Elementary Education

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

Chair: Peggy Ballard

Ronald Browne, Terry Fogg, Linda Good, Karl Matz, Jodi Meyer-Mork, Maureen Prenn, Naomi Rahn, Steven Reuter, Elizabeth Sandell, Marsha Traynor

Students should contact the Office of the Dean for this college prior to choosing to major in Elementary Education - Literacy.

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.

Note: Requirements related to teaching majors or professional education coursework are subject to change as new rules governing program approval are adopted by the Board of Teaching.

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

Admission to Professional Education
1. Minimum grade point average of "B" (ENG 101, CMST 100 or CMST 102)
2. MATH 201; EEC 200 and EEC 222W
3. Minimum 3.00 cumulative GPA
4. Minimum 40 credits
5. Completion of or registration for Basic Skills
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. Admission to blocks is by application

Admission to Student Teaching (119 Armstrong Hall) Director of Field Experiences: Carol Werhan. 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 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 all general education requirements, 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 Basic Skills (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 Basic Skills examination in reading, writing, and mathematics needs to be successfully completed, as well as the Elementary 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.

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 3.0 GPA in professional education courses and be admitted to Professional Education.

Admission to major and Professional Education is granted by the academic department.

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)

ART 100 Elements and Principles of Art (3)
BIOL 100 Our Natural World (Lab) (4)
EEC 222W Human Relations in a Multicultural Society (3)
ENG 101 Composition (4)
HLTH 240 Drug Education (3)
MATH 201 Elements of Mathematics I (3)
PHYS 101 Introductory Physics (Lab) (3)
THEA 101 Acting for Everyone (3)

(Choose one Communication Studies course from the following)
CMST 100 Fundamentals of Communication (3)
CMST 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)

MATH 202 Elements of Mathematics II (3)
PHYS 480 Laboratory Experiences in Physical Science (2)

(Choose one course from the following)
GEOG 340 United States (3)
GEOG 341 World Regional Geography (3)

(Choose one course from the following)
ENG 325 Children’s Literature (3)
KSP 417 Materials for Children (3)
Required for Major (Professional Education, 11 credits)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 421</td>
<td>Art Methods Elementary School (2)</td>
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<tr>
<td>EEC 200</td>
<td>Early Clinical Experience: Elementary School (3)</td>
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<tr>
<td>EEC 225</td>
<td>Technology Applications in Education (2)</td>
<td></td>
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<tr>
<td>EEC 333</td>
<td>Classroom Learning Theory (2)</td>
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<tr>
<td>HP 323</td>
<td>Elementary Physical Education Methods (2)</td>
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**BLOCK I - Literacy**

Required for Major (Core, 18 credits)

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 480</td>
<td>Biological Laboratory Experiences for Elem. Teachers (2)</td>
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<tr>
<td>EEC 320</td>
<td>Social Studies in Elementary School (3)</td>
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<tr>
<td>EEC 321</td>
<td>Block 1 Field Experience (1)</td>
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<tr>
<td>EEC 334</td>
<td>Reading and Language Arts Methods (5)</td>
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<tr>
<td>EEC 355</td>
<td>Assessment in the Elementary School (3)</td>
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<tr>
<td>EEC 410</td>
<td>Philosophy and Practices in the Middle School (3) OR</td>
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<tr>
<td>EEC 412</td>
<td>Kindergarten Methods &amp; Materials (3)</td>
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<tr>
<td>MUS 340</td>
<td>Materials and Methods of Teaching Music (3)</td>
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* Permission required for entry to Block I

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

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EEC 322</td>
<td>Science/Health in the Elementary School (3)</td>
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<tr>
<td>EEC 323</td>
<td>Block 2 Field Experience (1)</td>
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<tr>
<td>EEC 324</td>
<td>Teaching Elementary School Mathematics (3)</td>
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<tr>
<td>EEC 421</td>
<td>Reading Interventions (4)</td>
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<tr>
<td>EEC 424</td>
<td>Special Edu. and Behavioral Needs in Elem. Edu. (3) OR</td>
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<tr>
<td>GEOL 305</td>
<td>Earth Science for Elementary Educators (2)</td>
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* Permission required for entry to Block II

**BLOCK III (14 credits)**

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<th>Course</th>
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<tr>
<td>EEC 475</td>
<td>Student Teaching Elementary (12)</td>
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FIELD EXPERIENCES. A major component of professional education coursework involves field experiences in area schools. These experiences are sequential in development, time commitment, and skills practice. Field experiences are required for EEC 220 and EEC 222W. During blocks students will have extensive field experience, 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 field placements are initiated by the Office of Field Experience.

Background Checks. All field placements are initiated by the Office of Field Experience. Students involved in any field experience need to undergo a national criminal background check prior to admittance to professional education and prior to student teaching. Students are responsible for the fees associated with the background checks. This information is provided to districts for their determination of suitability for placement. The Office of 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)**

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<tbody>
<tr>
<td>EEC 368</td>
<td>Preprimary Methods &amp; Materials (4)</td>
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<tr>
<td>EEC 369</td>
<td>Preprimary Field Experience (1)</td>
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<tr>
<td>EEC 422</td>
<td>Reading Fundamentals (3)</td>
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<tr>
<td>EEC 435</td>
<td>Teacher-Parent Relationships in Education (3)</td>
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<tr>
<td>PSYC 433</td>
<td>Child Psychology (4)</td>
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**Middle School Mathematics (15 credits)**

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<tr>
<th>Course</th>
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<tr>
<td>EEC 342</td>
<td>Teaching Science, Technology and Social Studies in the Middle School (2)</td>
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<tr>
<td>MATH 112</td>
<td>College Algebra (4)</td>
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<tr>
<td>MATH 181</td>
<td>Intuitive Calculus (3)</td>
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<tr>
<td>MATH 203</td>
<td>Elements of Math III (3)</td>
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<tr>
<td>STAT 154</td>
<td>Elementary Statistics (3)</td>
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**Middle School Science (17 credits)**

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<th>Course</th>
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<tbody>
<tr>
<td>AST 101</td>
<td>Introduction to Astronomy (3)</td>
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<tr>
<td>CHEM 201</td>
<td>General Chemistry I (5)</td>
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<tr>
<td>EEC 342</td>
<td>Teaching Science, Technology and Social Studies in the Middle School (2)</td>
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<tr>
<td>GEOL 121</td>
<td>Physical Geology (4)</td>
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<tr>
<td>GEOL 310</td>
<td>Earth &amp; Space Systems (3)</td>
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Note: Middle School Science Students do not take GEOL 305

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

Prerequisites:

1. FREN 101, FREN 102, FREN 201, FREN 202 or equivalent. Students must 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 faculty member of the French faculty for details.

**Required Language Courses (11-12 credits)**

Language courses may be completed on the Minnesota State Mankato campus or, in part, while on the Minnesota State Mankato program in La Rochele, France.

**Minnesota State Mankato Campus**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FREN 302W</td>
<td>Composition 2-4 credits</td>
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<tr>
<td>FREN 305</td>
<td>France Today 1-4 credits OR</td>
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<tr>
<td>FREN 402</td>
<td>French Civilization 3-4 credits</td>
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<tr>
<td>FREN 323</td>
<td>French Phonetics and Applied Linguistics 2-4 credits</td>
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<tr>
<td>FREN 366</td>
<td>Oral Communication 1-3 credits</td>
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**Minnesota State Mankato in La Rochele, France**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FREN 315</td>
<td>Composition 1-3 credits</td>
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<tr>
<td>FREN 316</td>
<td>Conversation 1-3 credits</td>
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<tr>
<td>FREN 317</td>
<td>Modern France 1-3 credits</td>
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**Required Methods (4 credits)**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MODL 462</td>
<td>FLES Methods (3)</td>
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<tr>
<td>MODL 463</td>
<td>Applied FLES Methods (1)</td>
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**Required Methods (4 credits)**

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 Rochele program provides students with this firsthand experience. When study-abroad is not possible for students, Elementary Education students will need to conduct their practicum in a school setting and interact with a community that has a significant number of French speakers.

Students who complete the “Specialization” meet the MN BOT requirements for World Language Teachers in French at the K-8 level.

**Modern Language: German (15 credits)**

Prerequisites:

1. GER 101, GER 102, GER 201, GER 202 or equivalent. Students may demonstrate their language proficiency level through coursework or through credit by examination. Credit by exam for GER 101, GER 102, GER 201, GER 202 can be arranged with a faculty member in the German program.

2010-2011 Undergraduate Bulletin
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 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. Study abroad 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.

COURSE DESCRIPTIONS

ELEMENTARY EDUCATION

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 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
Diverse Cultures - Gold

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 for more in depth understanding.
Variable

EEC 250 (1-4) Internship
An opportunity to work in an elementary classroom under the direction of the classroom teacher.
Variable
**Elementary Education**

**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 (3) Social Studies in Elementary School**
Selection and organization of content, materials, activities, and procedures for the elementary classroom.
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.
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.
Fall, Spring

**EEC 325 (1) Classroom Management I**
Basic methods and approaches for organizing the classroom for instruction and for addressing minor misbehaviors.
Fall, Spring

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

**EEC 331 (1-4) Individual Study: History for Elementary Teachers**
This course is designed to prepare the elementary classroom teacher with the necessary content to teach American History.
Variable

**EEC 332 (2) Developmental Reading**
Principles and organization of the reading program. Instructional materials and procedures. This course does not meet requirement for elementary education.
Fall

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

**EEC 334 (5) Reading and Language Arts Methods**
Curriculum and methods for teaching literacy in elementary schools, K-6.
Pre: EEC 333; Coreq: EEC 320, EEC 321, EEC 355
Fall, Spring

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

**EEC 340 (1-4) Research: Science Elementary Teaching**
This course is designed to prepare the elementary classroom teacher to use appropriate content, materials, and methods in teaching.
Variable

**EEC 341 (1-4) Experiences in Biology for Elementary Teachers**
This course is designed to provide students with a variety of experiences within the biological science realm to apply in the elementary classroom.
Pre: BIOL 100
Variable

**EEC 342 (2) Teaching Science, Technology and Social Studies in the Middle School**
Project-based interdisciplinary instruction, infusing technology in middle school mathematics, social studies, and science classrooms.
Fall, Spring

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

**EEC 350 (1-4) Internship: Trends/Issues in Education**
An opportunity to explore in an extended manner many of the current trends and issues within the elementary school setting to gain a more in-depth understanding.
Variable
**EEC 355 (3) Assessment in the Elementary School**
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.
Fall, Spring

**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.

**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 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.

**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 427 (3) Teaching Reading and Writing in the Content Areas**
Provides 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.
Pre: EEC 322, EEC 323, EEC 324, EEC 407, EEC 444
Fall, Spring

**EEC 428 (3) Teaching Reading and Writing in the Content Areas**
Pre: EEC 332 or EEC 334
Variable

**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 elementary 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
ELEMENTARY EDUCATION

EEC 451 (2) Middle School Experience
Middle school visitations, observations participation; understanding characteristics of students.
Variable

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: Modestely/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 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.

EEC 494 (6) Student Teaching Middle School
Student teaching in a second content area for a full-day, half-semester, in a middle school setting. For elementary students student teaching in middle school.
Pre: EEC 473
Fall, Spring

EEC 495 (2-4) Internship: Early Childhood Family Education
Principals and practices in Early Childhood/Family Education and programs. On-site experiences are required.
Pre: FCS 483, FCS 488
Variable

EEC 496 (3-6) Internship
Provides clinical experiences for pre-service teachers; extends laboratory experiences for those who have completed pre-student teaching experiences.
Pre: Required methods
Variable

EEC 497 (3-6) Reading Internship
Student directed learning; project determined jointly between student and advisor.
Pre: EEC 332 or EEC 334, EEC 420, EEC 422 or EEC 428
Variable

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

EDUCATION

ED 210 (1-10) Independent Study
ED 220 (1-10) Field Study
ED 230 (1-10) Individual Study
ED 240 (1-10) Research
ED 250 (1-10) Internship
ED 310 (1-10) Independent Study
ED 320 (1-10) Field Study
ED 330 (1-10) Individual Study
ED 333 (3) Classroom Learning and Assessment
ED 340 (1-10) Research
ED 350 (1-10) Internship
ED 361 (10-13) General and Content Methods
ED 362 (13) Literacy and Special Needs
ED 400 (1-10) Seminar
ED 420 (1-10) Field Study
ED 430 (1-10) Individual Study
ED 440 (1-10) Research
ED 450 (1-10) Internship
ED 490 (1-3) Workshop
ED 499 (1-4) Individual Study

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