

EARLY CHILDHOOD SPECIAL EDU (ECED)

ECED 20100 - Field Experience: Infants and Toddlers (1)

This field experience provides candidates with infant-toddler observation opportunities. In this field experience, candidates will spend a total of 25 hours at an early childhood center serving infants and toddlers (age 0-2). During that time, candidates will complete a variety of experiences and assignments designed to deepen and enrich their knowledge of infant-toddler classroom settings.

Attributes: Experiential Learning Gen Ed

ECED 20200 - Field Experience: Preschool (1)

This field experience provides candidates with preschool observation opportunities. In this field experience, candidates will spend a total of 25 hours at an early childhood center serving preschool children (age 3-5). During that time, candidates will complete a variety of experiences and assignments designed to deepen and enrich their knowledge of preschool classroom settings.

Attributes: Experiential Learning Gen Ed

ECED 20300 - Health, Safety & Nutrition in Early Childhood (3)

Examines comprehensive practical information related to the physical, social, emotional, and cognitive health of young children. Consideration is given to regulations and procedures applicable to food service and health/safety standards in public and private early childhood programs, as well as organization and operation of licensed child care programs. Emphasis will be given to the importance of planning developmentally appropriate environments that implement health and safety practices for all children.

ECED 20301 - Health, Safety & Nutrition in Early Childhood: Spanish (3-4)

Examines comprehensive practical information related to the physical, social, emotional, and cognitive health of young children. Consideration is given to regulations and procedures applicable to food service and health/safety standards in public and private early childhood programs, as well as organization and operation of licensed child care programs. Emphasis will be given to the importance of planning developmentally appropriate environments that implement health and safety practices for all children. This course is taught in Spanish.

ECED 20400 - Math & Science Activities for the Young Child (3)

This course explores the emerging concepts of math and science in relation to the developing child from infancy to age eight. Cognitive theory is explored as well as methods for teaching math and science in an early childhood setting. Students will explore a variety of activities and lesson planning methods as well as assessment tools for evaluating the teaching/learning process. The course will include dissemination of technology use in the classroom and developmentally appropriate practice. Ten hours of observing young children are required.

ECED 20401 - Math and Science Activities for the Young Child : Spanish (3-4)

This course explores the emerging concepts of math and science in relation to the developing child from infancy to age eight. Cognitive theory is explored as well as methods for teaching math and science in an early childhood setting. Students will explore a variety of activities and lesson planning methods as well as assessment tools for evaluating the teaching/learning process. The course will include dissemination of technology use in the classroom and developmentally appropriate practice. Ten hours of observing young children are required. This course is taught in Spanish.

ECED 20500 - Art & Music Activities for the Young Child (3)

This Course provides a developmental perspective on art and music experiences in the early childhood setting. Students will explore a variety of multicultural creative activities and materials as well as techniques for planning and evaluating such processes. The course includes discussion of an integrated approach to the use of art and music experiences throughout the early childhood day. Ten hours of observing young children are required.

ECED 20501 - Art & Music Activities for the Young Child: Spanish (3-4)

This Course provides a developmental perspective on art and music experiences in the early childhood setting. Students will explore a variety of multicultural creative activities and materials as well as techniques for planning and evaluating such processes. The course includes discussion of an integrated approach to the use of art and music experiences throughout the early childhood day. Ten hours of observing young children are required. This course is taught in Spanish.

ECED 20600 - Infants, Toddlers & Caregivers (3)

This course explores overall development of the infant and toddler including physical growth, motor, language, cognitive and socio-emotional development as well as an examination of possible developmental delays. The course is influenced by the concept of relationship-based infant/toddler care particularly in terms of working with families. Multicultural issues and inclusive practices are discussed. Students are introduced to a variety developmentally appropriate planning and assessment techniques and reflective practice. This course provides information on caregiver's role and responsibilities as they work with infant and toddlers in various types of programs.

ECED 20601 - Infants, Toddlers & Caregivers: Spanish (3-4)

This course explores overall development of the infant and toddler including physical growth, motor, language, cognitive and socio-emotional development as well as an examination of possible developmental delays. The course is influenced by the concept of relationship-based infant/toddler care particularly in terms of working with families. Multicultural issues and inclusive practices are discussed. Students are introduced to a variety developmentally appropriate planning and assessment techniques and reflective practice. This course provides information on caregiver's role and responsibilities as they work with infant and toddlers in various types of programs. This course is taught in Spanish.

ECED 20700 - Family Child Care Administration (3)

This course provides students with an overview of high-quality Family Childcare Homes, describing daily routines, and equipment. It will discuss the steps and milestones on the road to quality. This course will focus on four areas: the home environment and daily program; supportive services; administration; and safety. Fifty hours of field experience is required.

ECED 20701 - Family Child Care Administration: Spanish (3-4)

This course provides students with an overview of high-quality Family Childcare Homes, describing daily routines, and equipment. It will discuss the steps and milestones on the road to quality. This course will focus on four areas: the home environment and daily program; supportive services; administration; and safety. Fifty hours of field experience is required. This course is taught in Spanish.

ECED 20800 - Language Acquisition & Art for Young Children (3-4)

Upon completion of this course, students will be able to explain and discuss the developmental process of language acquisition from birth to age eight. Student will be able to explain and discuss contextualize factors that influence the emergence of language including current demographics, age, gender, family dynamics, multilingual environments, and cultural experiences. Students will be able to discuss a variety of planning techniques to create a language rich environment for diverse young children by incorporating language learning and early literacy experiences. Students will be able to discuss observations strategies to inform assessment and curricular choices. Ten hours of observation are required.

ECED 20801 - Language Acquisition & Art for Young Children: Spanish (3-4)

Upon completion of this course, students will be able to explain and discuss the developmental process of language acquisition from birth to age eight. Student will be able to explain and discuss contextualize factors that influence the emergence of language including current demographics, age, gender, family dynamics, multilingual environments, and cultural experiences. Students will be able to discuss a variety of planning techniques to create a language rich environment for diverse young children by incorporating language learning and early literacy experiences. Students will be able to discuss observations strategies to inform assessment and curricular choices. Ten hours of observation are required. This course is taught in Spanish.

ECED 20900 - Observation & Guidance for the Young Child (3)

This course explores various observation techniques and guidance strategies in the early childhood setting. Students identify child behavior as communication and consider behavior in the context of development. Students explore environmental influences on behavior such as family, culture, and community. Guidance techniques are explored and examined by observation of child behavior. Students will reflect on the importance of building a relationship with families to better understand behavioral cues and choose culturally sensitive guidance techniques, which are appropriate to individual children and families in the early childhood setting. Twenty hours of observations in pre-primary settings are required.

ECED 20901 - Observation & Guidance:Spanish (3-4)

This course explores various observation techniques and guidance strategies in the early childhood setting. Students identify child behavior as communication and consider behavior in the context of development. Students explore environmental influences on behavior such as family, culture, and community. Guidance techniques are explored and examined by observation of child behavior. Students will reflect on the importance of building a relationship with families to better understand behavioral cues and choose culturally sensitive guidance techniques, which are appropriate to individual children and families in the early childhood setting. Twenty hours of observations in pre-primary settings are required. This course is taught in Spanish.

ECED 21000 - Introduction to Early Childhood Education (3)

This course focuses on the underlying principles and philosophies of the field of early childhood education. It helps candidates understand the processes and reasoning behind practices in the field, with an emphasis on developmentally and individually appropriate practices and the role of play in early childhood growth and learning. Candidates focus on the historical and philosophical aspects of early childhood education, early intervention, and early childhood special education and explore contemporary models and practices.

ECED 21001 - Introduction to Early Childhood Education: Spanish (3-4)

This course focuses on the underlying principles and philosophies of the field of early childhood education. It helps candidates understand the processes and reasoning behind practices in the field, with an emphasis on developmentally and individually appropriate practices and the role of play in early childhood growth and learning. Candidates focus on the historical and philosophical aspects of early childhood education, early intervention, and early childhood special education and explore contemporary models and practices. This course is taught in Spanish.

ECED 21100 - Planning, Administration and Supervision of Early Childhood Programs (3-4)

In this capstone course students explore principles and practices on thoughtful planning and administration of early childhood programs.

ECED 21200 - Early Childhood Practicum (3-4)

By the end of this course, students will be able to: Create a Daily Schedule for Infants through 2nd Grade students; create a floor plan; create a lesson plan with stimulating educational activities; create small group activities; handle challenging behaviors; create a safe learning environment; build trust with young children and their parents; help children to be able to work in teams; help children to gain independence & confidence; help children to know about and encourage healthy nutrition; how to track and report on each child's development; and how to modify & adapt your teaching for different needs. You will also have learned of several resources whereas you can learn more about early childhood education training.

Prerequisite: ENG 160 or ENGL 11100

ECED 21500 - Child Growth and Development (3)

This is a specialized course that prepares candidates to understand the physical, social, emotional and intellectual growth and development of a child life from prenatal development through pubescence. Special emphasis is given to the growth and development of young children aged birth through eight years. It is designed to serve as a comprehensive introduction to the principles and basic concepts of typical and atypical child growth and development. Emphasis is on helping candidates create an environment for children that will promote optimum development. Experiences such as laboratory observations, job shadowing or laboratory participation may be included if opportunities are available.

ECED 22000 - Child, Family, Culture and Community (3)

Course is designed to assist candidates in developing the necessary skills to work cooperatively with families and communities. This starts with the understanding that all young children are members of a multicultural school, family and community. Candidates gain insight into family perspectives and experiences by examining the social, cultural, economic, legislative and technological impacts on children and families, including families with special needs children. The relationships among home language, culture and academic success are investigated. Support services and service delivery models in the school and community are evaluated with respect to exceptionality, and family health and well-being with a particular emphasis on strategies to promote and ensure effective communication, collaboration and consultation between home, school and community

ECED 30500 - Observation and Assessment in Early Childhood Inclusive Education (3)

Candidates will explore screening approaches, assessment techniques and materials for use with young children of all abilities. Candidates will gain experience in utilizing formal and informal instruments for assessing young children's social, emotional, cognitive, communication, and motor skills; integrating family concerns, priorities, and resources; understanding the role of school, home, and community learning environments; and employing methods for conducting formative and summative individual and program evaluation. Use of appropriate technology will be integrated. Candidates will complete 25 hours of field experience in an early intervention and/or licensed infant-toddler classroom setting.

ECED 30600 - Instructional Methods in Early Childhood Inclusive Education (3)

Candidates will gain experience in developing curricular adaptations and instructional strategies that are interdisciplinary, multicultural, inclusive, family-centered, and developmentally appropriate and address the needs of young children across a range of characteristics and abilities, including emergent bi- and multilingual children and children with developmental delays and disabilities. Candidates will apply teaming models, skills and processes, including appropriate uses of assistive technology. Specific attention is given to effective co-teaching practice including effective communication, collaboration, co-planning and conflict resolution skills. Fostering positive interactions between students with and without disabilities is addressed. Candidates complete 50 hours of field experience in a blended/inclusive Pre-Kindergarten classroom.
Attributes: Experiential Learning Gen Ed

ECED 31500 - Child Growth and Development (3)

This is a specialized course that prepares candidates to understand the physical, social, emotional and intellectual growth and development of a child life from prenatal development through pubescence. Special emphasis is given to the growth and development of young children aged birth through eight years. It is designed to serve as a comprehensive introduction to the principles and basic concepts of typical and atypical child growth and development. Emphasis is on helping candidates create an environment for children that will promote optimum development. Experiences such as laboratory observations, job shadowing or laboratory participation may be included if opportunities are available

ECED 32000 - Child, Family, Culture and Community (3)

Course is designed to assist candidates in developing the necessary skills to work cooperatively with families and communities. This starts with the understanding that all young children are members of a multicultural school, family and community. Candidates gain insight into family perspectives and experiences by examining the social, cultural, economic, legislative and technological impacts on children and families, including families with special needs children. The relationships among home language, culture and academic success are investigated. Support services and service delivery models in the school and community are evaluated with respect to exceptionality, and family health and well-being with a particular emphasis on strategies to promote and ensure effective communication, collaboration and consultation between home, school and community
Prerequisite: ECED 21000 (may be taken concurrently)

ECED 32400 - Foundations of Teaching Reading and Language Arts for P-3 (3)

Candidates focus on the developmentally appropriate instructional methods and materials for promoting and teaching reading and literacy in diverse and inclusive early childhood settings. Recent research, philosophical and theoretical views and issues related to emergent literacy, and quality children literature are explored. Activities and strategies will be explored regarding early literacy and classroom intervention. Candidates examine procedures for planning, organizing and interpreting various methodologies and environments for all young children in the pre-primary and primary early childhood classrooms. Additionally, the selection and implementation of curricular modifications for exceptional children are covered using the Response to Intervention model.

Prerequisite: ECED 21000 (may be taken concurrently)

ECED 32500 - Curriculum, Organization and Methods of Creative Arts and Literacy in Early Childhood (3)

Candidates are introduced to developmentally appropriate instructional methods and materials for teaching the creative and expressive arts in diverse and inclusive early childhood settings. Areas such as music, movement, storytelling, creative writing, poetry and art are considered. Candidates examine procedures for planning, organizing and interpreting various methodologies and environments for all young children in the pre-primary and primary early childhood classrooms. Experiences in selection and implementation of curricular modifications for exceptional children are also developed.

ECED 32600 - Integrated Methods of Literacy, Social Studies and the Arts (3)

Candidates are introduced to contextualized instructional methods and materials for creative and expressive arts, music, literacy, and social studies in diverse and inclusive early childhood settings. Students will examine the multiple ways in which children represent their thinking and how to use these representations to refine teaching practices. Students will be acquainted with a wide variety of materials and literature for young children. Candidates will explore home literacies as tools for teaching multiculturally and in expanding views of literacy learning. Candidates will have experiences in selection and implementation of curricular modifications for emergent bi- and multilingual children and children with developmental delays and disabilities.

ECED 33000 - Assessment of Diverse Learners (3)

The history and issues of early childhood assessment are studied. Experiences in observation and recording of behavior of young children are applied. Candidates will critique screening approaches, assessment techniques and materials for use with atypical and typical young children from birth through third grade. The relationships between naturalistic and authentic assessment, first language development and curriculum and instruction in early childhood education will be emphasized. In this course, candidates address specific assessment techniques for use with all young children from birth through third grade, including young children with disabilities and English language learners. The course emphasizes the importance of home language, formal and informal assessment strategies, diagnosis and placement, curricula and instructional approaches and modifications appropriate for working with young children and their families. Candidates examine specific formal diagnostic instruments and interpret data from case studies, as well as explore considerations unique to the assessment of young children.

ECED 33500 - Beginning Linguistics and Development of Speech and Language in Early Childhood (3)

The dimensions of language acquisition especially as it relates to first and second language acquisition in children from birth through age eight are introduced. Phonetics, phonology, morphology, syntax, semantics, and communicative competence and their implications for teaching all children are considered. An examination and analysis of typical and atypical language patterns and their relationship to cognitive and social development will be included. As a result of demonstrations and observations, candidates familiarize themselves with speech and language screening and diagnostic processes for young children. They also explore a variety of direct and indirect language stimulation techniques and learn how to create an environment that supports language acquisition for all young children. Educational issues related to linguistically diverse children and families will be researched.

ECED 33600 - Professional Learning Community 1 (1)

Professional learning community courses facilitate the co-construction of candidate knowledge, skills, and dispositions as pre-service early childhood professionals. Candidates collaboratively work to make meaning of courses and field experiences in the current sequence within the plan of study. Using the NAEYC Code of Ethics and ISBE Culturally Responsive Teaching and Leading Standards, students will explore systems of oppression through the lens of critical pedagogy. PLC I will focus on orientation to the early childhood field, the early childhood program at Lewis. Candidates will develop an understanding of responsive infant/toddler practice as well as their role in planning and implementing curriculum and caregiving techniques.

ECED 33700 - Professional Learning Community II (1)

Professional learning community courses facilitate the co-construction of candidate knowledge, skills, and dispositions as pre-service early childhood professionals. Candidates collaboratively work to make meaning of courses and field experiences in the current sequence within the plan of study. Using the NAEYC Code of Ethics and ISBE Culturally Responsive Teaching and Leading Standards, students will explore ways in which advocacy can better empower diverse students and communities. PLC II will focus on materials and environments in pre-primary settings that center learning around children's experiences and positioning them as co-creators, with emphasis on supporting historically marginalized children.

ECED 35600 - Foundations of Teaching Math, Science and Social Studies for P-3 (3)

Candidates focus on the developmentally appropriate instructional methods and materials for teaching mathematics, science and social studies to all children in early childhood settings. Candidates examine procedures for planning, organizing and interpreting various methodologies and environments in the pre-primary and primary early childhood classrooms. Additionally, the selection and implementation for curricular modifications for exceptional children are developed
Prerequisite: ECED 31000 (may be taken concurrently)

ECED 36000 - History and Philosophy of Early Childhood Education (3)

Candidates focus on the historical and philosophical aspects of early childhood and special education as related to contemporary society. Candidates study key individuals, movements and curricula, and apply a multicultural and inclusive approach to the study of both formal and informal education of all young children. Candidates apply theory to practice through field experience included for observation and comparison of various philosophies of education. Advocacy and ethical issues will be analyzed using historical and current information from a variety of sources including the Internet. A personal philosophy of early childhood education will be written

ECED 36200 - The Reggio Emilia Approach to Early Childhood Education (3)

This course provides an introduction to the historical and philosophical perspective of the municipal schools of Reggio Emilia, Italy. This course is in conjunction with the Professor/Student Study Tour in Reggio Emilia, Italy. The course will focus on the elements of the approach including the following: organizing learning; professional development; the role of the adults, the environment; small groups; materials and symbolic representation. The goal of the course is to prepare future teachers to recognize important concepts and to become effective in facilitating children's emerging understandings and skills in various domains of thinking as these understandings emerge in daily classroom life. The course methods and materials will support learning across a range of characteristics and abilities, including emergent bi- and multilingual children and children with developmental delays and disabilities.

ECED 40100 - Field Experience 3: Preprimary ESL Methods Pre-K and K (1)

Candidates complete 75 hours of field experience practice in a Pre-Kindergarten or Kindergarten approved setting serving linguistically diverse students. Guidelines for the field experience are found in the College of Education Field Experiences Handbook. Candidates meet on campus with their University supervisor to discuss their work in the schools. The mentor teacher and University supervisor conduct performance assessments of the pre-service teacher during this experience.

Prerequisite: ECED 33600 (may be taken concurrently)

ECED 40200 - Field Experience IV: Primary Methods - Grades 1-3 (1)

Candidates complete 50 hours of field experience practice in primary grades regular education and special education settings in grades 1-3. Guidelines for the field experience are found in the College of Education Field Experiences Handbook. Candidates meet on campus with their University supervisor to discuss their work in the schools. The mentor teacher and University supervisor conduct performance assessments of the pre-service teacher during this experience.

Prerequisite: ECED 40100

ECED 40600 - Early Primary Inclusive Methods with ESL (1)

Candidates will explore methods for fostering the social, emotional, cognitive, communication, adaptive, and motor development and learning of children of all abilities and home languages. Candidates will gain experience in developing curricular adaptations and instructional strategies that address the needs of primary students that are interdisciplinary, multicultural, inclusive, family-centered, and developmentally appropriate. Candidates complete 75 hours of field experience in a Kindergarten, 1st or 2nd grade classroom serving emergent bilingual or multilingual children.

Prerequisite: ECED 30600

Attributes: Experiential Learning Gen Ed

ECED 43800 - Professional Learning Community III (1)

Professional learning community courses facilitate the co-construction of candidate knowledge, skills, and dispositions as pre-service early childhood professionals. Candidates collaboratively work to make meaning of courses and field experiences in the current sequence within the plan of study. PLC III will focus on the role of the teacher as a professional in leading learning at the primary level, centering learning around children's experiences and positioning them as co-creators, with emphasis on supporting historically marginalized children.

ECED 44000 - Collaboration and Adaptations for Special Needs in General Education Settings (3)

Candidates examine the importance and process of collaboration with family, classroom teachers, para-educators and other school and community personnel in integrating individuals with disabilities into various social and learning environments. Candidates study the process of examining the learning environment and classroom demands combined with the learning characteristics of the student for the purpose of selection of appropriate strategies and materials. Candidates investigate techniques for modifying instructional methods, curricular materials and the environment, modification of state and local assessments, as well as use of behavior management plans. Specific attention is given to effective co-teaching practice including effective communication, collaboration, co-planning and conflict resolution skills. Fostering positive interactions between students with and without disabilities is addressed. Candidates practice collaboration through involvement in collaborative exercises and projects within this course.

ECED 44500 - Scientific Inquiry and Technology in Early Childhood Education (3)

Candidates will examine a network of "big ideas" in the disciplines of science and technology in early childhood settings, birth through 2nd grade in diverse and inclusive early childhood settings. This course provides a constructivist framework for understanding the concepts, habits of mind, and skills central to inquiry-based learning. The goal of the course is to prepare teachers to recognize important concepts and to become effective in facilitating children's emerging understandings and skills in various domains of thinking, as these understandings emerge in daily classroom life. Candidates will learn practical, effective ways to integrate various technology resources throughout their work with young children and families, applying various technology tools and instructional strategies, including assistive technology to support learning across a range of characteristics and abilities, including emergent bi- and multilingual children and children with developmental delays and disabilities.

ECED 45000 - Extended Field Experience: Early Childhood (1)

This course is intended for those candidates who need extended field experiences with the ongoing supervision by University personnel. Length of field experiences will be determined by the Department and is subject to Department Chair approval. Completion of this experience does not guarantee eligibility for student teaching.

ECED 45700 - Math Methods in Early Childhood Education (3)

Candidates focus on the developmentally appropriate instructional methods and materials for teaching mathematics to all children in early childhood settings, birth through 2nd grade. Candidates examine procedures for planning, organizing and interpreting various methodologies and environments in the pre-primary and primary early childhood classrooms. These include curricular modifications to support learning across a range of characteristics and abilities, including emergent bi- and multilingual children and children with developmental delays and disabilities.

ECED 48100 - Clinical Practice and Seminar: Early Childhood (9)

The purpose of this clinical practice experience is to assist the candidates in applying their theoretical and methodological knowledge and skills to the diverse and inclusive early childhood classroom. During clinical practice, candidates engage in a guided, 16 week full-time experience in early childhood classrooms or other settings, under the cooperation and supervision of mentor teachers and a University supervisor. Clinical practice consists of the candidate observing the students, the environment and the mentor teacher, as well as being responsible for the developmentally appropriate instruction of students individually, in small groups and as a whole class. Attendance at Clinical Practice Seminar is required. For those seeking Illinois licensure, evidence of successful completion of the appropriate State of Illinois content area test must be received in the College of Education. Clinical practice may be repeated only once for credit with the consent of the College of Education and the Teacher Education committees. For fall student teaching, all tests must be completed by May 1 of the prior semester. For spring student teaching, all tests must be completed by September 1 of the prior semester. See course schedule book for associated fees.

Attributes: Experiential Learning Gen Ed