

Table of Contents

Elementary Education..... 1

Elementary Education

A Bachelor of Science (B.S.) in Elementary Education entitles students to apply for the State of Illinois Professional Educator License with an Elementary Education endorsement, which will allow them to teach in first grade through sixth grade.

Admission

All students who plan to major in Elementary Education must apply to the Teacher Education Program in the College of Education and Human Services. To be eligible for the Curriculum and Instruction methods courses and the Professional Education Sequence, elementary education majors must (1) be admitted to the Teacher Education Program; and (2) have completed 30 semester hours with an overall grade point average of 2.75 (4.0 scale). In addition, elementary education majors entering the methods/professional sequence must have successfully completed the following University Core Curriculum courses with a grade of C or better: (a) POLS 114, HIST 110 and (b) ENGL 101, ENGL 102, CMST 101, SCI 210A and SCI 210B, MATH 220, or equivalent.

Advancement

Advancement in the major is based not only on continued satisfactory academic performance (grade of C or better for methods and professional sequence courses) and satisfying requirements of the Teacher Education Program, but also on acceptable professional behaviors and competencies as reflected in the state standards for licensure: the Illinois Professional Teaching Standards, Elementary Education Standards, and Social Emotional Standards for all teachers. These standards are deemed essential for competent and effective educators. Students are required to demonstrate their achievement of these standards through their performance in their courses and in the field. The elementary education program is designed to be taken over four semesters with each semester containing a field experience.

To continue in the elementary education program, a student must maintain a 2.75 GPA in the major, earn a C or better in the elementary and professional core courses, and demonstrate appropriate progress toward meeting the Illinois Professional Teaching and Content standards. Students in the elementary education major may repeat the same Curriculum and Instruction course only once. Students must have the consent of the department to register for a repeat course.

To be eligible for the professional semester (student teaching), and completion of the program, the student must have attained a minimum grade point average of 2.75 in the major and a minimum overall grade point average of 2.75; completed CI 225, CI 337, CI 361, CI 362, CI 388, CI 389, CI 418, CI 419, CI 426, CI 427, CI 431, CI 432, CI 433, and CI 434 with a grade of C or better; have made application for the professional semester; and be approved by the department based on performance in all major courses.

Bachelor of Science (B.S.) in Elementary Education Degree Requirements

Degree Requirements	Credit Hours
University Core Curriculum Requirements	39

Degree Requirements	Credit Hours
To include MATH 108; HED 101; ENGL 101, ENGL 102; SCI 210A, SCI 210B; POLS 114; HIST 110; EDUC 211; CMST 101; UNIV 101; 3 credit hours in Fine Arts and 6 credit hours in Humanities.	
Elementary Education Major Requirements	54
CI 220/MATH 220, CI 225, CI 337, CI 361, CI 362, CI 388, CI 389, CI 418, CI 419, CI 426, CI 427, CI 431, CI 432, CI 433, CI 434; KIN 202; MATH 282, three-hour elective.	
Professional Education Sequence	27
EDUC 214, EDUC 301, EDUC 302, EDUC 303, EDUC 308, EDUC 313, EDUC 319, EDUC 401A, EDUC 401C.	
Total	120

Elementary Education Courses

CI112 - Strategic Reading Lab 112-1 Strategic Reading Lab. The strategic reading lab assists students in mastering the strategies necessary to interact with and comprehend college text(s). The lab is taught in conjunction with ENGL 101 so that students can become more aware of their reading and writing behaviors. The lab focuses on strategies with text(s) and critical analysis of text(s).

CI120 - Math for Elem School I 120-3 Mathematics Content and Methods for Elementary School I. (Same as MATH 120) Modern approaches to mathematics instruction for the elementary grades. Mathematics content includes problem solving, intuitive set theory, development of whole numbers, integers and rational numbers and the fundamental arithmetic operations. Place value. Prime numbers and divisibility properties. Computation includes students' informal mathematics, mental computation and estimation, algorithms and the appropriate use of calculators. Emphasis is placed throughout on reasoning, multiple representations of mathematical concepts, making connections and communication. Three hours lecture/laboratory per week. Prerequisite: Three years of college preparatory mathematics including Algebra I, Algebra II and Geometry and satisfactory placement score.

CI199 - Intro College Research 199-1 Introduction to College Research. Use of resources such as the library, electronic databases, and the Internet in order to find, evaluate, and use information effectively, efficiently, and ethically. Students will learn to determine the extent of the information needed, as well as learn to use software tools to manage their research.

CI217 - Guiding Play 217-3 Guiding Play and Building Learning Communities. Focuses on play as an integral part of child's learning. Covers play theory and design of the learning environment. Learning how to promote prosocial behaviors through supportive relationships and environments within diverse settings and guide self-regulation, prosocial development and task engagement of children. Emphasis on appropriate ways to guide children in their play activities and routines, and ways to develop creativity in children. Requires several independently scheduled observations of children's play in the campus Child Development Laboratories.

CI220 - Math Content Elem School II 220-3 Mathematics Content and Methods for the Elementary School II. (University Core Curriculum Course) (Same as MATH 220) Modern approaches to mathematics instruction for the elementary grades. Mathematics content focuses on (1) Algebra: rational and irrational numbers, ordering of numbers, decimal representations, percents, ratio and proportion, perimeter and area concepts, Pythagorean Theorem, concept of square root and nth root, exponent notation;

(2) Geometry: triangles, quadrilaterals, polygons, angles associated with a polygon, reflectional and rotational symmetry, congruence and similarity, tessellations; (3) Transformations: translations, rotations, reflections; (4) Measurements: perimeter, area, surface area, volume, mass, temperature, and conversion of measurements. Emphasis is placed on mathematical reasoning, multiple representations, making connections, and communication.

CI225 - Young Children & the Arts 225-3 Young Children and the Arts. The development of creativity in young children. Methods and curriculum that foster creativity in graphic expression, music and creative movement among preschool and primary school children.

CI227 - Relationships & Family Develop 227-3 Intimate Relationships and Family Development. (Same as WGSS 286) (University Core Curriculum) [IAI Course: S7 902] This course will explore topics related to intimate relationships, including attraction, communication, dating, cohabitation, marriage and conflict. Study of changing patterns in family living throughout the family life cycle and the dynamic relationships within families. Students will critically evaluate current theory and research concerning the elements of family relationships.

CI237 - Early Child Development I 237-3 Early Child Development I. This introductory course in child development surveys major milestones in children's social, emotional, physical, and intellectual development. Students are exposed to current developmental theories, as well as practices recommended for parents and teachers to support healthy development in children from infancy through the primary grades.

CI258 - Credit for Work Experience 258-1 to 4 Credit for Work Experience. This course includes work experiences relevant to the student's major program, such as work in child care centers, teacher's aid in public school, or with federal, state, or local agencies or programs that deal with children. Prerequisite: 12 semester hours completed with a grade of B or better in the student's major area of concentration in the Curriculum and Instruction department and consent of Curriculum and Instruction Academic Affairs Committee.

CI318A - Early Childhood Curriculum 318A-3 Early Childhood Curriculum. This class will prepare students to plan optimal learning environments for preschool children. Emphasis is placed on integrated learning and appropriate instructional methods in language, literacy, social studies, math and science. Students are required to have concurrent enrollment in CI 318B. Prerequisites: C or better in EDUC 214 and CI 217. Consent of the instructor is required for non-early childhood majors and graduate students.

CI318B - Clinical Exp Early Child Curr 318B-1 Clinical Experiences in Early Childhood Curriculum. This practicum will prepare students to work in optimal learning environments for preschool children. Participation is one-half day per week for the semester at the SIU Child Development Laboratories. Students are required to have concurrent enrollment in CI 318A. Prerequisites: C or better in EDUC 214 and CI 217. Consent of instructor is required for non-early childhood majors and graduate students.

CI321 - Math for Elem School III 321-3 Mathematics Content and Methods for the Elementary School III. (Same as MATH 321) Modern approaches to mathematics instruction for the elementary grades. Mathematics content focuses on: straight-edge and compass construction. Justification and proof of geometric properties. Three-dimensional geometry. Coordinate geometry. Transformations expressed in coordinate notation. Analysis of linear relationships geometrically and algebraically. Modeling various "real-world" situations by linear equations and inequalities. Setting up and solving equations and inequalities. Exploration of statistical data. Representation of data, interpretation of data, misrepresentation of data. Introduction to the fundamental ideas of statistics; measures of spread and central tendency. Introduction to the fundamental concepts of probability. Counting techniques needed for calculating probabilities. Dependent and independent events. Conditional probability. Odds, expected value. Simulation. Emphasis is placed throughout on reasoning, multiple representations of mathematical concepts, making connections and communication. Prerequisite: C or better in CI 220, Mathematics 220 or equivalent.

CI322 - Math for Elem School IV 322-3 Mathematics Content and Methods for the Elementary School IV. (Same as MATH 322) Modern approaches to mathematics instruction for the elementary grades. Mathematics content focuses on: algebra and algebraic thinking, geometry, relations and functions and their applications to real-life problems. Emphasis is placed throughout on reasoning, multiple

representations of mathematical concepts, making connections and communication. Prerequisite: C or better in CI 321 or Mathematics 321.

CI324 - Teach Tools Early Child Clssrm 324-3 Teaching Tools for the Early Childhood Classroom. In this course, students will learn to use multimedia technology and group management strategies appropriate for Kindergarten through third grade classrooms. They will develop professional leadership and collaboration skills and apply professional standards to analyze and reflect on their work. Prerequisite: admission to the Teacher Education Program, CI 318 or concurrent enrollment in CI 318, or consent of instructor.

CI327 - Family Studies 327-3 Family Studies. Study of changing patterns in family living throughout the family life cycle. Insights into common current family problems typical of each stage of the family life cycle. Prerequisite: CI 227.

CI337 - Child Dev Assessment 337-3 Assessment of Child Development. Study of the major theories of child development and children's development in the areas of physical development, perceptual development, cognitive development, language development, social, and emotional development. Students will develop observational strategies for studying, understanding, and assessing children's development and learn various approaches to assessment of development and learning in young children. Each student will perform an "authentic" assessment. Prerequisite: EDUC 214 (C or better).

CI360 - Tch Read Write Secndry Content 360-3 Teaching Reading and Writing in the Secondary Content Areas. State and national standards for teachers require that teachers know and demonstrate a wide range of literacy methods and skills to promote effective and appropriate classroom communication. This course provides teachers with the knowledge and skills to teach reading and writing in the secondary content areas. Restricted to admission to the Teacher Education Program or consent of instructor.

CI361 - SS Teach Methods PreK-4 361-3 Social Studies Teaching Methods (PreK-4th Grade). This course emphasizes the structure, content, and process of teaching social studies in Prekindergarten through 4th grade classrooms. Teacher candidates develop short-term and long-term instructional plans that integrate content areas, address the needs of diverse learners, engage students in the processes of critical thinking, and facilitate effective use of current and emerging digital tools to locate and analyze, evaluate, and use information sources to support research and learning. Early Childhood majors must take CI 318A,B prior to taking this course. Prerequisite: CI 431.

CI362 - ELED ML SS Methods 4-8 362-3 Teaching Elementary/Middle Level Social Studies Methods, Grades 4-8. This course emphasizes the structure, content, and process of teaching social studies/social sciences in the elementary/middle level school setting, especially grades 4-8. Specific attention is given to the fundamentals of developing social studies/social sciences content knowledge, literacy skills and objectives, planning interdisciplinary units of instruction (IDU), integrating various instructional strategies and methods to meet the diverse learning needs in the elementary/middle level setting, developing a general teaching model, organizing the curriculum, assessing learning processes, and facilitating effective use of current and emerging digital tools to locate and analyze, evaluate, and use information sources to support research and learning, as well as designing multi-tiered interventions. Prerequisite: CI 361.

CI388 - Int Math Cont & Methods P-4 388-3 Integrated Math Content and Methods for Teachers (PreK-4th Grade). (Same as MATH 388) This course is designed for early childhood and elementary school teachers, focusing on Preschool through 4th grade mathematics content and methods. Math content covers the developmental progression of concepts and skills in counting and cardinality, numbers and operations in base-ten system, algebraic thinking, fractional reasoning, measurement and data, and geometry. Methods of math teaching are integrated with the delivery of math content. The course showcases standards-based mathematical practices including problem solving, mathematical modeling, communication and justification, use of tools and technology, assessment and intervention, diverse learner support, building supportive math environments, lesson planning, and making interdisciplinary connections. Prerequisite: CI/MATH 220.

CI389 - Int Content & Methods 4-8 389-3 Integrated Math Content and Methods for Teachers (4th-8th Grade). (Same as MATH 389) Designed for elementary and middle school teachers, focusing on 4th-8th grade math content and methods. Math content covers the developmental sequence of grade-appropriate mathematical concepts and skills in number systems, operations and algebraic thinking, ratios and proportional relationships, expressions and equations, functions and applications, measurement and

data analysis, statistics and probability, and geometry. Methods of math teaching are integrated with delivery of math content. The course showcases standards-based mathematical practices including problem solving, mathematical modeling, communication and justification, use of tools and technology, informative assessment, meeting the needs of diverse learners, building supportive math environments, lesson planning, and making interdisciplinary connections. Co-requisites: EDUC 302 and EDUC 319. Prerequisites: CI 388, MATH 108, and MATH 282 with grades of C or better.

CI390A - Readings - Curriculum 390A-1 to 3 Readings-Curriculum. In-depth reading in various areas of education as related to the field of curriculum. Special approval needed from the instructor.

CI390C - Readings - Language Arts 390C-1 to 3 Readings-Language Arts. In-depth reading in various areas of education as related to the field of language arts. Special approval needed from the instructor.

CI390D - Readings - Science 390D-1 to 3 Readings-Science. In-depth reading in various areas of education as related to the field of science. Special approval needed from the instructor.

CI390E - Readings - Mathematics 390E-1 to 3 Readings-Mathematics. In-depth reading in various areas of education as related to the field of mathematics. Special approval needed from the instructor.

CI390F - Readings - Reading 390F-1 to 3 Readings-Reading. In-depth reading in various areas of education as related to the field of reading. Special approval needed from the instructor.

CI390G - Readings- Social Studies 390G-1 to 3 Readings-Social Studies. In-depth reading in various areas of education as related to the field of social studies. Special approval needed from the instructor.

CI390H - Readings-Early Childhd Educ 390H-1 to 3 Readings-Early Childhood Education. In-depth reading in various areas of education as related to the field of early childhood education. Special approval needed from the instructor.

CI390I - Readings-Elementary Educ 390I-1 to 3 Readings-Elementary Education. In-depth reading in various areas of education as related to the field of elementary education. Special approval needed from the instructor.

CI390J - Readings-Middle School 390J-1 to 3 Readings-Middle School. In-depth reading in various areas of education as related to the field of middle school. Special approval needed from the instructor.

CI390M - Readings - Instruction 390M-1 to 3 Readings-Instruction. In-depth reading in various areas of education as related to the field of instruction. Special approval needed from the instructor.

CI390O - Readings-Environmental Educ 390O-1 to 3 Readings-Environmental Education. In-depth reading in various areas of education as related to the field of environmental education. Special approval needed from the instructor.

CI390P - Readings-Children's Literature 390P-1 to 3 Readings-Children's Literature. In-depth reading in various areas of education as related to the field of children's literature. Special approval needed from the instructor.

CI390Q - Readings-Family Studies 390Q-1 to 3 Readings-Family Studies. In-depth reading in various areas of education as related to the field of family studies. Special approval needed from the instructor.

CI393A - Indiv Research Educ-Curriculum 393A-1 to 6 Individual Research in Education-Curriculum. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

CI393C - Indiv Res Educ-Language Arts 393C-1 to 6 Individual Research in Education-Language Arts. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

CI393D - Indiv Research in Educ-Science 393D-1 to 6 Individual Research in Education-Science. The selection, investigation, and writing of a research topic under the personal supervision of a member of

the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

CI393E - Indiv Research Ed-Mathematics 393E-1 to 6 Individual Research in Education-Mathematics. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

CI393F - Indiv Research Educ-Reading 393F-1 to 6 Individual Research in Education-Reading. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

CI393G - Indiv Res Educ-Social Studies 393G-1 to 6 Individual Research in Education-Social Studies. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

CI393H - Ind Res Educ-Early Childhood 393H-1 to 6 Individual Research in Education-Early Childhood Education. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

CI393I - Indiv Res Ed - Elementary Ed 393I-1 to 6 Individual Research in Education-Elementary Education. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

CI393J - Indiv Res in Ed-Middle School 393J-1 to 6 Individual Research in Education-The Middle School-Junior High School. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

CI393M - Indiv Res Educ-Instruction 393M-1 to 6 Individual Research in Education-Instruction. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

CI393O - Indiv Res Ed-Environmental Ed 393O-1 to 6 Individual Research in Education-Environmental Education. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

CI393Q - Ind Res Educ-Family Studies 393Q-1 to 6 Individual Research in Education-Family Studies. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

CI395 - Field Observation 395-3 Field Observation. This course focuses on the development of professional skills in work with young children and families and the exploration of career opportunities within Child and Family Services. Students will participate in practical experiences in social service agencies and early childhood programs, completing two 7-week half-day practicum experiences in different community settings. Restricted to the major.

CI401 - Games & Simulations 401-6 (3,3) Designing Digital Games and Simulations. This course focuses on the design and development of simulated environments (such as digital games and virtual worlds) and how they may be used for the delivery of online learning and instruction. The production process will focus on the use of suitable technologies and game development toolkits to create immediately usable prototypes for learning showcases.

CI403 - Child Abuse and Neglect 403-3 Child Abuse and Neglect. Examines the many facets of child abuse and neglect. Emphasis is on the impact of abuse and neglect on children's brain development and

behavior as well as the definitions and statistics of child abuse and neglect. Current research in the field will be explored, as well as the roles and responsibilities of various professionals who work with children and their families.

CI404 - Infant Development 404-3 Infant Development. Current theories and knowledge concerning growth and development of infants with related laboratory field observations. Prerequisite: CI 237 or PSYC 301 or equivalent.

CI405A - Infant & Toddler Development 405A-3 Infant and Toddler Development. This course is designed to be an overview of theoretical and research-based understandings of infant development. Principles of development as well as dynamics of human behavior and relations will be explored. A topical approach is taken to allow the understanding of how broad concepts of development apply to infant development. Application of developmental knowledge involved for working with infants and toddlers. Students are required to have concurrent enrollment in CI 405B. Prerequisites: C or better in EDUC 214, CI 217, CI 318A and CI 318B.

CI405B - Infant & Toddler Practicum 405B-1 Infant and Toddler Practicum. This practicum will prepare students to conceptualize and implement optimal learning environments for infants and toddlers. Participation is one half day per week (fall and spring) or two half days per week (summer). Students are required to have concurrent enrollment in CI 405A. Prerequisites: C or better in EDUC 214, CI 217, CI 318A, and CI 318B.

CI407C - Diagnostic Tch Stry Lang Arts 407C-3 Diagnostic Teaching Strategies for Classroom Teachers-Language Arts. Diagnostic instruments and teaching techniques with an emphasis on understanding and teaching students underachieving. Prerequisite: CI 423 or consent of instructor.

CI407E - Diagnostic Teach Strategy-Math 407E-3 Diagnostic Teaching Strategies for Classroom Teachers-Mathematics. Diagnostic instruments and teaching techniques with an emphasis on understanding and teaching students underachieving. Prerequisite: CI 322 or consent of instructor.

CI407F - Diagnostic Tch Stratgy-Reading 407F-3 Diagnostic Teaching Strategies for Classroom Teachers-Reading. Diagnostic instruments and teaching techniques with an emphasis on understanding and teaching students who are underachieving. Prerequisite: CI 432 and CI 433 with grades of C or better or consent of instructor.

CI408 - Issue Early Intervention 408-3 Current Issues in Early Intervention. This course will examine developmental ecology of early intervention and the dynamic processes by which children and their environments interact. A comprehensive overview of the knowledge base and critical assessment and implementation strategies of early childhood intervention along with intervention models and appropriate practice will be covered. Prerequisites: CI 237, SPED 405 or consent of instructor.

CI409 - Curr & Assess in the Arts 409-1 to 3 Curriculum Planning and Assessment in the Arts. A graduate-level course designed to explore curriculum development for the visual and performing arts (e.g., drama, painting, drawing) and assessment strategies for the elementary and middle school level.

CI410 - Creative Writing-Public School 410-2 Creative Writing in the Public School. Techniques of encouraging creative writings in the schools.

CI411 - Research after College 411-1 Research after College. This course will acquaint students with theoretical concepts and professional resources relating to post-university research. This class will utilize professional and free resources that students will have access to after they graduate. Students will leave this class prepared to conduct research for professional or personal advancement as well as lifelong learning. Critical analysis of materials and resources will be strongly emphasized in the course.

CI412C - Early Chld Educ-Language Arts 412C-3 Improvement of Instruction in Early Childhood Education (Preschool-Grade 3)-Language Arts. Examines recent findings, current practices, and materials used in early childhood education. Prerequisite: specialized methods course for the field of study selected by the student.

CI412D - Early Childhood Educ-Science 412D-3 Improvement of Instruction in Early Childhood Education (Preschool-Grade 3)-Science. Examines recent findings, current practices, and materials used

in early childhood education. Prerequisite: specialized methods course for the field of study selected by the student.

CI412E - Early Childhood Educ - Math 412E-3 Improvement of Instruction in Early Childhood Education (Preschool-Grade 3)-Mathematics. Examines recent findings, current practices, and materials used in early childhood education. Prerequisite: specialized methods course for the field of study selected by the student.

CI412F - Early Childhood Educ-Reading 412F-3 Improvement of Instruction in Early Childhood Education (Preschool-Grade 3)-Reading. Examines recent findings, current practices, and materials used in early childhood education. Prerequisite: specialized methods course for the field of study selected by the student.

CI412G - Early Chld Educ-Social Studies 412G-3 Improvement of Instruction in Early Childhood Education (Preschool-Grade 3)-Social Studies. Examines recent findings, current practices, and materials used in early childhood education. Prerequisite: specialized methods course for the field of study selected by the student.

CI413 - Lang Devlpmnt Young Child 0-8 413-3 Language Development of the Young Child, Birth-8 Years. (Same as CDS 303) The typical language development and communication skills of the young child will be the focus of this course; attention will be given to an integrated, holistic philosophy toward development and learning in young children ages 0-8. Specifically focusing upon social and environmental influences on the development of language and literacy, students will observe, listen, record, and analyze samples of young children's communication. Prerequisite: EDUC 214, PSYC 301 with grades of C or better or graduate standing.

CI415 - Teaching Middle School Math 415-3 Teaching Middle School Mathematics [Grades 4-8]. Examines current approaches to middle school mathematics and the use of meaningful instructional materials, quantitative literacy, and technologies for problem solving. Students will share experiences and design activities for classroom use. Prerequisite: CI 322 and an overall GPA of at least 2.75, or consent of instructor.

CI417 - Admin Early Chldh & Fam Prgrms 417-3 Administration of Early Childhood and Family Programs. This course introduces students to the planning, organizing and daily management of programs serving young children and their families. Topics will include funding/budgeting, staffing, programming, and evaluation. Prerequisite: CI 318.

CI418 - Critical Issues in Teaching 418-1 to 3 Critical Issues in Teaching. This course explores the philosophical, social, and psychological foundations of teaching. Students will critically examine the forces that have influenced education at various historical periods. Students will become familiar with the perspective of critical pedagogy in understanding educational decision-making. Students will explore educational contexts that promote optimal learning and development for all students while considering the complexity and multiplicity of cultural variables and identities (e.g., ethnic, linguistic, racial, gender, physical abilities, socioeconomic, etc.). Students will explore, critically analyze, and express a personal philosophy of education. Prerequisite: EDUC 319 with a C or better.

CI419 - Child Fam Comm Engagement 419-3 Child, Family, and Community Engagement. This course is designed to provide students with the knowledge and skills needed to work successfully with families and caregivers in individual and community settings. The focus will be on strengthening relationships within and between home, school and community settings. Family engagement in early childhood programs and elementary schools will be stressed. Co-requisite: EDUC 319.

CI421 - Family Lit Programs Pol Prac 421-3 Family Literacy Programs, Policies, and Practices. This course offers an in-depth look at family literacy programs, policies, and practices. The course adopts a sociocultural underpinning to explore how family literacy can contribute to the literacy growth of families and re-center parents as their children's first teachers. Topics include family diversity and funds of knowledge, the basic components of family literacy programs, opportunities for literacy learning, professional development and program improvement, and advocacy. Participants will gain an understanding of family literacy in historical, educational, social, and political contexts.

CI422 - Teach Reading in Elem School 422-3 Teaching Reading in the Elementary School. Examination of the reading process with emphasis on the factors and conditions that affect reading. Emphasis also on the formulation of a philosophy of reading and its implications in relation to methods, materials, organizational procedures, and evaluation techniques. Enrollment restricted to consent of department.

CI423 - Tch Elem School Eng Lang Arts 423-3 Teaching Elementary School English Language Arts. This course covers the oral and written communication processes with emphasis on the English language arts in the elementary school. Focus on the fundamentals of academic and social language of all users of English. Effective planning, delivery, and assessment of literacy lessons align with the Illinois Common Core learning standards for writing, speaking and listening, and reading and that accommodate all learners in the elementary classroom, including English Language Learners (ELL) and students with Individualized Education Programs (IEP). Prerequisite: Communication Studies 101 or equivalent, C or better in CI 321 and CI 435, or consent of instructor. Note: Elementary Education majors must take CI 422 concurrently with this class.

CI426 - Teach ELEM Science P-4 426-3 An Introduction to Teaching Elementary School Science (PreK-4th Grade). Content and methods of elementary school science, grades P-4. Emphasis on materials and strategies for effective science education. One or more field trips. Prerequisites: SCI 210A, and SCI 210B. Restricted to students already admitted to the Teacher Education Program.

CI427 - Science for Teachers 4-8 427-3 Science Process and Concepts for Teachers (4th-8th Grade). Specifically designed to develop those cognitive processes and concepts needed by elementary and middle level teachers in the teaching of modern science programs. Prerequisite: CI 426, SCI 210A, and SCI 210B.

CI428 - Inqry Skls:Tchg Jr Sr HS Sci 428-3 Inquiry Skills for Teaching Junior and Senior High School Science. The major focus will be the application of inquiry skills as used in all areas of science instruction at the junior and senior high school levels; students will be expected to demonstrate mastery of basic and integrated science process skills through conducting and reporting results of science investigations.

CI429 - Instr Methods Primary Child 429-3 Instructional Methods for the Primary Child: Social Studies and Science. Emphasis on creating optimum learning environments, planning for instruction, models of teaching, integrated learning and appropriate instructional methods in science and social sciences, grades 1-3. Concurrent enrollment in CI 430 required. Prerequisites: CI 318A,B, CI 324, or consent of instructor.

CI430 - Instr Strat Primary Child Math 430-3 Instructional Strategies for the Primary Child: Mathematics. Emphasis on creating optimum learning environments, integrated learning and appropriate instructional methods in the content area of mathematics, grades 1-3. Concurrent enrollment in CI 429 required. Prerequisite: CI 318A,B, CI 324, with grades of C or better, or consent of instructor.

CI431 - Lit Foundations & Instr Models 431-3 Literacy Foundations and Instructional Models. This course provides teacher candidates with the theoretical knowledge necessary to critically examine various models of literacy instruction. It introduces the reading process, including the relationship between reading, writing, listening, and speaking; the importance of differentiating instruction for all learners; and how to select appropriate literature for use in early childhood, elementary, and middle level classrooms. Co-requisites: EDUC 301 and EDUC 313. Restricted to students already admitted to the Teacher Education Program.

CI432 - Lit Dev & Assess PreK-4 432-3 Literacy Development and Assessment (PreK-4th Grade). This course explores the variables that affect literacy development at the P-4 level. Teacher candidates will learn to employ all four strands of the English/language arts (reading, writing, speaking, and listening) to teach literacy concepts and strategies across the curriculum to accommodate all learners in culturally responsive classrooms. Emphasis will be placed on an understanding of the reading and writing process; the content of literacy instruction; and scientifically based literacy research, methods, and materials used in balanced reading instruction and assessment. Prerequisite: CI 431. Co-requisite: EDUC 302 and EDUC 319.

CI433 - Inst & Assess Adol Lit 433-3 Instruction and Assessment of Adolescent Literacy. This course explores the variables that affect literacy development at the middle level (4th-8th grade). Emphasis will be placed on an understanding of the reading and writing process; the content of literacy instruction;

and scientifically based literacy research, methods, and materials used in balanced literacy instruction and assessment. There is a focus on language and literacy demands within the content areas, needs of culturally and linguistically diverse adolescent learners, and the identification of adolescents who have literacy challenges. Prerequisite: CI 432. Co-requisite: EDUC 303 and EDUC 308.

CI434 - Diag Lit Assess & Intervention 434-3 Diagnostic Literacy Assessment and Intervention. This course surveys the principles and practices of literacy assessment. Teacher candidates examine diagnostic approaches and instructional strategies that teachers employ when working with individuals who struggle with learning to read and write. There is an emphasis on the causes of reading and writing difficulties and the contribution of factors such as cultural differences, linguistic variation, student motivation, various disabilities, and instructional approaches. It focuses on diagnostic techniques and the use of dynamic assessment to inform the design, monitoring, and evaluation of literacy instruction. Prerequisite: CI 432. Co-requisites: EDUC 303 and EDUC 308.

CI435 - Lit & Info Text Child & Adlsts 435-3 Literature and Informational Texts for Children and Early Adolescents. Students will engage with studies of various types of literature and informational texts as well as text exemplars from the common core initiative; analysis of literary qualities; selection of literature for various developmental needs of children in preschool, elementary school, and middle level settings; and research-based presentations of books and other media for use in various school settings. Prerequisite: C or better in English 101 and 102, and overall GPA of 2.75; or consent of instructor. Restriction: Admittance to the Teacher Education Program. Lab fee: \$10.

CI441 - Multicultural Lit Children 441-3 Multicultural Literature for Children. Identification, selection and evaluation of books and audiovisual materials dealing with various cultural groups such as African Americans, Asian Americans, Native Americans, Hispanic Americans and European Americans.

CI445 - Lit & Info Texts Young Adults 445-3 Literature and Informational Texts for Young Adults. This course introduces quality literature and informational texts for young adults (grades 6-12). Students will engage with genres and authors of young adult literature, text exemplars from the common core initiative, cross-curricular rationales and differentiated instructional methodologies for integrating young adult literature with content and other text.

CI462 - Middle & Jr High Sch Programs 462-3 Middle and Junior High School Programs. Focuses on the development of middle and junior high school curriculum and the identification of instructional activities for early adolescents. Emphasis is placed on development of literacy strategies, developmentally appropriate teaching strategies, interdisciplinary unit planning, teaming, and technologies and materials appropriate for teaching early adolescents, ages 10-14. Prerequisite: EDUC 313 or consent of instructor.

CI463 - Soc/Emotn Needs of Giftd Child 463-3 Meeting the Social and Emotional Needs of Gifted Children. Deals with strategies for meeting the social and emotional needs of gifted children in the classroom. In particular, this course focuses on low-incidence gifted students, including underachievers, minorities and females. The course will not only cover particular curriculum and instruction strategies designed for this population and will emphasis strategies for teachers to be more facilitative in assisting these students to accept and realize their potential. Prerequisite: CI 467 or consent of instructor.

CI466 - Docmnt Accomplished Teaching 466-3 Documenting Accomplished Teaching. This course will help teachers understand and gain requisite skills for participation in the National Board for Professional Teaching Standards (NBPTS) certification process. As part of learning to understand and document NBPTS standards, teachers will describe, analyze and reflect on drafts of written commentaries, videotapes of small and large group lessons, and student work.

CI467 - Methods & Materials Educ Giftd 467-3 Methods and Materials in the Education of the Gifted. Content focused on the most appropriate instructional strategies and materials to be utilized with the gifted. Time spent practicing teaching models, designing materials and developing teaching units. Emphasis placed on techniques for individualizing instruction for the gifted and talented students.

CI468 - Science Methods Mid & Sr HS 468-3 Science Methods for Middle and Senior High Schools. A performance-based approach to instructional skills common to teaching natural science at the middle and senior high school levels. Three class hours and one micro teaching laboratory hour per week.

CI469 - Tch Social Science in Sec Schl 469-3 Teaching Social Sciences in the Secondary School [6-12]. Emphasis is placed on the analysis and evaluation of the social sciences with focus on instructional strategies and curricular designs in the teaching of history, geography, political science, economics, and sociology, as well as content reading for the social sciences. Prerequisite: EDUC 313 or consent of instructor.

CI470 - NonFiction Adol-Adult 470-3 Teaching and Learning NonFiction Sources for Adolescent and Adult Learners. This course will help students develop instructional materials and curricular designs using non-fiction resources for classrooms at the secondary level and beyond. Students will also have an opportunity to gather, analyze, corroborate, and synthesize student data for the purposes of planning instruction with an emphasis on informational sources such as written documents, images, and multimedia. Integrating technology for differentiating instruction, assessment, and content reading for the disciplines (with a specific focus on the social sciences) will also be emphasized. Prerequisite: CI 469 with a grade of C or better.

CI473 - Teaching in Middle Level Schls 473-3 Teaching in Middle Level Schools. Acquaints students with issues of teaching young adolescents and the role of teachers in connecting schools with community resources. Information from current area specialists and exemplary practitioners extend appropriate teaching strategies and supplement background knowledge on special topics related to social, emotional and physical development related to the curriculum. Prerequisite: CI 462, EDUC 313, or consent of instructor. Lab fee: \$10.

CI493 - Writing: Research & Publicatn 493-3 Writing for Research and Publication. The course covers the current American Psychological Association (APA) guidelines (required by the Curriculum and Instruction department for all writing, including theses and dissertations) for reporting and writing reports, annotated bibliographies, and reviews of literature. Participants will read, critique, write, and present four short (5-10 pages each) scholarly research results and/or scholarly reviews of literature. The course will emphasize professional vocabulary, format, and writing style. Participants will write final, detailed and thorough literature reviews using APA format and style in their fields of study. This course has been recommended by the CI Graduate Faculty for all CI graduate students, especially those who are early in their programs. Instructor approval required for undergraduates.

CI495 - Internship C & F Services 495-6 Internship in Child and Family Services. Supervised work experiences in settings for children and families and/or public agencies. Prerequisites: CI 217, 227, 318A, 318B, 327, 337, 395, 404, 405A, and 405B with grades of C or better. Special approval needed from the instructor.

CI496 - Field Study Abroad 496-2 to 6 (2 to 4 per semester) Field Study Abroad. Orientation and study before travel, readings, reports, and planned travel. Includes visits to cultural and educational institutions. Maximum credit hours in any term are 4.

CI498B - Workshops-Supervision 498B-1 to 15 (1 to 3 per topic) Workshops in Education-Supervision for Instructional Improvement. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

CI498C - Workshops-Language Arts 498C-1 to 15 (1 to 3 per topic) Workshops in Education-Language Arts. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

CI498D - Workshops - Science 498D-1 to 15 (1 to 3 per topic) Workshops in Education-Science. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

CI498E - Workshops - Mathematics 498E-1 to 15 (1 to 3 per topic) Workshops in Education-Mathematics. Critical evaluation of innovative programs and practices. Acquaints teachers within a

single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

CI498F - Workshops - Reading 498F-1 to 15 (1 to 3 per topic) Workshops in Education-Reading. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

CI498G - Workshops-Social Studies 498G-1 to 15 (1 to 3 per topic) Workshops in Education-Social Studies. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

CI498H - Workshops-Early Childhood Educ 498H-1 to 15 (1 to 3 per topic) Workshops in Education-Early Childhood Education. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

CI498I - Workshops-Elementary Educ 498I-1 to 15 (1 to 3 per topic) Workshops in Education-Elementary Education. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

CI498J - Workshops-Middle School 498J-1 to 15 (1 to 3 per topic) Workshops in Education-The Middle School. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

CI498K - Workshops-Secondary Educ 498K-1 to 15 (1 to 3 per topic) Workshops in Education-Secondary Education. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

CI498M - Workshops-Instruction 498M-1 to 15 (1 to 3 per topic) Workshops in Education-Instruction. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

CI498N - Workshops-Education Technology 498N-1 to 15 (1 to 3 per topic) Workshops in Education-Educational Technology. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

CI498O - Workshops-Environmental Educ 498O-1 to 15 (1 to 3 per topic) Workshops in Education-Environmental Education. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

CI498P - Workshops-Children's Lit 498P-1 to 15 (1 to 3 per topic) Workshops in Education-Children's Literature. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and

psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

CI498Q - Workshops-Family Studies 498Q-1 to 15 (1 to 3 per topic) Workshops in Education-Family Studies. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

CI498S - Workshops-Gifted & Talented Ed 498S-1 to 15 (1 to 3 per topic) Workshops in Education-Gifted and Talented Education. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

CI498T - Workshops-Teacher Education 498T-1 to 15 (1 to 3 per topic) Workshops in Education-Teacher Education. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

Elementary Education Faculty

Bacon, Heidi R., Associate Professor, Language, Reading and Culture, Ph.D., University of Arizona, 2014. Adolescent and adult literacies; Action research; Qualitative research.

Bancroft, Senetta F., Professor, Curriculum and Instruction, Ph.D., The University of Akron, 2014. Secondary Science Education; Chemical Education.

Becker, Jerry P., Professor, Mathematics Education, Ph.D., Stanford University, 1967; 1979. Mathematics teacher education, Curriculum development, Problem solving and international mathematics education.

Brown (Browning), Lisa, Instructor, Curriculum & Instruction, M.Ed., Southern Illinois University, 1993; 1990. Early Childhood Education.

Bu, Lingguo, Associate Professor, Mathematics Education, Ph.D., Florida State University, 2008; 2008. Modeling, design, and curricular development in STEM education.

Byfield, Lavern, Associate Professor, Elementary Education: Language/Literacy Studies, Ph.D., University of Illinois Urbana-Champaign, 2012; 2012. Language Arts instruction, English as a Second Language (ESL) instruction, bilingual education, culturally responsive pedagogy.

Fadde, Peter J., Professor, Instructional Research and Design, Ph.D., Purdue University, 2002; 2003. Online and Blended Learning; Interactive Multimedia; Expert Performance.

Garrett, Ann M., Senior Lecturer (continuing), Education, M.Ed., Southern Illinois University, 1975 (Education). M.S. Eastern Illinois University, 2002 (School Counseling). M.S. Southern Illinois University-Edwardsville, 2008 (Linguistics). 2008 Education; Literacy.

Henson, Harvey Jr., Assistant Professor, Science Education & Geology, Ph.D., Southern Illinois University, 2015; 2016. Science assessment; Teacher professional development; Preservice teacher efficacy; Geohazards education; applied geophysics.

Lin, Cheng-Yao, Professor, Ph.D., University of Illinois, 2003; 2004. Mathematics Education.

Loh, Christian Sebastian, Professor, Instructional Technology, Ph.D., University of Georgia, 2004; 2004. Expert Performance, Serious Games Analytics, Performance Improvement & Assessment.

McIntyre, Christie, Associate Professor, Teacher Education, Ph.D., Georgia State University, 2007; 2001. Teacher Leadership, Early childhood education, and literacy.

Miller, Grant, Associate Professor, Curriculum & Instruction, Ph.D., Boston College, 2007; 2007. History education, media literacy, Universal Design for Learning, place-based education, assessment literacy.

Pultorak, Edward Jr., Professor, Curriculum and Instruction, Ph.D., Indiana State University, 1988; 1988. Curriculum Studies; Teacher Leadership; Curriculum and Instruction; Instructional Supervision.

Shelby-Caffey, Crystal V., Associate Professor, Curriculum & Instruction, Ph.D., Southern Illinois University, 2008; Literacy; Culturally Responsive Pedagogy; New Technologies; Educational Access; Communities of Color.

Stearns, Louise, Senior Lecturer, M.Ed., Elementary Education, Southern Illinois University, 1985; 1989. Teacher Educator, Literacy, Social Sciences

Thompson, Stacy D., Professor, Child Development, Ph.D., Iowa State University, 1998; 2005. Interventions for families and caregivers; Fathers of infants born to adolescent mothers; Sensory integration.

Emeriti Faculty

Bedient, Douglas, Professor, Emeritus, Ph.D., Southern Illinois University Carbondale, 1971.

Bluhm, William J., Lecturer, Emeritus, Ph.D., Southern Illinois University Carbondale, 1978.

Buser, Margaret, Assistant Professor, Emerita, M.S.Ed., Indiana University, 1966.

Copenhaver, Ron W., Associate Professor, Emeritus, Ed.D., Indiana University, 1978.

Coscarelli, William, Professor, Emeritus, Ph.D., Indiana University, 1977.

Dale, Doris C., Professor, Emerita, D.L.S., Columbia University, 1968.

Dixon, Billy G., Associate Professor, Emeritus, Ph.D., Southern Illinois University Carbondale, 1967.

Eichholz, Barbara, Lecturer, Emerita, Ph.D., Southern Illinois University Carbondale, 1986.

Erickson, Lawrence, Professor, Emeritus, Ph.D., University of Wisconsin, 1972.

Gilbert, Sharon, Associate Professor, Emerita, Ph.D., Ohio State University, 1988.

Hungerford, Harold, Professor, Emeritus, Ph.D., Southern Illinois University Carbondale, 1970.

Jackson, James, Associate Professor, Emeritus, Ph.D., University of Wisconsin, 1976.

Johnson, Margaret, Lecturer, Emerita, Ph.D., Southern Illinois University, 1998.

Jones, Dan R., Associate Professor, Emeritus, Ed.D., Indiana University, 1978.

Karmos, Ann, Associate Professor, Emerita, Ph.D., Southern Illinois University Carbondale, 1975.

Killian, Joyce E., Professor, Emerita, Ph.D., Pennsylvania State University, 1980.

Lamb, Morris L., Associate Professor, Emeritus, Ed.D., University of Oklahoma, 1970.

Matthias, Margaret, Professor, Emerita, Ph.D., Southern Illinois University Carbondale, 1972.

McIntyre, D. John, Professor, Emeritus, Ed.D., Syracuse University, 1977.

Nelson, Joann, Assistant Professor, Emerita, Ph.D., University of Illinois, 1980.

Norris, William, Associate Professor, Emeritus, Ed.D., Indiana University, 1973.

Post, Donna M., Associate Professor, Emerita, Ph.D., Pennsylvania State University, 1990.

Shepherd, Terry R., Associate Professor, Emeritus, Ph.D., University of Illinois, 1971.

Shrock, Sharon A., Professor, Emerita, Ph.D., Indiana University, 1979.

Smith, Lynn C., Associate Professor, Emerita, Ph.D., University of Georgia, 1984.

Solliday, Michael, Associate Professor, Emeritus, Ph.D., Southern Illinois University Carbondale, 1975.

Volk, Gertrude L., Professor, Emerita, Ph.D., Southern Illinois University Carbondale, 1983.

Waggoner, Jan, Associate Professor, Emerita, Ed.D., Memphis State University, 1990.

Wise, Kevin C., Professor, Emeritus, Ed.D., University of Georgia, 1983.

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Catalog Year Statement:

Students starting their collegiate training during the period of time covered by this catalog (see bottom of this page) are subject to the curricular requirements as specified herein. The requirements herein will

extend for a seven calendar-year period from the date of entry for baccalaureate programs and three years for associate programs. Should the University change the course requirements contained herein subsequently, students are assured that necessary adjustments will be made so that no additional time is required of them.