Teacher Education

Major in Elementary Education
Minor in Secondary Education
Additional options offered through TEP:
- Prairie Area Teaching Initiative

www.uis.edu/teachereducation/
Email: tep@uis.edu
Office Phone: (217) 206-6682
Office Location: BRK 330

Departmental Goals and Objectives

Persons interested in becoming teachers may prepare for licensure at the elementary or secondary level through the University of Illinois at Springfield (UIS) Department of Teacher Education (TEP). The Elementary Education major is completed while concurrently completing a second major in an appropriate academic content area. Students wishing to teach at the secondary level will complete a minor in Secondary Teacher Education while concurrently completing a major in an appropriate academic content area (biology, chemistry, English, history, mathematics, political science, or sociology/anthropology). Those who have already completed baccalaureate degrees in appropriate academic content areas may also complete the sequence of TEP course work (for either elementary or secondary licensure). Individuals wishing to pursue teaching at the middle school level should consult with the TEP Program Advisor at the point of initial advising. All TEP programs are developed and maintained under the auspices of the College of Education and Human Services’ Council on Professional Education (COPE) and the four themes of the Conceptual Framework: quality teaching and professional practice, public engagement, technology, and diversity. Once a student is accepted into a program in the Department of Teacher Education, (s)he is referred to as a “candidate” (for licensure).

Information and policies that govern and direct a candidate’s progress through his/her Teacher Education program are provided at the point of initial advising, through orientation, during individual advising, on the TEP Students Blackboard, and on the Teacher Education website. Candidates are expected to work closely with their TEP advisor and their academic content advisor as well as utilizing other venues such as University email and the TEP website in addition to this catalog statement in order to track their progress accurately.

Advising

Students interested in applying to a program in the Department of Teacher Education first meet with the TEP Program Advisor. Students who are completing baccalaureate degrees also work with program and faculty advisors assigned to them by their academic content major departments.

Grading Policy

Once admitted to a TEP program, a student must maintain a grade point average of 3.0 in TEP course work, a grade point average of 2.75 in his/her major content area, and, for full admission, a grade point average of 2.75 for all college work. General education course work required by the TEP Department, professional course work that satisfies TEP requirements, or major course work that satisfies TEP requirements must be completed with a grade of C or higher. Required courses that are completed with a grade of C- or lower must be repeated.

Retention in TEP Programs

Teacher candidates must maintain the grade point average requirements outlined in the Grading Policy section above. Additionally, they must also successfully complete the preclinical field experiences required for each methods course. Candidate progress is evaluated throughout programs in the Department of Teacher Education according to GPA, professional teaching standards, dispositions, and other factors. Candidates not meeting these criteria may be removed from or counseled out of their program or may be required to complete remediation at the discretion of the Department.

Preclinical Field Experiences and Clinical Practice (Student Teaching)

Methods courses required in all teacher licensure programs require preclinical field experiences to be completed in schools designated by the Department of Teacher Education. Each elementary methods course requires 30 hours of preclinical field experience and each secondary methods course requires 40 hours of preclinical field experience. At least one of the preclinical field experiences will be completed in a school that is considered diverse in ethnicity, race, or socioeconomic status, or other placements deemed appropriate by the Department. Per Department policy, candidates are not permitted to enroll in more than two methods courses per semester. School placements for preclinical field experience are assigned by the Department.

Clinical practice (student teaching) occurs during the final semester after all other course work and requirements have been satisfied. Candidates are assigned by the Department of Teacher Education to a school setting for this semester-long experience. Candidates must apply for clinical practice within a prescribed timeframe during the semester prior to the actual experience. At the time of application, candidates must meet the GPA requirements (3.0 in TEP course work; 2.75 GPA in major / area of concentration; 2.75 cumulative GPA). All courses counting as general education course work, academic content major course work, and professional TEP course work must be completed with a grade of C or higher regardless of GPA. Candidates must also have completed or be registered to complete all remaining course work. The required test of basic skills (ACT Plus Writing or SAT with appropriate scores) and the appropriate Illinois Licensure Testing System content exam must be passed or the candidate must be registered for the exams at the time of application to student teaching. In order to receive a school placement for the clinical practice semester, candidates must have passed both the test of basic skills and the appropriate content area exam, completed all course work, maintained all GPA requirements as outlined above, and passed a physical and TB test no earlier than 90 days prior to entering the school setting (submitting results to Campus Health Services). The Department determines appropriate school placements for clinical practice; university personnel and school based cooperating teachers supervise student teachers throughout the semester. The Illinois State Board of Education requires that candidates pass the edTPA performance assessment in order to be recommended for teacher licensure. The edTPA will be completed during clinical practice.
General Education Requirements for All Candidates

Candidates in teacher education are expected to possess general education knowledge, including knowledge related to the arts, communications, history, literature, mathematics, philosophy, sciences, and the social sciences, from multicultural and global perspectives. Candidates in the Department of Teacher Education at UIS are required to meet general education requirements beyond those of the University and should consult with the TEP Program Advisor in order to fulfill these requirements.

Licensure

The Department of Teacher Education recommends candidates to the Illinois State Educator Preparation and Licensure Board for a Professional Educator License upon completion of several criteria. These criteria include general education requirements set by the Department of Teacher Education, all other departmental requirements, passing scores on the required test of basic skills (ACT Plus Writing or SAT with appropriate scores) and the appropriate Illinois Licensure Testing System content exam, the edTPA performance assessment, and satisfaction of any additional requirements outlined by the Illinois State Educator Preparation and Licensure Board, which has sole authority for awarding or denying teacher licensure.

Subsequent Licenses/Endorsements and Professional Development

Illinois licensed teachers may complete course work toward additional/subsequent licenses/endorsements in a variety of content areas through the Department of Teacher Education. The Department also offers a variety of courses appropriate for professional development for in-service teachers and other school personnel.

Elementary Education B.A.

Course work for TEP Candidates falls into six categories: general education, introductory courses, core courses, methods courses, clinical practice (student teaching), and concurrent academic content major area.

Introductory Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEP 207</td>
<td>Foundations of American Education</td>
<td>3</td>
</tr>
<tr>
<td>TEP 222</td>
<td>Child Development for Teachers or PSY 322 Child Development</td>
<td>3-4</td>
</tr>
<tr>
<td>TEP 224</td>
<td>Exceptional Child for Teachers or PSY 324 Exceptional Child</td>
<td>3-4</td>
</tr>
<tr>
<td>TEP 227</td>
<td>Educational Psychology for Teachers or PSY 327 Educational Psychology</td>
<td>3-4</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>12-15</td>
</tr>
</tbody>
</table>

Candidates majoring in Psychology should consult with the TEP Program Advisor and the Psychology Advisor concerning appropriate Psychology course work.

Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEP 305</td>
<td>Technology For Teaching</td>
<td>3</td>
</tr>
<tr>
<td>TEP 315</td>
<td>Managing the Diverse Classroom</td>
<td>3</td>
</tr>
<tr>
<td>TEP 318</td>
<td>Curriculum, Planning, and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Methods Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEP 211</td>
<td>Wellness for Elementary Teachers</td>
<td>1</td>
</tr>
<tr>
<td>TEP 423</td>
<td>Methods of Elementary Reading and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>TEP 424</td>
<td>Methods of Elementary Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>TEP 425</td>
<td>Methods of Elementary Social Studies and Humanities</td>
<td>3</td>
</tr>
<tr>
<td>TEP 426</td>
<td>Methods of Elementary Science</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

Important Note: TEP 211 is a one credit hour Physical Education methods course. This methods course does not require any pre-clinical hours.

Clinical Practice/Student Teaching

Elementary candidates who have completed all general education requirements; all introductory, core, and methods courses; and all course work for their concurrent academic content major (area of concentration for non-degree seeking licensure candidates), and all other requirements will be eligible to complete Clinical Practice. For elementary candidates, the Clinical Practice semester includes two courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEP 448</td>
<td>Elementary and Middle Level Clinical Practice Seminar</td>
<td>3</td>
</tr>
<tr>
<td>TEP 450</td>
<td>ECCE: Clinical Practice - Elementary and Middle Level</td>
<td>9</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

3 This course fulfills the ECCE Engagement Experience requirement.

Candidates are required to apply for clinical practice (student teaching). Applications are to be completed with the TEP Faculty Advisor within the prescribed timeframe. Candidates must complete a state and federal background check as directed by the host district prior to the start of student teaching.

IMPORTANT NOTE: All TEP candidates should consult with their concurrent academic content major advisors to confirm any additional ECCE requirements.

Online Teacher Education

The Department of Teacher Education offers online sections for all secondary courses, introductory, and core courses. TEP courses use a blended learning format; 300-400 level TEP online courses require participants to attend two to three mandatory weekend campus conferences each semester. The same departmental admission requirements apply to all online courses except for those participants earning credits for professional development. Candidates in online courses should understand that these courses require a significant
time commitment of approximately 8-10 hours per week in order to address the same learning objectives as courses that are delivered on campus.

Secondary Education Minor

The Teacher Education minor leads to recommendation for Illinois licensure at the secondary level when combined with an appropriate academic major, fulfillment of UIS and TEP general education requirements, other campus requirements, and requirements set by the Illinois State Educator Preparation and Licensure Board. Secondary Education candidates major in a program that leads to recommendation for licensure in one of the following areas: English, mathematics, science (biology or chemistry), or social science (history, political science, or sociology/anthropology).

Candidates seeking a bachelor’s degree and teacher licensure should expect that their total program of study may exceed the minimum number of hours required for graduation.

Post-Baccalaureate Teacher Licensure

Licensure is also available to those who already hold a baccalaureate degree (or higher) from an accredited college or university in the United States and wish to enter the field of teaching. To be recommended for a Professional Educator License, candidates must meet all entrance requirements and fulfill the same sequence of courses that candidates seeking the Elementary Major or the Secondary Minor are required to complete. Post-Baccalaureate candidates seeking secondary licensure will be required to complete at least two upper-division content courses at UIS which will be determined by a TEP advisor. Assuming that all prerequisites and introductory courses are met, candidates can expect to spend a minimum of four semesters completing licensure requirements.

- Elementary Teacher Licensure
- Secondary Teacher Licensure

Prairie Area Teaching Initiative

The Prairie Area Teaching Initiative (PATI) is a TEP Departmental initiative designed to recruit teachers for the Springfield and Decatur area school systems as well as teachers for Illinois’ rural areas. Participants must make a serious commitment to teaching in a district in Illinois. Applications for admission to PATI are reviewed twice per year - one month prior to the beginning of the fall and spring semesters. Students are notified in writing of their acceptance. To maintain good standing in PATI and to be eligible for a tuition waiver, students must enroll in a minimum of 12 credit hours per semester (including TEP course work); maintain a 3.0 grade point average; enroll in the appropriate PATI course; conduct a minimum of 10 hours per semester of community service; and abide by all policies and procedures of PATI. Students failing to maintain any one of these requirements will be given one semester of probationary status and will be withdrawn if said deficiencies are not remedied. For more information, please visit the PATI website, or call 217-206-7008.

Courses

TEP 189. Athletics and the American University. 3 Hours. Students will read, research, and discuss the intersection between athletics and education in the American University. Topics included: the development of American colleges and universities, educational theory emphasizing the importance of motivation as well as trends in experiential collaborative learning, the NCAA and its regulation of intercollegiate athletics, the impact of integration and Title IX on athletics and education. Attention will be given to the student-athlete experience, transitions, and other issues facing college athletes. Course Information: Restricted to Freshman. This course fulfills a general education requirement at UIS in the area of Freshman Seminar or in the area of Humanities.

TEP 202. Introduction to Teaching as Service. 2 Hours. Required course for participation in PATI. Designed to provide incoming participants an opportunity to explore teaching as a human service. Participants are expected to design a 10-hour service project. Course Information: Permission of instructor. Restricted to students in PATI. Teacher Licensure course.

TEP 203. Designing Instruction for Two Urban Populations: Issues and Methods. 2 Hours. Course follows TEP 202. Required course for participation in PATI. Introduces unique demographics, needs and characteristics of the participating school systems in which participants have pledged to teach. Participants will work directly with teachers from high poverty schools to complete mini-research projects that are classroom based. Course Information: Prerequisites: TEP 202. Restricted to students in the PATI.

TEP 207. Foundations of American Education. 3 Hours. Provides an introduction to U.S. public and private K-12 schools through an exploration of the history and philosophy of education as well as current and recent issues. Examines school law, professional organizations, the influence of advocacy groups, the role of external agencies, and the characteristics of effective teachers and schools. Course Information: This course fulfills a general education requirement at UIS in the area of Social and Behavioral Sciences. Teacher Licensure course.

TEP 211. Wellness for Elementary Teachers. 1 Hour. Focuses on general topics related to health, safety, physical movement, and well-being for teachers of children in grades 1-6. Teacher Licensure course.

TEP 222. Child Development for Teachers. 3 Hours. Introductory course that investigates how children, beginning at infancy and progressing through early adolescence, grow and develop physically, socially, emotionally, ethically and cognitively and how this development impacts classroom teaching and learning. Special attention will be given to varied learning theories, language acquisition theory and ranges in development. Course Information: Teacher Licensure course.

TEP 223. Adolescent Development for Teachers. 3 Hours. An introductory course for the development of early to late adolescence, with emphasis on physical traits, emotional growth, personality development, socio-cultural issues, and learning perspectives. Course Information: Teacher Licensure course.
TEP 224. Exceptional Child for Teachers. 3 Hours.
Addresses exceptionalities as identified by the Individuals with Disabilities Education Act (IDEA). Includes classroom strategies for learning disabilities; attention deficit hyperactivity disorders; emotional and behavioral disorders; communication and pervasive developmental disorders; speech, hearing and vision impairment; giftedness; and at-risk behaviors. Course Information: Teacher Licensure course.

TEP 227. Educational Psychology for Teachers. 3 Hours.
Introductory course on psychology relevant to teaching and learning, with emphasis on research on classroom instruction, human development, learning theory and practice, motivation, classroom management, planning, teaching, and evaluation. Course Information: Teacher Licensure course.

TEP 305. Technology For Teaching. 3 Hours.
Examines basic computer/technology operations and concepts. Designed to give candidates the basic skills and knowledge needed to fulfill technology skill expectations of K-12 teachers. Candidates begin development of their electronic candidate work sample. Course Information: Prerequisites: Conditional admission to the Teacher Education Program. Department Approval Required. Teacher Licensure course.

TEP 315. Managing the Diverse Classroom. 3 Hours.
This course will provide elementary and/or secondary teacher candidates with the information needed to focus on the core principles and practices of classroom management, while blending a humanistic, competency-based approach with an applied, research-based, behavior management approach to provide instructors with the best current thinking on effective classroom management. Course Information: Department Approval Required. Teacher Licensure course.

TEP 318. Curriculum, Planning, and Assessment. 3 Hours.
Focuses on major elements of school curricula, planning instruction, characteristics and variations of assessment, and data-informed instruction. Included emphasis on standards required of all teachers in Illinois and relevant teaching and learning initiatives. Introduction to the edTPA teacher candidate assessment. Course Information: Prerequisites: Conditional admission to the Teacher Education Program. Department Approval Required. Teacher Licensure course.

TEP 401. Middle School Methods, Concepts, and Practices. 3 Hours.
A survey of the latest research and practice in middle school education, including adolescent development, curricular structure, and planning for instruction. Course requires a 40 hour preclinical field experience provided at a clinical site selected by the department. Candidates may register for only two methods courses per semester. Course Information: Prerequisites: Full admission to the Teacher Education Program and successful completion of TEP 207, TEP 222, TEP 224, TEP 227, TEP 305, and TEP 318. Department Approval Required. Teacher Licensure course.

TEP 419. Content Area Literacy Methods. 3 Hours.
Introduction to literacy and study strategies for use in all content areas. Course requires a 40 hour preclinical field experience provided at a clinical site selected by the department. Candidates may register for only two methods courses per semester. Course Information: Prerequisites: Full admission to the Teacher Education Program and successful completion of TEP 207, TEP 222, TEP 224, TEP 227, TEP 305, and TEP 318. Department Approval Required. Teacher Licensure course.

TEP 423. Methods of Elementary Reading and Language Arts. 3 Hours.
Surveys major methods of teaching reading and language arts in the elementary classroom. Course requires a 30 hour preclinical field experience provided at a site selected by the department. Candidates may register for only two methods courses per semester. Course Information: Prerequisites: Full admission to Teacher Education Program and successful completion of TEP 207, TEP 222, TEP 224, TEP 227, TEP 305 and TEP 318. Department Approval Required. Teacher Licensure course.

TEP 424. Methods of Elementary Mathematics. 3 Hours.
Surveys major methods and strategies of teaching mathematics in the elementary classroom. Course requires a 30 hour preclinical field experience provided at a site selected by the department. Candidates may register for only two methods courses per semester. Course Information: Prerequisites: Full admission to the Teacher Education Program and successful completion of TEP 207, TEP 222, TEP 224, TEP 227, TEP 305 and TEP 318. Department Approval Required. Teacher Licensure course.

TEP 425. Methods of Elementary Social Studies and Humanities. 3 Hours.
Surveys major methods and strategies of teaching social studies and humanities in the elementary classroom, including history, geography, government, economics, art, drama, dance, and music. Course requires a 30 hour preclinical field experience provided at a site selected by the department. Candidates may register for only two methods courses per semester. Course Information: Prerequisites: Full admission to the Teacher Education Program and successful completion of TEP 207, TEP 222, TEP 224, TEP 227, TEP 305 and TEP 318. Department Approval Required. Teacher Licensure course.

TEP 426. Methods of Elementary Science. 3 Hours.
Surveys major methods of teaching physical, life, and earth/space science in the elementary school classroom. Course requires a 30 hour preclinical field experience provided at a site selected by the department. Candidates may register for only two methods courses per semester. Course Information: Prerequisites: Full admission to the Teacher Education Program and successful completion of TEP 207, TEP 222, TEP 224, TEP 227, TEP 305, and TEP 318. Department Approval Required. Teacher Licensure course.

TEP 427. English Language Arts Methods Grades 5-8. 3 Hours.
Examines the methods employed by teachers in teaching language arts, literature composition, and grammar in grades 5-8. Course requires a 40 hour pre-clinical field experience provided at a clinical site selected by the department. Candidates may register for only two methods courses per semester. Course Information: Prerequisites: Full admission to the Teacher Education Program and successful completion of TEP 207, TEP 222 or TEP 223, TEP 224, TEP 227, TEP 305, and TEP 318. Department Approval Required. Teacher Licensure course.

TEP 428. Mathematics Methods Grades 5-8. 3 Hours.
Examines the methods of teaching mathematics to students in grades 5-8. Course requires a 40 hour pre-clinical field experience provided at a clinical site selected by the department. Candidates may register for only two methods courses per semester. Course Information: Prerequisites: Full admission to the Teacher Education Program and successful completion of TEP 207, TEP 222 or TEP 223, TEP 224, TEP 227, TEP 305, and TEP 318. Department Approval Required. Teacher Licensure course.
TEP 429. Social Studies Methods Grades 5-8. 3 Hours.
Examines the methods of teaching the social sciences to students in
grades 5-8. Course requires a 40 hour pre-clinical field experience
provided at a clinical site selected by the department. Candidates
may register for only two methods courses per semester. Course
Information: Prerequisites: Full admission to the Teacher Education
Program and successful completion of TEP 207, TEP 222 or TEP 223,
TEP 224, TEP 227, TEP 305, and TEP 318. Department Approval
Required. Teacher Licensure course.

TEP 430. Science Methods Grades 5-8. 3 Hours.
Examines the methods of teaching science to students in grades 5-8.
Course requires a 40 hour pre-clinical field experience provided at
a clinical site selected by the department. Candidates may register
for only two methods courses per semester. Course Information:
Prerequisites: Full admission to the Teacher Education Program and
successful completion of TEP 207, TEP 222 or TEP 223, TEP 224,
TEP 227, TEP 305, and TEP 318. Department Approval Required. Teacher Licensure course.

TEP 435. English Methods for Middle and Secondary Levels. 3 Hours.
Examines the methods employed by teachers in teaching language
arts, literature, composition, and grammar in middle and high schools.
Course requires a 40 hour pre-clinical field experience provided at
a clinical site selected by the department. Candidates may register
for only two methods courses per semester. Course Information:
Prerequisites: Full admission to the Teacher Education Program and
successful completion of TEP 207, TEP 223, TEP 224, TEP 227, TEP
305 and TEP 318. Department Approval Required. Teacher Licensure course.

TEP 436. Mathematics Methods for Middle and Secondary Levels. 3 Hours.
Examines the methods employed by teachers in teaching mathematics
in middle and high schools. Course requires a 40 hour pre-clinical
field experience provided at a clinical site selected by the department.
Offered fall semester only. Candidates may register for only
two methods courses per semester. Course Information: Prerequisites:
Full admission to the Teacher Education Program and successful
completion of TEP 207, TEP 223, TEP 224, TEP 227, TEP 305 and
TEP 318. Department Approval Required. Teacher Licensure course.

TEP 437. Science Methods for Middle and Secondary Levels. 3 Hours.
Examines the methods of teaching science to students in middle and
high schools. Course requires a 40 hour pre-clinical field experience
provided at a pre-clinical site selected by the department. Candidates
may register for only two methods courses per semester. Course
Information: Offered fall semester only. Prerequisites: Full admission
to the Teacher Education Program and successful completion of TEP
207, TEP 223, TEP 224, TEP 227, TEP 305 and TEP 318. Department Approval Required. Teacher Licensure course.

TEP 438. Social Studies Methods for Middle and Secondary Levels. 3 Hours.
Examines the methods of teaching the social sciences to students in
middle and high schools. Course requires a 40 hour pre-clinical field
experience provided at a pre-clinical site selected by the department.
Candidates may register for only two methods courses per semester.
Course Information: Offered fall semester only. Prerequisites:
Full admission to the Teacher Education Program and successful
completion of TEP 207, TEP 223, TEP 224, TEP 227, TEP 305 and
TEP 318. Department Approval Required. Teacher Licensure course.
TEP 481. Perspectives on Child Maltreatment and Advocacy. 3,4 Hours.
Covers the history, comparative perspectives, legal framework, responses to child maltreatment, the skills necessary to do the work, and other pertinent issues pertaining to child maltreatment and child advocacy. The approach of the course will be from a variety of diverse, professional perspectives. The course is designed for students majoring in public administration, criminal justice, psychology, social work, sociology, legal studies or other areas where knowledge of child maltreatment and advocating for children might be necessary. Multidisciplinary approaches to advocacy in different countries throughout the world will be presented and discussed. Course Information: Same as CCJ 481, PAD 481, PSY 481, and SWK 481.

TEP 482. Global Child Advocacy Studies. 3,4 Hours.
The purpose of this course is to prepare students to recognize child advocacy issues around the world. The course is designed for students majoring in public administration, criminal justice, education, social work, nursing, psychology, legal studies, or other areas where knowledge of child maltreatment and advocating for children will be necessary. Multidisciplinary approaches to advocacy in different countries throughout the world will be presented and discussed. Course Information: Same as PAD 482 and PSY 482.

TEP 483. The System's Response to Child Maltreatment. 3,4 Hours.
This course focuses on the responses of professionals to allegations of child maltreatment. The purpose of this course is to expand the student's knowledge and skills in the prevention, identification, investigation and criminal justice response to child maltreatment. The course is designed for students who are likely to pursue a profession in which they will be a mandated reporter and knowledge of child maltreatment and advocacy is critical. Course Information: Same as PAD 483 and PSY 483.

TEP 499. Independent Study. 1-12 Hours.
Independent Study. Students interested in an independent study must secure the consent of the faculty member concerned before registration and submit any required documentation to him or her. Course Information: Department Approval Required.

TEP 501. Overview of Online Instruction. 2 Hours.
Examines topics such as defining online learning, the role of online students and instructors, and adapting curriculum to the online environment. It provides brief overviews of copyright, accessibility considerations, and best practices for online learning. Course Information: Restricted to graduate students; contact ion@uis.edu to enroll.

TEP 502. Technology Tools for Online Learning. 2 Hours.
Course explores some of the technology tools used to build and deliver online courses. Students will explore and discuss the economical, technological, and pedagogical pros and cons of different technologies. Course Information: Restricted to graduate students; contact ion@uis.edu to enroll.

TEP 503. Instructional Design for Online Course Development. 2 Hours.
This course introduces instructional design principles for the development of online courses. Course Information: Restricted to graduate students; contact ion@uis.edu to enroll.

TEP 504. Universal Design Principles for Online Learning. 2 Hours.
Discover how principles of Universal Design can help you create course content that can be accessed and used by anyone, including people with disabilities. Topics covered include: universal design principles for online learning, potential accessibility/usability issues to consider in course development, and creating more accessible/usable course content. Course Information: Restricted to graduate students; contact ion@uis.edu to enroll.

TEP 505. Student Assessment in Online Courses. 2 Hours.
This course will introduce various assessment strategies, tools, and frameworks that can be used to evaluate students in the online environment. Participants will work individually and collaboratively to explore various means of assessing online learners. Course Information: Restricted to graduate students; contact ion@uis.edu to enroll.

TEP 506. Encouraging Communication in Online Courses. 2 Hours.
This course provides insight into and methods for structuring an online course to maximize the quality of interactions among students and between the instructor and students. Course Information: Restricted to graduate students; contact ion@uis.edu to enroll.

TEP 507. Blended Learning Instruction and Design. 2 Hours.
This course provides an overview of blended learning, courses or programs that combine online learning and face-to-face instruction. Students actively discuss topics related to blended learning and collaborate to research, analyze, and assess blended course design and technologies. Students will acquire the pedagogical and technical skills needed to successfully teach blended courses. Course Information: Restricted to graduate students; contact ion@uis.edu for permission to enroll.

TEP 508. Practicum. 4 Hours.
Provide students with an opportunity to develop and refine a design for an online course or course segment, as well as plan and facilitate a week's worth of discussion in a mentored setting. Course Information: Restricted to graduate students; contact ion@uis.edu to enroll.

TEP 509. Copyright Issues in Online Education. 2 Hours.
This is an introductory course focused on the topic of copyright, specifically as it applies to online academic course designs. This course will not make you an expert in copyright law, but will give you enough background training from which to make informed decisions about online courses you develop or teach. Course Information: Restricted to graduate students; contact ion@uis.edu to enroll.

TEP 510. Topics in Innovative Curriculum Development. 3 Hours.
Curriculum topics will be developed for each new session. This is a professional development course for the K-12 certified or awaiting certification teacher. Course Information: Restricted to graduate students. Department Approval Required.

TEP 516. Integrating Technology in the K-12 Classroom. 4 Hours.
Technology is a part of the classroom today in many ways and must be integrated into the curriculum for effective use. Technology can assist student-centered learning in an environment that includes thematic units and cooperative learning. Technology will be effective in the schools when teachers are presented with models of appropriate use in the restructured classroom and are able to integrate technology into the elementary curriculum. Course Information: Prerequisite:Certified teacher.
**TEP 517. Student Centered Projects Using Technology. 4 Hours.**
Provides teachers of grades 1-12 with hands-on experience using a variety of multimedia software which students may use to develop individual and group projects. Examples are Kidpix, Power Point, ClarisWorks Slide Show, Hyperstudio, and ClarisWorks Homepage. Project development will include the use of technology tools such as scanner, digital camera, CD-ROM and graphic conversion software. Course Information: Prerequisites: Certified teacher.

**TEP 522. Sangamon River: Sense of Place. 3 Hours.**
Based on the DVD documentary of the Sangamon River, this course will teach in-service teachers how to use the documentary with their grade level (K-12), how to relate the documentary to the Illinois Learning Standards, and how to mentor other teachers to use the documentary. Course Information: Department Approval Required.

**TEP 599. Independent Study. 1-12 Hours.**
Independent Study. Students interested in an independent study must secure the consent of the faculty member concerned before registration and submit any required documentation to him or her. Course Information: Restricted to graduate students. Department Approval Required.