

### Elementary Education

*College of Education*

*Department of Educational Studies: Elementary and Early Childhood*

328 Armstrong Hall • 507-389-1516

Chair: Peg Ballard

Ronald Browne, Terry Fogg, Linda Good, Marla Mastin, Karl Matz, Mary Ellen Pearson, Maureen Prenn, Steven Reuter, Marsha Traynor

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 222W 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, 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:

Admission to the Major.

Admission to Professional Education

Admission to Elementary Education Blocks

Admission to Student Teaching

#### **Admission to the Major**

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

All students must submit an unofficial Minnesota State Mankato transcript. Transfer students should submit a copy of their transfer credit evaluation form,

which is available from the Campus Access HUB. Elementary Education students must complete the following requirements to be admitted to the Major:

1. Completion of 32 credits.
2. Grade point average (GPA) of 2.5 cumulative.
3. "A" or "B" in ENG 101.
4. "A" or "B" in SPEE 100 or SPEE 102.

Students who are not admitted may appeal.

#### **Admission to Professional Education**

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

All students working toward a teaching degree in the 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 40 credits.
2. Cumulative GPA of 2.75.
3. Completion of ENG 101.
4. Completion of MATH 201.
5. Evidence of completion of Pre-professional Skills Test (PPST) - Praxis I.
6. Completion of a General Education Intensive Writing (General Education Category 1C) course with an "A" or "B".
7. Completion of: EEC 200 and EEC 222W.

A multifaceted professional education process exists. Students are required to attend a Professional Education Writing Assessment Lab. Please consult the Office of Academic Advising (117 Armstrong Hall) for application and deadlines.

Students who are not admitted may appeal.

Admission is competitive. Achievement at the 2.75 level and completion of all prerequisite credits qualifies students for the application pool but does not guarantee admission to the Elementary Education Blocks.

#### **Admission to Elementary Education Block I**

Coordinator for Admission to Elementary Education Block I:  
Peg Ballard, 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 minimum 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 30 days prior to upcoming registration. The Department's Admissions Committee will meet soon after the deadlines to determine admission for students.

Registration plan should not include course work outside the block without prior approval.

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 minimum 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.
5. Registration plan does not include courses outside the block without prior approval.

**Admission to Student Teaching (119 Armstrong Hall) Director of Clinical and Field Experiences: Kitty Foord**

Student teaching at Minnesota State Mankato is a result-oriented, performance-based, 16-week program, requiring the demonstration of an acceptable level of teaching performance 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 methods 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. Also, approval of placement by school district administration, cooperating teacher and Director of Clinical and Field Experience, and completion of Minnesota State Police background check materials. Application materials are available in 119 Armstrong Hall.

**Teacher Licensure Coordinator: Gail Orcutt (118 Armstrong Hall)** The University recommends licensure to a state upon satisfactory completion of a licensure program. However, licensure does not occur automatically through graduation and the awarding of a diploma. Students need to make application for a Minnesota teaching license at the close of the term in which they graduate. The College of Education, 118 Armstrong Hall, coordinates the licensure process. In addition to meeting all program requirements, the (PPST) examination of skills in reading, writing, and mathematics needs to be successfully completed, as well as the Praxis II Pedagogy and Content examinations. Minnesota State Law requires that all candidates applying for initial licensure in this state be fingerprinted for national background checks. A conduct review statement will also need to be completed and signed. There is a \$31 fee for the criminal background check. The fee for the issuance of a State of Minnesota teaching license is \$57.

**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 Mathematics I (3)
PHYS	101	Introductory Physics (Lab) (3)
THEA	101	Acting for Everyone (3)
DANC	229	Kinetic Learning in the Classroom (1)
EEC	222W	Human Relations in a 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)
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HIST	191*	U.S. Since 1877 (4)
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\*HIST 190 or HIST 191 may count for General Ed. and Support Course

**Required Support Courses (Core, 11 credits):**

PHYS	480	Laboratory Experiences in Physical Science (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, 11 credits):**

EEC	200	Early Clinical Experience: Elementary School (3)
EEC	225	Technology Applications in Education (2)
ART	421	Art Methods Elementary School (2)
HP	323	Elementary Physical Education Methods (2)
EEC	333	Classroom Learning Theory (2)

**BLOCK I- Literacy\***

**Required for Major (Core, 18 credits):**

EEC	320	Social Studies in Elementary School (2)
EEC	321	Social Studies/Literacy Clinical (1)
EEC	334	Reading and Language Arts Methods (5)
EEC	355	Curriculum, Management & Assessment (3)
EEC	410	Philosophy and Practices in the Middle School (3) <b>or</b>
EEC	412	Kindergarten Methods & Materials (3)
BIOL	480	Biological Laboratory Experiences for Elem. Teachers (2)
MUS	340	Materials and Methods of Teaching Music (3)

\* Permission required for entry to Block I

**BLOCK II- Inquiry\* (15 credits):**

EEC	322	Science/Health in the Elementary School (3)
EEC	323	Science/Health/Math Clinical (1)
EEC	324	Teaching Elementary School Mathematics (3)
EEC	421	Reading Interventions (3)
EEC	424	Special Edu. and Behavioral Needs in Elem. Edu. (4)
GEOL	305	Earth Science for Elementary Educators (2)

\* Permission required for entry to Block II

**BLOCK III (14 credits):**

EEC	473	Student Teaching Elementary (12)
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**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. Clinical experiences are required for EEC 220 and EEC 222. During blocks students have 3 weeks of clinicals all day, Monday through Friday. 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.

**Background Checks**

Students involved in any clinical experience need to undergo a background check (once per academic year) to assess misdemeanor and felony conviction records maintained at the Minnesota Bureau of Criminal Apprehension. There is a \$15 fee for this service. This information is provided to 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)**

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Select one of the following specialties:

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

EEC	368	Preprimary Methods & Materials (4)
EEC	369	Preprimary Methods & Materials: Lab (1)
EEC	422	Emergent Literacy (3)
EEC	435	Teacher-Parent Relationships in Education (3)
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 Math III (3)
STAT	154	Elementary Statistics (3)

### Middle School Science (17 credits):

AST	101	Introduction 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 (4)
ECON	201	Principles of Macroeconomics (3)
EEC	342	Teaching Science, Technology and Social Studies in the Middle School (2)
POL	111	United States Government (3)
SOC	150	Social Problems (3)

Elective Credits in Social Studies Area (1)

### Middle School Communication Arts and Literature (16 credits):

EEC	428	Teaching Reading and Writing in the Content Areas (3)
ENG	242W	Introduction to Creative Writing (4)
ENG	285	Practical Grammar (2)
ENG	425	Topics in Children's Literature (3)
ENG	464	Teaching Literature in the Middle School (3)

Elective Credits in Communication Arts and Literature (1)

### Modern Language: French (15 credits):

#### Prerequisites:

1. FREN 101, FREN 102, FREN 201, FREN 202 or equivalent. Students may demonstrate their language proficiency level through coursework or through credit by examination. Credit by examination for FREN 101, FREN 102, FREN 201, and FREN 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 MODL 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 Minnesota State Mankato campus or, in part, while on the Minnesota State Mankato program in La Rochelle, France.

#### Minnesota State Mankato Campus

FREN	302W	Composition 2-4 credits
FREN	305	France Today 1-4 credits <b>OR</b>
FREN	402	French Civilization 3-4 credits
FREN	323	French Phonetics and Applied Linguistics 2-4 credits
FREN	366	Oral Communication 1-3 credits

#### Minnesota State Mankato in La Rochelle, France

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

### Required Methods (4 credits):

MODL	462	FLES Methods (3)
MODL	463	Applied FLES Methods (1)

offered on Minnesota State Mankato 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) GER 101, GER 102, GER 201, GER 202 or equivalent. Students may demonstrate their language proficiency level through coursework or through credit by examination. Credit by exam for GER 101, GER 102, GER 201, GER 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 MODL 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 Minnesota State Mankato campus or may be transferred from a study abroad experience with prior approval by the German program. The following courses are offered on the Minnesota State Mankato 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 Minnesota State Mankato 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) SPAN 101, SPAN 102, SPAN 201, SPAN 202, or equivalent. Students may demonstrate their language proficiency level through course work or through credit by examination. Credit by exam for SPAN 101, SPAN 102, SPAN 201, SPAN 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 MODL 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 Minnesota State Mankato campus or

while on Minnesota State Mankato program in Mexico).

**Minnesota State Mankato Campus**

SPAN 310 Advanced Conversation and Composition (1-4)

SPAN 356 Latin American Civilization (4)

SPAN 365 Selected Readings (1-4)

**Minnesota State Mankato in Mexico campus**

SPAN 394 Supervised Study in Mexico: Advanced Spanish (1-6)

SPAN 494 Supervised Study in Mexico: Themes in Hispanic Culture (1-6)

SPAN 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 Minnesota State Mankato 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.

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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 and Professional Education** is granted by the academic department.

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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.

Fall, Spring

**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.

Fall, Spring

**EEC 201 (3) Introduction to Early Childhood Education**

A foundational course for early childhood education majors. Observation in early learning settings, understanding of the diversity of early childhood programs, introduction to teaching and early learners.

Fall

**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.

Variable

**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.

Variable

**EEC 222W (3) Human Relations in a Multicultural Society**

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

Fall, Spring

GE-1C, GE-7, GE-11 CD-Core

**EEC 225 (2) Technology Applications in Education**

Provides the necessary knowledge base and instructional applications for using technology in the classroom.

**EEC 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.

Variable

**EEC 235 (1-4) Independent Study**

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

Variable

**EEC 240 (1-4) Research**

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

Variable

**EEC 245 (3) Early Childhood Health Safety and Nutrition**

Health, safety, and nutritional needs of young children (birth - age 8) as well as educators’ ethical and legal responsibilities related to child abuse. Includes CPR training.

Spring

**EEC 250 (1-4) Internship**

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

Variable

**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.

Variable

**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.

Variable

**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.

Variable

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

The purpose of this course is to prepare elementary level mathematics teachers



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to use appropriate content, materials, and methods in teaching.

Variable

### **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.

Variable

### **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.

Variable

### **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, EEC 334, EEC 335, EEC 355

Fall, Spring

### **EEC 321 (1) Social Studies/Literacy Clinical**

Experiences in elementary classrooms.

Coreq: EEC 320, EEC 334, EEC 355

Fall, Spring

### **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, EEC 324, EEC 407, EEC 421, EEC 444

Fall, Spring

### **EEC 323 (1) Science/Health/Math Clinical**

Science/health/math experience in elementary classrooms.

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

Fall, Spring

### **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, EEC 333. Coreq: EEC 322, EEC 323, EEC 407, EEC 421

Fall, Spring

### **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.

Variable

### **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.

Variable

### **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.

Fall

### **EEC 333 (2) Classroom Learning Theory**

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

Fall, Spring

### **EEC 334 (5) Reading and Language Arts Methods**

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

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

Fall, Spring

### **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.

Variable

### **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.

Variable

### **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

Variable

### **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.

Fall, Spring

### **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

Variable

### **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.

Variable

### **EEC 352 (2) Reading in the Middle School**

Development and definition of literacy in the middle school.

Pre: EEC 333

Variable

### **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, EEC 321, EEC 334, EEC 355

Fall, Spring

### **EEC 365 (3) Teaching Infants and Toddlers**

Develop curriculum and design environment for young children at three ages: infant, toddler, three to four year olds.

Pre: EEC 201, FCS 301, FCS 303. Coreq: EEC 366

Fall

### **EEC 366 (1) Teaching Infants and Toddlers: Lab**

Clinical experiences to accompany EEC 365. Interaction strategies, learning environments, parent communications.

Coreq: EEC 365

Fall

### **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

Fall, Spring

### **EEC 369 (1) Preprimary Methods and Materials: Lab**

Clinical experience to accompany EEC 368.

Coreq: EEC 368

Fall, Spring

**EEC 400 (1-4) Seminar: Music Fundamentals**

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

**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.  
Variable

**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.  
Variable

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

The middle school concept, curriculum, and teaching methods.  
Pre: EEC 333  
Fall, Spring

**EEC 412 (3) Kindergarten Methods and Materials**

Instructional strategies, theories of curriculum and development, integrated curriculum for kindergarten children.  
Co-req. EEC 413 for early childhood education major only.  
Fall, Spring

**EEC 413 (1) Kindergarten Methods and Materials: Lab**

Clinical experience to accompany EEC 412.  
Co-req: EEC 413 for early childhood education majors only.  
Fall

**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  
Variable

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

This course is designed to prepare the elementary classroom teacher with methods and materials for teaching physical education.  
Variable

**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.  
Spring

**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  
Variable

**EEC 420 (3) Reading Difficulties**

Foundation level of knowledge concerning the characteristics, causes, diagnosis and treatment of reading difficulties.  
Pre: EEC 332 or EEC 334  
Variable

**EEC 421 (3) Reading 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, EEC 323, EEC 324, EEC 407, EEC 444

Fall, Spring

**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.  
Fall, Spring

**EEC 424 (4) Special Education and Behavioral Needs in Elementary Edu.**

Provides elementary education majors with information about special needs students in the regular classroom. Includes strategies for effectively teaching and managing behavior of these students.  
Fall, Spring

**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.  
Variable

**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.  
Variable

**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.  
Fall

**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  
Variable

**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.  
Fall, Spring

**EEC 440 (4) Primary Grade Literacy & Social Studies Methods**

Students will investigate developmentally appropriate reading and literacy curriculum and methodology for primary grade students. Course will include strategies for teaching literacy.  
Coreq: EEC 441, EEC 442, EEC 443  
Fall

**EEC 441 (1) Primary Grade Literacy and Social Studies 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, EEC 442, EEC 443  
Fall

**EEC 442 (4) Primary Grade Mathematics and Science Methods**

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: EEC 440, EEC 441, EEC 443  
Fall

**EEC 443 (1) Primary Grade Mathematics and Science 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.

## ELEMENTARY EDUCATION

Students will plan and implement developmentally appropriate activities/lessons related to math, science, and social studies.

Coreq: EEC 440, EEC 441, EEC 442

Fall

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

Student teaching in the elementary school. Includes weekly seminar.  
Variable

### **EEC 451 (2) Middle School Experience**

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

Variable

### **EEC 455 (3) Supervision and Leadership of Early Learning Environments**

Facilitation of understanding of supervising staff, program management and leadership in early care; addresses issues and methods for personnel working in public and private settings for young children from birth to age 8.

### **EEC 466 (12) Early Childhood Student Teaching (K-3) and Seminar**

Student teaching with young children in kindergarten/primary grade classroom plus seminar.

Pre: EEC 365

Fall, Spring

### **EEC 471 (6) Kindergarten Student Teaching and Seminar**

Full responsibility of classroom with university supervision.

Pre: EEC 370 and EEC 473, and admission to student teaching

Fall, Spring

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

Student teaching in special education. (TMH)

Pre: Special Ed. Methods

Fall, Spring

### **EEC 473 (12) Student Teaching Elementary**

Student teaching in the elementary school. Includes weekly seminar.

Pre: Methods Courses; admission to student teaching. Coreq: EEC 466,

EEC 494

Fall, Spring

### **EEC 475 (3-6) Enrichment Experiences Elementary**

Student teaching projects determined jointly by student and advisor.

Pre: EEC 473

Fall, Spring

### **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

Fall, Spring

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

Student teaching in special education. (EMH)

Pre: Admission to student teaching

Fall, Spring

### **EEC 483 (2) Supervision of Student Teachers**

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

Variable

### **EEC 490 (1-3) Workshop**

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

Variable

### **EEC 491 (1-4) In-Service**

Variable

### **EEC 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

Fall, Spring

### **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, FCS 488

Variable

### **EEC 496 (3-6) Internship**

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

Pre: Required methods

Variable

### **EEC 497 (3-6) Reading Internship**

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

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

Variable

### **EEC 499 (1-4) Individual Study**

By contract between student and faculty member.

Variable

## 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**

### **EDAD 490 (1-4) Workshop**

### **EDAD 499 (1-4) Individual Study**