

CHICAGO DEPARTMENT OF
**CHILDREN &
YOUTH SERVICES**

**BACHELOR OF ARTS DEGREE IN
EARLY CHILDHOOD EDUCATION**

**CYS HEAD START SCHOLARS
Cohort IV
2008**

Program Information and Application Forms

All application materials must be returned to this address **ONLY**
by 5:00 p.m., May 7, 2008, 2006.

Marsha Hawley
Kendall College
900 N. North Branch St.
Chicago, IL 60622



KENDALL COLLEGE
FROM DREAM TO REALITY



Dear CYS Head Start Scholar Applicant:

Thank you for your interest in the bachelor's degree in Early Childhood Education from Kendall College.

Since 1934, Kendall College has changed the lives of thousands of students with our personal, passionate, and professional approach to higher education. Our convenient bachelor's completion program is designed specifically for today's working adult.

At your request, please find enclosed an information packet describing the Early Childhood Education Program. When applying, please be sure to include the following items as your application will not be processed until we are in receipt of all items:

1. Completed Kendall Application
2. Completed CYS Head Start Scholar Application
3. Completed Financial Aid Application (FAFSA)
4. Applicant Commitment Letter
5. CYS Director Commitment Letter
6. Photocopies of transcripts from all previously attended post-secondary institutions (students applying as a freshman must submit all high school transcripts); all ORIGINALS must be sent to the Office of the Registrar, Kendall College, 900 N. North Branch St., Chicago, IL, 60622.
7. TOEFL scores (if applicable)
8. Two letters of recommendation
9. Personal Statement: A 1½- to 2-page typed essay about why you want to be a Head Start Scholar. It will demonstrate your ability to organize thoughts and express yourself. The essay should be in a 10–12 point font, double-spaced. Please include your name and sign the essay. The essay will be read and reviewed as part of the decision to award the CYS Scholarship.
10. Return all of these items by **May 7, 2007** (except OFFICIAL TRANSCRIPTS) to:
Marsha Hawley
Kendall College
900 N. North Branch St.
Chicago, IL 60622
Tel: 1-312-752-2432
Fax: 1-312-752-2433

If you have questions, please call Marsha Hawley at 1-312-752-2432.

Thank you for your service to Chicago's youth.

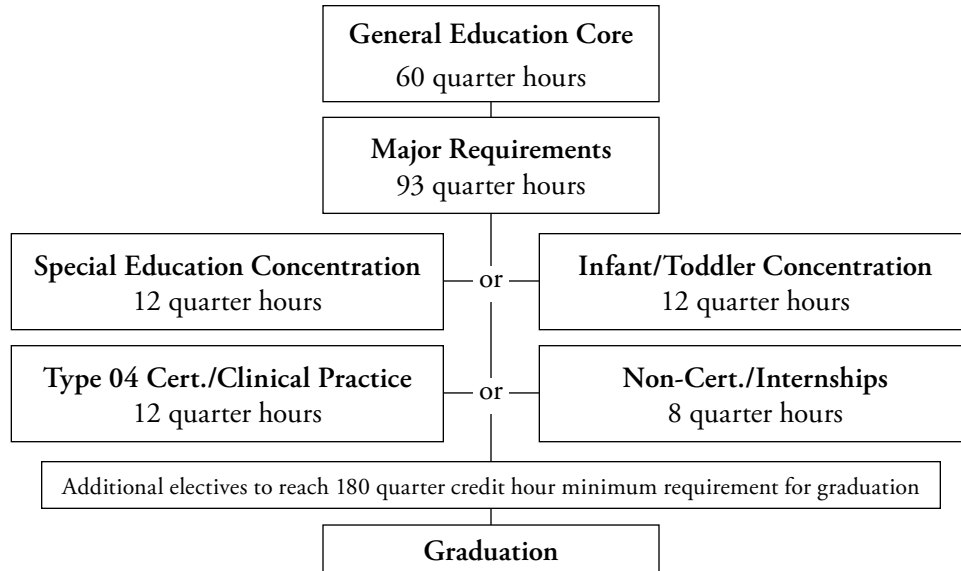
Sincerely,

Paul T. Busceni
Dean
School of Education

Janet R. Williamson
Assistant Director, Children Services Division
City of Chicago



BACHELOR'S DEGREE Early Childhood Education



B.A., Early Childhood Education leading to Illinois Type 04 Teacher Certification

- Completion of at least 180 quarter hours with a minimum cumulative GPA of 2.5 or above
- Completion of at least 48 of the required 180 quarter hours with Kendall College
- Bachelor of Arts General Studies Core—60 quarter hours
- Early Childhood Education Major Requirements—93 quarter hours
- Concentration in either Special Education or Infants and Toddlers—12 quarter hours
- Completion of Clinical Practice—12 quarter hours
- Additional coursework to complete the balance of 180 quarter hours
- Illinois Certification Testing requirements (www.icts.nesinc.com)
- Illinois Basic Skills Test
- Early Childhood Education Content Test
- Assessment of Professional Teaching

B.A., Early Childhood Education non-certification track

- Completion of at least 180 quarter hours with a minimum cumulative GPA of 2.0 or above
- Completion of at least 48 of the required 180 quarter hours with Kendall College
- Bachelor of Arts General Studies Core—60 quarter hours
- Early Childhood Education Major Requirements—93 quarter hours
- Concentration in either Special Education or Infants and Toddlers—12 quarter hours
- Completion of Internships—8 quarter hours
- Additional coursework to complete the balance of 180 quarter hours

Please note that the minimum GPA for admission into the Kendall ECE program is 2.0, and the minimum GPA for acceptance into the Teacher Certification program is 2.5. Students with a GPA below 2.5 who wish to obtain their certification can work toward this standard prior to applying for acceptance into the Teacher Certification program.

General Education Core—60 Quarter Hours

Communications—16 Quarter Hours

- Composition I (4) _____
- Composition II (4) _____
- Composition III (4) _____
- Speech Elective (4) _____

Mathematics—8 Quarter Hours

(The minimum math requirement is college algebra.)

- Elective (4) _____
- Elective (4) _____

Science—8 Quarter Hours

(Science includes: life sciences and physical sciences)

- Life Science (4) _____
- Elective (4) _____

Humanities—16 Quarter Hours

(Humanities include: philosophy, religion, literature, fine arts, foreign language, and history)

- Ethics Elective (4) _____
- Elective (4) _____
- Elective (4) _____
- Elective (300–499) (4) _____

Social Sciences—12 Quarter Hours

(Social sciences include: political science, anthropology, economics, psychology, and sociology)

- U.S. Government (4) _____
- Multicultural Soc. (4) _____
- Geography (4) _____

Major Requirements—93 Quarter Hours

- EDU 110 Introduction to Early Childhood Education (4) _____
- PSY 111 Introduction to Psychology (4) _____
- EDU 215 Child Health, Safety, and Nutrition (4) _____
- EDU 222 Child Development (4) _____
- EDU 225 Educational Psychology (4) _____
- EDU 230 Child, Family, and Community Relations (4) _____
- EDU 240 Observation and Assessment of the Young Child (5) _____
- EDU 252 Developmentally Appropriate Practices: Infants, Toddlers (5) _____
- EDU 255 Play and Learning for the Preschool Child (5) _____
- EDU 260 Language Acquisition and Development (5) _____
- EDU 275 Children's Literature (4) _____
- EDU 280 Technology in the Classroom (4) _____
- EDU 290 The Exceptional Child (4) _____
- EDU 317 Classroom Management for the Early Childhood Teacher (4) _____
- EDU 333 Professionalism and the Early Childhood Educator (4)* _____
- EDU 402 Effective Practice in the Diverse Classroom (4)* _____
- EDU 403 Early Literacy (5)* _____
- EDU 404 Literacy Development (5)* _____
- EDU 405 Teaching Mathematics (5)* _____
- EDU 406 Teaching Science (5) _____
- EDU 407 Teaching Social Studies and the Arts (5) _____

*Courses cannot be transferred and must be taken at Kendall College.

Concentration Requirements—12 Quarter Hours

Special Education

- | | | | |
|----------------------------------|--|-------|-------|
| <input type="checkbox"/> EDU 391 | Teaching Young Children with Special Needs (4) | _____ | _____ |
| <input type="checkbox"/> EDU 393 | Screening and Assessment of Young Children
with Special Needs (4) | _____ | _____ |
| <input type="checkbox"/> EDU 394 | Teaming, Collaborating, and Communicating:
Resources for Families of Special Needs Children (4) | _____ | _____ |

Infant/Toddler

- | | | | |
|----------------------------------|--|-------|-------|
| <input type="checkbox"/> EDU 305 | Quality Programs for Infants, Toddlers, and Their Families (4) | _____ | _____ |
| <input type="checkbox"/> EDU 307 | Infant, Family, and Cultural Studies (4) | _____ | _____ |
| <input type="checkbox"/> EDU 308 | Infant Screening and Assessment (4) | _____ | _____ |

Additional Degree Requirements

B.A., Early Childhood Education leading to Illinois Type 04 Certification

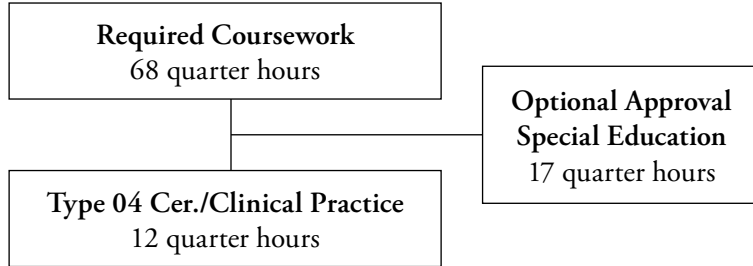
- | | | | |
|----------------------------------|-------------------------------------|-------|-------|
| <input type="checkbox"/> EDU 451 | Clinical Practice: Pre-Primary (3)* | _____ | _____ |
| <input type="checkbox"/> EDU 452 | Clinical Seminar: Pre-Primary (1)* | _____ | _____ |
| <input type="checkbox"/> EDU 453 | Clinical Practice: Primary (5)* | _____ | _____ |
| <input type="checkbox"/> EDU 454 | Clinical Seminar: Primary (3)* | _____ | _____ |

B.A., Early Childhood Education non-certification track

- | | | | |
|----------------------------------|-------------------|-------|-------|
| <input type="checkbox"/> EDU 411 | Internship I (4) | _____ | _____ |
| <input type="checkbox"/> EDU 412 | Internship II (4) | _____ | _____ |



TYPE 04 TEACHER CERTIFICATION PREPARATION—POST-BACCALAUREATE School of Education



Illinois Type 04 Teacher Certification Preparation

- Completion of 68 quarter hours with a minimum cumulative GPA of 2.5 or above.
- Concentration in either Special Education or Infants and Toddlers—17 quarter hours
- Completion of Clinical Practice—12 quarter hours
- Illinois Certification Testing requirements (www.icts.nesinc.com)
 - Illinois Basic Skills Test
 - Early Childhood Education Content Test
 - Assessment of Professional Teaching

Required Coursework

<input type="checkbox"/> EDU 215	Child Health, Safety, and Nutrition (4)	_____	_____
<input type="checkbox"/> EDU 222	Child Development (4)	_____	_____
<input type="checkbox"/> EDU 240	Observation and Assessment of the Young Child (5)	_____	_____
<input type="checkbox"/> EDU 252	Developmentally Appropriate Practices: Infants, Toddlers (5)	_____	_____
<input type="checkbox"/> EDU 255	Play and Learning for the Preschool Child (5)	_____	_____
<input type="checkbox"/> EDU 290	The Exceptional Child (4)	_____	_____
<input type="checkbox"/> EDU 317	Classroom Management for the Early Childhood Teacher (4)	_____	_____
<input type="checkbox"/> EDU 328	Technology in the Classroom (4)	_____	_____
<input type="checkbox"/> EDU 333	Professionalism and the Early Childhood Educator (4)*	_____	_____
<input type="checkbox"/> EDU 402	Effective Practice in the Diverse Classroom (4)*	_____	_____
<input type="checkbox"/> EDU 403	Early Literacy (5)*	_____	_____
<input type="checkbox"/> EDU 404	Literacy Development (5)*	_____	_____
<input type="checkbox"/> EDU 405	Teaching Mathematics (5)*	_____	_____
<input type="checkbox"/> EDU 406	Teaching Science (5)	_____	_____
<input type="checkbox"/> EDU 407	Teaching Social Studies and the Arts (5)	_____	_____
<input type="checkbox"/> EDU 451	Clinical Practice: Pre-Primary (3)*	_____	_____
<input type="checkbox"/> EDU 452	Clinical Seminar: Pre-Primary (1)*	_____	_____
<input type="checkbox"/> EDU 453	Clinical Practice: Primary (5)*	_____	_____
<input type="checkbox"/> EDU 454	Clinical Seminar: Primary (3)*	_____	_____

*Courses cannot be transferred and must be taken at Kendall College.

Early Childhood Education Optional Approval*—17 Quarter Hours

Special Education

- | | | | | |
|--------------------------|---------|--|-------|-------|
| <input type="checkbox"/> | EDU 260 | Language Aquisition and Development (5) | _____ | _____ |
| <input type="checkbox"/> | EDU 391 | Teaching Young Children with Special Needs (4) | _____ | _____ |
| <input type="checkbox"/> | EDU 393 | Screening and Assessment of Young Children
with Special Needs (4) | _____ | _____ |
| <input type="checkbox"/> | EDU 394 | Teaming, Collaborating, and Communicating:
Resources for Families of Special Needs Children (4) | _____ | _____ |

*This approval allows these individuals to teach early childhood special education non-categorical for children up to the age of 6.



PROGRAM OUTLINE

Traditional 4-Year Student—Sample Course Sequence

The Early Childhood Education programs start four times each year. There may be slight variations in your course sequence determined by your start date and your chosen concentration. This sample demonstrates a likely course sequence for a freshman accepted into the Type 04 Teacher Certification program with a concentration in Special Education.

2007	Fall	Winter	Spring
	ENG 111	ENG 112	ENG 113
	PSY 111	MTH above 116	MTH above 116
	Government Elective EDU 110	Life Science Elective Humanities Elective	Ethics Elective EDU 215
2008	Fall	Winter	Spring
	SPE 111	Geography	Humanities Elective
	EDU 222	EDU 252	PSY 335
	EDU 230	EDU 255	EDU 260
EDU 240	SOC 255	EDU 275	
2009	Fall	Winter	Spring
	Science Elective	Humanities Elective*	EDU 333
	EDU 290	EDU 391	EDU 393
	EDU 317	EDU 402	EDU 404
EDU 328	EDU 403	EDU 405	
2010	Fall	Winter	Spring
	General Elective	General Elective	EDU 453
	EDU 406	EDU 451 E	DU 454
	EDU 407	EDU 452	
EDU 394			

*Junior- or Senior-level course (300–499)



COURSE DESCRIPTIONS

Early Childhood Education

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

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, 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)

Required field experience: 1 hour

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.

Offered: On campus and online

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 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.)

Offered: On campus and online

Prerequisite: PSY111 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. (Also listed as PSY 225.)

Offered: On campus and online

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)

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, and learning. Special attention is paid to the various kinds and purposes of assessment tools and their use in guiding decisionmaking 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 and online

Prerequisite: EDU 222 or permission of the advisor

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 and online

Prerequisite: EDU 222 or permission of the advisor

EDU 255—Play and Learning for the Preschool Child

(5 Credits)

Required field experience: 10 hours

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 and online

Prerequisite: EDU 222 or permission of the advisor

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 and online

Prerequisite: EDU 222 or permission of the advisor

EDU 275—Children’s Literature

(4 Credits)

This survey course focuses on the power and quality of children’s literature, 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 aspects particular to 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. (also listed as LIT 210)

Offered: On campus and online

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 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 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 and online

Prerequisite: EDU 222 or permission of the advisor

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 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 age 3.

Concentration requirement: Infants and Toddlers

Offered: On campus and online

Prerequisites: All 100- and 200-level EDU courses required for major or permission of the advisor

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 and online

Prerequisites: All 100- and 200-level EDU courses required for major or permission of the advisor

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 and online

Prerequisites: All 100- and 200-level EDU courses required for major or permission of the advisor

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

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. (Also listed as HIS 330.)

Available as an elective, not a major requirement

Offered: On campus and online

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 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

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: Early Childhood Special Education

Offered: On campus and online

Prerequisites: All 100- and 200-level EDU courses required for major or permission of the advisor

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: Early Childhood Special Education

Offered: On campus and online

Prerequisites: All 100- and 200-level EDU courses required for major or permission of the advisor

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 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.

Concentration requirement: Early Childhood Special Education

Offered: On campus and online

Prerequisites: All 100- and 200-level EDU courses required for major or permission of the advisor

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

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 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

Offered: On campus and online

Prerequisites: All 100-, 200-, and 300-level EDU courses required for major or permission of the advisor

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 program

Offered: On campus and online

Prerequisites: All 100-, 200-, and 300-level EDU courses required for major; EDU 403 or permission of the advisor

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 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

Offered: On campus and online

Prerequisites: All 100-, 200-, and 300-level EDU courses required for major or permission of the advisor

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 program

Offered: On campus and online

Prerequisites: All 100-, 200-, and 300-level EDU courses required for major or permission of the advisor

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 program

Offered: On campus and online

Prerequisites: All 100-, 200-, and 300-level EDU courses required for major or permission of the advisor

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 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 program

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.

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

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 program

Offered: 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 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 290, EDU 317, EDU 328, 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



EQUIPMENT AND TECHNOLOGY RECOMMENDATIONS

Bachelor of Arts in Early Childhood Education

Kendall College has established the following minimum computer equipment standards:

Computer	<i>PC Environment</i>	<i>Macintosh Environment</i>
Operating System	Microsoft Windows 2000/NT/ME/XP or higher	Mac OS 9.1 or higher with Open Transport version 1.1.2 or higher
Processor	Pentium 2 GHz or faster	PowerPC Macintosh, G3 or higher recommended
RAM	256MB	64MB
Hard Disk	2GB of free space	2GB of free space
Monitor	16 bit color display	16 bit color display
Audio	Sound card and speakers (internal or external)	Sound card and speakers (internal or external)

Printer Inkjet, bubble jet, or laser printer

Internet Connection 56KB or higher

Internet Service Provider (ISP) Your Internet connection should be with a major national Internet Service Provider (ISP) and must be able to maintain a connect speed of 28.8KB and a sustained throughput of 18KB. Several companies independently rate ISPs to help you choose the best service. We recommend that you use a guide like this in selecting the best possible service, as a poor connection can detract from your experience with our site.

Browser Microsoft Internet Explorer (IE) 5.5 and higher, Netscape 7 is also supported. (*Note: The AOL browser is not supported. AOL can be used as the ISP, but you will then need to launch Microsoft IE.*)

Media Player For PC: Windows Media Player 6.4 or higher

For Macintosh: Windows Media Player 6.3 and QuickTime 3.0.2 or later

Software Microsoft Office Suite (includes Microsoft Word, Excel and PowerPoint). You will need to buy this software if you don't have it. Please note that although some PC vendors bundle Microsoft Works, Works is not the same package as Office.

Virus Protection Any commercially available program (such as Norton Antivirus, McAfee) configured to update virus definitions automatically at least once a week.

CD-R and DVD Player Many courses include video delivered on DVDs with your course materials. You must be able to view these with a DVD player in your home entertainment system or on your computer (if it has DVD software).



CYS HEAD START SCHOLAR APPLICATION

Application deadline: May 7, 2008

Please print in ink

NAME OF STUDENT		AGENCY NAME	
PROGRAM/SITE DIRECTOR		ADDRESS	ZIPCODE
SITE ADDRESS	ZIPCODE	PHONE	

To be considered for the CYS Head Start Scholars Program, applicants must submit all documents and meet all of the following requirements:

1. Possess three years of progressive experience in a Head Start program
2. Be currently employed as a Head Start teacher within the CYS network of delegate agencies and partners
3. Possess an Associate of Arts (A.A.) or an Associate of Applied Sciences (A.A.S.) Degree in Early Childhood Education
4. Official transcripts (minimum overall required GPA of 2.0 from all schools attended)
5. Commitment to work at a CYS delegate/partner for a minimum of two years after graduation
6. Completed essay: "Why I want to be a CYS Head Start Scholar" (500–700 words)
7. Two letters of recommendation (One from Program/Site Director)
8. Completed financial aid application (FAFSA)
9. Completed application process by May 7, 2008

Signatures/Dates

APPLICANT SIGNATURE	DATE
PROGRAM/SITE DIRECTOR SIGNATURE	DATE

Please return all information to CYS no later than May 7, 2008 at:

Marsha Hawley
Kendall College
900 N. North Branch St.
Chicago, IL 60622



APPLICATION FOR ENROLLMENT

Early Childhood Education

Program of Study

Which track are you interested in? Bachelor's program with Illinois Type 04 Teacher Certification
 Bachelor's program without certification

Have you previously applied for admission to Kendall College? Yes No

Legal Name and Contact Information

LAST NAME OR FAMILY NAME			FIRST NAME		MIDDLE NAME		
PREFER TO BE CALLED (NICKNAME)			FORMER (OR MAIDEN) NAME(S)				
PERMANENT HOME ADDRESS			APT. #	CITY	STATE	ZIP	COUNTRY
HOME TELEPHONE			WORK TELEPHONE		CELLULAR TELEPHONE		
FAX NUMBER (INDICATE HOME OR WORK)			E-MAIL ADDRESS				

Personal Information

Male Female

Marital Status: Single Married

Race/Ethnic Group (optional/select one or more): American Indian/Alaskan Native Asian/Pacific Islander Black (*Non-Hispanic*)
 Hispanic/Latino Non-Resident Alien White (*Non-Hispanic*) Unknown

BIRTH DATE (MM/DD/YYYY)		SOCIAL SECURITY NUMBER	
Are you a U.S. citizen? <input type="checkbox"/> Yes <input type="checkbox"/> No		If not a U.S. citizen, are you a permanent U.S. resident? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Is English your native language? <input type="checkbox"/> Yes <input type="checkbox"/> No		Have you taken the TOEFL test? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If not a U.S. citizen, in which country do you hold citizenship? (If dual, include both.) _____			
Visa type: <input type="checkbox"/> F-1 <input type="checkbox"/> J-1 <input type="checkbox"/> Other			
Have you ever been convicted of a felony or have you engaged in behavior that resulted in injury to person(s) or personal property? <input type="checkbox"/> Yes <input type="checkbox"/> No			

If yes, see the following criminal activity disclosure statement:

Criminal Activity Disclosure: Kendall College is committed to maintaining a safe environment for all members of the college community. As part of this commitment, Kendall requires applicants who have been convicted of a felony or who have engaged in behavior that resulted in injury to person(s) or personal property to disclose information as a mandatory step in the application process. Previous conduct or record of a previous conviction does not automatically bar admission to the college but does require review. Complete information must be sent via certified mail at the time of application for admission to the Kendall College Office of Admissions at 900 N. North Branch Street, Chicago, IL 60622. Information to be submitted includes: a brief explanation, location (city, state, country) of conviction or previous conduct, dates, and court disposition. This statement must also include a grant of permission to Kendall College for complete access to any criminal records. For further information about this requirement, call 1-800-569-8179.

Emergency Contact Information

NAME/RELATIONSHIP TO YOU		NAME/RELATIONSHIP TO YOU	
STREET ADDRESS		STREET ADDRESS	
CITY, STATE, ZIP		CITY, STATE, ZIP	
HOME TELEPHONE		HOME TELEPHONE	
WORK TELEPHONE		WORK TELEPHONE	

Educational Information

HIGH SCHOOL/SECONDARY SCHOOL	LOCATION (CITY, STATE, COUNTRY)	YEAR GRADUATED
------------------------------	---------------------------------	----------------

List all colleges/universities at which you have taken courses for credit. Please have an official transcript sent from each institution to Early Childhood Education, Kendall College, 900 N. North Branch Street, Chicago, IL, 60622. Photocopies of each should be faxed to the application processing department, toll-free, at 1-877-627-8348.

NAME/LOCATION OF INSTITUTION PROGRAM OF STUDY	DEGREE TYPE EARNED	DATES ATTENDED
---	--------------------	----------------

	<input type="checkbox"/> None	
	<input type="checkbox"/> None	
	<input type="checkbox"/> None	

If you are currently enrolled in a school, please briefly describe your program of study. _____

What are your career or professional plans? _____

Briefly describe any professional, scholastic, civic or religious distinctions or honors you have won relevant to your personal development.

Please list activities in which you have participated (professional, civic, religious, family-related) relevant to your personal development.

Work

MOST RECENT PLACE OF ECE EMPLOYMENT	POSITION HELD	DATES EMPLOYED
-------------------------------------	---------------	----------------

BRIEF DESCRIPTION OF YOUR DUTIES

SECOND MOST RECENT PLACE OF ECE EMPLOYMENT	POSITION HELD	DATES EMPLOYED
--	---------------	----------------

BRIEF DESCRIPTION OF YOUR DUTIES

THIRD MOST RECENT PLACE OF ECE EMPLOYMENT	POSITION HELD	DATES EMPLOYED
---	---------------	----------------

BRIEF DESCRIPTION OF YOUR DUTIES

I certify that all information in my application, including my personal statement, is my own work, factually true, and honestly presented. I further understand that falsification or failure to supply the correct information may lead to the disqualification of my application for admission and/or registration.

Signature _____ Date _____



SCHOLAR COMMITMENT LETTER

CYS Head Start Scholar Commitment Agreement

NAME _____ AGENCY NAME _____

SITE ADDRESS _____ ZIPCODE _____ PHONE _____

By signing this document, I _____ (*print name*), agree to continually demonstrate commitment through consistent attendance of classes and progression through the program. I also agree to work in one of the Department of Children and Youth Services' network of delegate agencies and partners for a period of no less than two years after completing the CYS Head Start Scholar Program.

APPLICANT SIGNATURE _____ DATE _____



PROGRAM DIRECTOR COMMITMENT LETTER

Program/Site Director Commitment

NAME

AGENCY NAME

SITE ADDRESS

ZIPCODE

PHONE

By signing this document, I _____ (*print name*), Program/Site Director of _____

(*Agency name*) agree to support the applicant _____
(*Applicant's name*) in their endeavor to complete the CYS Head Start Scholars Program. I will also allow the applicant
appropriate release time needed for him/her to complete the program.

APPLICANT SIGNATURE

DATE

REQUEST FOR OFFICIAL TRANSCRIPT

(This form should be submitted to the school from which you are requesting transcripts.
Please do not send to Kendall College.)

NAME OF STUDENT (PLEASE PRINT) MAIDEN/OTHER _____

NAME OF COLLEGE/UNIVERSITY ATTENDED CITY/STATE/COUNTRY _____

DATES OF ATTENDANCE (MONTH – YEAR) TO (MONTH – YEAR) DEGREE(S) AWARDED _____

Social Security Number _____

Date of Birth _____

Number of Official Copies Requested _____

Send one copy to: **Office of the Registrar—ECE
Kendall College
900 N. North Branch Street
Chicago, IL 60622**

Send one copy to:

STUDENT NAME (PLEASE PRINT) _____

STREET ADDRESS _____

CITY STATE ZIP _____

Enclosed is \$_____ in payment of transcript fee.

STUDENT'S SIGNATURE _____

DATE _____

All application materials must be returned to this address
ONLY by 5:00 p.m., May 7, 2008.

Marsha Hawley
Kendall College
900 N. North Branch St.
Chicago, IL 60622



KENDALL COLLEGE
FROM DREAM TO REALITY

900 N. North Branch Street
Chicago, IL 60622
1-800-569-8179