

Elementary Education

College of Education

Department of Educational Studies: Elementary and Early Childhood

328 Armstrong Hall • 507-389-1516

Chair: Peg Ballard

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The Department of Educational Studies: Elementary and Early Childhood has a major responsibility to provide professional education for early childhood and elementary teachers. The general goals of this program are to develop the dispositions, knowledge, and skills of candidates for licensure; to make available pre-professional clinical experiences in order to introduce students to the total school context; to provide the direct experience of classroom teaching under supervision; and to develop understanding of curriculum design in its theory and process of formulation. Emphasis shall be on the acquiring of knowledge, professional skills and learning environment awareness.

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

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

Level 200/Second Year Students: Sessions will be part of the EEC 200 and EEC 222 courses. Students are admitted to the major and assigned a Level 200 advisor in their program. Sessions focus on program expectations, prerequisite completion, second year service learning and diversity of clinical experiences and professional education admission.

Level 300/Plan of Study: Sessions will be part of the EEC 333 and Block I. Sessions focus on program expectations, sequential program blocking and specialty area licensure options.

Level 400/Program Completion: Sessions will be part of Block II. Students are eligible for level 400 sessions when a plan of study is complete and application for student teaching and graduation have been made. Sessions focus on program completion, application for graduation deficiencies and licensure application.

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

All Elementary Education students must be admitted in the following sequence:

- Stage I Admission to the Major.
- Stage II Admission to Professional Education
- Stage III Admission to Elementary Education Block I
- Stage IV Admission to Student Teaching

STAGE I: Admission to the Major

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

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

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

See Alternative Admission Policy.

STAGE II: Admission to Professional Education

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

All students working toward a teaching degree in the Elementary Education major must be admitted to Professional Education prior to enrollment in upper division coursework in professional education. Application to Professional Education should be made when the following requirements have been met:

1. Completion of 55 credits.
2. Cumulative GPA of 2.75.
3. Evidence of completion of the Pre-professional Skills Test (PPST) - Praxis I.
4. Completion of faculty recommendation forms.
5. Completion of a General Education Intensive Writing (General Education Category 1 C) course with an A or B.
6. Completion of the following courses: EEC 200 , EEC 222, and MATH 201.

Refer to the Academic Advising Office, 117 Armstrong Hall, for additional requirements.

Students who are not admitted may appeal. See Alternative Admission Policy.

STAGE III: Admission to Elementary Education Block I

Coordinator for Admission to Elementary Education Block I:

Department Chair, 328 Armstrong Hall.

All students working toward a teaching degree in the Elementary Education Major must be admitted to Block I: Literacy Block. Application to Block I should be made when the following requirements have been met:

1. Grade Point Average (GPA) of 2.75.
2. Completion of all General Education requirements.
3. Completion of all specialty area requirements.

A handout (Elementary Education: Licensure Plan of Study) listing General Education courses, the Professional Core Support courses, and the Specialty Areas is available in 117 Armstrong Hall.

Application deadlines are 10 instructional days prior to upcoming registration. The Department's Admissions Committee will meet soon after the deadlines to determine admission for students.

Students who are not admitted may appeal.

The Elementary and Early Childhood program reserves the right to consider for admission students who have the potential to be excellent teachers and who have met some but not all the admission requirements.

Admission to Elementary Education Block II - Inquiry. All students working towards the teaching degree in the Elementary Education Major must be admitted to Block II - Inquiry. Application to Block II should be made when the following requirements have been met:

1. Grade Point Average (GPA) of 2.75.
2. Completion of all General Education requirements.
3. Completion of all specialty area requirements.
4. Successful completion of Block I.

STAGE IV: Admission to Student Teaching Student Teaching (119 Armstrong Hall) Director of Clinical and Field Experiences: Tracy Pellet

Student teaching at Minnesota State University, Mankato is a result-oriented, performance-based, 16-week program, requiring the demonstration of an acceptable level of teaching performance in the areas of planning and preparation, enhancing the learning environment, teaching for student learning, and professionalism. Multiple methods of assessment are used and evidence is collected to provide a view of the student teacher's skills and dispositions. These methods include direct observations of teaching activities by public school and University faculty, the use of videotaped lessons and activities for self-assessment, use of logs, participation in on-line activities, and participation in activities reflective of the professional responsibilities of teachers (e.g., parent conferences). The Director of Clinical and Field Experience requests placements for all student teachers in partner districts. Students teachers should not contact schools regarding their placement. Admission to the student teaching experience is contingent upon completion of a minimum of 95 semester credits, a cumulative grade point average of 2.75, grades of "C" or better for all program requirements, admittance to teacher/professional education, completion of all meth-

ods and professional education course work, completion and validation of formal application materials one semester prior to student teaching semester (obtain specific dates from 119 Armstrong Hall), attendance at all preliminary student teaching meeting(s), submission of scores on the PRAXIS I (Reading/Writing/Math) test, recommendation of advisor, school district administration, cooperating teacher(s) and Director of Clinical and Field Experience, and completion of Minnesota State Police background check materials. Application materials are available in 119 Armstrong Hall.

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

Teacher Licensure Coordinator: Gail Orcutt (118 Armstrong Hall) The University recommends licensure to a state upon satisfactory completion of a licensure program. However, licensure does not occur automatically through graduation and the awarding of a diploma. Students need to make application for a Minnesota teaching license at the close of the term in which they graduate. The College of Education, 118 Armstrong Hall, coordinates the licensure process. In addition to meeting all program requirements, the PPST examination of skills in reading, writing, and mathematics needs to be successfully completed, as well as the Praxis II Pedagogy and Content examination. Minnesota State Law requires that all candidates applying for initial licensure in this state be fingerprinted for national background checks. A conduct review statement will also need to be completed and signed. There is a \$26 fee for the criminal background check. The fee for the issuance of a State of Minnesota teaching license is \$47.

ELEMENTARY EDUCATION BS, TEACHING

The program below is designed to meet the Minnesota State licensure standards. Please contact Gail Orcutt if you have questions about the licensure process.

Required General Education (33-34 credits):

ENG	101	Composition (4)
BIOL	100	Our Natural World (Lab) (4)
ART	100	Elements and Principles of Art (3)
MATH	201	Elements of Math I (3)
PHYS	101	Introductory Physics (Lab) (3)
THEA	101	Acting for Everyone (3)
THEA	229	Kinetic Learning (3)
EEC	222	Human Relations in Multicultural Society (3)
HLTH	310	Drug Education (3)

Choose one SPEE course from the following:

SPEE	100	Fundamentals of Speech Communication (3)
SPEE	102	Public Speaking (3)

Choose one course from the following:

HIST	190*	U.S. to 1877 (4)
HIST	191*	U.S. Since 1877 (4)

HIST 450 Minnesota to 1880 (3)

HIST 451 Minnesota Since 1880 (3)

* HIST 190 or 191 may count for General Education and Support Course

Required Support Courses (Core, 15 credits):

BIOL 480 Biological Laboratory Experiences for Elementary Teachers (2)

PHYS 480 Laboratory Experiences in Physical Science (2)

GEOL 305 Earth Science for Elementary Educators (2)

MATH 202 Elements of Mathematics II (3)

Choose one course from the following:

GEOG 340 United States (3)

GEOG 341 World Regional Geography (3)

Choose one course from the following:

KSP 417 Materials for Children (3)

ENG 325 Children's Literature (3)

Required for Major (Professional Education, 14 credits):

EEC 200 Early Clinical Experience: Elementary School (3)

ART 421 Art Methods/Elementary School (2)

MUS 340 Materials and Methods of Teaching Music (3)

HP 323 Elementary PE Methods (2)

KSP 301 Instructional Media Utilization (2)

EEC 333 Classroom Learning Theory (2)

BLOCK I- Literacy*

Required for Major (Core, 13 credits):

EEC 320 Social Studies in Elementary School (2)

EEC 321 Social Studies/Literacy Clinical (1)

EEC 334 Literacy Methods (4)

EEC 355 Curriculum, Management & Assessment (3)

EEC 410 Philosophy and Practices in the

Middle School (3) or

EEC 370/371 Kindergarten Methods & Mat. (3)

* Permission required for entry to Block I

BLOCK II- Inquiry* (13 credits):

EEC 322 Science/Health in the Elementary School (3)

EEC 323 Science/Math Clinical (1)

EEC 324 Teaching Elementary School Mathematics (2)

EEC 407 Special Education Learner in the Regular Classroom (2)

EEC 421 Literacy Interventions (2)

EEC 444 Behavioral Management in the Classroom (2)

* Permission required for entry to Block II

BLOCK III (14 credits):

EEC 473 Student Teaching Elementary (14)

CLINICAL EXPERIENCES

A major component of professional education coursework involves clinical experiences in area schools. These experiences are sequential in development, time commitment, and skills practice. Multiple methods of assessment are used to document competencies. These methods include direct observations of teaching activities by public school and University faculty, the use of videotaped lessons and activities

for self-assessment, use of logs, participation in on-line activities, and participation in activities reflective of the professional responsibilities of teachers. The successful completion of each clinical experience is necessary for progression in the program. All clinical placements are initiated by the Office of Clinical and Field Experience. Students involved in any clinical experience need to undergo a background study (once per academic year) to assess misdemeanor and felony conviction records maintained at the Minnesota Bureau of Criminal Apprehension. This information is provided to districts for their determination of suitability. The Office of Clinical and Field Experience coordinates the background check process.

Required for Major (Specialty Area, 15-17 credits)

Select one of the following specialties:

Pre-Primary - Age 3 and above (15 credits):

EEC 368 Preprimary Methods & Materials (3)

EEC 369 Preprimary Methods & Materials Lab (1)

EEC 422 Emergent Literacy (2)

EEC 435 Teacher-Parent Relationships in Education (3)

MUS 441 Music in Early Childhood (2)

PSYC 433 Child Psychology (4)

Middle School Mathematics (15 credits):

EEC 342 Teaching Science, Technology, and Social Studies in the Middle School (2)

MATH 112 College Algebra (4)

MATH 181 Intuitive Calculus (3)

MATH 303 Elements of Mathematics III (3)

STAT 154 Elementary Statistics (3)

Middle School Science (17 credits):

AST 101 Intro to Astronomy (3)

CHEM 201 General Chemistry I (5)

EEC 342 Teaching Science, Technology, and Social Studies in the Middle School (2)

GEOL 121 Physical Geology (4)

GEOL 310 Earth & Space Systems (3)

Note: Middle School Science Students do not take GEOL 305

Middle School Social Studies (15 credits):

ANTH 230 People: An Anthropological Perspective (3)

ECON 201 Principles of Macroeconomics (3)

EEC 342 Teaching Science, Technology, and Social Studies in the Middle School (2)

POL 111 US Government (3)

SOC 100 Social Problems (3)

Elective Credits in Social Studies Area (1)

Middle School Communication Arts and Literature (15 credits):

EEC 428 Teaching Reading and Writing in the Content Areas (3)

ENG 242 Intro to Creative Writing (3)

ENG 285 Practical Grammar (2)

ENG 425 Topics in Children's Literature (3)

ENG 464 Teaching Literature in Middle School (3)

Elective Credits in Communication Arts and Literature (1)

Modern Language: French (15 credits):**Prerequisites:**

1. French 101, 102, 201, 202 or equivalent.

Students may demonstrate their language proficiency level through coursework or through credit by examination. Credit by examination for French 101, 102, 201, and 202 can be arranged with a faculty member in the French program.

2. Students **must** demonstrate a level of Intermediate-Mid on the Proficiency Interview before they are admitted to MODL 462 and 463. Contact the Department of Modern Languages or a member of the French faculty for details.

Required Language Courses: 11-12 credits

Language credits may be completed on the MSU campus or, in part, while on the MSU program in La Rochelle, France.

MSU Mankato Campus

- 302 Composition 1-3 credits
- 305 France Today 1-4 credits **OR**
- 402 French Civilization 3-4 credits
- 323 French Phonetics and Applied Linguistics 1-3 credits
- 366 Oral Communication 1-3 credits

MSU in La Rochelle, France

- 315 Composition 1-3 credits
- 316 Conversation 1-3 credits
- 317 Modern France 1-3 credits

Required Methods (4 credits):

- MODL 462 FLES Methods (3)
- MODL 463 Applied FLES Methods (1)
offered on MSU campus only.

Required Cultural Experience:

Students must demonstrate that they have had firsthand experience with the culture(s) represented by the French language. The La Rochelle program provides students with this firsthand experience. When study-abroad is not possible for students, Elementary Education students will need to conduct their practicum in a school setting and interact with a community that has a significant number of French speakers.

Students who complete the "Specialization" meet the MN BOT requirements for World Language Teachers in French at the K-8 level.

Modern Language: German (15 credits):**Prerequisites:**

- 1) German 101, 102, 201, 202 or equivalent. Students may demonstrate their language proficiency level through coursework or through credit by examination. Credit by exam for 101, 102, 201, 202 can be arranged with Birgitta Hendrickson, a faculty member in the German program.
- 2) Students must demonstrate a level of Intermediate-Mid on the Proficiency Interview before they will be admitted to MODL 462 and 463. Contact the Department of Modern Languages for details at 507-389-2116 or Birgitta Hendrickson at 389-2917.

Required Language Courses: (11-12 credits)

Language credit may be completed on MSU campus or may be transferred from a study abroad experience with prior approval by the German program. The following courses are offered on the MSU campus.

- GER 340 Topics in Language (1-4 credits)
- GER 341 Composition and Conversation (4 credits)
- GER 343 German Civilization (1-4 credits) or study abroad 300-level or above

Required Methods (4 credits):

- MODL 462 FLES Methods (3)
- MODL 463 Applied FLES Methods (1)
offered on MSU campus only.

OPI in German of Intermediate-Mid, required.

Students who complete the "Specialization" meet the MN BOT requirements for World Language Teachers in German at the K-8 level.

Modern Language: Spanish (15 credits):**Prerequisites:**

- 1) Spanish 101, 102, 201, 202, or equivalent. Students may demonstrate their language proficiency level through coursework or through credit by examination. Credit by exam for 101, 102, 201, 202 is conducted one time each Fall and Spring semester. Contact the Department of Modern Languages for details at 507-389-2116.
- 2) Students **must** demonstrate a level of Intermediate-Mid on the Proficiency Interview before they will be admitted to MODL 462 and 463. Contact the Department of Modern Languages for details at 507-389-2116.

Required Language Courses: 11-12 credits

(Language credits may be completed on MSU campus or while on MSU program in Mexico).

MSU Mankato campus

- 310 Advanced Conversation and Composition (1-4)
- 356 Latin American Civilization (4)
- 365 Selected Readings (1-4)

MSU in Mexico campus

- 394 Supervised Study in Mexico: Advanced Spanish (1-6)
- 494 Supervised Study in Mexico: Themes in Hispanic Culture (1-6)
- 494 Supervised Study in Mexico: Themes in Spanish American Literature (1-6)

Required Methods (4 credits):

- MODL 462 FLES Methods (3)
- MODL 463 Applied FLES Methods (1)
offered on MSU campus only.

Required Cultural Experience: Students must demonstrate that they have had firsthand experience with the culture(s) represented by the Spanish language. The Mexico program provides students with this firsthand experience. When study-abroad is not possible for the student, Elementary and Early Childhood students will need to conduct their practicum in a school setting **and** interact with a community that has a significant number of heritage Spanish speakers.

Students who complete the "Specialization" meet the

MN BOT requirements for World Language Teachers in Spanish at the K-8 level.

POLICIES/INFORMATION

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

Admission to Major. Admission to the major is granted by the academic department in which the student proposes to major. To be admitted to any program, the following requirements must be met:

- GPA of 2.5 for admission.
- Completion of 32 semester credits.

COURSE DESCRIPTIONS

ELEMENTARY AND EARLY CHILDHOOD

EEC 092 (2) Reading Strategies

This course is designed to assist students in the development of specific reading strategies necessary for success with the literacy demands of the university classroom and beyond.

F, S

EEC 200 (3) Early Clinical Experience: Elementary School

A first course for elementary education majors. Experience in elementary classrooms, understanding children as learners, levels of instruction, general methods, and the teaching role.

F, S

EEC 201 (2) Introduction to Early Childhood Education

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

F

EEC 205 (3) Service Learning: Society and the Environment

GE-10

EEC 210 (1-4) Seminar

An early course for elementary education majors. Exploration of the career field, introduction to the role of standards in education, overview of general methodology for the elementary classroom.

V

EEC 220 (1-4) Field Study

This experience is designed jointly between student, advisor and a classroom teacher for the student to gain insight into the workings of the elementary classroom.

V

EEC 222 (3) Human Relations in a Multicultural Society

ciety

Study of interpersonal skills, motivation and group skills. Applied to educational settings. Meets State of Minnesota human relations requirement for teacher licensure.

F, S

GE-1C, 7, 11

CD-Core

EEC 230 (1-4) Individual Study

An experience/project designed by the student and advisor to provide for further study of a topic or component within the realm of elementary education. Could be exploratory in nature.

V

EEC 235 (1-4) Independent Study

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

V

EEC 240 (1-4) Research

An opportunity to truly research an area within elementary education to provide a more in depth understanding.

V

EEC 250 (1-4) Internship

An opportunity to work in an elementary classroom under the direction of the classroom teacher.

V

EEC 300 (1-4) Seminar: Children's Literature

Introduction to children's literature, both current and classic works. Exploration of authors, genres, and illustrations. Selection, evaluation, and use with K-6 children.

V

EEC 301 (1-2) September School Experience

EEC 302 (1) Extended School Experience

EEC 303 (1) Classroom Methods

EEC 310 (1-4) Individual Studies: Health for Elementary Teachers

The course is designed to prepare the elementary classroom teacher with methods and materials for teaching health.

V

EEC 315 (1-4) Individual Study: Drug/Alcohol Education

This is a course jointly designed by the student and advisor to address the State of Minnesota requirements concerning drug/alcohol education for licensure.

V

EEC 316 (1-4) Field Study: Math for Elementary Students

The purpose of this course is to prepare elementary level mathematics teachers to use appropriate content, materials, and methods in teaching.

V

EEC 317 (1-4) Field Study: Math Grades 1-6

This course is designed to provide students with the necessary math content for successful math instruction in the elementary classroom.

EEC 318 (1-4) Field Studies: Math Grades 7-8

This course is designed to provide math content to assist the middle school level math educator.

V

EEC 320 (2) Social Studies in Elementary School

Selection and organization of content, materials, activities, and procedures for the elementary classroom.

Pre: Admission to Professional Education, EEC 333.

Coreq: EEC 321, 334, 335, 355 F, S

EEC 321 (1) Social Studies/Literacy Clinical

Experiences in elementary classrooms.

Coreq: EEC 320, 334, 355 F, S

EEC 322 (3) Science/Health in the Elementary School

Designed to help future teachers understand the role of science education in the school curriculum and to become familiar with some of the trends, issues and problems associated with it.

Pre: EEC 333. Coreq: EEC 323, 324, 407, 421, 444 F, S

EEC 323 (1) Science/Health/Math Clinical

Science/health/math experience in elementary classrooms.

Coreq: EEC 322, 324, 407, 421, 444 F, S

EEC 324 (3) Teaching Elementary School Mathematics

To prepare elementary level mathematics teachers to use appropriate content, materials and methods in teaching.

Pre: EEC 320, 333. Coreq: EEC 322, 323, 407, 421 F, S

EEC 330 (1-4) Individual Study: Social Studies in the Elementary School

This course is designed to prepare the elementary classroom teacher to select and organize content, materials, activities, procedures for effective instruction in the area of social studies.

V

EEC 331 (1-4) Individual Study: History for Elementary Teachers

This course is designed to prepare the elementary classroom teacher with the necessary content to teach American History.

V

EEC 332 (2) Developmental Reading

Principles and organization of the reading program. Instructional materials and procedures. This course does not meet requirement for elementary education.

F

EEC 333 (2) Classroom Learning Theory

Focus on principles of psychology and techniques of learning-behavioristic, cognitive and humanistic.

F, S

EEC 334 (4) Literacy Methods

Curriculum and methods for teaching literacy in elementary schools, K-6.

Pre: EEC 333; Coreq: EEC 320, 321, 355 F, S

EEC 336 (1-4) Individual Study: Geography for Elementary Teachers

This course is designed to prepare students with the necessary content knowledge to teach geography in the elementary classroom.

V

EEC 340 (1-4) Research: Science Elementary Teaching

This course is designed to prepare the elementary classroom teacher to use appropriate content, materials, and methods in teaching.

V

EEC 341 (1-4) Experiences in Biology for Elementary Teachers

This course is designed to provide students with a variety of experiences within the biological science realm to apply in the elementary classroom.

Pre: BIOL 100 V

EEC 342 (2) Teaching Science, Technology and Social Studies in the Middle School

Project-based interdisciplinary instruction, infusing technology in middle school mathematics, social studies, and science classrooms.

F, S

EEC 343 (1-4) Experiences in Physics for Elementary Teachers

This course is designed to provide the student with a variety of experiences within the physical science realm to apply in the elementary classroom.

Pre: PHYS 101 V

EEC 350 (1-4) Internship: Trends/Issues in Education

An opportunity to explore in an extended manner many of the current trends and issues within the elementary school setting to gain a more in-depth understanding.

V

EEC 352 (2) Reading in the Middle School

Development and definition of literacy in the middle school.

Pre: EEC 333 V

EEC 355 (3) Curriculum, Management & Assessment

Considerations of historical, theoretical and educational perspective on curriculum development and practice selecting, organizing and developing curriculum units and writing lesson plans. Managing the unique and developmental needs of the learner and group dynamics will be discussed. Emphasis on a variety of formal/informal strategies for assessment and student growth and learning.

Pre: EEC 333 Co-req: EEC 320, 321, 334, 355 F

EEC 368 (4) Preprimary Methods and Materials

Instructional strategies, theories of curriculum and development, integrated curriculum for 3, 4, and 5 year olds.

Coreq: EEC 369 F, S

EEC 369 (1) Preprimary Methods and Materials: Lab

Clinical experience to accompany EEC 368.

Coreq: EEC 368 F, S

EEC 370 (2) Kindergarten Methods and Materials

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

Pre: EEC 365; Coreq: EEC 371 F, S

EEC 371 (1) Kindergarten Methods and Materials: Lab

Clinical experiences.

Coreq: EEC 370 F, S

EEC 400 (1-4) Seminar: Music Fundamentals

To provide the background content necessary for the elementary classroom teacher.

V

EEC 401 (1-4) Seminar: Music Elementary Teaching

To provide the methods and materials necessary to teach music in the elementary classroom.

EEC 402 (3) Introduction to Teaching the LEP Student

For teachers of students whose dominant language is other than English.

V

EEC 404 (2) Curriculum Applications of Technology in Education

To prepare pre-service and in-service teachers to use technology in the elementary classroom. Applications to each content area will be considered.

V

EEC 405 (1-4) Individual Studies: Art for Elementary Teachers

This course is designed to provide necessary methods and materials for use in teaching art in the elementary classroom.

V

EEC 407 (2) Special Education Learner in the Regular Classroom

Provides elementary education majors with information and strategies including the special needs students in the regular classroom.

Coreq: EEC 322, 323, 324, 421, 444 F, S

CD-Core

EEC 410 (3) Philosophy & Practices in the Middle School

The middle school concept, curriculum, and teaching methods.

Pre: EEC 333 F, S

EEC 414 (2-4) Diagnosis and Corrective Instruction in Elementary Mathematics

Diagnostic teaching, evaluating deficiencies, skill analysis, use of case studies and tools of diagnosis.

Pre: EEC 324 V

EEC 415 (1-4) Field Study: Physical Education for Elementary Teachers

This course is designed to prepare the elementary class-

room teacher with methods and materials for teaching physical education.

V

EEC 417 (3) Teaching Reading to ESL Students

This course presents the theoretical base for the reading process, strategies for vocabulary development, and methods for content area learning as applied to second language learners.

S

EEC 418 (2) Elementary School Science Activities

Identification of appropriate science equipment, process skills, concepts and instructional attitudes for science in the elementary school.

Pre: EEC 322 V

EEC 420 (3) Reading Difficulties

Foundation level of knowledge concerning the characteristics, causes, diagnosis and treatment of reading difficulties.

Pre: EEC 332 or 334 V

EEC 421 (2) Literacy Interventions

Assessment and strategies for helping struggling readers and English language learners be successful with text. Provides strategies for assisting all students in comprehending content topics through reading and writing.

Coreq: EEC 322, 323, 324, 407, 444 F, S

EEC 422 (3) Emergent Literacy

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

F, S

EEC 425 (1-4) Individual Study: Reading for Elementary

This course is designed to prepare the elementary classroom teacher with the methods and materials for teaching reading to the K-6 student.

V

EEC 426 (1-4) Research: Utilizing Media for Teaching

This course is designed to prepare the elementary classroom teacher to use media effectively for instruction.

V

EEC 428 (3) Teaching Reading and Writing in the Content Areas

Presents strategies for teaching reading and writing knowledge, attitudes and skills in the various teaching content areas.

F

EEC 430 (2) The Elementary Classroom

Historical foundations, influencing factors, issues. Projects in curricular organization. Deals with educational values. Awareness of current elementary school issues. Pre: Admission to Professional Education

EEC 435 (3) Teacher-Parent Relationships in Education
Emphasis on parent-teacher relationships for effective learning of children through the elementary grades. Includes introduction to Early Childhood Family Education. F, S

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

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

Coreq: 441, 442, 443 F

EEC 441 (1) Primary Grade Literacy: Lab

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

Coreq: EEC 440, 442, 443 F

EEC 442 (4) Primary Grade Inquiry

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

Coreq: 440, 441, 443 F

EEC 443 (1) Primary Grade Inquiry: Lab

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

Coreq: EEC 440, 441, 442 F

EEC 444 (2) Behavioral Management in the Classroom

EEC 450 (1-14) Internship: Elementary Student Teaching

Student teaching in the elementary school. Includes weekly seminar.

V

EEC 451 (2) Middle School Experience

Middle school visitations, observations participation; understanding characteristics of students.

V

EEC 466 (7) Preprimary Student Teaching and Seminar

Student teaching with prekindergarten children; weekly seminar.

Pre: EEC 365 F, S

EEC 471 (6) Kindergarten Student Teaching and Seminar

Full responsibility of classroom with university supervision.

Pre: EEC 370 and 473 or 474, and admission to student

teaching F, S

EEC 472 (11) Student Teaching: Moderately/Severely Mentally Handicapped

Student teaching in special education. (TMH)

Pre: Special Ed. Methods F, S

EEC 473 (11-14) Student Teaching Elementary

Student teaching in the elementary school. Includes weekly seminar.

Pre: Methods Courses; admission to student teaching.

Coreq: EEC 466, EEC 494 F, S

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

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

F, S

EEC 475 (3-6) Enrichment Experiences Elementary

Student teaching projects determined jointly by student and advisor.

Pre: EEC 473 or 474 F, S

EEC 478 (5) Supplementary Student Teaching Elementary

Student teaching in the elementary school including weekly seminar for K-12 majors.

Pre: Admission to student teaching. Coreq: EEC 476 and KSP 475 F, S

EEC 479 (11) Student Teaching Mildly/Moderately Mentally Handicapped

Student teaching in special education. (EMH)

Pre: Admission to student teaching F, S

EEC 483 (2) Supervision of Student Teachers

Assist K-12 classroom teachers in developing their skills for supervising pre-service and student teachers.

V

EEC 490 (1-3) Workshop

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

V

EEC 491 (1-4) In-Service

V

EEC 493 (5) Student Teaching Middle School

EEC 494 (6) Student Teaching Middle School

Student teaching in a second content area for a full-day, half-semester, in a middle school setting. For elementary students student teaching in middle school.

Pre: EEC 473 or EEC 474 F, S

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

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

Pre: FCS 483, 488 V

EEC 496 (3-6) Internship

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

Pre: Required methods V

EEC 497 (3-6) Reading Internship

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

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

EEC 499 (1-4) Individual Study

By contract between student and faculty member.

V

The following courses are not required for any particular program, but are offered through the College of Education to allow for offerings that are applicable to several different departments.

EDUCATION**ED 210 (1-10) Independent Study****ED 220 (1-10) Field Study****ED 230 (1-10) Individual Study****ED 240 (1-10) Research****ED 250 (1-10) Internship****ED 310 (1-10) Independent Study****ED 320 (1-10) Field Study****ED 330 (1-10) Individual Study****ED 333 (3) Classroom Learning and Assessment****ED 340 (1-10) Research****ED 350 (1-10) Internship****ED 361 (10-13) General and Content Methods****ED 362 (13) Literacy and Special Needs****ED 400 (1-10) Seminar****ED 420 (1-10) Field Study****ED 430 (1-10) Individual Study****ED 440 (1-10) Research****ED 450 (1-10) Internship****ED 490 (1-3) Workshop****ED 499 (1-4) Individual Study**