EARLY CHILDHOOD EDUCATION
STUDENT HANDBOOK
2020
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OVERVIEW OF EARLY CHILDHOOD EDUCATION AT CLC

The College of Lake County’s certificate and degree programs in Early Childhood Education offer students opportunities to develop the skills, knowledge, and dispositions to work in a variety of care and education programs serving children from infancy through the primary grades. We provide students with a theoretical foundation of child growth and development and best practices in early childhood education, while offering field experiences that enable students to develop and demonstrate a functional understanding of programming and curriculum appropriate to the young child in the context of his or her family, the community, and our society.

Our certificate and associate degree programs prepare students for direct career paths working as assistants, lead teachers, and directors in care and education programs serving young children and their families, including full and part-day preschool centers, family child care homes, Head Start centers, Preschool for All classrooms, community recreation programs, and as paraprofessionals in public schools.

MISSION

The mission of the Early Childhood Department at the College of Lake County is to prepare early childhood students for vitally important careers educating and caring for young children and their families in the 21st century. Our certificate and degree programs focus on:

- The comprehensive development of knowledge and understanding of researched-based child development theory and its inherent connection to successful growth and learning.
- An emphasis on the holistic and unique development of each child physically, socially, emotionally, and cognitively.
- The ability to implement developmentally appropriate practices in diverse early childhood classrooms.
- Encouraging the professional dispositions of teachers who are skilled collaborators, reflective thinkers, effective decision makers, role-models, and life-long learners.

LEARNING OUTCOMES

1. Graduates will articulate child development theory and relate child development theory to practice.
2. Graduates will create and sustain classroom environments consistent with the principles of fairness, equity, ethics, and respect for diversity to support the development and learning of individual children, their families within the unique context of each family and our society.
3. Graduates will plan, implement, and evaluate a diverse and inclusive developmentally appropriate curriculum that fosters development of the whole child and is based on knowledge of individual children, the community, and curriculum standards.
4. Students transferring to a four-year college or university to pursue a related bachelor’s level degree will be fully prepared and possess the necessary foundation knowledge, skills, and dispositions to articulate as seamlessly as possible to the school of their choice.
ESSENTIAL DISPOSITIONS, SKILLS, AND ABILITIES FOR EARLY CHILDHOOD TEACHING

Physical Skills and Abilities
✓ Motor ability to move quickly from a sitting position to a standing position; manage periods of walking, standing, sitting, bending, kneeling, or crawling; lift/move young children easily; reach an endangered or injured child swiftly.
✓ Visual ability to observe children and consistently scan the physical environment.
✓ Auditory ability to hear activity, interactions, and environmental sounds.

Cognitive Skills
✓ Cognitive skills to continuously apply developmental theory and curriculum to daily classroom interactions, activities, planning, and assessment.
✓ Ability to apply organizational and time management skills to execute multiple tasks throughout the day.
✓ Demonstrate effective written and oral communication.

Emotional / Psychological Skills
✓ Demonstrate interpersonal expertise for effective interactions with children, families, co-workers, and program visitors.
✓ Accept and implement feedback, guidance and supervision from supervisors and colleagues in a receptive, positive manner and as an avenue of growth.
✓ Exhibit emotional maturity, confidentiality, and professional behavior in interactions and communication with children, families, colleagues, and program visitors.

Overall Skills, Abilities and Qualities Necessary for Success in the Field Include:
• Strong knowledge of and the ability to apply developmental theory and developmentally appropriate practices.
• Professional attitude and mature work ethic; seriousness of purpose about the position.
• Personal attributes such as flexibility, adaptability, patience, sense of humor, energy, ability to think and act quickly and calmly, ability to maintain consistency and set limits, positive attitude, desire for life-long learning.
• Well-developed interpersonal skills and commitment to be a reflective teacher.
• Ability to work effectively and collaboratively as a team member.
• Refined written and oral communication skills.
• Ability to assess children’s development in an objective, ongoing manner.
• Ability to analyze, interpret, plan and evaluate activities that are developmentally appropriate for each child and a group of children.
• Physical and emotional ability to observe children objectively.
• Strong understanding of ethics involved in working with children, their families and colleagues.
• Understanding and commitment to culturally relevant, anti-bias teaching practices when working with children and their families.
ECE DEPARTMENT ATTENDANCE POLICIES

Teaching is a profession where punctuality and accountability are important. Your presence in class is important for you to develop a good understanding and appreciation for the course content. Your ideas and opinions are valuable to our class discussions. Participation is important not only for your own success, but also so that your peers will benefit from your input. Therefore, students are expected to attend and participate in all class activities.

It is your responsibility to sign in and out for every class period you attend. If you do not do so, you will be considered absent.

- You may miss one block class session (once per week courses) or two one-hour and 15-minute class sessions (twice per week courses), so use these only when you must be absent.
- Any assignments must still be submitted by their stated due date by sending them with a classmate or emailing them to your instructor.
- You must notify your instructor via email before the class session if you are going to be absent.
- Your excused absence or absences may not be used on tests or scheduled presentation days.

All other absences are considered unexcused. Unexcused absences severely affect your success and overall grade for the course. Speak with your instructor about any extenuating circumstances or emergencies as they occur, not later in the semester.

- Your first unexcused absence will lower your final grade for the course by 2%.
- Your second unexcused absence will lower your final grade by a total of 5%.
- Your third unexcused absence will lower your final grade a total of 10%.
- Each subsequent unexcused absence will lower your grade by an additional 10%.
- All late arrivals and/or early departures (~5-14 minutes) for twice/week classes are noted and will be discussed with the student. Four instances of such will count as ½ absence. Every two instances of late arrival or early departure of 15 minutes or more will count as ⅓ absence. Every two instances of late arrivals and/or early departures (15 minutes or more) for block classes will count as ⅓ absence.
- After three unexcused absences, you should seriously reassess your commitment to the class.
ECE COURSE PREREQUISITES - GRADING POLICIES

- All 100-level ECE courses require a basic prerequisite of College Reading and Writing Readiness. Speak to the Counseling and Advising Department for specifics regarding how to meet this basic requirement.
- All 200-level ECE courses require ECE 121 and ECE 124, both with a grade of “C” or better.
  - Those students wishing to obtain a teaching credential in the State of Illinois, a grade of “C” or above is compulsory for all coursework that is required for the teaching credential. This would include courses in your major, all education courses, and required general electives.
    (Effective 2012, Illinois State Board of Education)
- Any course counted toward an Illinois Gateways to Opportunity Credential must have a grade of “C” or above.
- Check your specific course syllabus for grading guidelines for assignments and grading procedures per your instructor.
- **Extra Credit Policy:** All extra credit opportunities provided must be offered to all students in a class and cannot count for more than 3% of the final grade for the course.

WITHDRAWAL DATES

Check your specific semester course syllabus for the following important dates regarding withdrawal.

- If you don't sign into the course and complete at least one assignment within the first _____ days of the course (see indicated date on syllabus), per College of Lake County and State of Illinois policies, you will be dropped from the course and will not receive a tuition refund.
- Last day to withdraw with a refund of tuition and no grade: (see indicated date on syllabus).
- Last Date to Withdraw with “W” grade: (see indicated date on syllabus). You will not receive a refund of tuition. **It is your responsibility to withdraw yourself before this date.**
- You may request to be withdrawn after the final withdrawal date only at the instructor's discretion and with documented, extenuating circumstances.
- If you obtain the instructor’s consent and are passing prior to completion of the final class requirements, a grade of “W” will be reported.
- If you are not passing, a grade of “FW” will be reported.
- A grade of “FW” has the same impact on your G.P.A. as a grade of “F” --- but may affect any financial aid you receive differently.
- If you simply "disappear" from the course after the midterm roster date (indicated date), you will receive a grade of "FW".
OFFICE OF STUDENTS WITH DISABILITIES

http://www.clcillinois.edu/student-services/tutoring-and-academic-support/disability

If you are a student with a documented disability and may need academic accommodations including but not limited to: extended time for exams and/or an in-class note taker, please contact the Office for Students with Disabilities in B171 at the Grayslake campus. For more information, please call: (847) 543-2474 or e-mail osd@clcillinois.edu.

If you have already contacted the Office for Students with Disabilities and have completed the Instructor Notification Form, please schedule a time to meet with your instructor, provide your instructor with a copy of your form, and discuss your individual accommodations and needs.

It is your responsibility to remind me your instructor before any scheduled quiz or exam if you are allowed additional time for testing.

TITLE IX AND TITLE IX SERVICES

Title IX of the Education Amendments of 1972 prohibits sex discrimination in education programs and activities at all schools, including colleges and universities that receive federal funding. Sex discrimination includes sexual harassment and sexual and gender-based violence. Sex discrimination is never acceptable and is a violation of College of Lake County policy as well as state and federal law.

The College of Lake County seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual harassment/misconduct/assault regardless of timeframe, we encourage you to report this to our college’s Title IX coordinator, Teresa Aguinaldo, about the basic facts of the incident. She can be reached at Com401@clcillinois.edu or 847-543-2288, and she will assist students with all possible resources both on and off campus. If you share any Title IX incidents with a faculty member, she or he is mandated to report this to the Title IX coordinator.

For more detailed information regarding Title IX policies and procedures, please refer to the following: http://www.clcillinois.edu/student-services/student-behavior/titleixservices

TUTORING AND OTHER ACADEMIC SUPPORT SERVICES

CLC offers comprehensive tutoring to help you achieve academic success. Tutoring can improve academic performance, build confidence, and enhance your learning. Over 2,500 students utilize tutoring services each semester. The centers serve all enrolled students, including those in GED and Adult Education ESL programs.

For further information regarding support services offered, please see: http://www.clcillinois.edu/student-services/tutoring-and-academic-support/tutoring
ACADEMIC INTEGRITY

**Ethical Behavior and Integrity** is expected of every student in all academic work. The very reality that you are in this class indicates that you are thinking of or are exploring being a teacher. It is your responsibility to conduct your learning in this classroom in an honest manner. This means that you are expected to not violate the academic integrity code of the College of Lake County (Policy #403) and you should be aware of what behaviors constitute academic dishonesty. Please refer to the Student Rights and Responsibility Code of Ethics for detailed information: [http://www.clcillinois.edu/aboutclc/depts/ssd/student-rights-and-responsibilities](http://www.clcillinois.edu/aboutclc/depts/ssd/student-rights-and-responsibilities)

Integrity is the expectation that each student’s submitted work is one's own accomplishment. *Any suspicion on the part of the instructor that you are not submitting your own work (i.e., erratic or lack of general consistency in quality of written work submitted by the student, etc.) will be thoroughly investigated and the burden of proof will be on the student.*

For written assignments and project submissions, students should document all sources of information used as resources. Assignments for one course cannot be submitted for another class.

No incidence of cheating, plagiarism, disrespectful, threatening, or disruptive language (including email) and behavior will be tolerated and may result in failure of the assignment and/or the course after review and at the instructor’s discretion and will be reported in writing to the Vice President of Student Affairs. Violation of any aspect of the student code will result in a penalty determined by the instructor which may include receiving a zero for the assignment/class activity, lowering the grade for the course, or *failing the course.*

PROFESSIONAL CONDUCT AND BEHAVIORS

Professional conduct is expected for all interactions. Proper email/phone etiquette, demeanor, good manners, and proper use of language are essential. While students are encouraged to engage in meaningful conversation and robust classroom and online discussion, you are reminded of the importance of respectful interaction. *In addition, you must follow any stated guidelines your instructor has listed in the syllabus regarding cell phone and computer use in the classroom, disruptive talking, and other disrespectful behaviors.* After one warning per class period, your instructor has the right to ask you to leave the class period; this will be counted as an unexcused absence. Any violation will be reported to the Department Chair and will be noted. Any further violation of professional conduct may result in a penalty up to and including failing the course.

No incidence of cheating, plagiarism, disrespectful, threatening, or disruptive language (including email) and behavior will be tolerated and may result in failure of the assignment and/or the course after review and at the instructor’s discretion and will be reported in writing to the Vice President of Student Affairs. Violation of any aspect of the student code will result in a penalty determined by the instructor which may include receiving a zero for the assignment/class activity, lowering the grade for the course, or *failing the course.*
The College of Lake County is invested in maintaining the well-being of the campus environment. It is important that each of us, student, staff, and faculty, have an equal share, interest, and responsibility in ensuring we maintain a safe and respectful campus. So, if you have experienced something that causes you concern, or simply doesn’t seem right, please report it. Information is provided below for how to report a complaint or provide a suggestion.

Examples may include aggressive behavior of a classmate, an electronic threat made on social media, experiencing or knowledge of harassment or discrimination, witnessing suspicious activity or overhearing a conversation about violence.

To report any incidence of violence, aggressive or otherwise threatening behavior, please refer to the following: http://www.clcillinois.edu/student-services/student-behavior
COUNSELING, ADVISING AND TRANSFER CENTER

For specific advising regarding any of the ECE Certificate/Credentials and the AAS in ECE, please make an appointment or email the ECE Department Chair.

For other counseling related matters, please contact the CLC Counseling, Advising and Transfer Center for a variety of support and personal development options: http://www.clcillinois.edu/student-services/counseling-advising-transfer

ECE ADVISING and ADVISING GUIDES

When you begin your teacher preparation or return to CLC to continue your education, it is important to check in with the Early Childhood Department Chair for program-specific advising. Because education is a constantly evolving field, it is in your best interest to stay current with the latest information regarding requirements for teaching at various levels. The department chair has the most current information from the state agencies and professional organizations. Please check the CLC ECE webpage often for updated information and advising guides, new courses added, and information about state teacher licensing mandates if you are planning to pursue a higher-level degree or credential.

In the Appendix, you will find our current advising guides for each level of the Illinois Gateways Credentials and Certificates, the AAS in ECE program outline (and Level IV ECE and Infant/Toddler Credentials), and relevant Gateways forms needed to secure and register your credentials on the statewide data base. Such credentials provide a seamless pathway for career growth and professional development. See the ECE Department Chair for further information and advisement.

At CLC, we offer the following Certificates and Degrees in ECE. Earning a degree at CLC with our Gateways to Opportunity Entitled Institution status will allow you to earn:

- ECE Level I Certificate/Credential – 18 credit hours
- ECE Level II Certificate/Credential – 30 credit hours
- *Infant/Toddler Level I Certificate Credential – 18 credit hours
- *Infant/Toddler Level II Certificate Credential – 30 credit hours
- Associate in Applied Science (AAS) in Early Childhood Education – 60 Credit Hours
- Associate in Arts Degree (AA) with ECE/EDU coursework as electives – 60 Credit Hours
  Requires targeted advising for transfer to a four-year college or university school of education.

*To earn a Level I and Level II Infant/Toddler Credential, you must first earn a Level II ECE Credential.

Note: It is not necessary to earn a Level I ECE Credential, as this is often offered option at the high school level, or through online/face-to-face trainings that are not college credit based. See http://www.ilgateways.com/credentials/ece-credential for more information regarding Gateways Credential Levels.
FIELD OBSERVATIONS AND PARTICIPATION

The following courses (2017) require field observation or classroom or program participation during daytime hours. Refer to the course descriptions in the current CLC catalog and/or refer to the syllabus provided by your course instructor. Courses may sometimes vary in the number of hours and requirements per the instructor.

- ECE 121 – Introduction to Early Childhood Education
- ECE 124 – Child Development for Educators
- ECE 214 – Group Care of Infants and Toddlers
- ECE 220 – Observation and Assessment
- ECE 248 – Early Childhood Education Assessment Seminar
- ECE 250 – Practicum I – Infants and Toddlers
- ECE 252 – Practicum II – Preschool
- ECE 254 – Administrative Practicum

MANDATED REPORTER TRAINING

A policy by the State of Illinois and the College of Lake County requires that all students enrolled in courses that focus on children and families complete a training module focused on child abuse and the laws regarding mandated reporting. At CLC, we have decided to make such training a requirement for all our ECE 121 – Introduction to Early Childhood Education. A current certificate is required for this course BEFORE you can schedule or complete any required observation hours. Any observation visit conducted before you complete and submit this required training certificate will not be counted as valid.

*Even if you completed this training through your employer or for another course recently, you still need to complete and have a current certificate when you enroll in ECE 121. Be sure to keep a copy of this certificate in your files as you may need to provide compliance for another course in the future.*

OTHER OBSERVATION REQUIREMENTS

Some schools or center-based early childhood programs may require additional documentation for students to observe or participate. Your instructor will inform you of such requirements at the beginning of each course. Requirements may include medical documentation, current TB tests results, proof of immunizations and/or a clear and current Illinois State Police fingerprint-based criminal clearance.
GENERAL OBSERVATION PROCEDURES AND REGULATIONS

No observations may be done during a CLC education class or any of your other CLC classes. No credit will be given for the observation if this happens.

Observations for one college class may not be used for another college class, even if it is from a different college.

General procedures for scheduling and completing observation hours:

In most courses, you are responsible for scheduling your own observation hours. Your instructor will inform you at your first class if this is not the case, as well as any specific guidelines for each observation or field assignment.

a. You must schedule each visit at least one-week in advance. Be polite and clear on the telephone or in an email, stating you are a CLC student and this is part of your course requirements. Your instructor will provide you with a list of centers close to Grayslake with whom we have made contact and have prior approval for our students to observe.

b. It is also important to specify the focus and length of time of your observation, along with age of children you need to observe. Suggest several days/times and the age group you are interested in observing. Do not be vague – be precise. However, the more flexible you are with days and times, the more likely it is that you will be able to schedule an observation. No observation hours can be scheduled or completed during classroom naptimes or rest periods.

c. The school or center administrator has the right and responsibility to refuse your entrance if the one-week timeline is not followed --- or if they have exceeded the number of students that they can accommodate during a semester.

d. Note: We have two on-campus Children’s Learning Centers: one on the Grayslake Campus and one on the Lakeshore Campus. These centers are available for you to complete at least two of your observations. To schedule an appointment at one of the campus centers, contact:
   - Grayslake: Carlotta Conley – 847.543.2345
   - Lakeshore: Jennifer Porreca – 847.543.2190

e. Follow and submit all specific requirements the program has for your access to the program. This may include a current TB test and/or a picture ID such as a driver’s license. You will be provided with an official letter from your instructor to bring along with you. Make copies of this letter, if needed, and keep one in your possession. Be sure to ask these questions before scheduling your observation appointment so that you are not turned away at the door. If you can’t or don’t meet the programs requirements to access the center, you must find an alternate place to observe.

f. Be professionally and conservatively dressed. No short-shorts, offensive t-shirts, ripped jeans, low cut tops or bare midriffs, etc.
g. Be prompt. If you cannot be on time or must cancel the observation altogether, be sure to call in a timely manner.

h. Check in with the front desk or office of the program to introduce yourself, provide proof of identity or other requirements, and to be led to the classroom.

i. Be quiet, unobtrusive, and professional always. No cell phone use, drinking anything other than water, gum chewing, or eating are allowed. Smoking on the premises is never allowed. If you need to use the restroom, be sure to ask a staff member for the proper location and inform him/her that you are leaving the room.

j. Some programs encourage you to speak or interact with the children; others do not. Follow the teacher’s instructions and lead.

k. If you need to ask questions of the teaching staff to complete your observation, wait for an appropriate time when the teacher is not actively involved with the students. Keep this interaction to a minimum as teachers are busy.

l. Stay in the classroom unless you ask to see other areas of the school and are given permission. For security reasons, schools do not want visitors wandering around the school unescorted.

m. You are NEVER to be left alone with children inside or outside of any classroom or program. If you are asked to do so, politely refuse and say it is against CLC policy.

n. Be sure to thank the classroom teacher and/or the program administrator for allowing you into the facility.

o. Any incidences of inappropriate or non-professional behavior that is reported to your instructor will be grounds for withdrawal from the course. Any reported violation will be investigated by the Department Chair and the Dean of the Social Sciences Division. Violation of professional conduct may result in a penalty up to and including failing the course.
Gateways to Opportunity credentials recognize and validate educational accomplishments of early care and education, school-age, and youth development professionals. Credentials help improve the quality of care for the future of Illinois. Governor Patrick Quinn signed Gateways to Opportunity credentials into law effective July 1, 2009. Gateways credentials are awarded and recognized by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development.

**Individuals Benefit**
- Credentials increase professional recognition for individuals and serve to professionalize our field. Credentials may lead to higher wages through employer recognition or salary supplement programs.
- Credentials provide portable evidence of professional development for use when applying for college, seeking employment, and demonstrating knowledge and skill sets to others.
- Credentials encourage and empower individuals to be professional—planning, pursuing, and documenting their own professional development activities on an ongoing basis.
- Credential applicants may be given preference for job opportunities.
- Credentials are increasingly being required for positions in the field of Early Care and Education.

**Children Benefit**
- Children benefit from high quality early childhood settings.
- High quality programs have a positive impact on children’s growth and development.
- Research has found that preparation and ongoing professional development of child care providers allows them to relate more effectively with children in their care.

**Programs Benefit**
- Supporting credentials provides a retention strategy for current staff.
- Credentials provide encouragement for staff to achieve higher levels of education.

**Do you attend a Gateways to Opportunity Entitled Higher Education Institution? YES!**

**If so, here are more benefits!**
- Your school or university has already done most of the work for you by embedding the requirements of the credentials into your coursework.
- The cost of a credential through your college or university is significantly lower than applying on your own. You can earn a degree and credential simultaneously.
BECOMING AN ILLINOIS GATEWAYS TO OPPORTUNITY REGISTRY MEMBER

Become a Gateways Registry member by following the instructions available through this link. If you are already employed in a DCFS licensed early childhood program, you should have already been registered in the Gateways registry system.

STEPS TO APPLY FOR EACH CREDENTIAL LEVEL

Entitled Route - To apply through the Entitled Route you will have attended an Entitled Institution and completed the required courses. An Entitled Institution is a college or university who has aligned their coursework with Credential requirements. The College of Lake County's is an Entitled Institution.

1. Download the Entitled Route Credential Supplement Application.
2. Fill out the Supplement Application including the Information Update Form.
3. Enclose a $65 check for payment (make checks payable to INCCRRRA) or make a payment online by logging into your Registry Dashboard. Click on My Registry and then choose the Make a Payment section.
4. Mail these documents to:
   INCCRRRA/Applications
   1226 Towanda Plaza
   Bloomington, IL 61701
5. Request your official transcripts be sent to Gateways from any accredited college or university you attended. An accredited college or university can send official transcripts electronically to transcripts@inccrra.org. If INCCRRRA already has official transcripts on file you do not need to resend.

NOTE: A grade of “C” or better is required for every course that is part of any level of Gateways to Opportunity Credential.
If you wish to earn the Illinois Gateways Credential Level I, you will need to complete the 16 module training series. The training is offered in several ways:

- **Local In-Person Training** - You can find a local training in your area by searching the [Statewide Online Training Calendar](#).
- **For Lake County High School Students** – The Level I Credential can be earned through targeted coursework at the Lake County High School Tech Campus.
- **Online Training** - If you would prefer, you can sign up at [Gateways i-learning](#) and take the training online.
- **In Spanish** - The ECE Credential Level I training is offered in Spanish locally. Search the [Statewide Online Training Calendar](#) for availability in your area.
- Once you have completed all 16 modules you can apply for the Gateways ECE Credential Level I directly through Gateways to Opportunity. [www.ilgateways.com](http://www.ilgateways.com)

**NOTES:**
- It is not necessary to earn the Level I Credential before pursuing the Levels II and III Credentials and Certificates.
- All courses require proof of College Reading and Writing Readiness (CRWR).
- **BOTH OF THE FOLLOWING CREDENTIALS MAY BE EARNED ONLINE. SEE LEVEL III FOR SPECIFICS.**

Completion of these certificates through CLC’s Entitled Institution status will allow you to be awarded these credentials from Gateways to Opportunity. Please see the ECE Chair for more details and applications.

**Level II ECE Certificate/Credential (Plan 25EI) – 18 Credit Hours**

<table>
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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ECE 121 (3)</td>
<td>Introduction to ECE*</td>
<td>F2F,O – Fall, Spring</td>
<td></td>
</tr>
<tr>
<td>ECE 124 (3)</td>
<td>Child Development for Educators</td>
<td>F2F, O – Fall, Spring, Summer</td>
<td></td>
</tr>
<tr>
<td>ECE 141 (3)</td>
<td>Health, Safety, and Nutrition</td>
<td>F2F, O – Fall, Spring, Summer</td>
<td></td>
</tr>
<tr>
<td>ECE 220 (3)</td>
<td>Observation and Assessment*</td>
<td>F2F, O – Fall, Spring</td>
<td></td>
</tr>
<tr>
<td>ECE 223 (3)</td>
<td>Child, Family, and Community</td>
<td>F2F, O – Fall, Spring</td>
<td></td>
</tr>
<tr>
<td>ECE 229 (3)</td>
<td>Language Development and Early Literacy</td>
<td>Online only – Fall, Spring</td>
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## Level III ECE Certificate/Credential (Plan 25EJ) – 30 Credit Hours

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<tr>
<td>ECE 121 (3)</td>
<td>Introduction to ECE*</td>
<td>F2F, O – Fall, Spring</td>
<td></td>
</tr>
<tr>
<td>ECE 124 (3)</td>
<td>Child Development for Educators</td>
<td>F2F, O – Fall, Spring, Summer</td>
<td></td>
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<tr>
<td>ECE 141 (3)</td>
<td>Health, Safety, and Nutrition</td>
<td>F2F, O – Fall, Spring, Summer</td>
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<tr>
<td>ECE 220 (3)</td>
<td>Observation and Assessment*</td>
<td>F2F, O – Fall, Spring</td>
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<tr>
<td>ECE 223 (3)</td>
<td>Child, Family, and Community</td>
<td>F2F, O – Fall, Spring</td>
<td></td>
</tr>
<tr>
<td>ECE 229 (3)</td>
<td>Language Development and Early Literacy</td>
<td>Online only – Fall, Spring</td>
<td></td>
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<tr>
<td>ECE 241 (3)</td>
<td>Guidance and Social Development</td>
<td>Online only – Fall, Spring, EO Summer</td>
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<tr>
<td>ECE 242 (3)</td>
<td>Math Activities in Early Childhood</td>
<td>F2F only – Spring</td>
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<tr>
<td>OR one of these 3 courses:</td>
<td>MTH 140 (3) or MTH 141(3) or MTH 142 (3) (online option)**</td>
<td>F2F, O – Course options may vary by semester</td>
<td></td>
</tr>
<tr>
<td>ENG 120 or 121 (3)</td>
<td>Technical Comp or Intro to Composition</td>
<td>F2F, O - Fall, Spring, Summer</td>
<td></td>
</tr>
<tr>
<td>PSY 121 (3)</td>
<td>Introduction to Psychology (online option)</td>
<td>F2F, O – Fall, Spring, Summer</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td>CMM 121 (3)</td>
<td>Fundamentals of Speech</td>
<td>F2F or Hybrid Option</td>
</tr>
</tbody>
</table>

**Important: The Level III online only option requires one of the three listed credit-based math courses instead of the face-to-face ECE 242 Math Activities in Early Childhood course. Check the catalog for math course prerequisites that must be met.**

*Requires Daytime Field Hours
F2F = Face to Face
O  = Online
H  = Hybrid (both F2F and online required)

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**FORMAT OFFERED MAY VARY BY SEMESTER AND ACADEMIC YEAR. PLEASE PLAN CAREFULLY!**

For questions regarding scheduling of courses, email ECE Department Chair:
Diane Wolter  dwolter@clcillinois.edu  Office D120

Updated 1/2020 dlw
If you wish to earn the Illinois Gateways Credential Level I, you will need to complete the 16 module training series. The training is offered in several ways:

- **Local In-Person Training** - You can find a local training in your area by searching the Statewide Online Training Calendar.
- For Lake County High School Students – The Level I Credential can be earned through targeted coursework at the Lake County High School Tech Campus.
- **Online Training** - If you would prefer, you can sign up at Gateways i-learning and take the training online.
- In Spanish - The ECE Credential Level 1 training is offered in Spanish locally. Search the Statewide Online Training Calendar for availability in your area.
- Once you have completed all 16 modules you can apply for the Gateways ECE Credential Level I directly through Gateways to Opportunity. [www.ilgateways.com](http://www.ilgateways.com)

**NOTES:**

- It is not necessary to earn the Level I Credential before pursuing the Levels II and III Credentials and Certificates.
- All courses require proof of College Reading and Writing Readiness (CRWR).
- **BOTH OF THE FOLLOWING CREDENTIALS MAY BE EARNED ONLINE.** SEE LEVEL III FOR SPECIFICS.

Completion of these certificates through CLC’s Entitled Institution status will allow you to be awarded these credentials from Gateways to Opportunity. Please see the ECE Chair for more details and applications.

**Level II ECE Certificate/Credential (Plan 25EI) – 18 Credit Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Offered</th>
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</thead>
<tbody>
<tr>
<td>ECE 121 (3)</td>
<td>Introduction to ECE*</td>
<td>F2F,O – Fall, Spring</td>
<td></td>
</tr>
<tr>
<td>ECE 124 (3)</td>
<td>Child Development for Educators</td>
<td>F2F, O – Fall, Spring, Summer</td>
<td></td>
</tr>
<tr>
<td>ECE 141 (3)</td>
<td>Health, Safety, and Nutrition</td>
<td>F2F, O – Fall, Spring, Summer</td>
<td></td>
</tr>
<tr>
<td>ECE 220 (3)</td>
<td>Observation and Assessment*</td>
<td>F2F, O – Fall, Spring</td>
<td></td>
</tr>
<tr>
<td>ECE 223 (3)</td>
<td>Child, Family, and Community</td>
<td>F2F, O – Fall, Spring</td>
<td></td>
</tr>
<tr>
<td>ECE 229 (3)</td>
<td>Language Development and Early Literacy</td>
<td>Online only – Fall, Spring</td>
<td></td>
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</table>
### Level III ECE Certificate/Credential (Plan 25EJ) – 30 Credit Hours

<table>
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<th>Course Title</th>
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</tr>
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<tbody>
<tr>
<td>ECE 121 (3)</td>
<td>Introduction to ECE*</td>
<td>F2F, O – Fall, Spring</td>
<td></td>
</tr>
<tr>
<td>ECE 124 (3)</td>
<td>Child Development for Educators</td>
<td>F2F, O – Fall, Spring, Summer</td>
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</tr>
<tr>
<td>ECE 141 (3)</td>
<td>Health, Safety, and Nutrition</td>
<td>F2F, O – Fall, Spring, Summer</td>
<td></td>
</tr>
<tr>
<td>ECE 220 (3)</td>
<td>Observation and Assessment*</td>
<td>F2F, O – Fall, Spring</td>
<td></td>
</tr>
<tr>
<td>ECE 223 (3)</td>
<td>Child, Family, and Community</td>
<td>F2F, O – Fall, Spring</td>
<td></td>
</tr>
<tr>
<td>ECE 229 (3)</td>
<td>Language Development and Early Literacy</td>
<td>Online only – Fall, Spring</td>
<td></td>
</tr>
<tr>
<td>ECE 241 (3)</td>
<td>Guidance and Social Development</td>
<td>Online only – Fall, Spring, EO Summer</td>
<td></td>
</tr>
<tr>
<td>ECE 242 (3)</td>
<td>Math Activities in Early Childhood</td>
<td>F2F only – Spring</td>
<td></td>
</tr>
<tr>
<td>OR one of these 3 courses:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>MTH 140 (3) or MTH 141(3) or MTH 142 (3) (online option)**</td>
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<td>F2F, O – Course options may vary by semester</td>
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</tr>
<tr>
<td>ENG 120 or 121 (3)</td>
<td>Technical Comp or Intro to Composition</td>
<td>F2F, O - Fall, Spring, Summer</td>
<td></td>
</tr>
<tr>
<td>PSY 121 (3)</td>
<td>Introduction to Psychology (online option)</td>
<td>F2F, O – Fall, Spring Summer</td>
<td></td>
</tr>
<tr>
<td>OR CMM 121 (3)</td>
<td>Fundamentals of Speech</td>
<td>F2F or Hybrid Option</td>
<td></td>
</tr>
</tbody>
</table>

**Important: The Level III online only option requires one of the three listed credit-based math courses instead of the face-to-face ECE 242 Math Activities in Early Childhood course. Check the catalog for math course prerequisites that must be met.**

*Requires Daytime Field Hours
F2F = Face to Face
O = Online
H = Hybrid (both F2F and online required)

**FORMAT OFFERED MAY VARY BY SEMESTER AND ACADEMIC YEAR. PLEASE PLAN CAREFULLY!**

For questions regarding scheduling of courses, email ECE Department Chair: Diane Wolter  dwolter@clcillinois.edu  Office D120

Updated 9/2019 dlw
## General Education Requirements

<table>
<thead>
<tr>
<th>V</th>
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<th>Course</th>
<th>Description</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td>CMM 121</td>
<td>Fundamentals of Speech</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Choose one:</td>
<td>ENG 120 Technical Composition <strong>OR</strong> ENG 121 English Composition I</td>
<td>3</td>
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<td></td>
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<td>Choose one:</td>
<td>Physical or Life Science Elective: Any BIO, CHM, ESC, CHM, PHY, or GEG 120 or 121. Refer to catalog course descriptions for course prerequisites.</td>
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<td>PSY 121</td>
<td>Introduction to Psychology</td>
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<td></td>
<td></td>
<td></td>
<td>Humanities or Fine Arts Elective (see catalog)</td>
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**Total** 15

## Required Early Childhood Education Coursework

<table>
<thead>
<tr>
<th>V</th>
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<th>N</th>
<th>Course</th>
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<tr>
<td></td>
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<td></td>
<td>ECE 116</td>
<td>Creative Activities – face-to-face only</td>
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<td></td>
<td></td>
<td></td>
<td>ECE 117</td>
<td>Creative Activities for Infants and Toddlers – face-to-face only</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>ECE 121+</td>
<td>Introduction to Early Childhood Education – online or face-to-face</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>ECE 124+</td>
<td>Child Development for Educators – online or face-to-face</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>ECE 141</td>
<td>Health, Safety, Nutrition – online or face-to-face</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>ECE 214+</td>
<td>Group Care of Infants and Toddlers – online</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>ECE 220+</td>
<td>Observation and Assessment - online</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>ECE 223</td>
<td>Child, Family, and Community – online or face-to-face</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>ECE 229</td>
<td>Language Development and Early Literacy – online</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ECE 233</td>
<td>Young Children with Special Needs – online</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>ECE 241</td>
<td>Guidance and Social Development – online</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ECE 242</td>
<td>Math Activities for Young Children – face-to-face only <strong>OR</strong> MTH 140 (3) or MTH 141(3) or MTH 142 (3) (<strong>online options—see catalog for prerequisites</strong>)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ECE 248</td>
<td>ECE Assessment Seminar (or an approved substitute from the list on page 2)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ECE Electives (See next page)</td>
<td>6</td>
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**Total** 45

**Total Hours for AAS Degree** 60

Please see the next page for additional information.
Select a total of 6-8* hours from the list below:

<table>
<thead>
<tr>
<th>V</th>
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<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>EDU 121</td>
<td>Introduction to Teaching – online or face-to-face</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>EDU 222</td>
<td>The Exceptional Child – online or face-to-face</td>
<td>3</td>
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<tr>
<td></td>
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<td></td>
<td>EDU 223</td>
<td>Technology in the Classroom - online</td>
<td>3</td>
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<td></td>
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<td>EDU 224</td>
<td>Diversity in Schools and Society – face-to-face or “hybrid”</td>
<td>3</td>
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<tr>
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<td></td>
<td>EDU 225</td>
<td>Educational Psychology – face-to-face</td>
<td>3</td>
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<tr>
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<td>EDU 242</td>
<td>Observation and Clinical Experience</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>ECE 250+</td>
<td>ECE Practicum I—Infants &amp; Toddlers*</td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>ECE 251</td>
<td>Curriculum Methods—Infants/Toddlers*</td>
<td>2</td>
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<tr>
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<td></td>
<td>ECE 252+</td>
<td>ECE Practicum II—Preschoolers*</td>
<td>2</td>
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<tr>
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<td></td>
<td></td>
<td>ECE 253</td>
<td>Curriculum Methods—Preschoolers*</td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>ECE 270</td>
<td>Organization and Administration of Early Childhood Programs – online only - <strong>REQUIRED TO BE “DIRECTOR QUALIFIED” PER ILLINOIS DCFS</strong></td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>ECE 299 or EDU 299</td>
<td>ECE 299 Special Topics in Early Childhood Education <strong>OR</strong> EDU 299 Special Topics in Education (scheduling and topics vary)</td>
<td>3</td>
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<tr>
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<td>ENG 128</td>
<td>Linguistics and Society</td>
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<td></td>
<td>ENG 262</td>
<td>ELL/Bilingual Education Theory</td>
<td>3</td>
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</table>

Early Childhood Program Notes

^For students wishing to obtain a teaching credential in the State of Illinois, a grade of C or above is compulsory for all coursework required for the teaching credential. This includes courses in the major, all education courses, and required general electives. This is effective for those applying for teacher certification as of 2012 (Illinois State Board of Education).

**A.A.S. in ECE students who desire to earn the Illinois Gateways to Opportunity ECE Credential—Level 4 and the Illinois Gateways to Opportunity Infant/Toddler Credential—Level 4 must complete these four courses as electives. Upon successful completion of this program, students may complete an application with INCCRRRA/Gateways to Opportunity to receive these credentials. See Department Chair for more details. Total credit hours for degree = 62**

ECE 250 and ECE 252 each require 150 hours of classroom work in a NAEYC accredited early childhood center. These courses also require all course prerequisites (see course descriptions in catalog), as well as a current criminal clearance and DCFS mandated medical requirements.

ECE 251 and ECE 253 must be taken concurrently (in an online format) with the coordinating practicum course.

Illinois Gateways to Opportunity awards entitlement status to higher education institutions that align their coursework with credential requirements. Students who complete the required courses may meet Gateways credential component requirements, and have up to two years to apply to receive their credential(s). Visit www.ilgateways.com/en/gateways-to-opportunity-credentials.

+ECE 121, ECE 124, ECE 214, ECE 220, ECE 250, ECE 252, EDU 124 and EDU 242 may require daytime field observation and/or experience hours, current Illinois State Police criminal background check, and/or current medical documentation. Check individual catalog descriptions for more information or contact the ECE Department Chair.
For more information on recommended courses or program specific advising, contact the following faculty members of the Social Science Division at (847) 543-2047; or Diane Wolter dwolter@clcillinois.edu
Or visit the ECE web site: http://www.clcillinois.edu/programs/ece/index.asp_________Updated 1/2020
# Early Childhood Education Certificate

**Administration and Leadership in Early Childhood Education ● PLAN 25EF ● 2020**

**College of Lake County ● Social Sciences Division ● Room A244 ● (847) 543-2047**

<table>
<thead>
<tr>
<th>√</th>
<th>P</th>
<th>N</th>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
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<td>ECE 121 +</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
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<tr>
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<td>ECE 124 +</td>
<td>Child Development for Educators</td>
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<td>ECE 141</td>
<td>Health, Safety and Nutrition</td>
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<td>ECE 223</td>
<td>Child, Family and Community</td>
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<tr>
<td></td>
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<td>ECE 254</td>
<td>ECE Administrative Practicum* <strong>OR</strong></td>
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<td>Four credits of approved elective coursework</td>
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<td>ECE 270</td>
<td>Administration of ECE Programs</td>
<td>3</td>
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<tr>
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<td>ECE or EDU 299</td>
<td>Special Topics Course (a course from another discipline may be approved by Department Chair)</td>
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<tr>
<td></td>
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<td>EDU 223</td>
<td>Technology in the Classroom</td>
<td>3</td>
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<td>HCM 113</td>
<td>ServSafe Food Service Sanitation</td>
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**Required Business Coursework**

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<tr>
<td></td>
<td></td>
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<td>BUS 115</td>
<td>Elements of Supervision</td>
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<td></td>
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<td>BUS 121</td>
<td>Introduction to Business</td>
<td>3</td>
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**Required Communication Coursework**

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<td>Intercultural Communication</td>
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<td></td>
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<td>CMM 128</td>
<td>Interviewing Practices</td>
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<td><strong>Total</strong></td>
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<td>6</td>
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</tbody>
</table>

Total Hours for Certificate: 36

+ECE 121, ECE 124, ECE 214, ECE 220, ECE 250, ECE 252, EDU 124 and EDU 242 may require daytime field observation and/or experience hours, current Illinois State Police criminal background check, and/or current medical documentation. Check individual catalog descriptions for more information or contact the ECE Department Chair.

This certificate is intended for those individuals who have significant teaching experience in an early childhood classroom and/or related education or work experience. See Department Chair for details and requirements for the Level I Gateways to Opportunity Director Credential I, now required by Illinois DCFS for all current and future ECE center program administrators.

^For students wishing to obtain a teaching credential in the State of Illinois, a grade of C or above is compulsory for all coursework required for the teaching credential. This includes courses in the major, all education courses, and required general electives. This is effective for those applying for teacher certification as of 2012 (Illinois State Board of Education).

For more information on recommended courses or program specific advising, contact the following faculty members of the Social Sciences Division at (847) 543-2047: Diane Wolter, Chair of ECE or visit the Early Childhood web site: [http://www.clcillinois.edu/programs/ece](http://www.clcillinois.edu/programs/ece)
ECE 116 Creative Activities (2-2) 3 Hours
This course focuses on facilitating creative activities and environments for young children ages three through eight. Course includes experiences in art, music, language arts, science, mathematics, and dramatic/social play. Each class involves discussion of child development theory, hands-on experiences in planning and implementing appropriate activities, exchange of ideas, and collaborative strategies.
Note: Materials fee required.
Prerequisite: College Reading and Writing Readiness

ECE 117 Creative Activities for Infants and Toddlers (3-0) 3 Hours
This course focuses on developing appropriate creative experiences and environments for children from birth through age three. Content includes choosing quality books, planning, and implementing sensory activities, music and movement experiences, language play, exposure to the natural world, developing fine and gross motor skills, exploring art media, pretend play, and social interaction.
Note: Materials fee required.
Prerequisite: College Reading and Writing Readiness

ECE 121 Introduction to Early Childhood Education (3-0) 3 Hours
This survey course provides an overview of early childhood care and education including historical and cultural perspectives, organization, structure, programming, and evidence-based practices. Professional and evidence-based practices of highly-qualified early childhood educators are outlined with an emphasis on their ability to enhance development and learning of each child between the ages of birth and eight. Considerations for diversity of culture, language, race, socioeconomic status, gender, ethnicity, and ability will be included. Students are required to complete 15 daytime field hours of observations in diverse early childhood settings.
Prerequisite: College Reading and Writing Readiness
A current Illinois State Police Criminal Clearance may be required; other documentation may also be required per observation site.

ECE 124/EDU 124 Child Development for Educators (3-0) 3 Hours
This course provides an overview of the theory and principles of human growth and development from conception through adolescence. Content includes an in-depth study of the interrelatedness of physical, cognitive, social, and emotional aspects of development. Development is studied in the context of family, gender, culture, language, ability, socioeconomics, diversity, and society. Special emphasis will be on the theories of Piaget, Vygotsky, Erikson, and Gardner with implications for applied classroom practice.
Four field observations are required. ECE 124 and EDU 124 are cross-listed (same course).
Prerequisite: College Reading and Writing Readiness
A current Illinois State Police Criminal Clearance MAY be required; other documentation may also be required per observation site.
ECE 141 Health, Safety, and Nutrition for Young Children (3-0) 3 Hours
This course provides an overview of the health, safety and nutritional needs of young children and early childhood practices to ensure the health and well-being of each child in a group setting. Content includes roles and responsibilities of adults in meeting children’s diverse needs, the promotion of healthy lifestyle practices, understanding common childhood illnesses and injuries, meeting health, nutrition, and safety standards, and planning nutritious meals that are appropriate for each child.
Prerequisite: College Reading and Writing Readiness

ECE 214 Group Care of Infants and Toddlers (3-0) 3 Hours
This course is an overview of infant and toddler early care and education programs. Emphasis is on the care and protection of very young children; developmentally appropriate curriculum; working with diverse families; the impact and interaction of the physical environment and social climate on the young child. This course includes a required field experience of 20 daytime hours at a site determined by the Instructor.
Prerequisite: ECE 121 and ECE/EDU 124 (both C and better). A current Illinois State Police Criminal Clearance is required; other documentation may also be required dependent on field site.

ECE 220 Observation and Assessment (3-0) 3 Hours
This course prepares students to complete authentic, alternative, classroom-based assessments on young children, as well as manage standardized tests in an appropriate manner. The course will further provide the student with the knowledge and skills to interpret and use the information gained to plan curriculum that is responsive to and supportive of children’s learning and development. Students will can engage in assessment processes through classroom observations, providing each student with a stronger understanding of child development skills. Students learn about and explore a variety of age, linguistically, individually, and culturally appropriate formal and informal assessments. Students will practice gathering and sharing information on each child’s skills, abilities, interests and needs, birth through age 8. Includes required daytime field experience hours in diverse educational settings.
Prerequisite: ECE 121 and ECE/EDU 124 (both C and better)
A current Illinois State Police Criminal Clearance may be required; other documentation may also be required dependent on field site.

ECE 223 Child, Family, and Community (3-0) 3 Hours
This course focuses on the diverse needs of the child within the context of family, school, and community. The course will examine the interplay of diverse cultures, lifestyles, abilities, language and communication with the role of the early childhood environment and other community institutions. Students will gain an understanding of their professional role in supporting evidence-based practices that strengthen respectful, collaborative family/child partnerships through effective use of community and family resources.
Prerequisite: ECE 121 and ECE/EDU 124 (either C or better)

ECE 229 Language Development and Early Literacy (3-0) 3 Hours
This course focuses on the development of speech, language, and emergent literacy in the young child. Students will gain an understanding of how children progress through stages of language acquisition, as well as the influence of culture and diversity on language and literacy development. Students will explore and develop strategies for facilitating language development and emergent literacy, create integrated curriculum activities, and assess children’s literature for developmental and cultural appropriateness.
Prerequisite: ECE 121 and ECE/EDU 124 (both C and better)
**ECE 241 Guidance and Social Development (3-0) 3 Hours**
This course introduces practical principles and techniques for providing a balanced, child-centered approach to addressing the developmental needs and abilities of children in the early childhood years. Course content includes review of general theories of child guidance and how guidance encourages autonomy and self-discipline while promoting development of positive self-concept and early social development. Emphasis is placed on encouraging self-esteem, activities to promote pro-social behaviors, the relationship between the classroom environment and behavior, and the importance of observation to understand the underlying causes of behavior.
*Prerequisite: ECE 121 and ECE/EDU 124 (both C and better)*

**ECE 242 – Math Activities for Young Children (3-0) 3 Hours**
This course incorporates theories, research, and pedagogy as it relates to the emergence and development of mathematical concepts, knowledge, and skill development in young children. Includes review of basic mathematical concepts and terminology for teacher preparation in early childhood education. Emphasis is on the exploration of principles, methods, and developmentally appropriate materials within the early childhood classroom. Students learn and demonstrate how to promote children’s emerging math skills and concepts through hands-on discovery and play. Includes planning, preparation, and assessment techniques for relevant early childhood math curriculum.
*Prerequisite: ECE 121 and ECE/EDU 124 (both grade of C or better).
Recommended: Basic Algebra Readiness*

**ECE 248 – Early Childhood Assessment Seminar (3-0) 3 Hours**
This capstone course is required for all students completing the Associate in Applied Science Degree (A.A.S.) in Early Childhood Education. This course provides students with the opportunity to synthesize, analyze, and apply their learning from their courses in Early Childhood Education in a comprehensive manner. As part of this course, students will be required to create a reflective and comprehensive ECE portfolio, complete 10 hours of participation in an approved early childhood learning center and continue to develop an understanding of the National Association of Educating Young Children (NAEYC) standards, Illinois Professional Teaching Standards, and other current standards pertinent to early childhood teacher preparation.

Prerequisite(s): ECE 116, ECE 121, ECE 124, ECE 141, ECE 220, ECE 223, ECE 229, ECE 233, ECE 241 and ECE 242 (All course with grades of C or better)

**ECE 250 Early Childhood Education Practicum - Infants and Toddlers (0-4) 2 Hours**
This course provides students with the opportunity to apply evidence-based practices based on early childhood education principles and theories and is focused on the unique needs of infants and toddlers. Students work with diverse young children and families in high-quality, culturally, linguistically, and ability diverse early childhood settings under the supervision of a site supervisor and a college course work supervisor. **10-12 hours of classroom work with infants and/or toddlers will be required each week in a program determined by the instructor, for a total of 150 hours.**

*Note: Students taking this course must be enrolled in the Early Childhood Education A.A.S.*
*Prerequisite: 30 credit hours in ECE course work to include ECE 117, 132, 141, 214, 220, 223, 229 and 241 (all C or better); CLC GPA 2.40 or above; Department Chair approval 60 days prior to the first day of the semester.*

*Current Illinois State Police Criminal Background Clearance required, along with other required DCFS records.*
*Concurrent Enrollment: ECE 250 and 251*
ECE 251 Curriculum Development I (2-0) 2 Hours
This course covers the principles involved in planning, implementing, and evaluating developmentally appropriate, evidence-based curriculum to meet the unique needs of infants and toddlers. The course focuses on relationships among developmental theory, philosophy, practice, and development of curriculum based on the needs and interests of young children including those who are culturally, linguistically, and ability diverse. The analysis of a wide range of early childhood curriculum models is emphasized.

Note: Students taking this course must be enrolled in the Early Childhood Education A.A.S.

Prerequisite: 30 credit hours in ECE course work to include ECE 117, 132, 141, 214, 220, 223, 229 and 241 (all C or better); CLC GPA 2.40 or above; Department Chair approval 60 days prior to the first day of the semester.

Concurrent Enrollment: ECE 250 and 251

ECE 252 Early Childhood Education Practicum - Preschool (0-4) 2 Hours
This course provides students with the opportunity to apply evidence-based practices based on early childhood education principles and theories, focused on young children ages 3 - 5. Students work with diverse young children and families in high quality, culturally, linguistically, and ability diverse early childhood settings under the supervision of a site supervisor and a college course work supervisor. 10-12 hours of classroom work with preschool-age children in a program determined by the instructor will be required each week, for a total of 150 hours.

Note: Students taking this course must be enrolled in the Early Childhood Education A.A.S.

Prerequisite: 30 credit hours in ECE course work to include ECE 116, 121, 124, 132, 141, 220, 229 and 241 (all C or better); CLC GPA 2.40 or above; Department Chair approval 60 days prior to the first day of the semester.

Current Illinois State Police Criminal Background Clearance required, along with other required DCFS records.

Concurrent Enrollment: ECE 252 and 253

ECE 253 Curriculum Development II (2-0) 2 Hours
The principles involved in planning, implementing, and evaluating developmentally appropriate, evidence-based curriculum for preschoolers are studied. The course focuses on relationships among developmental theory, philosophy, practice, and development of curriculum based on the needs and interests of young children including those who are culturally, linguistically, and ability diverse. The analysis of a wide range of early childhood curriculum models is emphasized.

Note: Students taking this course must be enrolled in the Early Childhood Education A.A.S.

Prerequisite: 30 credit hours in ECE course work to include ECE 116, 121, 124, 132, 141, 220, 229 and 241 (all C or better); CLC GPA 2.40 or above; Department Chair approval 60 days prior to the first day of the semester.

Concurrent Enrollment: ECE 252 and 253
ECE 254 Early Childhood Education Practicum - Administrative (0-8) 4 Hours
This course is a practicum designed for those individuals who are interested in serving as administrators or directors of early childhood programs. The focus of this practicum experience is the application of early childhood leadership strategies, administrative skills, and knowledge. A college instructor supervises students, while working closely with an assigned early childhood program administrator or director. Course assignments are focused on program assessment and improvement, staff training, parent education, and fiscal and business management.

The student will be supervised by a qualified director for 300 documented hours as mandated by the Illinois Gateways to Opportunity Director Credential - Level I requirements. Other requirements for this Illinois Director Credential also apply. See Department Chair for further information.

Prerequisite: Completion of all other course requirements for Administration and Leadership of Early Childhood Education Certificate 25EF; Overall G.P.A. of 2.5; and Consent of Department Chair 60 days prior to enrollment.
Current Illinois State Police Criminal Background Clearance required, along with other required DCFS records.

ECE 270 Organization and Administration of Early Childhood Programs (3-0) 3 Hours
This course is intended for students who are interested in becoming or who are currently serving as leaders of early childhood programs (directors, assistant directors, program coordinators). The course will acquaint students with the organization, regulation, management, and evaluation of programs serving young children. Course content includes staff management including staff selection, mentoring, supervision, and evaluation; parent and community relationships; children's educational programming; safety, design, and arrangement of the physical environment; use of technology; advocacy. Issues of culture and diversity are explored, as well as strategies for respectful communication, problem-solving, and collaboration with families and the community. This course is required by Illinois DCFS Center Licensing Rules for an individual to be director-qualified.

Prerequisite: College Reading and Writing Readiness, ECE 121, ECE/EDU 124, and 9 additional credit hours in Early Childhood Education (all with grades C or better).

ECE/EDU 299 - Special Topics in Early Childhood Education/Education (elective) 1-3 Hours
(Varies by Semester)
These special topic courses will focus on a specific current issue in early childhood care and education. A maximum of 6 credit hours of ECE 299 or EDU 299 may be used as elective toward an AAS or AA degree in early childhood education.
Prerequisite: To be determined relative to topic
Course may be completed four times, but any topic only once

REFER TO CURRENT CATALOG FOR ELECTIVE EDUCATION COURSES AND GENERAL EDUCATION COURSES THAT MAY APPLY TO A.A.S. AND CERTIFICATE PROGRAMS IN ECE (COMMUNICATIONS, ENGLISH, SCIENCE, PSYCHOLOGY, AND FINE ARTS/HUMANITIES).
Artifacts for Professional Portfolio

It will be helpful to you to begin assembling materials for your professional portfolio illustrating your competency as you progress through the program. You will receive further guidance in assembling your portfolio in the ECE Capstone Course. The outline below will help you to identify the possible assignments and types of materials you save for your portfolio from specific Early Childhood Courses.

**ECE 116 – Creative Activities**
* Key Assessment - Selected activities from the Portfolio

**ECE 121 – Introduction to ECE**
* Copy of an observation paper and reflection from your field experiences
* Key Assessment - Classroom Centers Assignment/Rubric

**ECE 124 – Child Development for Educators**
* Family Interview Paper
* Key Assessment – Personal Story/Rubric

**ECE 141 – Health, Safety and Nutrition for Young Children**
* Reflective Paper – Working with Children with Chronic Health Issues
* Key Assessment: Health, Safety and Nutrition Activity Plan – Picture Book Based/Rubric

**ECE 215 – Music Activities for Young Children**
* Key Assessment – Presentation of Five Music/Movement Activities, including written lesson plans
* Library Report of Music/Movement Resources

**ECE 220 – Observation and Assessment**
* Key Assessment: Presentation and Written Reflection About the Required Observational Strategies
* Paper – One observation, including notes and analysis

**ECE 223 – Child, Family, and Community**
* Key Assessment – Parent Education Program/Rubric (small group project)/Rubric

**ECE 229 – Language Development and Early Literacy Activities**
* Phonemic Awareness Activity Plan
* Library Assignment – List of children’s books that promote phonemic/phonological awareness
* Paper – Investigation of the reasons for the “achievement gap” in young children from diverse backgrounds
* Key Assessment – Integrated Curriculum Plan/Webbing Assignment/Rubric

**ECE 233 – Young Children with Special Needs – optional**
* Reaction paper re: adapting environments or activities for inclusive classrooms
* Handout assignments regarding specific characteristics and possible modifications for specific disabilities

**ECE 241 – Guidance and Social Development**
* Reflection Discussion Board – Importance of Ethical Conduct in Observation and Assessment of Children’s Social/Emotional Behaviors
* Key Assessment – Promoting Prosocial Behaviors Activity Plan /Rubric
ECE 242 – Math Activities for Young Children
*Key Assessment – Resource Unit that integrates math with other subjects

ECE 248 – Early Childhood Assessment Seminar
*Activity Plans and Evaluation
*Key Assessment – Philosophy of ECE Paper (Portfolio)

Other items of your choice from each ECE related course you complete.

Miscellaneous Items:

*Current Resume
*Early Childhood Education Philosophy Statement
*Field experiences within Capstone Course/Activity Plans and Evaluation
*Certificates of Conferences/Workshops Attended
*Volunteer Activities Involved with Young Children

The information in this handbook is current as of the date below and is subject to change. Please contact the ECE Department Chair with questions or concerns or for advising support.

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January 2020
Internet Links:

**CLC ECE Webpage:**
http://www.clcillinois.edu/programs/ece

**Illinois Gateways to Opportunity Credentials (through INCCRRRA)**

Gateways Registry:
https://registry.ilgateways.com/

Career Lattice Visuals:
http://www.ilgateways.com/professional-development/higher-education-programs/career-lattice

Gateways ECE Competencies Leveled by Job Role – 2016:
file:///C:/Users/Di%20Wolter/Desktop/ECE%20Competency%20Table%20Leveled%20by%20Job%20Role%202016%20link.htm

**National Association for the Education of Young Children (NAEYC)**
http://www.naeyc.org/content/about-naeyc

NAEYC Student Membership Application
http://www.naeyc.org/membership/students

NAEYC Associate Degree Teacher Preparation Program Standards
http://www.naeyc.org/highered/standards/advanced-standards-summary