



COURSE DESCRIPTIONS

Early Childhood Education

Note: *All courses in Early Childhood Education are writing intensive. In addition, all courses in the professional preparation part of the teacher certification program that require fieldwork are worth five credits to accommodate the additional hours certification candidates must spend in an actual early childhood setting.*

Lower-Level Courses

EDU 110—Introduction to Early Childhood Education

(4 Credits)

An overview of the field of early childhood education, this course covers both the historical roots and current landscape. Included is an introduction to a variety of early childhood programs: child care centers, family child care, parent-child centers, Head Start, hospitals, prekindergarten, preschools, and elementary schools. Emphasis is on elements common to all good programs, governing standards and regulations, historical perspectives, and career options for early childhood professionals.

Offered: On campus and online

EDU 215—Child Health, Safety, and Nutrition

(4 Credits)

An overview of the effects that nutrition, safety, and health care have upon the growth and development of the young child, this course offers an examination of an individual's personal health, including a healthy lifestyle, preventative health, and community health. Emphases consist of health education, health problems common to young children, nutrition, wellness, fitness, safety and emergency procedures, and mental health issues.

Prerequisite for admission to Kendall College's Illinois Type 04 Teacher Certification program

Offered: On campus and online

EDU 221—Theories of Educational Play

(4 Credits)

This course is a study of the functions of play in the growth and education of young children from birth through age 8. The developmental phases and types of play are surveyed and discussed. Emphasis is on ways of supporting and fostering play and using play to better understand young children and assist them in their learning.

Required field hours: 5

Available as an elective, not a major requirement

Offered: On campus only

EDU 222—Child Development

(4 Credits)

This course provides an overview of physical, motor, social, linguistic, emotional, cognitive, and ethical growth of the child from birth through adolescence. In addition, students in this course will focus on current thinking with regard to the conditions that affect children's learning and development such, as risk factors, developmental variations, temperament, rate of maturation, innate abilities, culture, family, and community. (Also listed as PSY 222.)

Prerequisite for admission to Kendall College's Illinois Type 04 Teacher Certification program

Offered: On campus and online

EDU 223—Human Development: Adolescence Through Aging

(4 Credits)

This course examines the major theories of human development from age 12 until death. Included is an analysis of contemporary issues and concepts in human development across the lifespan. (Also listed as PSY 223.)

Available as an elective, not a major requirement

Offered: On campus only

EDU 230—Child, Family, and Community Relationships

(4 Credits)

A survey of the ways in which teachers, caregivers, and parents work together for the benefit of young children, this course offers a study of formal and informal contacts; parent participation in group settings; parent education; advocacy for families; and the relationship of family, culture, and community to programs for young children and children's development and learning. Special attention is given to factors that affect young children, such as divorce, child abuse and neglect, illness and death of family members, and life in today's complex society.

Offered: On campus and online

EDU 240—Observation and Assessment of the Young Child

(5 Credits)

A study of observational techniques and developmentally appropriate assessments for young children, including children at-risk and children with special needs, this course examines both formal and informal instruments for measuring young children's social, emotional, cognitive, communication, motor skills development, and learning. Special attention is paid to the various kinds and purposes of assessment tools and their use in guiding decision-making and instructional planning. The following topics are covered: formative and summative assessments, individual and program evaluation, ethical and legal considerations, unbiased assessment, and cultural variations when observing and assessing young children.

Prerequisite for admission to Kendall College's Illinois Type 04 Teacher Certification program

Required field hours: 5

Offered: On campus and online

EDU 252—Developmentally Appropriate Practices for Infants and Toddlers

(5 Credits)

Offering an in-depth look at infant and toddler growth and development, this course focuses on developmentally appropriate practices that promote children's total well-being, including play, physical growth and development, mental health, emotional stability, brain development, and human relationships. In addition, students evaluate physical and social environments designed to enrich the learning lives of infants and toddlers.

Prerequisite for admission to Kendall College's Illinois Type 04 Teacher Certification program

Required field hours: 10

Offered: On campus and online

EDU 255—Play and Learning for the Preschool Child

(5 Credits)

A study of the theory, curriculum, methods, and materials for developing creative, positive and healthy environments in which preschool children can play and learn. Included are the pedagogical fundamentals of mathematics, science, social studies, music, and the arts for preschool children.

Prerequisite for admission to Kendall College's Illinois Type 04 Teacher Certification program

Required field hours: 10

Offered: On campus and online

EDU 260—Language Acquisition and Development

(5 Credits)

This course focuses on language acquisition, development, and communication skills—typical and atypical—in young children from infancy through third grade. Observations and readings concentrate on the theories of and influences on how humans acquire and develop language and early reading and writing skills. The course gives an overview of the stages of oral and written language development and discusses current thinking with regard to bilingualism. Special attention is given to the impact of culture and environment on language development.

Required field hours: 5

Offered: On campus and online

EDU 275—Literature and Learning for Young Children

(4 Credits)

This course calls attention to the richness and diversity of literature and other media available for children birth through the early grades and emphasizes building a library of materials that support specific learning objectives and literacy development in young children. Also addressed are strategies regarding how to critically assess quality literature and how to incorporate developmentally appropriate books across the early childhood continuum.

Offered: On campus and online

EDU 290—The Exceptional Child

(4 Credits)

In the context that all children are unique and individual, this course pays particular attention to exceptionalities in children from birth through adolescence that include developmental delays, learning disabilities, physical handicaps, social/emotional disorders, and giftedness. Early identification, referral, and inclusion are highlighted in the context of the psychosocial needs of children and their families. One of the course emphases is federal and state legislation that guides the educational requirements for individuals with disabilities.

Prerequisite for admission to Kendall College's Illinois Type 04 Teacher Certification program

Offered: On campus and online

Upper-Level Courses

EDU 302—Children's Literature

(4 Credits)

This course is a survey of the development of literature for children. Students develop critical skills that enable them to recognize quality literature applicable for children. (Also listed as LIT 310.)

Available as an elective, not a major requirement

Offered: On campus only

EDU 305—Quality Programs for Infants, Toddlers, and Their Families

(4 Credits)

This course addresses the elements of quality in programs for infants, toddlers, and their families. The skills, knowledge, and abilities for professional and ethical behavior in programs for very young children and their families will be addressed, including family childcare, center-based care, home visiting programs, and parent-child programs. The course examines the way in which philosophical, cultural, and political trends have impacted research and pedagogy in the field of education for birth to 3.

Required field hours: 5

Prerequisite: EDU 252, or permission of the instructor

Concentration Requirement: Infants and Toddlers

Offered: On campus only

EDU 307—Infant, Family, and Cultural Studies

(4 Credits)

This course provides the student with an overview of the way culture impacts what is “typical” for infants and toddlers. Students focus on the ability to form healthy working relationships with the families of infants and toddlers across a range of cultures. Included is an investigation into the meaning of various child-rearing behaviors and how they relate to parental expectations and cultural traditions to develop culturally appropriate practices.

Required field hours: 5

Prerequisite: EDU 252 or permission of the instructor

Concentration Requirement: Infants and Toddlers

Offered: On campus only

EDU 308—Infant Screening and Assessment

(4 Credits)

This course takes a relationship-based developmental approach to using observation and information about the child to perform assessments of infant/toddler behavior within identified contexts. The development of collaborative relationships with families to share in the information is central to the course. Students gain experience in screening and authentic assessment, including the appropriate use of standardized tests and criterion-referenced tools.

Required field hours: 5

Prerequisite: EDU 252 or permission of the instructor

Concentration Requirement: Infants and Toddlers

Offered: On campus only

EDU 317—Classroom Management for the Early Childhood Teacher

(4 Credits)

This course focuses on establishing positive physical and emotional learning environments from preschool through the early grades and dealing with difficult and disruptive behavior. Intervention plans are developed with consideration given to the family and community where the classrooms are located. Emphasis is given to strategies for managing individuals and groups.

Required for Kendall College’s Illinois Type 04 Teacher Certification program

Offered: On campus and online

EDU 328—Technology in the Classroom

(4 Credits)

Students learn about and demonstrate an understanding of the uses of technology in educational settings, including computer technology as an instructional resource and management tool in P–12 classrooms. Technology as an instrument for professional preparation and advancement is a focus, as is development of a personal philosophy for the use of technology in teaching and learning.

Required for Kendall College’s Illinois Type 04 Teacher Certification program

Offered: On campus and online

EDU 330—History and Philosophy of Early Childhood Education

(4 Credits)

This course examines the historical and philosophical antecedents of educational programs for young children. Its scope extends from the ancient Greeks to the present era. The course provides early childhood educators with a context for understanding and evaluating current practices. Additionally, it serves as a foundation for the development of a reasoned, coherent, personal philosophy of education and as a basis for ethical and professional practice and decision-making. (Also listed as HIS 330.)

Available as an elective, not a major requirement

Offered: On campus and online

EDU 333—Professionalism and the Early Childhood Educator

(4 Credits)

Using national and state academic standards and learning goals, this in-depth course reviews the pedagogical knowledge teachers should demonstrate in order to prepare for a professional career in teaching. Addressing the responsibility teachers have to support the intellectual, social, emotional, ethical, and physical development of young children, the course also examines the changing role of teachers and the changing character of the workplace for early childhood educators. In addition, it emphasizes the novice-to-expert continuum in teaching with attention to establishing one's own professional growth plan.

Required for Kendall College's Illinois Type 04 Teacher Certification program

Offered: On campus and online

EDU 391—Teaching Young Children with Special Needs

(4 Credits)

This course examines developmentally and individually appropriate strategies to foster the social, emotional, cognitive, communication, adaptive, motor development, and learning of young children with special needs (birth through age 6) in the home, school, and community. Topics include compliance with pertinent legislation, team collaboration and practices, individualized education plans, accommodations and modifications for educating children in the least restrictive environment, assistive technology, individual and family-centered programming, and direct educational and behavioral intervention techniques to address a variety of disabilities.

Required field hours: 5

Prerequisites: EDU 222 and EDU 290, or permission of the instructor

Concentration Requirement: Early Childhood Special Education

Offered: On campus and online

EDU 393—Screening and Assessment of Young Children with Special Needs

(4 Credits)

This course provides an overview of the purposes of engaging in assessment and examination of different kinds of measures, such as screening, assessment for eligibility, and ongoing developmental assessment. Specific types of assessment instruments used for early intervention and other early childhood special education purposes are reviewed and implemented, including formal and informal instruments for assessing young children's social, emotional, cognitive, communication, motor skills, family strengths, needs, concerns, priorities, resources, as well as school, home, and community learning environments. Through hands-on practice with a variety of tools, students learn procedures and develop strategies for implementing non-discriminatory assessment, utilizing valid and reliable measures when conducting formative and summative individual and program evaluation.

Required field hours: 5

Prerequisite: EDU 222, EDU 240, and EDU 290, or permission of the instructor

Concentration Requirement: Early Childhood Special Education

Offered: On campus and online

EDU 394—Teaming, Collaborating, and Communicating: Resources for Families of Special Needs Children

(4 Credits)

This course provides an examination of the historical, philosophical, and legal basis for family participation in education and family-centered services. Students develop techniques for promoting positive, supportive relationships with parents of young children with special needs, including strategies for working with socially, culturally, and linguistically diverse families. Family systems theory is reviewed, as well as family stressors, grief, and coping. Emphasis is placed on models for building effective teams, strategies for facilitating consultation and collaboration amongst professionals, paraprofessionals, families, and other agencies, as well as techniques for supporting family strengths, addressing family needs, priorities and concerns, and accessing community resources.

Prerequisite: EDU 222 and EDU 290, or permission of the instructor

Concentration Requirement: Early Childhood Special Education

Offered: On campus and online

EDU 399—Special Topics in Education

(4 Credits)

This course examines topics in education that are not covered in other education courses. To be offered on campus (not online) at the discretion of the dean.

EDU 402—Effective Practice in the Diverse Classroom

(4 Credits)

Focusing on understanding the diverse needs of today's learners, with particular emphasis on English language learners and students with special needs, this course helps early childhood educators determine best pedagogical practices that recognize, respect, and utilize the cultural, gender, linguistic, and ethnic differences of children. Evaluating one's own biases is important in this course, as is learning how to establish classrooms that offer equitable learning opportunities to all children.

Required for Kendall College's Illinois Type 04 Teacher Certification program.

Offered: On campus and online

EDU 403—Early Literacy

(5 Credits)

This course explores the latest research regarding the most effective methods for teaching a prekindergarten and kindergarten early literacy curriculum, including strategies to promote the abilities of children as they apply language and thinking skills to classroom life. Included are methods for developing oral and written language, concepts of print, and listening and speaking skills. Emphasis is on meeting diverse learner needs, as is effective use of materials, including the use of technology for literacy learning.

Required for Kendall College's Illinois Type 04 Teacher Certification program

Required field hours: 5

Offered: On campus and online

EDU 404—Literacy Development

(5 Credits)

This course provides a study of the theory, curriculum, methods, and materials for promoting literacy development in the early grades. Emphasis is on strategies for establishing multiple literacies (reading, writing, speaking, and listening), as well as on phonics, vocabulary, fluency, and comprehension through active, thoughtful reading and metacognitive processing throughout every part of the early childhood curriculum.

Required for Kendall College's Illinois Type 04 Teacher Certification program

Required field hours: 5

Offered: On campus and online

EDU 405—Teaching Mathematics

(5 Credits)

Utilizing the latest research regarding the most effective methods for teaching a developmentally appropriate mathematics curriculum from kindergarten through the early grades, this course explores strategies to develop children's conceptual understanding of mathematics, including the best use of materials. The National Council for Teachers of Mathematics (NCTM) content and process standards are addressed with an emphasis on real-world problem-solving. Also addressed is the integration of mathematics with other areas of study.

Required for Kendall College's Illinois Type 04 Teacher Certification program

Required field hours: 5

Offered: On campus and online

EDU 406—Teaching Science

(5 Credits)

Utilizing the latest research regarding the most effective methods for teaching a developmentally appropriate science curriculum from kindergarten through the early grades, this course explores strategies to promote modes of inquiry and analytical skills in science education, including the best use of materials. Also addressed is the integration of science with other curricular content areas.

Required for Kendall College's Illinois Type 04 Teacher Certification program

Required field hours: 5

Offered: On campus and online

EDU 407—Teaching Social Studies and the Arts

(5 Credits)

Utilizing the latest research regarding the most effective methods for teaching a developmentally appropriate social studies curriculum from kindergarten through the early grades, this course explores strategies to develop understanding of the interrelationships among the social sciences, including historical, geographical, economic, and political concepts. Emphasis is on the integration of the arts and how music, the visual arts, and the performing arts are celebrated differently by diverse cultures.

Required for Kendall College's Illinois Type 04 Teacher Certification program

Required field hours: 5

Offered: On campus and online

EDU 411, 412—Early Childhood Education Internship

(8 Credits Total)

(For students pursuing the B.A. in Early Childhood Education without teacher certification)

The following two courses comprise internship experiences that match each degree candidate's interest area within an early childhood setting with a qualified professional from that setting who agrees to supervise the experiences. The site may be a program such as a preschool, primary school, after-school program, Head Start, or early intervention program, and must be pre-approved by Kendall College. Practical hands-on experience is the goal of these internship experiences. They include observations and assessment of related professional activities. Goals and objectives for each candidate are set prior to the first week of each of the internships with at least five documented internship hours per week required.

Prerequisites: All 100- and 200-level major requirements and junior-standing or higher, or permission of the instructor

EDU 411—ECE Internship I

(4 Credits)

This internship experience requires the student to learn the general principles of applying theory to practice and concentration on early care and education in a supervised relationship.

EDU 412—ECE Internship II

(4 Credits)

This internship experience requires the student to focus greater attention to applying principles of best practices in early care and education.

EDU 451—Clinical Practice: Pre-Primary

(3 Credits)

Clinical practice is a half-day, five-week, supervised “student teaching” experience in a preschool or kindergarten setting. Daily responsibilities include all of those required of a classroom teacher. The actual Clinical Practice (EDU 451) begins the second week of the quarter, but preparatory work begins in EDU 452 the first week of the quarter.

Required for Kendall College’s Illinois Type 04 Teacher Certification program

Prerequisites: Completion of the Clinical Practice Application (submitted two quarters in advance of the expected Clinical Practice quarter) plus the following 15 courses: EDU 215, EDU 222, EDU 240, EDU 252, EDU 255, EDU 290, EDU 317, EDU 328, EDU 333, EDU 402, EDU 403, EDU 404, EDU 405, EDU 406, and EDU 407.

Co-Requisite: EDU 452

Offered in all quarters, including summer, if the placement is in a year-round facility. Early childhood teachers may be supervised in their own work location to complete this requirement.

EDU 452—Clinical Seminar: Pre-Primary

(1 Credit)

A weekly online seminar for those enrolled simultaneously in EDU 451 that provides a venue for discussing issues that are encountered during the clinical practice experience. Emphasis is placed on implementing a required child study completed during EDU 451. This course begins the first week of the quarter and runs for six weeks.

Required for Kendall College’s Illinois Type 04 Teacher Certification program

Co-Requisite: EDU 451

Offered: Online only

EDU 453—Clinical Practice: Primary Grades

(5 Credits)

Clinical practice is a full-day, eight-week, supervised “student teaching” experience in one of the primary grades of an elementary school, usually first, second, or third grade. Daily responsibilities include all of those required of a classroom teacher. The actual Clinical Practice (EDU 453) begins two weeks into the quarter, but preparatory work begins in EDU 454 the first week of the quarter.

Required for Kendall College’s Illinois Type 04 Teacher Certification program

Prerequisites: Completion of the Clinical Practice Application (submitted two quarters in advance of the expected Clinical Practice quarter) plus the following 15 courses: EDU 215, EDU 222, EDU 240, EDU 252, EDU 255, EDU 290, EDU 317, EDU 328, EDU 333, EDU 402, EDU 403, EDU 404, EDU 405, EDU 406, and EDU 407.

Co-Requisite: EDU 454

Offered only in the fall and winter quarters at school sites as near as possible to the certification candidate’s place of residence.

EDU 454—Clinical Seminar: Primary Grades

(3 Credits)

A weekly seminar for those enrolled simultaneously in EDU 453 that provides a venue for discussing issues that are encountered during the clinical practice experience. Utilized in each session are case studies that describe real classroom dilemmas. Topics covered in the seminar include: classroom organization, classroom management, teaching styles, code of ethics, legal implications and actions, school and community culture, parent/teacher communications, conference styles, motivating children to learn, assessment styles, establishing habits of ongoing professional development, and interviewing for a job. Also included is a teacher work sample, or comprehensive teaching unit, that is carried out in EDU 453.

Required for Kendall College’s Illinois Type 04 Teacher Certification program

Co-Requisite: EDU 453

Offered: Online only