Elementary Education

College of Education
Department of Teaching and Learning: Elementary and Literacy Education
328 Armstrong Hall • 507-389-1516

Chair: Karen Colum Ph.D.
Undergraduate Coordinator Twin Cities: David Kimori Ph.D.


Accreditation. Council for the Accreditation of Educator Preparation (CAEP) and Minnesota Board of Teaching (BOT)

The Elementary Education program strives to prepare elementary teacher candidates for twenty-first century schools. Students in the program develop necessary skills, knowledge and dispositions to create socially just classrooms for all learners.

During the first two years, students complete program requirements designed to build knowledge of content across multiple disciplines. During the final two years, students are admitted into a cohort. In this cohort, students develop pedagogical knowledge and skills in elementary methods courses that focus on critical reflection, racial equity, culturally responsive teaching, and integrating technology. A key part of the Elementary Education program is completion of several extensive field experiences in elementary classrooms, which culminate in a year-long student teaching experience.

Note: Requirements related to teaching majors are subject to change as new rules governing teacher licensure are adopted by the Board of Teaching.

Academic Map/Degree Plan at www.mnsu.edu/programs/#All

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 Basic Skills Examination
6. Completion of National Criminal Background Check
7. 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. Admittance 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/programs/studentteaching/applications.html

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. Admittance 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/programs/studentteaching/applications.html

Attendance to Student Teaching (119 Armstrong Hall)
Chair: Karen Colum Ph.D.
Undergraduate Coordinator Twin Cities: David Kimori Ph.D.

Elementary Education program is completion of several extensive field experiences in elementary classrooms, which culminate in a year-long student teaching experience. Year-long student teaching placements are consecutive and take place during the last two semesters in the same one classroom. 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. Students participating in study abroad opportunities will be required to complete course requirements in a shorter timeframe, but they are compatible with the year-long student teaching experience. Additional fees will be incurred with participation in student teaching abroad programs.

Teacher Licensure (118 Armstrong Hall)
Coordinator: Marisel Riquelme

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 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.

University Requirements: University Requirements. A student may apply for admission to a combined undergraduate/graduate program. The student must complete at least 60 undergraduate credits before applying to a graduate program. A maximum of 12 credits at the 400/500-level may be double-counted toward both an undergraduate and graduate program. The graduate program advisor will authorize the double-counted courses for which a student may register. A student pays graduate tuition for a double-counted course. A student must be registered for a double-counted course in the same semester (e.g., no backdating of a 400-level to a 500-level is permitted).
Department Requirements: This is for undergraduates pursuing a STEM Certificate. Students must have a 3.0 GPA in STEM-related courses.

Admission to major and Professional Education is granted by the Advising Office, 117 Armstrong Hall.

ELEMENTARY EDUCATION CONTINUED

Required General Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 225</td>
<td>Developing Creativity: Approaches &amp; Techniques</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 100</td>
<td>Chemistry in Society</td>
<td>4</td>
</tr>
<tr>
<td>EEC 222W</td>
<td>Human Relations in a Multicultural Society</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 100</td>
<td>Elements of Geology</td>
<td>3</td>
</tr>
<tr>
<td>HIST 190</td>
<td>United States to 1877</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 240</td>
<td>Drug Education</td>
<td>3</td>
</tr>
<tr>
<td>MATH 112</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MATH 201</td>
<td>Elements of Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 101</td>
<td>Acting for Everyone</td>
<td>3</td>
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Communication Studies (choose 3 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CMST 100</td>
<td>Fundamentals of Communication</td>
<td>3</td>
</tr>
<tr>
<td>CMST 102</td>
<td>Public Speaking</td>
<td>3</td>
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English Composition General Education (choose 4 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Composition</td>
<td>4</td>
</tr>
<tr>
<td>ENG 104</td>
<td>Stretch Composition II</td>
<td>4</td>
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Major Common Core

Core Support (choose 16 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 480</td>
<td>Biological Laboratory Experiences for Elementary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EEC 215</td>
<td>Introduction to Educational Psychology and Instruc in the Elem CL</td>
<td>4</td>
</tr>
<tr>
<td>ENG 325</td>
<td>Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>MATH 202</td>
<td>Elements of Mathematics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 280</td>
<td>Lab Experiences in Physical Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Block I (choose 17 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EEC 411</td>
<td>Elementary Math Methods Primary</td>
<td>2</td>
</tr>
<tr>
<td>EEC 412</td>
<td>Kindergarten Methods and Materials</td>
<td>3</td>
</tr>
<tr>
<td>EEC 422W</td>
<td>Literacy Fundamentals</td>
<td>4-5</td>
</tr>
<tr>
<td>EEC 423</td>
<td>Field Experience for the Diverse Classroom I</td>
<td>1</td>
</tr>
<tr>
<td>EEC 427</td>
<td>Instructional Planning and Assessment</td>
<td>2</td>
</tr>
<tr>
<td>EEC 444</td>
<td>Elementary Science I</td>
<td>4</td>
</tr>
</tbody>
</table>

Block II (choose 16 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EEC 431</td>
<td>Elementary Math Methods Intermediate</td>
<td>3</td>
</tr>
<tr>
<td>EEC 432</td>
<td>Social Studies in Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>EEC 437</td>
<td>Field Experience for the Diverse Classroom II</td>
<td>1</td>
</tr>
<tr>
<td>EEC 438</td>
<td>Creating Environments for Learning</td>
<td>1</td>
</tr>
<tr>
<td>EEC 445</td>
<td>Literacy Methods for theIntermediate Classroom</td>
<td>4</td>
</tr>
<tr>
<td>EEC 454</td>
<td>Elementary Science II</td>
<td>4</td>
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Student Teaching I (choose 15 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EEC 401</td>
<td>Music for Elementary Teachers</td>
<td>1</td>
</tr>
<tr>
<td>EEC 405</td>
<td>Art for Elementary Teachers</td>
<td>1</td>
</tr>
<tr>
<td>EEC 415</td>
<td>Physical Education for Elementary Teachers</td>
<td>1</td>
</tr>
<tr>
<td>EEC 421</td>
<td>Multi-Tiered Systems of Support: Assessment &amp; Interventions</td>
<td>4</td>
</tr>
<tr>
<td>EEC 424</td>
<td>Special Education and Behavioral Needs in Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>EEC 463</td>
<td>Elementary Student Teaching I</td>
<td>1</td>
</tr>
<tr>
<td>ENG 491</td>
<td>Teaching English Language Learners in the Mainstream Classroom</td>
<td>4</td>
</tr>
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</table>

Student Teaching I (choose 15 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EEC 473</td>
<td>Student Teaching Elementary</td>
<td>12</td>
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</tbody>
</table>

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 215 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 field 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.

Middle School Communication Arts & Literature Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EEC 436</td>
<td>Engineering for Elementary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EEC 446</td>
<td>Educational Technology-STEM</td>
<td>3</td>
</tr>
<tr>
<td>EEC 456</td>
<td>Special Topics: STEM for Elementary Teachers</td>
<td>1</td>
</tr>
<tr>
<td>EEC 467</td>
<td>Integrating Science, Technology, Engineering, and Math for Elem Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EEC 470</td>
<td>Field Experience in Reading and STEM</td>
<td>1</td>
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</table>

Mathematics Courses (Choose 3 - 4 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MATH 112</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MATH 203</td>
<td>Elements of Math III</td>
<td>3</td>
</tr>
<tr>
<td>STAT 154</td>
<td>Elementary Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

Mathematics Courses (Choose 6 credits from two different areas in Biology, Geology, and/or Physics)

COURSE DESCRIPTIONS

ED 101 (3) Introduction to Critical Race Theory in Education
This course will introduce students to the “Courageous Conversations” protocol designed to facilitate healthy conversations about race, racial equity and social justice. Students will be introduced to the five tenants of Critical Race Theory (CRT) and learn how to isolate race, as they reflect on their own personal life experiences. Students will read relevant articles, discuss current events and examine common historical practices within the United States. Students will actively engage in dialogue focused on the role race and racism have in perpetuating social disparities between dominant and marginalized racial groups, and actively engage in small and large group discussions.

Fall, Spring

WJ, GE-7, GE-9

Diverse Cultures - Purple

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 (1-2)
Introduction to Elementary Education
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 psychologists 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, GE2, 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 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 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 321 (1) Literacy Field Experience
Experiences in elementary classrooms.
Co-requisite: 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.
Prerequisite: EEC 333
Co-requisite: EEC 323, EEC 324, EEC 407, EEC 421, EEC 444
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 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 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.
Prerequisite: EEC 333
Variable

EEC 368 (4) Preparatory Methods and Materials
Instructional strategies, theories of curriculum and development, integrated curriculum for 3, 4, and 5 year olds.
Co-requisite: EEC 369
Fall, Spring
EEC 369 (1) Preliminary Field Experience  
Clinical experience to accompany EEC 368.  
Corequisite: 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) Music for Elementary Teachers  
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) 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 410 (3) Philosophy & Practices in the Middle School  
The middle school concept, curriculum, and teaching methods.  
Prerequisite: EEC 333  
Fall, Spring

EEC 411 (2) Elementary Math Methods Primary  
This course is designed to develop elementary teacher candidates' understanding of mathematics content, children's mathematical thinking, and creating high-cognitive demand tasks as well as cultivating an equity mindset that is needed to teach mathematics to increasing diverse student populations. This course will strengthen teacher candidates' understanding of number sense, place value, addition, and subtraction concepts taught in primary grade classrooms.  
Fall, Spring

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

EEC 413 (1) Kindergarten Methods and Materials: Lab  
Clinical experience to accompany EEC 412.  
Corequisite: 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.  
Prerequisite: EEC 324  
Variable

EEC 415 (1) 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.  
Prerequisite: EEC 322  
Variable

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

EEC 421 (4) Multi-Tiered Systems of Support: Assessment & Interventions  
Assessment (benchmarking, progress monitoring & diagnostic) and strategies for assisting struggling learners in reading and mathematics within the Response to Intervention (RTI) framework.  
Corequisite: EEC 424 and ENG 491  
Fall, Spring

EEC 422W (4-5) Literacy 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 for the Diverse Classroom I  
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 427 (2) Instructional Planning and Assessment  
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.  
Prerequisite: EEC 333  
Corequisite: EEC 320, EEC 321, EEC 334, EEC 35S  
Fall, Spring

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 430 (2) The Elementary Classroom  
Historical foundations, influencing factors, issues. Projects in curricular organization. Deals with educational values. Awareness of current elementary school issues.  
Prerequisite: Admission to Professional Education  
Variable

EEC 431 (3) Elementary Math Methods Intermediate  
This course is designed to develop elementary teacher candidates' understanding of mathematics content, children’s mathematical thinking, and high-leverage practices as well as cultivating an equity mindset that is needed to teach mathematics to increasing diverse student populations. This course will strengthen teacher candidates’ understanding of multiplication, division, fraction, decimal and algebraic concepts taught in intermediate classrooms.  
Fall, Spring

EEC 432 (3) Social Studies in Elementary School  
Selection and organization of content, materials, activities, and procedures for the elementary classroom.  
Prerequisite: Admission to Professional Education, EEC 333  
Corequisite: EEC 321, EEC 334, EEC 335, EEC 35S  
Fall, Spring

EEC 436 (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 437 (1) Field Experience for the Diverse Classroom II
Science/health/math experience in elementary classrooms.
Fall, Spring

EEC 438 (1) Creating Environments for Learning
Teacher candidates will identify specific strategies for creating classroom environments that support all children. Emphasis will be placed on establishing classroom procedures, routines, and practices that align with, and provide a foundation for, racial equity, social justice, and cultural competence.
Fall, Spring

EEC 442 (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.
Co-requisite: EEC 440, EEC 441, EEC 442
Fall

EEC 444 (4) Elementary Science I
This course is designed to provide students with a variety of experiences and teaching methodologies for teaching life science topics in the elementary classroom. Prerequisite: BIOL 100
Variable

EEC 445 (4) Literacy Methods for the Intermediate Classroom
A theoretical and practical methods course pertaining to children's intermediate literacy development.
Fall, Spring

EEC 446 (3) Educational Technology-STEM
Elementary education teacher candidates will study the technology skills needed in order to become effective STEM teachers.
Variable

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

EEC 451 (1-2) Middle Level Practicum
The practicum consists of a minimum of four weeks during which candidates teach in the specific academic subject for the new licensure field. Those holding a license at the elementary level complete the experience with students in grades 7 or 8. Those who hold a license at the secondary level complete the experience with students in grades 5 or 6. The focus is on applying the standards of effective practice in teaching students, demonstrating both knowledge of the academic subject and students as well as the pedagogical skills required at the middle level. Candidates for licensure at the middle school level will apply the Standards of Effective Practice in a new academic subject when working with learners in grades 5 - 6 (for those who hold a secondary license) or in grades 7 - 8 (for those who hold an elementary license).

EEC 454 (4) Elementary Science II
This course is designed to provide students with a variety of experiences and teaching methodologies for teaching physical science topics in the elementary classroom. Prerequisite: PHYS 101
Variable

EEC 455 (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 463 (1) Elementary Student Teaching I
This course is the first semester of elementary (K-6) student teaching. It includes lesson planning, small and whole group teaching, designing assessments and planning interventions.
Fall, Spring

EEC 467 (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. Prerequisite: EEC 436
Variable

EEC 470 (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
Co-requisite: EEC 421, EEC 424, EEC 491

EEC 471 (6) Kindergarten Student Teaching and Seminar
Full responsibility of classroom with university supervision. Prerequisite: 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)
Prerequisite: Special Ed. Methods
Fall, Spring

EEC 473 (12) Student Teaching Elementary II
Student teaching in the elementary school. Includes weekly seminar.
Prerequisite: Methods Courses; admission to student teaching.
Co-requisite: 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.
Prerequisite: Admission to student teaching.
Co-requisite: EEC 476 and KSP 475
Fall, Spring

EEC 479 (11) Student Teaching Mildly/Moderately Mentally Handicapped
Student teaching in special education. (EMH)
Prerequisite: 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.
Prerequisite: 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.
Prerequisite: 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.
Prerequisite: Required methods
Variable

EEC 497 (3-6) Reading Internship
Student directed learning project determined jointly between student and advisor.
Prerequisite: 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