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Early Childhood Education

Early Childhood Education prepares students for teaching children birth through 2nd grade in private or state-approved settings. This degree is specifically designed to prepare future teachers of children up to the age of eight, therefore, students will be eligible to apply for the State of Illinois Professional Educator License with an endorsement in Early Childhood.

There are sequential steps for advancement in the Early Childhood Education major. Such advancement is based not only on continued satisfactory academic performance, but also on acceptable professional behaviors and competencies as reflected in the state and national standards for licensure for teachers.

Teacher candidates are required to demonstrate their mastery of these standards through the performance in their courses and in the field. Teacher candidates must satisfactorily complete the requirements for admission to the Teacher Education Program in order to begin their clinical practice in this major. Teacher candidates must earn a grade of C or better in EDUC 214 and ECFS 217 to enroll in ECFS 318A, ECFS 318B, and ECFS 405A, and ECFS 405B. ECFS 318A, ECFS 318B, ECFS 405A, and ECFS 405B may not be taken more than two times, and teacher candidates must have the consent of the program to repeat these courses.

To be eligible for student teaching, teacher candidates must have attained a minimum grade point average of 2.75 in the major, attained a minimum overall grade point average of 2.75, and completed the following courses with a grade of C or better: ECFS 217, ELED 220 (MATH 220), ECFS 225, ECFS 318A, ECFS 318B, ECFS 337, ECFS 361, ECFS 388, ECFS 405A, ECFS 405B, ECFS 413, ECFS 419, ECFS 426, ECFS 432, ELED 434, EDUC 211, EDUC 214, EDUC 301, EDUC 302, EDUC 303, EDUC 308, EDUC 313, EDUC 319, and KIN 202. They must have made preliminary application for student teaching and be approved by the faculty of the Early Childhood Education major based on performance in the above courses.

Bachelor of Science (B.S.) in Early Childhood Education Degree Requirements

Degree Requirements	Credit Hours
University Core Curriculum Requirements	39
To include: 2 credit hours in Human Health; 6 credit hours in Science; EDUC 214 and 3 credit hours in Social Science; ENGL 101, ENGL 102; ELED 220; CMST 101; UNIV 101; EDUC 211; 3 credit hours in Fine Arts and 6 credit hours in Humanities.	
Requirements	44
ECFS 217, ECFS 225, ECFS 318A, ECFS 318B, ECFS 337, ECFS 361, ECFS 388, ECFS 405A, ECFS 405B, ECFS 413, ECFS 419, ECFS 426, ECFS 432; ELED 434; KIN 202; and ECFS 330.	

Degree Requirements	Credit Hours
Professional Education Sequence	27
EDUC 101, EDUC 301, EDUC 302, EDUC 303, EDUC 308, EDUC 313, EDUC 319, EDUC 401A.	
Electives	10
Total	120

Capstone Option for Transfer Students

The Capstone Option is available to students who have earned an Associate in Applied Science (A.A.S.) degree, or an Associate in Engineering Science (A.E.S.) degree, or an equivalent certification, and who have a cumulative 2.0/4.0 GPA on all accredited coursework prior to the completion of the A.A.S./A.E.S., as calculated by the transfer institution's grading policies. The Capstone Option reduces the University Core Curriculum requirements from 39 to 30 credit hours, therefore reducing the time to degree completion. See the Capstone Option section for more information on this option.

Early Childhood Education Courses

ECFS217 - Guiding Play and Building Learning Communities Focuses on play as an integral part of child's learning. Covers play theory and design of the learning environment. Learning how to promote prosocial behaviors through supportive relationships and environments within diverse settings and guide self-regulation, prosocial development and task engagement of children. Emphasis on appropriate ways to guide children in their play activities and routines, and ways to develop creativity in children. Requires several independently scheduled observations of children's play in the campus Child Development Laboratories. Credit Hours: 3

ECFS225 - Young Children and the Arts The development of creativity in young children. Methods and curriculum that foster creativity in graphic expression, music and creative movement among preschool and primary school children. Credit Hours: 3

ECFS227 - Intimate Relationships and Family Development (Same as WGSS 286) (University Core Curriculum) [IAI Course: S7 902] This course will explore topics related to intimate relationships, including attraction, communication, dating, cohabitation, marriage and conflict. Study of changing patterns in family living throughout the family life cycle and the dynamic relationships within families. Students will critically evaluate current theory and research concerning the elements of family relationships. Credit Hours: 3

ECFS231 - Health, Safety & Nutrition in Early Childhood A study of essential factors of health, nutrition, and safety as they apply to environments of children birth to age eight. Emphasis will be given to nutritional needs, health routines, health appraisals, safety, hygiene, childhood illness, and social-emotional needs. Students will examine the relationship of the child, family, school, and community on the child's health and well-being. Credit Hours: 3

ECFS237 - Child Development This introductory course in child development surveys major milestones in children's social, emotional, physical, and cognitive development. Students are exposed to current developmental theories, as well as practices recommended for parents and teachers to support healthy development in children from infancy through adolescence. Credit Hours: 3

ECFS258 - Credit for Work Experience This course includes work experiences relevant to the student's major program, such as work in child care centers, teacher's aid in public school, or with federal, state, or local agencies or programs that deal with children and families. Credit Hours: 1-4. Credit Hours: 1-4

ECFS318A - The Cycle of Inquiry - Child Driven Curriculum This class will prepare students to plan optimal learning environments for young children, including the most recent research. Emphasis is placed on integrated learning and appropriate instructional methods in language, literacy, social studies, math and science. Students are required to have concurrent enrollment in ECFS 318B. Prerequisites: C or better in EDUC 214, ECFS 217 and ECFS 337 or concurrent enrollment in ECFS 337. Consent of the instructor is required for non-early childhood majors. Credit Hours: 3

ECFS318B - Clinical Experiences in Early Childhood Curriculum This practicum will prepare students to work in optimal learning environments for preschool children. Participation is one-half day per week for the semester at the SIU Child Development Laboratories. Students are required to have concurrent enrollment in ECFS 318A. Prerequisites: C or better in EDUC 214 and ECFS 217. Consent of instructor is required for non-early childhood majors and graduate students. Credit Hours: 1

ECFS327 - Family Studies (Same as WGSS 386) Study of changing patterns in family living throughout the family life cycle. Insights into common current family problems typical of each stage of the family life cycle. Prerequisite: ECFS 227 or WGSS 286 with a grade of C or better. Credit Hours: 3

ECFS330 - The Exceptional Child in ECE Candidates will study developmentally and individually appropriate methods for fostering the social, emotional, cognitive, communication, adaptive, and motor development and learning of young children with special needs in various settings, including the home, school, and community. This course includes an overview of the strategies, procedures, and formal and informal instruments for assessing social, emotional, cognitive, communication, and motor skills of infants, toddlers, and preschoolers with developmental delays or disabilities. Assessments of family concerns, priorities, and resources, as well as school, home, and community learning environments will also be addressed. Prerequisite: EDUC 214 or ECFS 237 or equivalent with a grade of C or better. Credit Hours: 3

ECFS337 - Advanced Developmental Assessment Study of the major theories of child development and children's development in the areas of physical development, perceptual development, cognitive development, language development, social, and emotional development. Students will develop observational strategies for studying, understanding, and assessing children's development and learn various approaches to assessment of development and learning in young children. Each student will perform an "authentic" assessment. Prerequisite: EDUC 214 (C or better). Credit Hours: 3

ECFS361 - Teaching Social Studies in Pre-K - 4th Grade This course emphasizes the structure, content, and process of teaching social studies in Pre-kindergarten through 4th grade classrooms. Teacher candidates develop short-term and long-term instructional plans that integrate content areas, address the needs of diverse learners, engage students in the processes of critical thinking, and facilitate effective use of current and emerging digital tools to locate and analyze, evaluate, and use information sources to support research and learning. Restricted to students admitted to the Teacher Education Program. Credit Hours: 3

ECFS388 - Integrated Math Content and Methods for Teachers (PreK-4th Grade) (Same as MATH 388) This course is designed for early childhood and elementary school teachers, focusing on Preschool through 4th grade mathematics content and methods. Math content covers the developmental progression of concepts and skills in counting and cardinality, numbers and operations in base-ten system, algebraic thinking, fractional reasoning, measurement and data, and geometry. Methods of math teaching are integrated with the delivery of math content. The course showcases standards-based mathematical practices including problem solving, mathematical modeling, communication and justification, use of tools and technology, assessment and intervention, diverse learner support, building supportive math environments, lesson planning, and making interdisciplinary connections. Prerequisite: ELED/MATH 220. Credit Hours: 3

ECFS390H - Readings in Early Childhood and Family Studies In-depth reading in various areas of the program under the supervision of a member of the program as related to the field of Early Childhood and Family Studies. Special approval needed from the instructor. Credit Hours: 1-3

ECFS393H - Individual Research in Education-Early Childhood Education The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor. Credit Hours: 1-6

ECFS393Q - Individual Research in Family Studies The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor. Credit Hours: 1-6

ECFS404 - Advanced Infant Development Current theories and knowledge concerning growth and development of infants with related laboratory and field observations. Prerequisite: ECFS 237 or EDUC 214 or equivalent with a C or better. Credit Hours: 3

ECFS405A - Advanced Developmental Journey of Infants and Toddlers This course is designed to be an overview of theoretical and research-based understandings of infant development. Principles of development as well as dynamics of human behavior and relations will be explored. A topical approach is taken to allow the understanding of how broad concepts of development apply to infant development. Application of developmental knowledge involved for working with infants and toddlers. Students are required to have concurrent enrollment in ECFS 405B for ECE and CFS majors. Prerequisites: C or better in EDUC 214, ECFS 217, ECFS 318A, ECFS 318B and ECFS 337. Credit Hours: 3

ECFS405B - Advanced Infant and Toddler Practicum This practicum will prepare students to conceptualize and implement optimal learning environments for infants and toddlers. Participation is one half day per week (fall and spring) or two half days per week (summer). Students are required to have concurrent enrollment in ECFS 405A. Prerequisites: C or better in EDUC 214, ECFS 217, ECFS 318A, ECFS 318B and ECFS 337. Credit Hours: 1

ECFS408 - Current Issues in Early Intervention This course will examine developmental ecology of early intervention and the dynamic processes by which children and their environments interact. A comprehensive overview of the knowledge base and critical assessment and implementation strategies of early childhood intervention along with intervention models and appropriate practice will be covered. Prerequisite: EDUC 214 or equivalent with a grade of C or better, or consent of instructor. Credit Hours: 3

ECFS413 - Advanced Language Development for Young Children The typical language development and communication skills of the young child will be the focus of this course; attention will be given to an integrated, holistic philosophy toward language development in young children ages 0-8. Specifically focusing upon social and environmental influences on the development of language, students will observe, listen, record, and analyze samples of young children's communication. Prerequisite: EDUC 214 or equivalent with a grade of C or better or graduate standing. Credit Hours: 3

ECFS417 - Administration of Human Services Programs This course introduces students to the leadership, planning, organizing and daily management of human services programs serving young children and their families. Topics will include funding/budgeting, staffing, programming, and evaluation of programs as well as building community relationships in support of families. Prerequisites: ECFS 318A & ECFS 318B. Credit Hours: 3

ECFS419 - Advanced Child, Family and Community Engagement This course is designed to provide students with the knowledge and skills needed to work successfully with families and caregivers in individual and community settings. The focus will be on strengthening relationships within and between home, school and community settings. Family engagement in early childhood programs and elementary schools will be stressed. Co-requisite: EDUC 319 only for those in the TEP. Credit Hours: 3

ECFS426 - Introduction to Teaching Elementary School Science (PreK-4th) An introduction to content and methods of elementary school science, grades PreK-4th. Emphasis on materials and strategies for effective science education. One or more field trips. Restricted to students already admitted to the Teacher Education Program. Credit Hours: 3

ECFS431 - Literacy Foundations and Instructional Models This course provides teacher candidates with the theoretical knowledge necessary to critically examine various models of literacy instruction. It introduces the reading process, including the relationship between reading, writing, listening, and speaking; the importance of differentiating instruction for all learners; and how to select appropriate

literature for use in early childhood, elementary, and middle level classrooms. Co-requisites: EDUC 301 and EDUC 313. Restricted to students admitted to the Teacher Education Program. Credit Hours: 3.
Credit Hours: 3

ECFS432 - Literacy Development and Assessment (PreK-4th Grade) This course explores the variables that affect literacy development at the P-4 level. Teacher candidates will learn to employ all four strands of the English/language arts (reading, writing, speaking, and listening) to teach literacy concepts and strategies across the curriculum to accommodate all learners in culturally responsive classrooms. Emphasis will be placed on an understanding of the reading and writing process; the content of literacy instruction; and scientifically based literacy research, methods, and materials used in balanced reading instruction and assessment. Restricted to students admitted to the Teacher Education Program. Prerequisite: ELED 431 with a grade of C or better. Co-requisites: EDUC 302 and EDUC 319. Credit Hours: 3

ECFS495 - Internship in Child and Family Services Supervised work experiences in settings for children and families and/or public agencies. Prerequisites: ECFS 217, 227, 318A, 318B, 327, 337, 405A, 405B and CI 395 with grades of C or better. Special approval needed from the instructor. Credit Hours: 6

ECFS498H - Workshops in Education-Early Childhood Education Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor. Credit Hours: 1-3

Early Childhood Education Faculty

Bu, Lingguo, Professor, Ph.D., Florida State University, 2008.

Byfield, Lavern, Assistant Professor, Ph.D., University of Illinois, 2012.

McIntyre, Christina, Associate Professor, Ph.D., Georgia State University, 2007.

Shelby-Caffey, Crystal V., Associate Professor, Ph.D., Southern Illinois University, 2008.

Stearns, Louise, Lecturer, M.Ed., Southern Illinois University, 1985.

Tallman, Amy, Lecturer, MSW, Southern Illinois University, 2006.

Thompson, Stacy D., Professor, Ph.D., Iowa State University, 1998.

Viernow, Melissa R., Lecturer, M.Ed., Southern Illinois University Carbondale, 1999.

Emeriti Faculty

Campbell, James A., Associate Professor, Emeritus, Ph.D., Ohio State University, 1978.

Karmos, Ann, Associate Professor, Emerita, Ph.D., Southern Illinois University Carbondale, 1975.

Mogharreban, Catherine N., Associate Professor, Emerita, Ph.D., Southern Illinois University Carbondale, 1990.

Nelson, JoAnn, Assistant Professor, Emerita, Ph.D., University of Illinois, 1980.

Pearlman, Susan F., Associate Professor, Emerita, Ph.D., University of Missouri, 1987.

Zobairi, Nillofur, Lecturer, Emerita, Ph.D., Southern Illinois University, 1993.

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