
EDUCATIONAL STUDIES: ELEMENTARY AND EARLY CHILDHOOD

EXPERIENTIAL EDUCATION

EXED 590 (1-3) Workshop

EXED 603 (3) Experience and Education

This course is where students put the theory of experience education into practice. Students are required to place themselves into educationally significant indeterminate situations where new learning can take place under direct faculty supervision. Students develop a "learning contract" for implementation of this course.

EXED 604 (3) Development of Experiential Education

This course allows graduate students to develop the theory of experiential education from oneself to the direct learning of others. This is an experiential course and will involve direct applications of experiential methodology.

EXED 634 (1-6) Practicum

Practical experience in experiencing education.

EXED 635 (1-4) Internship

Field based experience in Experiential Education.

EXED 644 (3) Seminar: Philosophy of Experiential Education

Examines the theory of Experiential Education. Historical and contemporary writers will be read.

EXED 645 (3) Seminar: Selected Topics

This seminar is intended as an avenue to explore historical, current, and emerging trends, issues, leaders, and topics unique to the field of experiential education.

EXED 677 (1-3) Individual Study

Individual study of an area of leadership theory, research, inquiry. Admission by prior application only.

EXED 694 (1-2) Alternate Plan Paper

The alternate plan paper includes a research requirement less extensive in nature than a thesis, but significantly greater in quality and quantity than the standard graduate term paper.

EDUCATIONAL STUDIES: ELEMENTARY AND EARLY CHILDHOOD MS

College of Education

Department of Elementary and Early Childhood

328 Armstrong Hall • 507-389-1516

Chair: Peggy Ballard, Ph.D.

Peggy Ballard, Ph.D.; Ronald Browne, Ph.D.; Marla A. Mastin, Ed.D.; Karl Matz, Ed.D.; Maureen Prenn, Ph.D.; Steve Reuter, Ph.D.; Mary Ellen Pearson, Ph.D.; Tracy Pellett, Ed.D.; Linda Good, Ph.D.; Terry Fogg, Ph.D.

Elementary and Early Childhood serves teachers, other professional educators and all persons concerned with quality education. Elementary and Early Childhood graduate courses, seminars and in-service programs deal with the teaching-learning process from pre-kindergarten through middle school. Graduate students can pursue advanced curriculum study, examining how curriculum is shaped, delivered, evaluated and changed to meet the needs of students and communities. Program emphasis is placed on helping graduate students strengthen and broaden the knowledge, skills and dispositions previously gained, helping them function even more effectively as educators.

The graduate offering in the Department of Elementary and Early Childhood is a Master of Science Degree.

Admission. In addition to meeting the general admission requirements of the College of Graduate Studies and Research, requirements for specific degree programs and for licensure endorsements are described in the sections which follow.

Financial Assistance. A limited number of graduate assistantships within the Department of Elementary and Early Childhood are available for full-time students. Contact the department for more detail.

ELEMENTARY AND EARLY CHILDHOOD MS

(Thesis Plan - 30 credits)

(Alternate Plan Paper - 34 credits)

(Creative Project - 34 credits)

The Master of Science in Education Studies emphasizes curriculum planning and improvement of teaching skills. The program is available to all teachers who wish

to broaden their base of knowledge, enhance their classroom performance and better serve the needs of their students. Students choose to specialize in a particular focal area. Either the thesis, alternate plan, or creative project may be followed.

For Admission, applications for the Master of Science program must have a valid Minnesota teaching license. They must have earned a bachelor's degree from an accredited college or university, and have a minimum grade point average of 2.75 for the last two undergraduate years. They must also submit letters of recommendation to the department. Contact the department for further information.

Required Tools of Research Core, All Options (9 Credits)

EEC 600 Introduction to Graduate Studies and Technology (3)

EEC 617 Elementary School Curriculum (3)

EEC 626 Literacy for all Learners (3)

Major Research Core Courses: (9-15 credits)

EEC 604 Teacher as Researcher: Classroom Inquiry (3)

KSP 609 Research Methods **OR**

ESSP 600 Introduction to Education Research (3)

EEC 610 Scholarly Writing

EEC 694 Alternate Plan Paper (1-2)

EEC 695 Creative Project (1-2)

EEC 699 Thesis (3-6)

Required 500/600 level Focal Courses in Education (Varies with each option, 9-15 credits)

500/600 level Elective Courses within the College of Education which will provide focus in a particular area of study (e.g., Early Childhood Education, Reading, and Elementary School).

Focal Areas of Study (9-15 credits)

The courses listed under each area meant to be suggestions only. The Early Childhood courses are to be selected in consultation with an advisor.

EEC 565 Pre-Kindergarten Curriculum and Methods (2)

EEC 595 Internship: Early Childhood Family Education (2-4)

EEC 608 Teacher-Parent Relationships (3)

EEC 609 Education of Infants and Toddlers (3)

EEC 612 Language and Literacy development (2)

EEC 614 Cognitive Development in Early Childhood Education (2)

EEC 640 Seminar: Early Childhood Education (2)

EEC 685 New Directions in Kindergarten (2)

ESSP 520 Education of young Children with Exceptional Needs (3)

Reading

EEC 520 Reading Difficulties (3)

EEC 522 Reading and Writing in the Secondary School (2) **OR**

EEC 528 Teaching Reading And Writing in the Content Areas (3)

EEC 612 Language and Literacy Development (2)

EEC 619 Identifying and Helping Struggling Readers (4)

EEC 626 Trends in Literacy (3)

EEC 628 Writing for Teachers (2)

EEC 629 Administration of Reading Programs (2)

ESSP 645 Clinical Procedures with Children (2)

Elementary School

EEC 520 Reading Difficulties (3)

EEC 528 Teaching Reading And Writing in the Content Areas (3)

EEC 601 Experimentation and Innovation in Elementary Classroom (2)

EEC 608 Teacher-Parent Relationships (3)

EEC 617 Elementary School Curriculum (3) **OR**

EEC 631 Seminar: Elementary Curriculum (2)

EEC 620 Trends in Social Studies (3)

EEC 622 Trends in School Math (3)

EEC 624 Trends in School Science (3)

EEC 626 Trends in Literacy (3)

EEC 628 Writing to Teachers (2)

Related Area Electives (Area varies with each option, 6 credits)

Choose 6 elective credits in a related academic area (outside of the College of Education), chosen in consultation with an advisor.

To satisfy degree requirements, students following a degree plan must successfully complete a written comprehensive examination. Students completing the thesis plan must also defend the thesis orally. A minimum of 50 percent of all coursework must be taken at the 600 level.

COURSE DESCRIPTIONS

EEC 502 (3) Introduction to Teaching the LEP Student

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

EEC 504 (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.

EEC 514 (2-4) Diagnosis and Corrective Instruction in Elementary Mathematics

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

EEC 517 (3) Teaching Reading to ESL Students

Foundation level knowledge concerning the reading process and how it pertains to the ESL student including strategy instruction.

EEC 518 (2) Elementary School Science Activities

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

EEC 520 (3) Reading Difficulties

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

EEC 522 (2) Emergent Literacy

Presents knowledge base and strategies for literacy development for infants-Kindergarten. Focus on Family Literacy.

EEC 528 (3) Teaching Reading and Writing in the Content Areas

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

EEC 564 (1) Early Childhood Final Project

Professional portfolio, self video, career options.

EEC 565 (2) Pre-Kindergarten Curriculum and Methods

Planning the curriculum for teaching prekindergarten children.

EEC 583 (2) Supervision of Student Teachers

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

EEC 590 (1-3) Workshop

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

EEC 591 (1-4) In-Service

Special courses designed to meet changing educational trends.

EEC 595 (2-4) Internship: Early Childhood Family Education

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

Pre: FCS 485, 488; EEC 435

EEC 600 (3) Introduction to Graduate Studies and Technology

Introduction to the programs and requirements of graduate studies in education at Minnesota State University, scholarly writing and the classroom technologies necessary for the master teacher.

EEC 601 (2) Experimentation and Innovation in the Elementary Classroom

Examination of innovative instructional procedures for implementation, evaluation tools and techniques in K-8 settings.

EEC 602 (1-4) Improvement of Instruction

Planning, teaching, skills, instructional procedures, and evaluation with emphasis on classroom implementation.

EEC 604 (3) Teacher as Researcher: Classroom Inquiry

Teachers use observations and informal data to learn more about their own classrooms. Designed to provide learning experiences in using research techniques and procedures in actual field research.

EEC 606 (1-4) Selected Topics

Selected topics explored for elementary or secondary teaching. May be repeated.

EEC 608 (3) Teacher-Parent Relationships

Emphasis on parent-teacher-child relationships for effective learning of children through the elementary grades. Includes Early Childhood Family Education.

EEC 609 (3) Education of Infants & Toddlers

Develop mentally appropriate materials and methods for use with infants and toddlers in the home, in HEAD START, in family daycare and in center based day care.

EEC 610 (3) Scholarly Writing

Designed to provide learning experiences in utilizing techniques and procedures in actual field research situations.

Pre: KSP 602 and EEC 604

EEC 612 (2) Language and Literacy Development

Relationship between speaking, listening, reading, and writing; role and techniques of assessment; language development in literacy and writing; effective literacy programs.

EEC 614 (2) Cognitive Development in Early Childhood

Examination of family development and systems, development of children, environmental needs, problem-solving and critical thinking.

EEC 615 (2) Organize and Direct In-Service Reading Program

To identify special areas of staff needs in literacy: theory and research, cooperation, implementing change.

Pre: EEC 4/520

EEC 617 (3) Elementary School Curriculum

Historical foundations; influencing factors, issues, analysis of materials, projects in construction.

EEC 618 (2) Preparation of Supplementary Reading Materials

Relates basic reading instruction theory to materials used in the classroom and provides guidance in identifying and preparing needed supplementary materials.

EEC 619 (4) Identifying and Helping Struggling Readers

Selection and use of materials and methods; practical application of techniques.

EEC 621 (3) Trends in Early Childhood

EEC 622 (3) Trends:

Recent research and current developments. Contemporary trends and teaching strategies in K-12.

EEC 626 (3) Literacy for All Learners

Emphasizes recent research, issues, teaching methods, and new materials in developmental reading and K-12 levels.

EEC 628 (2) Writing for Teachers

Readings of current issues and trends in methodologies, linguistics, grammar, composition and applications in K-12 settings.

EEC 629 (2) Administration of Reading Programs

A study of the role of the reading supervisor in planning, implementing and evaluating the total reading program.

EEC 631 (2) Seminar: Elementary Curriculum

Critical study of problems and research related to elementary school curriculum.

EEC 632 (2) Elementary School Supervision

Theory of supervision; models, techniques, in-service, role of cooperating teaching; supervision components. Designed for supervision of student teachers and beginning teachers.

EEC 636 (1-6) Clinical Experience in Curriculum Development

Supervised practical experiences in curricular design and development. Admission by application only.

EEC 640 (2) Seminar: Early Childhood Education

Contemporary issues in early childhood education. May be repeated for a maximum of four semester hours of credit.

EEC 642 (2) Organization and Administration of Early Childhood Programs

Develops basic principles of organizing and administrating early childhood programs.

EEC 643 (3) Advanced Assessment and Evaluation of Learning

Intensive study and field practice in administering, scoring and interpreting various evaluative instruments with emphasis on mental aptitude assessment.

EEC 645 (2) Seminar:

EEC 650 (1-4) Technology Based Curriculum Materials

To refresh and update skills and knowledge related to technology use in the elementary classroom.

EEC 658 (2) Pre-Practicum Clinical Experience I

Each student will learn about teaching and learning in a different educational setting, e.g., charter school, four period day. Middle School.

EDUCATIONAL STUDIES: SPECIAL POPULATIONS

EEC 660 (1-6) Practicum in the Elementary School

Special teaching projects of an experiential and creative nature in the students' field of preparations.

EEC 661 (2-4) Practicum

Special teaching projects of an experiential or creative nature in the students' field of preparation.

EEC 663 (3) Curriculum Development

Various theories for organizing curriculum are investigated and experiences are provided in designing an articulate program.

EEC 670 (2) Advanced Seminar in Elementary Education

May be repeated for a maximum of six semester credits. To provide opportunity to study, analyze and synthesize research findings.

EEC 671 (1) Introduction to Minnesota Graduation Standards

Introduction to the standards, their structure and function.

EEC 672 (2) Alignment of Curriculum to Standards

Focus on how the standards are to be imbedded in the curriculum and how to do this as well as where to place them.

EEC 673 (3) Document Student Progress

Emphasis on how to monitor student progress through the standards.

EEC 675 (2-4) Advanced Practicum in Elementary Education

Special projects of an experimental or innovative nature in elementary instruction, curriculum development of supervision.

EEC 676 (2) Strategies for Individualized Instruction

Examine theory and designs for developing implementing and evaluating various individualized instructional strategies.

EEC 677 (1-4) Individual Study

Opportunity for individual study on curriculum or instruction topics under direction of graduate faculty.

EEC 685 (2) New Directions in Kindergarten

Current research, instructional techniques and materials regarding kindergarten curriculum in language arts, reading, science, mathematics, social studies, psychomotor and creative arts.

Pre: EEC 370

EEC 686 (1-4) Curriculum Design

Supervised practical experiences in curriculum design and development. Permission required.

Pre: consent

EEC 690 (1-3) Workshop

Graduate workshops covering a wide range of content.

EEC 691 (1-4) In-Service

EEC 694 (1-2) Alternate Plan Paper

For students completing a Master's degree with the alternate plan paper option.

EEC 695 (1-2) Creative Projects

For students completing a Master's degree with the creative project option.

EEC 699 (1-4) Thesis

For students completing the Master's of Specialist degree using the thesis option.

EDUCATIONAL STUDIES: SPECIAL POPULATIONS

College of Education

Department of Educational Studies: Special Populations

313 Armstrong Hall • 507-389-1122

Chair: Andrew P. Johnson, Ph.D.

Graduate Coordinator Learning Disabilities and Emotional/Behavioral Disorders:
Andrew P. Johnson, Ph.D.

Graduate Coordinator Gifted Education and Talent Development: Marcia Gentry, Ph.D.

Gwen Berry, Ph.D.; Marcia Gentry, Ph.D.; Andrew P. Johnson, Ph.D.; Robert Miller,
Ph.D.; Carole Milner, Ph.D.; Gail Zahn, Ph.D.

The Department of Educational Studies: Special Populations offers graduate programs at Minnesota State University, Mankato designed to prepare professionals

to work in a variety of organizational settings and positions serving individuals with special needs, as well as programs designed to help professionals better serve the needs of all students in general educational settings. Specific areas of graduate study include: Gifted Education and Talent Development (GETD), Learning Disabilities (LD), Emotional and Behavioral Disorders (EBD). From these areas students can choose from the following eight graduate programs:

Gifted Education and Talent Development (GETD)

- Educational Specialist Degree: Gifted Education and Talent Development
- Master of Science: Gifted Education and Talent Development
- Master of Science: Teaching and Learning for Optimal Talent Development
- Certificate: Gifted Education and Talent Development

Emotional and Behavioral Disorders (EBD)

- Master of Science: Emotional/Behavioral Disorders
- Certificate: Emotional/Behavioral Disorders

Learning Disabilities (LD)

- Master of Science: Learning Disabilities
- Certificate: Learning Disabilities

Gifted Education and Talent Development (GETD)

Within Gifted Education and Talent Development (GETD), students may choose from four programs of study, including an Ed.S. or MS in GEDT, an MS in Teaching and Learning that emphasizes GETD techniques and the interest/specialties of the graduate student, and a Certificate in GETD. These accredited, unique graduate programs are designed for educators at all levels and in all subject areas who seek to broaden their knowledge and learn strategies to help students reach their fullest potential. These programs are based upon the belief that the development of various talents and potential is essential for all children. Therefore, the programs are designed to prepare classroom teachers, gifted education specialists, and leadership personnel to apply gifted education pedagogy toward improved curriculum, instruction and programming that will better meet the needs of individual learners. Additionally, the programs focus on meeting the special educational, social and emotional, gifted, talented, and creative students needs by developing and providing a variety of services along a continuum. To help meet the needs of graduate students who are also professionals, courses are offered on weekends and evenings in a variety of locations. All course work is designed with relevance, applicability, meaningfulness, and flexibility to encourage professional growth among students in the program.

Admissions Procedures for Educational Specialist Degree, Master Degree and Certificate in Gifted Education and Talent Development: The GETD programs use a strength-based, portfolio admission procedure. To be considered for admission, candidates must submit the following three items:

1. A completed application form (the standard university application form — required by the Graduate College).
2. Official college transcripts (required by the Graduate College and provides information about previous course work and degrees).
3. A two to five page statement describing their philosophy of education, purpose for applying, educational achievements or honors, and academic interests.

Plus any two of the following:

1. Minimum 3.00 GPA from their most recent two years of study.
2. Miller Analogy Test Score of 45 or above
3. Graduate Records Exam score of 500 or greater on verbal, quantitative or analytic subtests
4. Outstanding educational product or performance (including but not limited to curriculum plans, units papers, presentations...contact the department for more specific details)
5. Evidence of accomplishments outside the field of education in areas such as but not limited to the arts, literature, and community service
6. One or more samples of writing published in a juried academic journal
7. Evidence of outstanding academic writing

The applicant must request that the educational and testing institutions send official scores and transcripts directly to the College of Graduate Studies and Research. Upon receipt of these materials, the College of Graduate Studies and Research will forward the applicant's file to the graduate coordinator. Applications are reviewed continuously. Students must submit an application to take graduate courses prior to taking the first graduate course, and applicants must apply for admission and be admitted to the program prior to completion of ten graduate credits applied toward the degree.