

Institution: Illinois State University

Date:

Contact Name:

Contact Email Address:

This matrix for subsequent endorsement identifies the ISBE PEL requirements as they are met by each of the proposed courses in the Early Childhood Education minor.

Early Childhood Education Endorsement:

Include a list of courses from your institution that you honor for the Early Childhood Education (birth-2) endorsement.

Course Area	Department	Course Title, # and # of Credit Hours	Description	Mode of Delivery (In Person, Online, Both)
Growth & Development	TCH	TCH 210 or 210a01 Child Growth And Development (3 hours)	Physical, social, emotional, and mental development of the child from conception through adolescence; methods of studying children and their behavior. Includes completion of 9 clinical experience hours.	In person
Planning and Assessment	TCH	TCH 314a01 Curriculum, Planning And Assessment In Early Childhood Classrooms (3 hours)	Overview of curriculum standards, planning and assessment techniques, and effective learning environment tools.	In person
Early Childhood Methods & Content Pedagogy	TCH	TCH 268 (non-major) Teaching Early Childhood Mathematics I (3 hours) TCH 226 Social Studies and Science Methods for Early Childhood	Content, methods and materials for teaching math to children at the pre-kindergarten through second grade level. This course presents essential factors for effective and critical social studies and science instruction in grades	In Person In Person

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		(3 hours)	Prek-2. Students will develop competencies in research-informed, developmentally appropriate, and culturally responsive social studies and science content, skills, methods, and assessment.	
Literacy Methods	TCH	TCH 273 Early Language and Literacy Learning (non major) (3 hours)	Promotes understanding of reflective teaching and learning practices in the language arts in the early childhood classroom.	In Person
Collaborative relationships with family or communities	TCH	TCH 225 Pre-Kindergarten Education with an Emphasis on Family, Professional, and Community Collaboration (3 hours)	This course addresses principles/practices of planning, teaching, and evaluating pre-kindergarten programs. This course emphasizes how early childhood curriculum is formed through influential theories, historical perspectives, and evidence-based practice. There is an emphasis on the value of play, living-learning experiences, and diverse perspectives in the early childhood curriculum models as well as how one's beliefs affect pedagogy and students. In addition, this course provides students with a family-centered framework, an understanding of collective	In Person

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			diversity, and strategies for fostering collaborative partnerships among individuals with disabilities, families, professionals, and community stakeholders. Teaching strategies: readings, lectures, guest speakers, discussion, interviews, tests, and group activities.	
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