

ELEMENTARY EDUCATION

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.

Admission to the Major

1. Completion of 30 credits.
2. "A" or "B" in ENG 101 and SPEE 100 or SPEE 102.
3. Cumulative grade point average of 2.75 or better

Admission to Professional Education

1. Minimum grade of "B" (ENG 101, SPEE 100 or SPEE 102)
2. MATH 201; EEC 200 or EEC 201; and EEC 222W
3. Minimum 3.00 cumulative GPA
4. Minimum 40 credits
5. Completion of or registration for Praxis I
6. Successful completion of Writing Assessment Lab and follow-up remediation

Admission is competitive based on scores determined by rubric.

- a. Recommendation forms focusing on professional dispositions and work experiences
- b. Cover letter and resume
- c. Academic record and GPA
- d. Writing assessment lab
- e. Interview

Admission to Blocks

Coordinator for Admission to Elementary Education Block I:
Peg Ballard, 328 Armstrong Hall.

No formal admission, but students will need permission to register for Blocks. Student will be monitored for progress in completing coursework and dispositions.

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

*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	Block 1 Field Experience (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) OR
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	Block 2 Field Experience (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)

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 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 OR
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
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.

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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.

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.

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

Community-based field experience to increase understanding for elementary education teachers about today's complex environmental challenges. Students examine the interrelatedness of human society and the natural environment through a service learning experience at an area public school.

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

Individually-designed field experience in an elementary education classroom. Variable credits for 30 hours of practical experience in consultation with academic advisor and cooperating classroom teachers.

EEC 303 (1) Classroom Methods

Presentation and experience of creative, active learning methods for teaching in the elementary education classroom.

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 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) Block 1 Field Experience

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) Block 2 Field Experience

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

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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) Infants and Toddlers Field Experience

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 Field Experience

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 Field Experience
Field experience related to the Primary grade methods and materials courses EEC 440 and EEC 442. Students will observe and teach primary age children. Students will implement developmentally appropriate activities and lessons related to literacy, social studies, mathematics, and science.
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. 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
Student teaching in a content area for a full-day, half-semester, in a middle school setting. For elementary students student teaching in middle school.

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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

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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