



COURSE DESCRIPTIONS

Early Childhood Education

Note: All courses in Early Childhood Education are writing intensive.

COL 110—College Seminar

(4 Credits)

This course is Kendall College's "Introductory Seminar" and is required of all incoming students who do not hold a bachelor's degree. Using readings, class discussion, and self-reflective essays, the course focuses on the building of fundamental academic, professional and life skills. One class period will be dedicated to placement testing. The course culminates with a final portfolio project, which demonstrates that students have established a pathway to collegiate and professional success.

Lower-Level Courses

EDU 110—Introduction to Early Childhood Education

(4 Credits)

Required field experience: 1 hour

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, pre-kindergarten, 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, online, and hybrid

EDU 215—Child Health, Safety, and Nutrition

(4 Credits)

Required field experience: 1 hour

An overview of the effects that nutrition, safety, and healthcare 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.

Offered: On campus, online, and hybrid

EDU 222—Child Development

(4 Credits)

Required field experience: 1 hour

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 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.

Offered: On campus, online, and hybrid

Prerequisite: PSY 111 or permission of the advisor

EDU 225—Educational Psychology

(4 Credits)

Required field experience: 1 hour

This course provides an overview of psychological concepts and theories as they relate to teaching and learning. It examines the role of cognitive, social, and emotional development in learning, as well as how individual learner needs can be identified and addressed. The impact of culture and diversity in school settings is explored, including ways to create culturally inclusive classrooms. Also presented are ways to encourage motivation and engagement in learning and some of the types and purposes of assessment in today's classrooms.

Offered: On campus, online, and hybrid



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, online, and hybrid

EDU 240—Observation and Assessment of the Young Child

(5 Credits)

Required field experience: 5 hours

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, and motor-skills development, as well as their 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.

Offered: On campus, online, and hybrid

Prerequisite: Second term or later

EDU 252—Developmentally Appropriate Practices for Infants and Toddlers

(5 Credits)

Required field experience: 10 hours

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.

Offered: On campus, online, and hybrid

Prerequisite: EDU 222 and second term or later

EDU 255—Play and Learning for the Preschool Child

(5 Credits)

Required field experience: 10 hours

This course is 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.

Offered: On campus, online, and hybrid

Prerequisite: Second term or later

EDU 260—Language Acquisition and Development

(5 Credits)

Required field experience: 2 hours

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.

Offered: On campus, online, and hybrid

Prerequisite: EDU 222 and second term or later



EDU 275—Children’s Literature

(4 Credits)

This survey course focuses on the power and quality of children’s literature from birth through adolescence. Students explore the genres of picture books, poetry and verse, folklore, fantasy and science fiction, contemporary realistic fiction, historical fiction, biographies, and nonfiction, as well as study the transactional view of reading. Coursework pays particular attention to culturally diverse literature across all genres and involves students in becoming expert assessors of quality with regard to children’s literature in general, genre-specific requirements, and the ways diversity is treated in books for all ages and in all genres. Students also learn about authors, illustrators, the multiplicity of awards in the children’s literature field, and the insights and delight reading literature can bring to all age groups.

Offered: On campus, online, and hybrid

Prerequisite: Second term or later

EDU 280—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 on the use of technology in teaching and learning.

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

Offered: On campus, online, and hybrid

Prerequisite: Second term or later

EDU 290—The Exceptional Child

(4 Credits)

Required field experience: 5 hours

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.

Offered: On campus, online, and hybrid

Prerequisite: EDU 222 and EDU 225

Upper-Level Courses

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

(4 Credits)

Required field experience: 5 hours

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 are addressed, including family child care, 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 age 3.

Concentration requirement: Infants and Toddlers

Offered: On campus, online, and hybrid

Prerequisites: All 100- and 200-level EDU courses required for major



EDU 307—Infant, Family, and Cultural Studies

(4 Credits)

Required field experience: 5 hours

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.

Concentration requirement: Infants and Toddlers

Offered: On campus, online, and hybrid

Prerequisites: All 100- and 200-level EDU courses required for major

EDU 308—Infant Screening and Assessment

(4 Credits)

Required field experience: 5 hours

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.

Concentration requirement: Infants and Toddlers

Offered: On campus, online, and hybrid

Prerequisites: All 100- and 200-level EDU courses required for major

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, online, and hybrid

Prerequisites: All 100- and 200-level EDU courses required for major

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.

Available as an elective, not a major requirement

Offered: On campus, online, and hybrid

Prerequisites: All 100- and 200-level EDU courses required for major



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 that teachers must take in supporting 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 Preparation program

Offered: On campus, online, and hybrid

Prerequisites: All 100- and 200-level EDU courses required for major

EDU 391—Teaching Young Children with Special Needs

(4 Credits)

Required field experience: 5 hours

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.

Concentration requirement: Special Education

Offered: On campus, online, and hybrid

Prerequisites: All 100- and 200-level EDU courses required for major

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

(4 Credits)

Required field experience: 5 hours

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.

Concentration requirement: Special Education

Offered: On campus, online, and hybrid

Prerequisites: All 100- and 200-level EDU courses required for major



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

(4 Credits)

Required field experience: 5 hours

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 among professionals, paraprofessionals, families, and other agencies, as well as techniques for supporting family strengths; addressing family needs, priorities, and concerns; and accessing community resources.

Concentration requirement: Special Education

Offered: On campus, online, and hybrid

Prerequisites: All 100- and 200-level EDU courses required for major

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 Preparation program

Offered: On campus, online, and hybrid

Prerequisites: All 100-, 200-, and 300-level EDU courses required for major

EDU 403—Early Literacy

(5 Credits)

Required field experience: 5 hours

This course explores the latest research regarding the most effective methods for teaching a pre-kindergarten 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 an effective use of materials, including the use of technology for literacy learning.

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

Offered: On campus, online, and hybrid

Prerequisites: All 100-, 200-, and 300-level EDU courses required for major



EDU 404—Literacy Development

(5 Credits)

Required field experience: 5 hours

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 Preparation program

Offered: On campus, online, and hybrid

Prerequisites: All 100-, 200-, and 300-level EDU courses required for major; EDU 403

EDU 405—Teaching Mathematics

(5 Credits)

Required field experience: 5 hours

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 of 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 Preparation program

Offered: On campus, online, and hybrid

Prerequisites: All 100-, 200-, and 300-level EDU courses required for major

EDU 406—Teaching Science

(5 Credits)

Required field experience: 5 hours

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 Preparation program

Offered: On campus, online, and hybrid

Prerequisites: All 100-, 200-, and 300-level EDU courses required for major

EDU 407—Teaching Social Studies and the Arts

(5 Credits)

Required field experience: 5 hours

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 Preparation program

Offered: On campus, online, and hybrid

Prerequisites: All 100-, 200-, and 300-level EDU courses required for major



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 preapproved 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 required per week.

Prerequisites: All 100- and 200-level major requirements and junior-standing or higher

EDU 411—ECE Internship I

(4 Credits)

This is the first of two courses that comprise summative internship experiences, each of which matches the degree candidate's interest area within an early childhood setting with a qualified professional who agrees to supervise the experience. Focused, practical hands-on experience is the goal of this internship, which includes observation of and contribution to related professional activities. The internship requires the student to learn the general principles of applying theory to practice and involves student concentration on early care and education in a supervised relationship.

EDU 412—ECE Internship II

(4 Credits)

This is the second of two courses that comprise summative internship experiences, each of which matches the degree candidate's interest area within an early childhood setting with a qualified professional who agrees to supervise the experience. Focused, practical hands-on experience is the goal of this internship, which includes observation of and contribution to related professional activities. In this second internship experience, the student is required to focus greater attention on 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 Preparation program

Offered in all quarters, including summer, if the placement is in a year-round facility

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 280, EDU 290, EDU 317, EDU 333, EDU 402, EDU 403, EDU 404, EDU 405, EDU 406, and EDU 407

Co-Requisite: EDU 452

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. This course begins the first week of the quarter and runs for six weeks.

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

Available format: Online only

Co-Requisite: EDU 451



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 Preparation program

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

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 280, EDU 290, EDU 317, EDU 333, EDU 402, EDU 403, EDU 404, EDU 405, EDU 406, and EDU 407

Co-Requisite: EDU 454

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 Preparation program