EEC-Elementary and Early Childhood Education

EEC 502. Primary Math Methods. 3 Hours.
Materials and methods on emergent numeracy. Extensive field experience required.
Prerequisites: TEP 0

EEC 505. Children's Literature in Elem. and Early Childhood. 3 Hours.
Materials and methods. Needs of children, selection of books, societal issues in children s literature, and role of media in children's literature. Field experiences required. Admission to TEP required.
Prerequisites: EDU 500 [Min Grade: C] and EEC 650 [Min Grade: C]

EEC 506. Language Arts in Elementary and Early Childhood Ed.. 1-4 Hour.
Materials and methods. Communication-based approach in developing effective language arts program. All aspects of language arts program addressed. Field experience required. Admission to TEP required.
Prerequisites: EEC 600 [Min Grade: C] and EEC 612 [Min Grade: C] and EEC 650 [Min Grade: C]

EEC 512. Math in EC and Elementary Educ. 3 Hours.
Material and methods of teaching mathematics. Emphasizes scope, sequence, and content of the mathematics program. Computation skills and problem solving are stressed. Extensive field experience required. Admission to TEP required.

EEC 513. Science in EC and Elem Edu. 3 Hours.
Scope, sequence, materials, and methods. Emphasis on teaching and the development of content and process skills. Extensive field experience required. Admission to TEP required.

EEC 514. Soc Studies in EC and Elem Edu. 3 Hours.
Scope, sequence, and content of elementary school social studies curriculum. Teaching strategies, program articulation, and instructional planning. Extensive field experience required. Admission to TEP required.

Prerequisites: EEC 612 [Min Grade: C]

EEC 515. Learning Environments through Positive Behavior Support. 3 Hours.
Theoretical approaches that focus on child centered curriculum, classroom management, discipline strategies and cultural, linguistic, and developmentally appropriate instruction. Extensive field experience required. Admission to TEP required.

EEC 521. Methods of Teaching Foundations of Reading Development. 3 Hours.
This 3-hour foundations of reading methods course will prepare educators with content knowledge of scientific and evidence-based foundations of the cognitive, linguistic, socio-cultural, and motivational influences for early language and literacy development. The course presents scientifically proven instructional methods, strategies, techniques, and materials, with focused considerations for brain processes of reading, that are needed to successfully teach reading to P-6 students. Specific topics will include the teaching oral language development (expressive and receptive), concepts about print, early orthography, and beginning reading skills (phonemic awareness, alphabet knowledge, high frequency words, phonics, decoding, and encoding/spelling). Extensive field experience required.

EEC 522. Methods of Teaching the Development of Reading Comprehension. 3 Hours.
This three-hour course will prepare educators to teach foundations of reading development using evidence-based instructional practices. Specific topics include promoting academic language development, including vocabulary development; promoting comprehension and analysis of literacy and informational texts; and developing the reading-writing connection. Extensive field experience required.

EEC 523. Methods of Reading Assessment, Instruction, & Intervention. 3 Hours.
This course will address the use of formal and informal assessment procedures used to design and evaluate robust reading instruction and intervention for children in preschool through high school. The focus of the course includes the knowledge and skills needed to choose and administer appropriate reading assessments for a variety of purposes, data-based decision making to guide instructional planning and intervention design, and understanding struggling readers, including those with reading disabilities. Instruction will be delivered within a context of an ecological, collaborative, problem solving model. Students will be guided to apply both formal and informal assessment in a problem-solving model aimed at the design of robust reading instruction. An emphasis will be placed on creating multi-tiered systems of support (MTSS) for increasing reading achievement among all students. Extensive field experience required. Admission to TEP required.

EEC 540. Advanced Workshop in Education: Methods to Support English Learners. 3 Hours.
Strengthen proficiency in teaching English Learners in the mainstream classroom. Develop understanding of second language acquisition, culturally responsive teaching, accommodations for varying language levels, and appropriate assessments for English Learners. Practice planning, implementing, and managing sheltered instruction. Extensive field experience required. Admission to TEP required.

EEC 593. Individual Readings. 1-3 Hour.
Individualized readings on special topics.

EEC 594. Field Work in Education. 1 Hour.
Observation and teaching experiences with children. Admission to TEP required.

EEC 600. Transition into P-6 Teaching. 3 Hours.
Introduction to the teaching profession (Alternative Master's Program, Elementary/Early Childhood Education).

EEC 610. Curriculum Development in Teaching. 3 Hours.
Curriculum decisions, planning and implementation.

EEC 612. Models of Teaching. 3 Hours.
Developing knowledge of curriculum and instruction. Selecting and applying specific teaching strategies. Field experience required.

EEC 615. Collaborative Learning Spaces - Designing and Developing. 3 Hours.
Introduction to the maker movement in P-6 STEM education. Explorations of the history of the maker movement in K-12 education, collaborative learning spaces, interdisciplinary connections, maker projects, curriculum, instructional strategies, assessment tools, and learning theories that support student-driven projects.

EEC 617. Engineering for P-6 Students. 3 Hours.
Introduction and exploration of the different fields of engineering, concepts, and content related to each field, engineering design process, and practices, the Next Generation Science Standards, curricular materials and resources, the latest research on engineering in P-12 schools, and assessments necessary to design and develop research-based interdisciplinary curricula for students in grades P-6.

EEC 620. Teaching Mathematics K-6. 3 Hours.
Issues and approaches in early childhood and elementary mathematics; research and implementation for instruction.
Prerequisites: EEC 660 [Min Grade: C]

EEC 621. Teaching Language Arts P-12. 3 Hours.
Issues and approaches in teaching early childhood and elementary school language arts. Implications of research for instruction.

EEC 625. Critical Pedagogy Advocacy Collaboration. 3 Hours.
Encompasses current issues in education from critical, postmodern, and feminist perspectives. Issues of advocacy, collaboration, equity, social justice, racism, sexism, and the marginalization of minorities in education will be explored.

EEC 626. Mathematics Coaching Grades K-2. 3 Hours.
Provides content knowledge and pedagogical strategies to empower instructional coaches to improve classroom teacher and instructional coach effectiveness and student achievement in mathematics. Includes authentic assessments requiring utilization of of data and current research to provide intervention to effectively respond to mathematics difficulties. Includes facilitating coaching cycles with initial certification candidates and mentoring novice teachers.

EEC 627. Mathematics Coaching Grades 3-5. 3 Hours.
Content knowledge and pedagogical strategies to empower instructional coaches to improve classroom instruction and student achievement in mathematics. Includes authentic assessment requiring utilization of data and current research to provide intervention to effectively respond to mathematics difficulties. Includes facilitating coaching cycles with colleagues and novice educators.

EEC 633. Classroom Applications of Constructivist Theory. 3 Hours.
This course provides practical classroom applications of constructivist principles in teaching and learning.

EEC 650. Systematic Reflections About Teaching. 3 Hours.
Theory and practice of reflective inquiry in the elementary classroom which includes observations, data collection, analysis, and narrative reporting.Prerequisite: Admission into Graduate School.

EEC 660. Reading in Teaching and Learning. 3 Hours.
Introductory course is designed to assist the student in locating, analyzing, and synthesizing current research in early childhood and elementary education.

EEC 670. Studying the Child in School. 3 Hours.
Analysis of child study in school; values and limitations of assessment. Extensive field experience required.

EEC 671. Creative and Affective Experiences. 1 Hour.
Nature and nurture of creativity through creative learning experiences. Maintaining and preserving creative expression throughout curriculum.

EEC 672. Piaget and Perspectives in Learning. 3 Hours.
Piaget's theory of intellectual or cognitive development; applications to elementary and early childhood education. Field experience required.

EEC 673. Teaching in Diverse Society. 3 Hours.
Examination of effective strategies for working with diverse populations.

EEC 674. Language Development. 3 Hours.
Developmental processes involved in language, relationship to education programs. Field experience required.

EEC 675. Teaching in the Urban School. 3 Hours.
Methods and materials; evaluation of school and school-related programs for equalizing educational opportunity.

EEC 677. Readinesss for Learning. 3 Hours.
Preschool and primary level language development and literacy development; assessment techniques. Field experience required.

EEC 690. Internship in P-3/3-6. 6 Hours.
Supervised teaching in an early childhood (P–3) and/or an elementary (K-6) program. The student gradually assumes responsibility for planning and teaching for the entire class (minimum of 15 weeks). The internship experience includes supervision in working with professional resource professionals and parents. Approval of application for Internship in P–3/3–6 required. All program courses must be completed.
Prerequisites: EEC 502 [Min Grade: C] and EEC 512 [Min Grade: C] and EEC 513 [Min Grade: C] and EEC 514 [Min Grade: C] and EEC 521 [Min Grade: C] and EEC 522 [Min Grade: C] and EEC 523 [Min Grade: C] and EEC 540 [Min Grade: C]

EEC 691. Practicum in ECE/ELEM. 1-3 Hour.
Practicum in Early Childhood Education and Elementary Education.
Prerequisites: EPR 594 [Min Grade: C](Can be taken Concurrently)

EEC 692. Curriculum Projects. 1-6 Hour.
Field projects in curriculum modifications and improvement of classroom practice.

EEC 693. Independent Studies. 1-3 Hour.
Independent Study in Elementary and Early Childhood Education.

EEC 694. Field Study. 1-6 Hour.
Field study.

EEC 695. Practicum Supervision in ECE/ELE. 2-6 Hours.
Supervision of practicum students.

EEC 696. Internship Seminar. 1-3 Hour.
Course will accompany the 9 semester hour internship (EEC 690) to support and extend the efforts of student teaching. The course will focus on problem-solving related to classroom situations such as classroom management, grading, professionalism and ethics, legal issues, teacher rights, and others that occur during the internship.

EEC 702. Administration and Supervision Prog Young Children. 3 Hours.
Evaluation, decision making, supportive services, staff development, community interaction strategies.