The Department of Education 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 field 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 of professional education coursework are subject to change as new rules governing program approval are adopted by the Board of Teaching.

POLICIES/INFORMATION

Admission to the Major.
1. Completion of 30 credits.
2. Minimum grade of “B” in ENG 101 and CMST 100 or CMST 102.
3. Cumulative grade point average of 3.00 or better.

Admission to Professional Education.
1. Minimum grade of “B” (ENG 101, CMST 100 or CMST 102)
2. MATH 201; EEC 215 and EEC 222W
3. Cumulative GPA of 3.00 or higher
4. Completion of 40 credits
5. Completion of or registration for Minnesota Teacher Licensing Examination Basic Skills
6. Successful completion of Writing Lab
7. Completion of National Criminal Background Check
8. Proof of liability insurance

Admission to Blocks. Admission to Blocks is based upon an application process and is competitive based upon cumulative GPA. While in Blocks students will be monitored for:
1. Successful completion of coursework
2. Successful completion of field experiences
3. A cumulative GPA of 3.00 or higher
4. Evaluation of professional dispositions
5. Completion and validation of application materials one year prior to student teaching semester.
6. Completion of National Criminal Background Check.

Admission to Student Teaching (119 Armstrong Hall)
Director of Office of Field and International Experience: Elizabeth Finness, Ph.D.
Student teaching at Minnesota State Mankato is a results-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 collected to provide a view of the teacher candidate’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 learning communities, and participation in activities reflective of the professional responsibilities of teachers (e.g., parent conferences). The Director of the Office of Field and International Experience requests placements for all teacher candidates in partner districts, especially our Professional Development Schools. Teacher candidates should not contact schools regarding their placement.

Admission to the student teaching experience is contingent upon completion of:
1. Completion of all coursework in major and General Education requirements.
2. A cumulative GPA of 3.00 or higher; grades of “C” or higher in all program requirements.
3. Admission to Professional Education.
4. Completion of all professional education course work.
5. Completion and validation of formal application materials one year prior to student teaching semester.
6. Attendance at all preliminary student teaching meeting(s).
7. Recommendation of advisor.
8. Approval of placement by school district administration, a mentor teacher, and Director of the Office of Field and International Experience, and completion of Minnesota State Police Background check materials.

Application material and specific deadline dates are available online at http://ed.mnsu.edu/ed/studentteaching/applications.html

The majority of Block 3 and Block 4 (Student Teaching) field experiences will be long-term placements. Long-term placements are consecutive placements during the last two semesters in one setting. These typically take place in our professional development schools.

Study abroad experiences may be available during student teaching. Selection is based on personal interview, faculty recommendation, and grade point average. Students develop interpersonal communication skills and dispositions for living in a global society. Student participating in study abroad opportunities will be required to complete course requirements in a shorter timeframe, thus long-term placements for Block 3 field experiences and student teaching will be highly recommended. Additional fees will be incurred with participation in student teaching abroad programs.

Teacher Licensure (118 Armstrong Hall)
Coordinator: Gail Orcutt.
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 MTEL 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 Minnesota teaching license is $57.

GPA Policy. All coursework listed in the elementary Education degree requires a cumulative GPA of 3.00 and a grade of “C” or higher. Students must achieve at least a 3.00 GPA in Professional Education courses.

Admission to major and Professional Education is granted by the academic department.
Background Checks. All field placements are initiated by the Office of Field Experience. Students enrolled in any field experience are required to undergo a national criminal background check. The Office of Field Experience coordinates the background check process.

Middle School Math Minor

Minor Core

EEC 342 Teaching Science, Technology and Social Studies in the Middle School (2)
EEC 410 Philosophy & Practices in the Middle School (3)
EEC 428 Teaching Reading and Writing in the Content Areas (3)
EEC 494 Student Teaching Middle School (4)
MATH 112 College Algebra (4)
MATH 181 Intuitive Calculus (3)
MATH 203 Elements of Math III (3)
STAT 154 Elementary Statistics (3)

Middle School Science Minor

Minor Core

AST 101 Introduction to Astronomy (3)
BIOL 100 Our Natural World (4)
CHEM 201 General Chemistry I (5)
EEC 342 Teaching Science, Technology and Social Studies in the Middle School (2)
EEC 410 Philosophy & Practices in the Middle School (3)
EEC 428 Teaching Reading and Writing in the Content Areas (3)
EEC 494 Student Teaching Middle School (4)
GEOL 121 Physical Geology (4)
GEOL 310 Earth and Space Systems (3)

Middle School Communication Arts & Literature Minor

Minor Core

EEC 410 Philosophy & Practices in the Middle School (3)
EEC 428 Teaching Reading and Writing in the Content Areas (3)
EEC 494 Student Teaching Middle School (4)
ENG 242W Introduction To Creative Writing (4)
ENG 285 Practical Grammar (2)
ENG 425 Topics in Children’s Literature (2-4)
ENG 464 Teaching Literature in the Middle School (3)

Modern Language: French (15 credits)

Pre-requisites:
1. FREN 101, FREN 102, FREN 201, FREN 202 or equivalent. Students may demonstrate their language proficiency level through coursework or through credit by examination. Credit by examination for FREN 101, FREN 102, FREN 201, and FREN 202 can be arranged with a faculty member of the French program.
2. Students must demonstrate a level of Intermediate-Mid on the Proficiency Interview before they are admitted to WLC 462 and WLC 463. Contact the Department of World Languages & Cultures or a member of the French faculty for details.

Required Language Courses (11-12 credits)

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

Minnesota State Mankato Campus

FREN 302W Composition (2-4)
FREN 305 France Today (1-4) OR
FREN 402 French Civilization (3-4)
FREN 323 French Phonetics and Applied Linguistics (2-4)
FREN 366 Oral Communication (1-3)

Minnesota State Mankato in La Rochelle, France

FREN 315 Composition (1-3)
FREN 316 Conversation (1-3)
FREN 317 Modern France (1-3)

Required Methods (4 credits)

WLC 462 FLES Methods (3)
WLC 463 Applied FLES Methods (1)

Required Cultural Experience. Students must demonstrate that they have had firsthand experience with the culture(s) represented by the French language. The La Rochelle program provides students with this firsthand experience. When study-abroad is not possible for students, Elementary Education students will need to conduct their practicum in a school setting and interact with a community that has a significant number of French speakers.

Students who complete the “Specialization” meet the MN BOT requirements for World Language Teachers in French at the K-8 level.
Modern Language: German (15 credits)

Pre-requisites:
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 awarded with a faculty member in the German program.

2. Students must demonstrate a level of Intermediate-Mid on the Proficiency Interview before they will be admitted to WLC 462 and WLC 463. Contact the Department of World Languages & Cultures 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 345 German Civilization (1-4 credits) or study abroad 300-level or above

Required Methods
WLC 462 FLES Methods (3)
WLC 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.

Modern Language: Spanish (15 credits)

Pre-requisites:
1. SPAN 101, SPAN 102, SPAN 201, SPAN 202, or equivalent.

Students may demonstrate their language proficiency level through coursework 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 World Languages & Cultures 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 WLC 462 and WLC 463. Contact the Department of World Languages & Cultures for details at 507-389-2116.

Required Language Courses (11-12 credits)

Language credit 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
WLC 462 FLES Methods (3)
WLC 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.

Elementary Education STEM Certificate

The Elementary Education STEM Certificate will provide teacher candidates with preparation needed to become effective STEM teachers.

Major Emphasis: Elementary Education STEM Certificate

BIOL 480 Biological Laboratory Experiences for Elementary Teachers (3)
EEC 280 Engineering for Elementary Teachers (3)
EEC 344 Educational Technology-STEM (3)
EEC 360 Special Topics: STEM for Elementary Teachers (1)
EEC 408 Integrating Science, Technology, Engineering, and Math for Elementary Teachers (3)
EEC 429 Field Experience in Reading and STEM (1)
MATH 203 Elements of Math III (3)
PHYS 480 Lab Experiences in Physical Science (3)

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 215 (4) Introduction to Educational Psychology and Instruction in the Elementary
This course provides students opportunities to: 1, understand the theories and contributions of major educational psychologist and theorists; 2, develop and demonstrate skills in educational technologies; 3, develop context for the knowledge and skills described above through activities/field experience.
Fall, Spring

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
WI, 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.

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

EEC 280 (3) Engineering for Elementary Teachers
This course provides hands-on experiences through which students learn the basics of engineering. Topics include the engineering design process, reverse engineering, and engineering fields/professions. The course focuses on the engineering strand of the K-6 Minnesota State Science Standards.
Summer

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.
Pre: Admission to Professional Education, EEC 333
Coreq: EEC 321, EEC 334, EEC 335, EEC 355
Fall, Spring

EEC 321 (1) Literacy Field Experience
Experiences in elementary classrooms.
Coreq: EEC 320, EEC 334, EEC 355
Fall, Spring

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

EEC 323 (1) Block 2 Field Experience
Science/health/math experience in elementary classrooms.
Coreq: EEC 322, EEC 324, EEC 407, EEC 421, EEC 444
Fall, Spring

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

EEC 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 (4) 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

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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 344 (3) Educational Technology-STEM
Elementary education teacher candidates will study the technology skills needed in order to become effective STEM teachers.
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) Assessment in the Elementary School
Students will develop the knowledge they need to understand the difference between assessment and evaluation; what validity, reliability and bias mean; the uses, advantages and limitations of different types of assessments and how to interpret their results. Students will also design assessments and scoring instruments.
Pre: EEC 333
Coreq: EEC 320, EEC 323, EEC 324, EEC 407, EEC 444
Fall, Spring

EEC 360 (1) Special Topics: STEM for Elementary Teachers
This course provides students with familiarity in regard to emerging topics of importance in elementary STEM education.
Variable

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

EEC 369 (1) Preprimary Field Experience
Clinical experience to accompany EEC 368.
Coreq: EEC 368
Fall, Spring

EEC 400 (1-4) Seminar: Music Fundamentals
To provide the background content necessary for the elementary classroom teacher.
Variable

EEC 401 (1-4) Seminar: Music Elementary Teaching
To provide the methods and materials necessary to teach music in the elementary classroom.

EEC 402 (3) Introduction to Teaching the LEP Student
For teachers of students whose dominant language is other than English.
Variable

EEC 405 (1-4) Individual Studies: Art for Elementary Teachers
This course is designed to provide necessary methods and materials for use in teaching art in the elementary classroom.
Variable

EEC 408 (3) Integrating Science, Technology, Engineering, and Math for Elementary Teachers
In this pedagogy course, elementary teachers will learn to integrate the four disciplines of STEM: science, technology, engineering, and math.
Pre: EEC 280
Variable

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

EEC 412 (3) Kindergarten Methods and Materials
Instructional strategies, theories of curriculum and development, integrated curriculum for kindergarten children.
Coreq: EEC 413 for early childhood education major only.
Fall, Spring

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

EEC 414 (2-4) Diagnosis and Corrective Instruction in Elementary Mathematics
Diagnostic teaching, evaluating deficiencies, skill analysis, use of case studies and tools of diagnosis.
Pre: EEC 324
Variable

EEC 415 (1-4) Field Study: Physical Education for Elementary Teachers
This course is designed to prepare the elementary classroom teacher with methods and materials for teaching physical education.
Variable

EEC 417 (3) Teaching Reading to ESL Students
This course presents the theoretical base for the reading process, strategies for vocabulary development, and methods for content area learning as applied to second language learners.
Spring

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

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

EEC 421 (4) Reading Interventions
Assessment and strategies for helping struggling readers and English language learners be successful with text. Provides strategies for assisting all students in comprehending content topics through reading and writing.
Coreq: EEC 322, EEC 323, EEC 324, EEC 407, EEC 444
Fall, Spring

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EEC 422 (4) Reading Fundamentals
This course explores young children’s (birth to age 8) development of emergent literacy skills related to reading, writing, visual representation, speaking, listening, and viewing. The role of parents and early childhood learning environments are included. Observation, assessment, and strategies to promote emergent literacy are discussed. The use of appropriate children’s literature is promoted.
Fall, Spring

EEC 423 (1) Field Experience in Reading
A field experience focused on diagnosis and remediation of the struggling reader.
Fall, Spring

EEC 424 (3) Special Education and Behavioral Needs in Elementary Education
Provides elementary education majors with information about special needs students in the regular classroom. Includes strategies for effectively teaching and managing behavior of these students.
Fall, Spring

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

EEC 426 (1-4) Research: Utilizing Media for Teaching
This course is designed to prepare the elementary classroom teacher to use media effectively for instruction.
Variable

EEC 428 (3) Teaching Reading and Writing in the Content Areas
Presents strategies for teaching reading and writing knowledge, attitudes and skills in the various teaching content areas.
Fall

EEC 429 (1) Field Experience in Reading and STEM
Field experience focusing on the struggling reader and instruction in an integrated approach to teaching science, technology, engineering, and math (STEM).
Fall, Spring
Coreq: EEC 421, EEC 424, EEC 491

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 443 (1) Primary Grade Mathematics and Science Lab
Clinical field experience to accompany EEC 442. Students will observe and teach primary age children. Requires 30 contact hours in an primary grade classroom. Students will plan and implement developmentally appropriate activities/lessons related to math, science, and social studies.
Coreq: EEC 440, EEC 441, EEC 442
Fall

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

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

EEC 471 (6) Kindergarten Student Teaching and Seminar
Full responsibility of classroom with university supervision.
Pre: EEC 370 and EEC 473, and admission to student teaching
Fall, Spring

EEC 472 (11) Student Teaching: Moderately/Severely Mentally Handicapped
Student teaching in special education. (TMH)
Pre: Special Ed. Methods
Fall, Spring

EEC 473 (12) Student Teaching Elementary
Student teaching in the elementary school. Includes weekly seminar.
Pre: Methods Courses; admission to student teaching.
Coreq: EEC 466, EEC 494
Fall, Spring

EEC 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 (4) 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
Principles 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