

**EDUCATIONAL STUDIES:
ELEMENTARY AND EARLY CHILDHOOD MS**

College of Education
Department of Elementary and Early Childhood
328 Armstrong Hall • 507-389-1516

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.

Educational Studies: 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. Applicants must also submit a letter stating why they are interested in admission to the program, as well as a recommendation form (available from the department) from a school administrator addressing professional competence.

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 Preparing Students to Read (3)

Major Research Core Courses: (9-15 credits)
EEC 604 Teacher as Researcher: Classroom Inquiry (3)
KSP 609 Research Methods or
SPED 600 Introduction to Education Research (3)
EEC 610 Scholarly Writing (3)
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 are meant to be suggestions only. Courses are to be selected in consultation with an advisor.

Early Childhood
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)
SPED 520 Education of young Children with Exceptional Needs (3)

Reading
EEC 520 Reading Difficulties (3)
EEC 522 Emergent Literacy (2) or
EEC 528 Teaching Reading And Writing in the Content Areas (3)
EEC 612 Language and Literacy Development (2)
EEC 619 Reading Assessment and Diagnosis (4)
EEC 620 Effective Reading for Content Areas (3)
EEC 626 Preparing Students to Read (3)
EEC 628 Writing for Teachers (2)
EEC 629 Providing Professional Development in Literacy (3)

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 622 Trends in School Math (3)
EEC 628 Writing for 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.

Graduate Certificate in Reading (19 credits)
This program allows already licensed teachers to complete the requirements for the K-12 Reading Teacher License Endorsement.

EEC 625 Instructional Strategies and Remediation
EEC 626 Preparing Students to Read
EEC 619 Reading Assessment and Diagnosis
EEC 620 Effective Reading Instruction for the Content Areas
EEC 629 Providing Professional Development in Literacy
EEC 660 Practicum

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-Kinder-
garten. 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
The 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 class-
rooms. 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
Developmentally 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, envi-
ronmental 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 pro-
vides guidance in identifying and preparing needed supplementary materials.

EEC 619 (4) Reading Assessment and Diagnosis
Selection and use of materials and methods; practical application of techniques.

EEC 620 (3) Effective Reading for Content Areas
Provides strategies in reading for effective instruction in the various content areas.

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 625 (3) Instructional Strategies and Remediation
This course provides an in-depth study of instructional strategies and interventions/
remediation strategies for readers at different levels. Effective reading strategies for
groups and individual learners, data-based curriculum decisions, and selection of
appropriate materials and instructional strategies will be emphasized.

EEC 626 (3) Preparing Students to Read
Emphasizes recent research, issues, teaching methods, and new materials in devel-
opmental reading and K-12 levels.

EEC 628 (2) Writing for Teachers
Readings of current issues and trends in methodologies, linguistics, grammar, com-
position and applications in K-12 settings.

EEC 629 (3) Providing Professional Development in Literacy
A study of the role of the reading supervisor in planning, implementing and evalu-
ating 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 teach-
ing; supervision components. Designed for supervision of student teachers and be-
ginning 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 maxi-
mum of four semester hours of credit.

EEC 642 (2) Organization and Administration of Early Childhood Programs
Develops basic principles of organizing and administering 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 elemen-
tary 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.

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 embedded 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 674 (3) Etiology, Symptomatology of Disabilities and Intervention

Students will learn the etiology, characteristics, and classification of specific disabilities and medical conditions and their developmental and educational implications on infants, toddlers, and young children and their families.

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 678 (3) Motor Development in Young Children with Special Needs

This course will present current best practice in the field of early childhood motor development and early intervention reflecting a combination of research of the fields and what academics and educators believe is appropriate to facilitating motor development for special needs children.

EEC 679 (3) Interdisciplinary Teaming in ECSE

This course will cover the roles and responsibilities of teachers, paraprofessionals, families, other service providers such as Speech, Occupational, and Physical Therapists, and other agencies such as Public Health and Social Services in Early Childhood Special Education.

EEC 680 (3) Formal Assessment of Young Children and Ongoing Progress

This course will teach the core skills that are necessary for early childhood special education teachers to be able to conduct developmental screenings, perform formal child observations, and administer criterion-referenced and standardized assessments.

EEC 681 (3) Supporting Language, Literacy, and Cognitive Development

Students in this course will understand communication theory, typical and atypical language development (including bilingual development), and the role of language in learning and cognition.

EEC 682 (3) Appropriate Services for Culturally and Linguistically Diverse Populations

Students will learn about bilingual language development and culture as it relates to ECSE assessment and intervention. There will be a focus on culturally sensitive practice and supporting native language development.

EEC 683 (3) Curriculum and Methods for Young Children with Special Needs

This course will teach the core skills that are necessary for early childhood special education teachers to develop methods and curriculum to address the IEP goals and objectives of individual children either in self-contained or inclusive preschool settings.

EEC 684 (1) ECSE Preschool Practicum

Students will be placed with an ECSE Preschool Teacher in a school district for three weeks and will develop and implement lessons in the setting in which they are placed.

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 687 (3) Social Emotional Development, Mental Health and Positive Behavior

Students will learn how to support families to nurture healthy social/emotional development in their children and they will learn how to create positive classroom environments that support pro-social behaviors and the expression of a full range of emotions.

EEC 690 (1-3) Workshop

Graduate workshops covering a wide range of content.

EEC 691 (1-4) In-Service**EEC 692 (1) Infant Home Visiting Practicum**

Students will be placed with an ECSE Home Visitor in a local school district for three weeks and will participate in home visit by implementing lessons with the children and their families.

EEC 693 (3) Methods for Home Visiting Infants and Toddlers with Special Needs

Students will learn how to link assessment data to the development of an Individualized Family Service Plan (IFSP) and will learn how to structure home visits to address the objectives identified on the IFSP.

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 697 (3) ECSE Student Teaching

Students will be placed with a cooperating ECSE Teacher in either a home-based or classroom-based setting. Students will be in a full time position for 16 weeks and will be expected to take the lead role in lesson planning and teaching during this time.

EEC 698 (3) ECSE Student Teaching Seminar

This seminar course is designed to prepare student teachers for professional practice in the field of Early Childhood Special Education. Topics such as reflective practice, professional collaboration, job hunting, interviewing, developing a teaching portfolio, and reading relevant professional articles.

EEC 699 (1-4) Thesis

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