

EARLY CHILDHOOD EDUCATION (BS)

The Bachelor of Science program in Early Childhood Education prepares students to teach children birth through second grade in a variety of urban and suburban education settings, including public and private elementary schools and child care centers.

Students learn educational theories and effective teaching practices, participate in field experiences that require observation and participation in teaching activities at multiple schools, and student teaching. Early Childhood students complete six weeks in a preschool classroom and six weeks in a primary classroom to fulfill their student teaching requirement leading to Illinois licensure. Students should meet early and regularly with their advisors to design and monitor their program of study.

Students entering the program must be able and willing to devote themselves to a minimum of 225 hours of daytime field experiences in schools and childcare centers (125 hours in early childhood and 100 hours in early childhood-age bilingual/ESL education settings). These field-based clinical hours are completed in conjunction with curriculum and strategy courses that require students to participate in teaching activities with children ranging in age from birth through eight years. In addition, the student must successfully complete one 10-week quarter of full-time student teaching as part of their culminating early childhood education experience. Students who are working full-time in childcare centers and schools may be able to complete their student teaching and some of their clinical hours in their employment sites. Contact the Early Childhood Education Program Director to determine options and eligibility.

The program incorporates a required concentration in bilingual education and English as a Second Language (ESL). Upon completion of the program, students are eligible to apply for Endorsements in bilingual education or ESL to be added to their early childhood teaching license. Bilingual Endorsements require a test of proficiency in the non-English language.

The required curriculum prepares students in special education and students are eligible for an Approval in ECE Special Education on their teaching license. This qualifies the individual to teach young children with special needs in a preschool setting (ages 3-6). Additional courses are available to prepare individuals to teach special education for the full range of the license (birth-2, primary grades).

Please make sure you consult the Liberal Studies Requirements, Major Requirements, and College Core Requirements for full degree requirements.

Licensure

Program Requirements	Quarter Hours
Liberal Studies Requirements	62
Major Requirements	126
Open Elective	4
Total hours required	192

Learning Outcomes

Students will be able to:

- Apply their knowledge of child development to create healthy, respectful, supportive, and challenging learning environments for each child.
- Establish respectful, reciprocal relationships that involve, support, and empower families as well as the communities in which they live. Create these relationships based on their knowledge and understanding of each family's characteristics, the community's dynamics, and the identified needs of the children.
- Use multiple forms and approaches of effective assessment in planning and documenting all children's ongoing growth and development for a variety of stakeholders.
- Choose from a wide repertoire of developmentally appropriate and productive strategies to address the multiple learning needs of children and the families who support them.
- Design, implement, and critically analyze meaningful curriculum through use of academic disciplinary knowledge, to enhance learning outcomes for all children.
- Conduct themselves as knowledgeable professionals focused upon providing and advocating for quality care and education in a variety of settings across the early childhood age span (i.e., birth through age 8 years).

College Core Requirements Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

The following dispositions apply to Early Childhood Education, Elementary Education, Exercise Science, Middle Grades, Physical Education, Secondary Education, and World Language Education majors only:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining

how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively

- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

The following dispositions apply to Special Education majors only:

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately
- Upholds confidentiality

Skill Building Courses

Before taking any math or English courses, students must take the DePaul placement tests to determine if skill level is at the college level. If placement indicates skill level in these courses, the courses become part of degree requirements. Consult with your advisor regarding placement test results and any required classes.

Modern Language Competence Requirement

Students pursuing a Bachelor of Arts degree in the College of Education will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing two years of a language sequence in high school
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: The Modern Language Competence Requirement is not required for students in the Early Childhood Education: SCPS Joint Program (BAECE) program. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact the Office of the University Registrar.

Students who complete an Inter-College Transfer (ICT) to the College of Education will abide by the COE Modern Language Requirement in place on the effective date of the ICT.

B.A. students who meet College requirements and wish to pursue further work in the language may elect the Language for Liberal Studies Option (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-program-guidelines/language-for-liberal-studies-option/>) of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the Language for Liberal Studies Option is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements

- Completion of all Liberal Studies, Introductory, Advanced and concentration/content area courses
- Overall cumulative GPA of 2.50 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test(s)

Clinical Requirements

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Undergraduate students must be approved for student teaching and complete student teaching and capstone to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are student teaching.

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for degree conferral, log on to Campus Connection. Select STUDENT CENTER, then MY ACADEMICS. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors announced at the ceremony for undergraduates are based on winter quarter GPAs because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website at: <http://education.depaul.edu/>.

Licensure

Requirements for licensure include completion of full bachelor's degree program, all licensure tests (including OPI for world language majors), and awarding of bachelor's degree. A bachelor's degree is required to qualify for licensure and must be awarded before applying for the license.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE. All coursework and requirements pertaining to licensure requirements must be completed before DePaul University can recommend an individual for the license.

Individuals seeking additional endorsements after applying for the licensure must contact ISBE directly for an evaluation request.

All coursework and requirements must be completed before DePaul University can recommend an individual for the license.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Met by successful completion of required field experience hours.		
Senior Year		
Capstone		
ECE 387	CAPSTONE SEMINAR IN EARLY CHILDHOOD EDUCATION ³	2

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. Students who complete MAT 120 and both a Computational Reasoning course

and a Statistical Reasoning course in the Math and Computing Learning Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the Scientific Inquiry Learning Domain. The MAT 120 requirement may be waived by passing a dedicated proficiency exam or it may be fulfilled by credit for advanced math coursework earned in-residence at DePaul (MAT 135, MAT 136, MAT 147, MAT 148, MAT 149, MAT 150, MAT 151, MAT 152 M equivalent) or earned externally either as transfer credit from another college/university or as test credit through AP, CLEP, IB, or International A and A/S Level exams. Calculus course(s) may be used to fulfill any of the three QR/MCD requirements.

³ This must be taken along with student teaching. Students must earn a C or better in this course.

Learning Domains

Arts and Literature (AL) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/arts-and-literature/>)

- 2 Courses Required

Historical Inquiry (HI) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/historical-inquiry/>)

- 2 Courses Required

(Note: One must be in US History.)

Math and Computing (MC) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/math-and-computing/>)

- 1 Course Required

[1 CR Course or 1 SR Course]

Philosophical Inquiry (PI) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/philosophical-inquiry/>)

- 2 Courses Required:

- LSE 380

- 1 Additional Course

(Note: PHL 100 recommended)

Religious Dimensions (RD) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/religious-dimensions/>)

- 1 Course Required

Scientific Inquiry (SI) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/scientific-inquiry/>)

- Not Required

Social, Cultural, and Behavioral Inquiry (SCBI) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/social-cultural-and-behavioral-inquiry/>)

- 3 Courses Required :

- PSC 120

- 2 Additional Courses

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit.

This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Introductory Courses: 30 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
ECE 290	CHILD GROWTH AND DEVELOPMENT	4
ECE 280	INTERNSHIP WITH INFANTS AND TODDLERS ¹	2
ECE 286	ART, MUSIC, AND MOVEMENT FOR THE YOUNG CHILD	4
ECE 302	CHILD AND FAMILY IN THE URBAN COMMUNITY	4
ECE 303	INTRODUCTION TO EARLY CHILDHOOD EDUCATION	4
ECE 298	CHILD HEALTH SAFETY AND NUTRITION	4
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
EE 347	CHILDREN'S LITERATURE	4

¹ Must be taken with ECE 290.

ISBE Science Requirement: 12 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Biological Science: Choose a Scientific Inquiry course in Biology		4
Physical Science: Choose a Scientific Inquiry course in Chemistry or Physics		4
Earth/Space Science: Choose a Scientific Inquiry course in Environmental Science or Geography		4

Science requirement fulfills the mandate by the Illinois State Board of Education that all individuals pursuing a license in Early Childhood Education have coursework in 3 science areas that cover biological science, physical science, and earth/space science. These courses simultaneously meet DePaul requirements for Liberal Studies.

Choose One of the Following Concentrations

ESL Concentration Courses: 28 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
BBE 326	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4
BBE 325	BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL	4
BBE 360	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
BBE 370	LANGUAGE, LITERACIES AND CULTURES	4
ECE 314	METHODS AND MATERIALS FOR DUAL LANGUAGE AND MULTILINGUAL LEARNERS	4
BBE 310	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	4
ECE 377	ASSESSMENT OF DUAL LANGUAGE AND MULTILINGUAL LEARNERS	4

Bilingual Concentration Courses: 28 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
BBE 316	SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION	4
BBE 325	BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL	4
BBE 360	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
BBE 370	LANGUAGE, LITERACIES AND CULTURES	4
ECE 314	METHODS AND MATERIALS FOR DUAL LANGUAGE AND MULTILINGUAL LEARNERS	4
BBE 310	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	4
ECE 377	ASSESSMENT OF DUAL LANGUAGE AND MULTILINGUAL LEARNERS	4

*Individuals seeking both bilingual and ESL endorsements on the Professional Educator License (PEL) must complete one additional course to qualify for both endorsements and must take both:

Course	Title	Quarter Hours
BBE 316	SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION	4
BBE 326	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4

To be eligible for the bilingual endorsement, individuals also complete the Illinois State Board of Education (ISBE) Target Language Proficiency (TLP) test in the non-English language.

Advanced Courses: 40 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCU 336	ADOLESCENT AND ADULT GROWTH AND DEVELOPMENT	4
ECE 306	FUNCTIONAL BEHAVIOR ASSESSMENT: INTERVENTION AND SUPPORT IN EARLY CHILDHOOD	4
ECE 307	LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD (BIRTH TO 8)	4
ECE 309	YOUNG EXCEPTIONAL CHILD: METHODS AND CHARACTERISTICS	4
ECE 310	PREPRIMARY PROGRAMS: CURRICULUM AND STRATEGIES ¹	4
ECE 381	INTERNSHIP IN PRESCHOOL SETTING ²	2
ECE 311	CURRICULUM AND INSTRUCTION IN PRIMARY GRADES ³	4
ECE 382	INTERNSHIP IN PRIMARY SETTING ⁴	2
ECE 331	BEGINNING MATH AND SCIENCE INSTRUCTION	4
ECE 375	ASSESSMENT IN EARLY CHILDHOOD INCLUSIVE SETTINGS	4
EE 324	READING/LANGUAGE ARTS IN THE EARLY YEARS	4

¹ Must be taken with ECE 381.² ECE 310 is co-requisite.³ Must be taken with ECE 382.⁴ ECE 311 is co-requisite.**Open Electives: 4 quarter hours required**

Open elective credit also is required to meet the minimum graduation requirement of 192 hours. The following cannot be used to fulfill an open elective: WRD 98 (<https://catalog.depaul.edu/search/?P=WRD%2098>), MAT 94 (<https://catalog.depaul.edu/search/?P=MAT%2094>), and MAT 95 (<https://catalog.depaul.edu/search/?P=MAT%2095>)

Student Teaching: 12 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures indicated in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. All students also take ECE 387, Capstone Seminar with student teaching (listed in the Liberal Studies section) during the Autumn, Winter or Spring quarters. Early Childhood students complete 6 weeks in a preschool classroom and 6 weeks in a primary classroom.

Course	Title	Quarter Hours
ECE 385	EARLY CHILDHOOD STUDENT TEACHING	12
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Learning Behavior Specialist Special Education Endorsement Courses

Individuals seeking an endorsement in Special Education (called LBS1-Learning Behavior Specialist) can add the credential to the Professional Educator License (PEL) by taking additional courses. Courses are:

Course	Title	Quarter Hours
ECE 332	EARLY LITERACY AND ASSESSMENT FOR YOUNG CHILDREN WITH DISABILITIES	4
ECE 333	EARLY CHILDHOOD EDUCATION FOR LOW INCIDENCE DISABILITIES	4
ECE 334	SPECIAL EDUCATION CURRICULUM AND STRATEGIES FOR YOUNG CHILDREN	4
ECE 380	EARLY CHILDHOOD SPECIAL EDUCATION PRACTICUM	4

Requirements are listed in the Endorsements section of the Course Catalog and are in addition to degree requirements.

Special Education Approval Courses

All students in ECE program will take 5 courses that are required for the degree. These courses will make ECE students who are seeking a PEL eligible to receive a letter of approval in early childhood special education. An approval in early childhood special education makes graduating ECE license holders eligible to work in preschool special education settings. Five special education courses are:

Course	Title	Quarter Hours
ECE 302	CHILD AND FAMILY IN THE URBAN COMMUNITY	4
ECE 306	FUNCTIONAL BEHAVIOR ASSESSMENT: INTERVENTION AND SUPPORT IN EARLY CHILDHOOD	4
ECE 307	LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD (BIRTH TO 8)	4
ECE 309	YOUNG EXCEPTIONAL CHILD: METHODS AND CHARACTERISTICS	4
ECE 375	ASSESSMENT IN EARLY CHILDHOOD INCLUSIVE SETTINGS	4

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Early Childhood majors must complete the following tests:

- Early Childhood Content Area Test (test #206) – assesses knowledge of the content of what is taught at the early childhood level including language and literacy development, learning across the curriculum, diversity, collaboration, and professionalism in the early childhood program. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Non-Licensure Option

Individuals that do not desire a license or are not eligible for a license can seek to earn the degree without meeting licensure requirements. In seeking this option, individuals understand that the following stipulations apply:

Course	Title	Quarter Hours
ECE 390	DEVELOPMENTAL THERAPY STRATEGIES FOR INFANTS AND TODDLERS IN EARLY INTERVENTION	4
ECE 391	ASSESSMENT OF INFANT AND TODDLERS	4
ECE 392	WORKING WITH FAMILIES OF INFANTS AND TODDLERS: PARTNERSHIP AND COLLABORATION IN EARLY INTERVENTION	4
ECE 393	INTERNSHIP EXPERIENCES WITH INFANTS, TODDLERS AND TWOS WITH SPECIAL NEEDS (optional)	2

Optional Infant Toddler Courses

Two infant toddler courses are available for special population or as elective for early childhood education students who seek additional specialty in infant/toddler education.

Course	Title	Quarter Hours
ECE 395	DESIGNING CURRICULUM FOR INFANTS AND TODDLERS	4
ECE 398	SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION (credit hours may vary for special population)	4