

Early Childhood Education

College of Education

Department of Educational Studies: Elementary and Early Childhood
328 Armstrong Hall • 507-389-1516

Chair: Peg Ballard

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The Department of Educational Studies: Elementary and Early Childhood has a major responsibility for providing 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 Early Childhood 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: Students are assigned to the Student Relations Coordinator (SRC) during their first year. The SRC initially conducts the orientation programs and approves first semester schedules. Students during the 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 will focus on program expectations, general education, and major admission.

Level 200/and Beyond Students: Level 200 and Beyond Students—Small group sessions will be held to provide information on program expectations and sequential program blocking.

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.

Admission to Major, Academic Advising Office (117 Armstrong Hall). All Early Childhood Education students must be admitted to the major and to Professional Education. All students must submit an unofficial MSU transcript. Transfer students also must submit a copy of their transfer credit evaluation form, which is available from the Campus Access HUB. Early Childhood Education students must complete the following admission requirements.

Admission to the Major

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

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

1. Completion of 30 credits.
2. Grade point average (GPA) of 2.5 cumulative.
3. A or B in English 101.
4. A or B in Speech 100 or Speech 102.
5. A, B, or C in Math 110 or higher.

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 Early Childhood 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 English 101.
4. Completion of Math requirement.
5. Evidence of completion of the Pre-professional Skills Test (PPST)-Praxis I.
6. Completion of a General Education Intensive Writing (General Education Category 1 C) course with an A or B, (EEC 222 is recommended).
7. Completion of the following courses: EEC 201 and 203, KSP 301, FCS 301 and 303, and PSYC 230.

A multifaceted professional education application process exists. Students are required to attend a Professional Education Application Process Session. Please consult the Office of Academic Advising (117 Armstrong Hall) for application and deadlines. Students who are not admitted may appeal.

Admission to Early Childhood Education Block and Student Teaching
Coordinator for Admission to Early Childhood Education Block: Department Chair (328 Armstrong Hall).

All students working toward a teaching degree in the Early Childhood Education major must be admitted to Block. Application to Block should be made when the following requirements have been met:

1. Grade Point Average (GPA) of 2.75.
2. Completion of all General Education requirements
3. Completion of EEC 365 and 366.
4. Completion of 368 and 369.

A handout (Early Childhood: Licensure Plan of Study) which lists General Education courses, the Professional Core Support courses, and the Professional Education courses is available in 117 Armstrong Hall.

Application deadlines are 10 instructional days prior to upcoming registration. The Department's Admissions Committee will meet soon after the deadlines to determine admission for students. Students who are not admitted may appeal.

The 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 of the admission requirements.

Admission to Student Teaching.

Student Teaching (119 Armstrong Hall) Director of Clinical and Field Experience: Tracy Pellett

Student teaching at Minnesota State University, Mankato is a result-oriented, performance-based 16-week program requiring the demonstration of an acceptable level of teaching performance. The performance is 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 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 reflective of professional responsibilities of teachers (e.g., parent conferences). The Director of Clinical and Field Experience requests placements for all student teachers in partner districts. Student 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 in advance of student teaching semester (obtain specific dates from 119 Armstrong Hall), attendance at all preliminary student teaching meeting(s), submission of scores on the PRAXIS I (Reading/Writing/Math) test, recommendation of advisor, school district administration, cooperating teacher(s), and Director of Clinical and Field Experience, and completion of Minnesota State Police background check materials. Application materials are available in 119 Armstrong Hall.

Teacher Licensure Coordinator: Gail Orcutt (118 Armstrong Hall) The University recommends licensure to a state upon satisfactory completion of a licensure

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

EARLY CHILDHOOD EDUCATION BS, TEACHING

Required General Education (17-20 credits):

This option is available for any major.

ENG	101	Composition (4)
HLTH	310	Drug Education (3)
SPEE	100	Fund. Speech Comm (3) OR
SPEE	102	Public Speaking (3)
MATH	110	Perspectives in Math (3) or higher
PSYC	101	Psychology (4)

Required Support Courses (Core, 12 credits):

FCS	301	Child Development (3)*
FCS	303	Working with Families (2)
PSYC	230	Child Care Psychology (3)
EEC	201	Intro to Early Childhood Ed (2)
EEC	203	Intro to Early Children Ed Lab (1)
EEC	225	Technology (2)
EEC	245	Early Childhood Health, Safety, and Nutrition (2)

*Prerequisites to major course

Required Major Courses (44 credits):

Professional Education Admission Required

EEC	225	Technology Application in Education (2)
EEC	365	Teaching Infants and Toddlers (3)
EEC	366	Teaching Infants and Toddlers Lab (1)
EEC	368	Preprimary Methods and Materials (4)
EEC	369	Preprimary Methods and Materials Lab (1)
EEC	370	Kindergarten Methods and Materials (3)
EEC	371	Kindergarten Methods and Materials Lab (1)
EEC	435	Teacher Parent Relations in Education (3)
EEC	440	Primary Grade Literacy (4)
EEC	441	Primary Grade Literacy Lab (1)
EEC	442	Primary Grade Inquiry (4)
EEC	443	Primary Grade inquiry Lab (1)
KSP	415	Materials for Young Children (2)
ESSP	304	Young Children with Individual Needs (3)
ESSP	421	Assessment of Young Children with Exceptional Needs (3)
ESSP	440	Teaming with Parents and Other Professionals (3)
HP	413	Early Childhood Motor Development (2)
SOWK	415	Child-Family Welfare Services (3)
MUS	441	Music in Early Childhood (2)

STUDENT TEACHING (14 credits):

EEC	466	Pre-Kindergarten Student Teaching and Seminar (7)
EEC	474	Student Teaching Elementary (7)

CLINICAL EXPERIENCES

A major component of professional education coursework involves clinical experience in area schools. These experiences are sequential in development. Multiple methods of assessment are used to document completencies. 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 into future clinical activities (e.g., student teaching). All clinical placements are initiated by the Office of Clinical and Field Experience. Students involved in any clinical experience need to undergo a background study (once per academic year) to assess misdemeanor and felony conviction records maintained at the Minnesota Bureau of Criminal Apprehension. This information is provided to centers and districts for their determination of suitability. The Office of Clinical and Field Experience coordinates the background check process.

POLICIES/INFORMATION

GPA Policy. All coursework listed in the Early Childhood 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 in which the student proposes to major. To be admitted to any program, the following requirements must be met

- GPA of 2.5 for admission.
- Completion of 30 semester credits.

P/N Grading Policy. With the exception of student teaching, all courses that meet program requirements must be taken for a grade.

COURSE DESCRIPTIONS

EEC 092 (2) Reading Strategies

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

F, S

EEC 200 (3) Early Clinical Experience: Elementary School

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

F, S

EEC 201 (2) Introduction to Early Childhood Education

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

F

EEC 203 (1) Introduction to Early Childhood Education - Lab

Lab experiences in preschool settings.

Coreq: EEC 201 F

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

GE-10

EEC 210 (1-4) Seminar

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

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 222 (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.

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

EEC 225 (2) Technology Applications in Education
Instructional media used in the early childhood and elementary classroom is demonstrated and used by students. Resource selection and evaluation is stressed. Electronic media, computer-aided instruction, telecommunications, and standard classroom media applications are stressed.

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 (2) 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.

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 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, 334, 335, 355 F, S

EEC 321 (1) Social Studies/Literacy Clinical
Experiences in elementary classrooms.
Coreq: EEC 320, 334, 355 F, S

EEC 322 (3) Science/Health in the Elementary School
Designed to help future teachers understand the role of science education in the school curriculum and to become familiar with some of the trends, issues and problems associated with it.
Pre: EEC 333. Coreq: EEC 323, 324, 407, 421, 444 F, S

EEC 323 (1) Science/Health/Math Clinical
Science/health/math experience in elementary classrooms.
Coreq: EEC 322, 324, 407, 421, 444 F, S

EEC 324 (3) Teaching Elementary School Mathematics
To prepare elementary level mathematics teachers to use appropriate content, materials and methods in teaching.
Pre: EEC 320, 333. Coreq: EEC 322, 323, 407, 421 F, S

EEC 330 (1-4) Individual Study: Social Studies in the Elementary School
This course is designed to prepare the elementary classroom teacher to select and organize content, materials, activities, procedures for effective instruction in the area of social studies.
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.
F

EEC 333 (2) Classroom Learning Theory
Focus on principles of psychology and techniques of learning-behavioristic, cognitive and humanistic.
F, S

EEC 334 (4) Literacy Methods
Curriculum and methods for teaching literacy in elementary schools, K-6.
Pre: EEC 333; Coreq: EEC 320, 321, 355 F, S

EEC 336 (1-4) Individual Study: Geography for Elementary Teachers
This course is designed to prepare students with the necessary content knowledge to teach geography in the elementary classroom.
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.
F, S

EEC 343 (1-4) Experiences in Physics for Elementary Teachers
This course is designed to provide the student with a variety of experiences within the physical science realm to apply in the elementary classroom.
Pre: PHYS 101 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, 321, 334, 355 F

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 and 203. FCS 301, FCS 303. Coreq: EEC 366 S

EEC 366 (1) Teaching Infants and Toddlers: Lab
Clinical experiences to accompany EEC 365 Interaction strategies, learning environments, parent communications.
Coreq: EEC 365 S

EEC 368 (4) Preprimary Methods and Materials
Instructional strategies, theories of curriculum and development, integrated curriculum for 3, 4, and 5 year olds.
Coreq: EEC 369 F, S

EEC 369 (1) Preprimary Methods and Materials: Lab
Clinical experience to accompany EEC 368.
Coreq: EEC 368 F, S

EEC 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 407 (2) Special Education Learner in the Regular Classroom
Provides elementary education majors with information and strategies including the special needs students in the regular classroom.
Coreq: EEC 322, 323, 324, 421, 444 F, S
CD-Core

EEC 410 (3) Philosophy & Practices in the Middle School
The middle school concept, curriculum, and teaching methods.
Pre: EEC 333 F, S

EEC 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.

EEC 413 (1) Kindergarten Methods and Materials: Lab
Clinical experience to accompany EEC 412.
Co-req: EEC 413 for early childhood education majors only.

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.
S

EEC 418 (2) Elementary School Science Activities
Identification of appropriate science equipment, process skills, concepts and instructional attitudes for science in the elementary school.
Pre: EEC 322 Variable

EEC 420 (3) Reading Difficulties
Foundation level of knowledge concerning the characteristics, causes, diagnosis and treatment of reading difficulties.
Pre: EEC 332 or 334 Variable

EEC 421 (2) Literacy Interventions
Assessment and strategies for helping struggling readers and English language learners be successful with text. Provides strategies for assisting all students in comprehending content topics through reading and writing.
Coreq: EEC 322, 323, 324, 407, 444 F, S

EEC 422 (3) Emergent Literacy
This course explores young children's (birth to age 8) development of emergent literacy skills related to reading, writing, visual representation, speaking, listening, and viewing. The role of parents and early childhood learning environments are included. Observation, assessment, and strategies to promote emergent literacy are discussed. The use of appropriate children's literature is promoted.
F, S

EEC 425 (1-4) Individual Study: Reading for Elementary
This course is designed to prepare the elementary classroom teacher with the methods and materials for teaching reading to the K-6 student.
Variable

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

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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.

F

EEC 430 (2) The Elementary Classroom
Historical foundations, influencing factors, issues. Projects in curricular organization. Deals with educational values. Awareness of current elementary school issues.

Pre: Admission to Professional Education 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.

F, S

EEC 440 (4) Primary Grade Block 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: 441, 442, 443 F

EEC 441 (1) Primary Grade Literacy: Lab
Clinical field experience to accompany EEC 440. Students will observe and teach primary age children. Required 30 contact hours in an primary grade classroom. Students will plan and implement developmentally appropriate activities/ lessons related to teaching literacy.

Coreq: EEC 440, 442, 443 F

EEC 442 (4) Primary Grade Inquiry
Students will investigate developmentally appropriate methods and materials for the teaching of math, science, and social studies in the primary grades. Course will include techniques on how to plan an interdisciplinary approach to teaching math, science, and social studies.

Coreq: 440, 441, 443 F

EEC 443 (1) Primary Grade Inquiry: Lab
Clinical field experience to accompany EEC 442. Students will observe and teach primary age children. Requires 30 contact hours in an primary grade classroom. Students will plan and implement developmentally appropriate activities/lessons related to math, science, and social studies.

Coreq: EEC 440, 441, 442 F

EEC 444 (2) Behavioral Management in the Classroom

EEC 450 (1-14) Internship: Elementary Student Teaching
Student teaching in the elementary school. Includes weekly seminar.

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 (7) Preprimary Student Teaching and Seminar
Student teaching with prekindergarten children; weekly seminar.

Pre: EEC 365 F, S

EEC 471 (6) Kindergarten Student Teaching and Seminar

Full responsibility of classroom with university supervision.
Pre: EEC 370 and 473 or 474, and admission to student teaching F, S

EEC 472 (11) Student Teaching: Moderately/Severely Mentally Handicapped
Student teaching in special education. (TMH)

Pre: Special Ed. Methods F, S

EEC 473 (11-14) Student Teaching Elementary
Student teaching in the elementary school. Includes weekly seminar.
Pre: Methods Courses; admission to student teaching.
Coreq: EEC 466, EEC 494 F, S

EEC 474 (7) Student Teaching in the Primary Grades and Seminar
To provide the experienced teacher an opportunity to use skills learned in previous experiences.

Pre: Admission to student teaching F, S

EEC 475 (3-6) Enrichment Experiences Elementary
Student teaching projects determined jointly by student and advisor.

Pre: EEC 473 or 474 F, S

EEC 478 (5) Supplementary Student Teaching Elementary
Student teaching in the elementary school including weekly seminar for K-12 majors.

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

EEC 479 (11) Student Teaching Mildly/Moderately Mentally Handicapped
Student teaching in special education. (EMH)

Pre: Admission to student teaching F, S

EEC 483 (2) Supervision of Student Teachers
Assist K-12 classroom teachers in developing their skills for supervising pre-service and student teachers.

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 or EEC 474 F, S

EEC 495 (2-4) Internship: Early Childhood Family Education
Principals and practices in Early Childhood/Family Education and programs. On-site experiences are required.

Pre: FCS 483, 488 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 334, 420, 422 or 428 Variable

EEC 499 (1-4) Individual Study
By contract between student and faculty member.

Variable