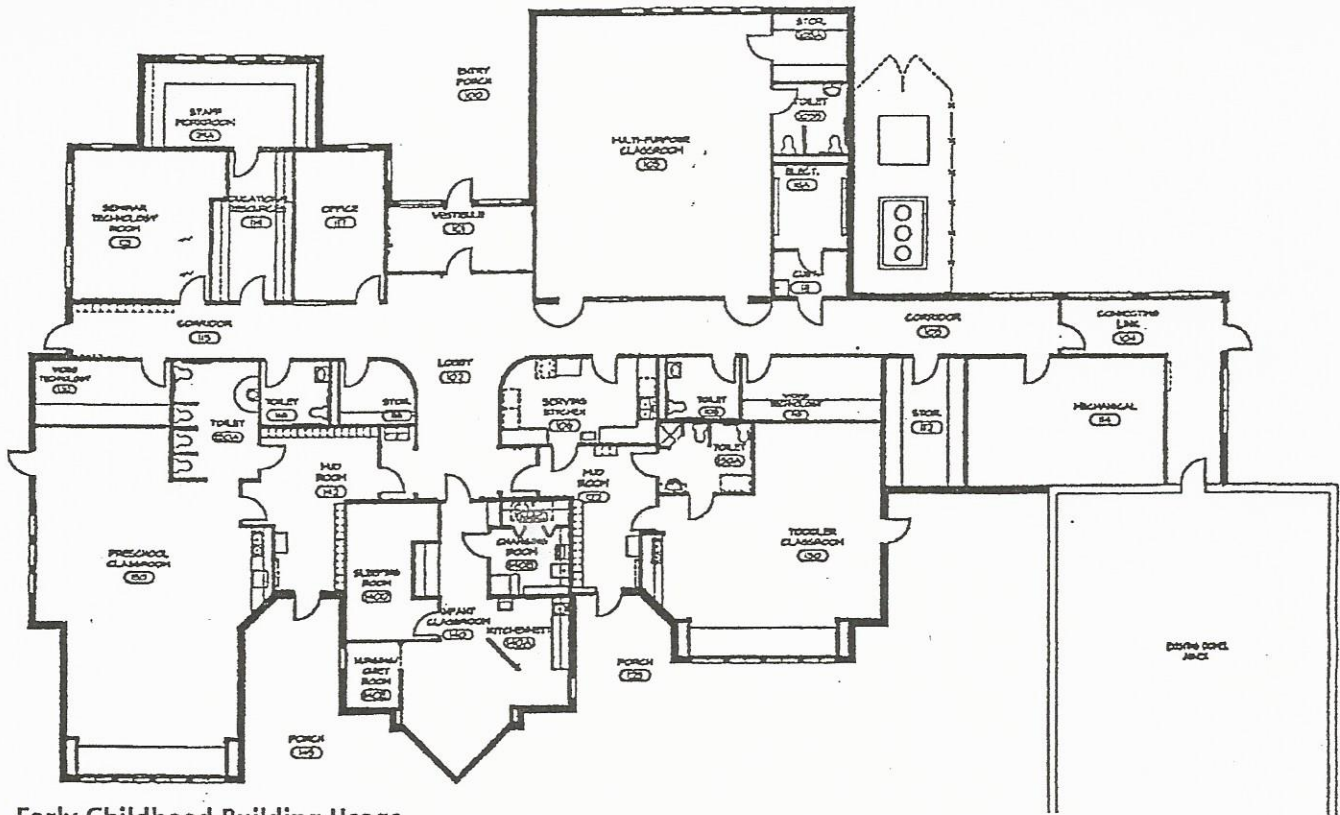
Honorable Bob Bergland
Senator Tony Kinkel
Chuck Koncker
Honorable Warren Larson
Representative Bernie Lieder
Senator Roger Moe
Kent Reese
David Shultz
Representative Rod Skoe
Senator Leroy Stumpf
Amanda Torgerson
Representative Jim Tunheim
Diversified Contractors, Inc.
YHR Associates

Early Childhood Building, University of Minnesota - Crookston

The University of Minnesota's Master Plan recommended relocating the child development laboratory to a new one-story facility dedicated to the Early Childhood Education academic program and designed specifically for meeting the needs of infants, toddlers, preschoolers, school-age children, student teachers, and professional teachers. In 1998 the Minnesota Legislature approved the U of M Capital Bonding bill, which included \$1.3 million for the construction of the Early Childhood Building on the Crookston campus.

The Early Childhood Building was designed and built to meet three interrelated purposes. First, this building was designed to be a teacher training laboratory for students majoring in Early Childhood Education. In this teacher training facility students observe, analyze, and demonstrate principles of child development, education, and family science theories and research. Second, this building is home to a high quality early childhood care and education program which serves young children and their families from the University community and community-at-large. Third, this building provides a teaching and learning environment for quality educational programming and applied research in child development, early childhood education, parent involvement, and parent education.

The design of this facility links the philosophy of the academic degree program, children's developmental needs, and the needs of student teachers and professional staff members with architectural/engineering/construction standards.



Early Childhood Building Usage

This teacher training facility is a critical link in facilitating and enhancing early childhood teacher education at UMC. Since the 1920's child development lab schools have fulfilled the three missions that reflect land-grant institutions in higher education - teaching, research, and outreach. Although the emphasis among the three missions varies with each institution and lab school, the preparation of early childhood teachers has been and continues to be a primary role. In the field of early childhood teacher education, early childhood labs provide students with the opportunity to apply the theory and knowledge discussed in college courses to actual practice in working with young children in supervised settings. Research indicates that university lab schools model best practices as they provide high-quality educational programming for young children and their families.

The most effective training methods for adult learners include demonstration, observation, modeling, "hands-on" practice or application, reflection, and feedback. The Early Childhood Building provides UMC with programming space which promotes active learning for children and adults, exploration of materials, collaboration, and systematic assessment for the training and professional development of early childhood teachers.

Early Childhood faculty articulated to design architects the significance of linking the philosophy of the academic program, children's developmental needs, and the needs of student teachers and professional staff members. Embedded in the conceptual design of this building were the following "themes" as determined by the Early Childhood Education faculty.

Relationships

- ↔ environment and behavior
- ↔ technology and learning
- ↔ child-child; child-adult; adult-adult
- ↔ child-materials; adult-materials
- ↔ indoors and outdoors
- ↔ quiet and active space

Active Learning

- ↔ exploration and discovery
- ↔ challenge and problem-solving
- ↔ aesthetics

Respect

- ↔ child space and adult space
- ↔ personal space and group space
- ↔ warmth and security

Room Allocation

- Infant classroom with nursing mother/quiet room, kitchenette, changing room, and sleeping room
- Toddler classroom, mudroom, and children's toilets
- Preschool classroom, mudroom, and children's toilets
- Multipurpose classroom and children's toilets
- Video Technology Rooms
- Seminar Technology Room
- Educational Resource Room
- Staff Work Room
- Office
- Serving Kitchen
- Storage rooms
- Adult toilets
- Mechanical and electrical rooms