

Child Care, Early Childhood Education (CCT)

CCT 100 Quality Environments in Family Care 3 Hours

Prerequisites: None
3 hours weekly (3-0)

This course introduces principles and applications for creating quality environments in family child care settings. Emphasis is placed on the children, families, and care providers in this environment. The content of this course also includes opportunities for professional growth and development as identified by the task force of Professional Development Advisory Committee (PDAC) in defining the Early Childhood Career Lattice.

CCT 150 Infancy Development IAI – ECE 912 3 Hours

Prerequisites: None
3 hours weekly (3-0)

This course introduces students to the beginnings of human life including reproduction, conception, pregnancy stages, pregnancy difficulties, and quality infant and toddler child care. The study of child development theory, research, and implications for child care practices from birth to 36 months is a major focus of the course. Emphasis is also placed upon NAEYC's developmentally appropriate practices for infants and toddlers; and providing culturally sensitive care to diverse families.

CCT 155 The Early Childhood Profession IAI – ECE 911 3 Hours

Prerequisites: None
3 hours weekly (3-0)

This course will introduce students to the broad field of early childhood education to include an overview of diverse early childhood programs and settings; career opportunities and professional personnel; history and philosophy; legislation impacting child care; and major child and family issues. Emphasis will be placed on value clarification, making the right career choice, and personal and professional development as preparation for working with children, parents, and staff. Understanding of developmentally appropriate practices and quality programming will be fostered through classroom and field experiences.

CCT 160 Development and Care of Children IAI – ECE 912 4 Hours

Prerequisites: None
6 hours weekly (3-3)

This course is designed to acquaint students with theories and principles of development from preschool-middle childhood. At the end of the semester, the student should have developed an understanding of the physical, social, emotional, cognitive, and language development of children and ways in which adults can support and enhance their development. Theories discussed include Piaget, Erikson, Vygotsky, Watson, and others. Students are introduced to DCFS guidelines and NAEYC's developmentally appropriate practices. Students enrolled in CCT 160 receive practical experience, three hours per week, in Logan's Preschool.

CCT 260 Parent Involvement 3 Hours

Prerequisites: None
3 hours weekly (3-0)

This course is designed to enhance students' skills in working with families. Students will be introduced to theories, research, and practices related to promoting positive home, school, and community relationships. Respect for cultural diversity, professional ethics, and responding to the individual needs of families are central themes. Emphasis will be placed on using good communication skills, supporting parent's childrearing efforts, and guiding parent participation in schools.

CCT 265 Curriculum Development 3 Hours

Prerequisites: None
5 hours weekly (2-3)

This course will teach students how to design a preschool and school age classroom, develop lesson plans, and present activities to children. This course will help students generate ideas appropriate for each age group of children. Emphasis is placed on the writing of objectives, classroom management, and the use of positive guidance techniques with children.

CCT 266 Preschool Administration

3 Hours

Prerequisites: CCT 150, 160, 265, 267
3 hours weekly (3-0)

This course is an orientation to supervisory and administrative operations of preschool centers. Consideration is given to staffing, public relations, equipment, budgets, parent-school relationships, policies, and managerial duties. Community services available to support preschool centers will also be discussed.

CCT 267 Child Care Laboratory I

5 Hours

Prerequisites: CCT 150, 160, 265
15 hours weekly (0-15)

This course involves actual work experience with young children that will give the student an opportunity to apply knowledge of child development theory and principles of developmentally appropriate care and education. The student will assist the supervising teacher with guiding children, implementing activities, and maintaining a clean, safe, and attractive environment.

Note: Combined enrollment of CCT 267 and 268 will not exceed 22 students.

CCT 268 Child Care Laboratory II

5 Hours

Prerequisites: CCT 267
15 hours weekly (0-15)

This course will provide the student with additional work experience with children in an early childhood setting. The student is expected to gradually take more initiative in assisting the supervising teacher in the classroom. The experience will include observing and analyzing children's behavior; planning and implementing developmentally appropriate activities/ lessons; using positive discipline techniques; maintaining a clean, safe, and attractive classroom; and helping children to develop their potential socially, emotionally, physically, and intellectually.

CCT 269 Child Care Internship

4 Hours

Prerequisites: Career Early Childhood Education
AAS Degree
20 hours weekly (0-20)

This course will provide students with advance management experience in an early childhood facility selected by the College to meet Illinois Director Credential requirements. The student will work in the facility 300 contact hours (20 hrs. per wk). This experience will primarily involve job shadowing a seasoned program administrator, interviewing, performing tasks assigned by the administrator/site supervisor; as well as completing projects assigned by the College instructor.

CCT 272 Language and Literacy Development

3 Hours

Prerequisites: None
3 hours weekly (3-0)

This course is a study of language and literacy development beginning in infancy and progressing through the primary years. Emphasis will be placed on promoting family literacy, approaches to reading and writing instruction, application of research to practice, and evaluation of commercialized instructional programs. Students will be introduced to elementary school reading programs, reading problems, and remediation concerns.