EDUCATION

ED 101  Introduction to Teaching (2)
This course encourages students to think about teaching from the Preparing Competent and Caring Teachers for Leadership and Service theme of the Illinois College Conceptual Framework. Participants will understand the requirements for becoming a certified teacher in Illinois and develop knowledge and beginning skills in lesson planning for effective teaching and learning for diverse learners in the P-12 school. May be taken concurrently with ED 203 and 237. A tutoring experience is required. This course is strongly recommended for freshmen considering teacher certification.

ED 132  Planning for Admission to Teacher Preparation (0)
This spring course should be taken by all second semester sophomores who have been pursuing teacher certification as evidenced by their successful completion of ED 101, ED 203, and ED 237. Concurrent enrollment with either ED 203 or ED 237 (or both) with ED 132 is acceptable. This course will meet several times during the semester and will focus on the planning of the portfolio for admission to the Teacher Preparation Program as well as the timeline for that and other admission requirements. A “P” in this course is a prerequisite to enrollment in ED 133.

ED 133  Finalizing Admission to Teacher Preparation (0)
Students should enroll in this course during the fall semester of their junior year. As a part of this course students will submit their portfolio and participate in an admission interview. Successful completion of this course would also mean that the student met all requirements of Transition 1. A “P” in this course is a prerequisite to enrollment in ED 301 and required methods courses.

ED 203  Multicultural Issues in Education (4)
This course explores different cultural issues, such as cultural diversity, socioeconomic status, gender, language, religion, sexual orientations, race, ethnicity, age, and exceptionalities and how such issues help develop rapport, create and maintain healthy classroom climate and effective learning. Participants will learn how to design curricula and deliver instruction in ways that are culturally appropriate and responsive to the academic achievement of diverse students.

ED 237  Integrating Technology Across the Content Areas (4)
This course seeks to offer Illinois College teacher candidates knowledge and understanding of effective infusion of current, assistive, and emerging technologies to support teaching and learning across all curricular areas. Through the exploration of the Web, including Web 2.0, podcasts, blogs, gaming, virtual reality, social networking, etc., teacher candidates will focus on how to use these technologies as a method to solve problems, as a tool for teaching, and as a tool for fostering learning.

ED 301  Curriculum, Instruction and Assessment (4)
This course focuses upon the psychology of teaching and learning and upon assessment as a continuous process that relates to both curriculum and instruction. Students will learn effective ways to use both formative and summative kinds of assessments, how to formulate questions, and how to interpret assessment information and provide feedback to students. Candidates will develop a repertoire of methods of teaching and assessment of student learning and will possess the ability to critique teaching according to the standards of specific models of teaching.

ED 311  Methods and Materials in Early Childhood Education (4)
This course is a study of methods for teaching infants, toddlers, and pre-kindergarten children. Content includes the role of play in learning art, music, reading, literature, mathematics, and natural and physical sciences. Participants will develop projects and activity centers appropriate for young children. Course includes a field experience. Prerequisite: ED 263, 274, or permission of the instructor.
ED 313  Teaching Reading and Writing in the Elementary School (4)
This course is a study of the basic processes involved in learning to read and to write; includes experiences in tutor-aiding, lesson planning and acquiring knowledge of the fundamental skills essential to the subject matter. Prerequisite: Admission to the Program.

ED 320  Teaching K-12 Foreign Language (4)
This course gives emphasis to theory and practice in teaching foreign language in elementary, middle and secondary schools, grades K through 12. The course will focus on curricula planning, teaching technology, and presenting and evaluating specific classroom procedures in the linguistically oriented teaching of communicative skills. Recommended immediately prior to student teaching. Includes a field experience. Prerequisite: Admission to the Program.

ED 322  Teaching English in the Middle and Secondary Schools (4)
This course is a study of the specific skills and techniques utilized by secondary teachers of English. Prerequisite: Admission to the Program.

ED 323  Teaching Mathematics in the Middle and Secondary Schools (4)
This course is a study of the specific skills and techniques utilized by both junior high and senior high school teachers of mathematics. Prerequisite: Admission to the Program.

ED 324  Teaching Science – Biology in the Middle and Secondary Schools (4)
This course is a study of the specific skills and techniques utilized by secondary teachers of science. Prerequisite: Admission to the Program.

ED 325  Teaching Social Studies – History in the Middle and Secondary Schools (4)
This course explores the specific skills and techniques utilized by secondary teachers of social studies. Prerequisite: Admission to the Program.

ED 326  Teaching K-12 Physical Education (4)
This course explores the specific skills and techniques utilized by K-12 teachers of physical education. Prerequisite: Admission to the Program.

ED 328  K-12 Music Methods (4)
See MU 327 & 328

ED 329  K-12 Art Methods (4)
This course explores content and pedagogy of elementary, middle, and secondary school art. Participants design and implement art instruction and curriculum using a variety of approaches. Emphasis is on media and techniques suitable for each grade level, sequential development of media and techniques in relation to the maturity and growth of the student, instructional planning, assessment of student performance, learning environments, creative and critical thinking, problem solving, acknowledgement and accommodations of exceptionality and diversity, and developmentally and culturally appropriate practices. Includes a field experience. Prerequisite: Admission to the Program. Offered spring semesters.

ED 335  Reading Skills and Strategies in the Content Areas (4)
A study of the content literacy with an emphasis on understanding the academic language of subject matter across the curriculum. Teacher candidates will study the interrelatedness of reading, writing, speaking and listening, and will develop the ability to use these processes to help students learn subject matter in different content areas. Candidates will explore effective ways of creating active learning environments and strategies to support learning in knowing how, when, and why to use all modes of language to learn with texts.
ED 337 Child, Family, and Community Relations (4)
This course addresses the concept of the young child as a fully functioning member of the school, family and community. It examines the roles the Early Childhood professional plays in this inter-relationship. Some of the social, economic, and technological impacts on the child are examined along with exploration of existing support services in the community. Alternative model parent programs are examined with an emphasis on ways to ensure effective communication between home, school and the community. Prerequisite: ED 263, 274, or permission of the instructor. Offered fall semester of even numbered years.

ED 352 Language Arts and Social Studies Methods (4)
This course explores various theories and practices designed to teach social science through literacy. Students will learn to create engaging instruction for the elementary classroom by utilizing case studies, primary sources, and social science inquiry design. Prerequisite: Admission to the Program.

ED 355 Best Practice in Middle School Education (1)
This one credit seminar involves a study of middle school students, middle school philosophy, and best practice in middle school curriculum and instruction through professional readings as a member of the National Middle School Association and hands on experience with middle school students.

ED 362 Math and Science Methods (4)
A study of current theory, research, and best practice in the learning and teaching of mathematics and science for all elementary school children with a focus on student-centered inquiry and problem solving; includes lesson planning, assessment, task selection, design, and evaluation as well as hands-on learning experiences in math, in science, and in the integration of the two content areas. Prerequisite: Admission to the Program.

ED 363 Speech and Language Development (4)
This course is a study of the theories, practices and research on oral language development, with focus on the connection between language, cognitive growth and school success. Students will practice interaction strategies demonstrated to support language development. Includes a field experience. Offered fall semester of odd numbered years. Prerequisite: ED 101, 203, 237.

ED 364 Early Literacy Development (4)
This course is a study of the theories, practices, and research on early literacy development with focus on the parallels between oral and written language development. Content includes the roles of symbolic play, environmental print, phonetic spelling, and appropriate literature for beginning readers. Offered fall semester of odd numbered years. Prerequisite: ED 101, 203, 237.

ED 385 Classroom Management (4)
This course will explore research, theory, and best practices related to effective classroom management. Topics will include establishing an environment for learning, organizing and managing instruction, coping with the challenges, and developing relationships with students, staff, and parents. This course includes an off-campus field experience in a classroom for 35-50 clock hours. Prerequisite: Admission to the Program.

ED 431 Organizing Content Knowledge for Student Learning (4)
This student teaching course focuses on how teachers use their understanding of the community, the school, the students and subject matter to decide on learning goals, to design or select appropriate activities and instructional materials, to sequence instruction in ways that will help students to meet short- and long-term goals, and to design or select informative evaluation strategies.

ED 432 Creating a Classroom Environment for Student Learning (4)
This student teaching course addresses issues of fairness and rapport, of helping students to believe that they can learn and can meet challenges and the issues of establishing and maintaining constructive standards for behavior in
the classroom. It enables candidates to consider all environmental factors that impact student learning, ranging from the physical setting to the subgroups and learning needs of individual students. Topics include establishing an environment for learning, organizing and managing instruction, coping with the challenges, and developing relationships with students, staff, and parents. Prerequisite: Admission to Student Teaching.

**ED 433 Teaching for Student Learning (4)**
This student teaching course focuses on the act of teaching and its overall goal: helping students to learn. Candidates are expected to make learning goals and instructional procedures clear to students, encourage students to extend their thinking, monitor students’ understanding of content through various forms of assessments, design and implement effective instruction, and use time effectively.

**ED 434 Teacher Professionalism (4)**
In this student teaching course, candidates are assessed on their abilities to reflect on and analyze the extent to which learning goals were met, their demonstration of a sense of efficacy, their professional relationships with colleagues, their communication with parents, and their ability to develop plans for self-improvement. Participation in three department-sponsored seminars augments these skills.

**PSYCHOLOGY**

**PS 101 Introduction to Psychology (4)**
A general survey course prerequisite for all courses in the department.

**PS 275 Child Development (4)**
An interdisciplinary approach to the study of development across the early stages of the lifespan with emphasis on genetic and environmental influences; includes prenatal development through the elementary school years. A prerequisite for PS 312, Adolescent Psychology.
(Not open to students who have taken PS 276.) Offered fall semesters. (See ED 275.)

**PS 276 Lifespan Development (4)**
An interdisciplinary approach to the study of development across all stages of the lifespan with emphasis on genetic and environmental influences; includes prenatal development through death. (Not open to students who have taken PS 275.) Offered alternate spring semesters.

**PS 309 Psychology of the Exceptional Child (4)**
A detailed study of all areas of exceptionality, from the challenged to the challenging.

**PS 312 Adolescent Psychology (4)**
An interdisciplinary study of adolescents. Focus is on how various social and psychological phenomena affect individuals within this age group. Prerequisite: PS 275, PS 276 or consent of the instructor. (See ED 312.)