

## **Early Childhood Education (ECE)**

### **ECE 120 Guiding Play and Learning**

3 Hours

Prerequisites: None

3 hours weekly (3-0)

This course focuses on play as an integral part of child's learning. It covers play theory and design of the learning environment. Students will learn 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 is placed on appropriate ways to guide children in their play activities and routines, and ways to develop creativity in children.

### **ECE 125 Young Children and the Arts**

3 Hours

Prerequisites: None

3 hours weekly (3-0)

This course focuses on the development of creativity in young children. Students will be taught methods and curriculum that foster creativity in graphic expression, music, and creative movement among preschool and primary school children.

### **ECE 150 Infancy Development**

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.

### **ECE 151 Health, Safety, and Nutrition**

3 Hours

Prerequisites: None

3 hours weekly (3-0)

This course provides an overview of the health, safety, and nutritional needs of young children and early childhood practices to ensure children's well-being in group settings birth to age eight. Content includes roles and responsibilities of adults in meeting children's needs, healthy life style practices, childhood illnesses and injuries, meeting health, nutrition, and safety standards, and planning nutritionally appropriate meals. Information on program planning, curriculum, current issues, and parent education in regard to health and safety will also be discussed.

### **ECE 155 The Early Childhood Profession**

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.

### **ECE 160 Child, Growth and Development**

#### **IAI – ECE 912**

3 Hours

Prerequisites: None

3 hours weekly (3-0)

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 ECE 160 receive practical experience, three hours per week, in Logan's Preschool.

### **ECE 161 Early Childhood Practicum**

1 Hour

Prerequisite: ECE 160, Minimum Grade: C or

Concurrent enrollment in ECE 160

3 hours weekly (2-1)

This course is designed to provide students with hands-on experience in working with young children. Students will engage in the practical application of child development knowledge and professional teaching practices with infants, toddlers and preschool children in the JALC Preschool or another approved early childhood facility. The student will work with young children three hours per week under the direct supervision of a qualified professional. The college instructor will coordinate the learning

experience, including performance assessments.

### **ECE 171 Family Child Care Practicum**

1 hour

Prerequisites: ECE 140, Minimum Grade: C

ECE 151, Minimum Grade: C

ECE 160, Minimum Grade: C

2 hours weekly (2-1)

In this course students will receive hands-on experience working with children in a home setting as well as a center based child care setting. Students will compare and contrast these two different child care settings. Students will engage in the practical application of child development knowledge and professional teaching practices with multi-age groups. The student will work with children two hours per week under the direct supervision of a qualified professional. The college instructor will coordinate the learning experience, including performance assessments. Fifty percent of this lab time must occur in a licensed family child care home and 50% of this lab time must occur in a licensed child care center. This course will fulfill the practicum experience requirements for the Illinois Gateways to Opportunity, Family Child Care Credential.

### **ECE 220 Infant Toddler Curriculum**

3 Hours

Prerequisite: None

3 hours weekly (3-0)

This course is designed to provide students with the knowledge and skills for planning and implementing developmentally appropriate curriculum for children birth to three years. The importance of high quality infant toddler care environments will be discussed to include: room arrangement, activities and materials, daily

routines, transactions, health and safety, promoting nurturing relationships and learning through play. Emphasis will be placed upon meeting the needs of the whole child (physical, social, emotional, language and cognitive), assessment and documentation and developing positive relationships with diverse families.

### **ECE 240 Observation and Assessment**

3 Hours

Prerequisites: None

3 hours weekly (3-0)

This course is designed to demonstrate to the student how to do authentic, alternative, classroom-based assessment on young children. It 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 have the opportunity to engage in assessment processes through means of classroom observations, providing each student with a stronger understanding of child development skills. Students will take responsibility for using a variety of age, developmentally, linguistically, and culturally appropriate formal and informal assessments to gather and share information on each child's skills, abilities, interests, and needs, birth through age eight.

### **ECE 245 The Exceptional Child**

#### **IAI-ECE 913**

3 Hours

Prerequisites: PSY 132 and PSY 262

3 hours weekly (3-0)

This survey course provides an overview of educational and evidence-based strategies supporting children with exceptional cognitive, social, physical, and emotional needs.

Identification, intervention strategies, methods, and programs to meet the needs of children are presented. Study of applicable federal and state laws and requirements conducted, including: Individuals with Disabilities Education Act, Individualized Family Service Plan, Individualized Education Programs, and inclusive programming. Fulfills requirements of School Code 25.25.

### **ECE 260 Child, Family & Community Relations**

#### **IAI-ECE 915**

3 Hours

Prerequisites: None

3 hours weekly (3-0)

This course is designed to provide students with the knowledge and skills needed to work successfully with families and parent groups in individual, group, school and community settings. The focus will be on strengthening adult-child relationships and parent staff relationships in home, school and community. Settings. An awareness of strategies in developing positive and supportive relationships with families of young children with special needs, including the legal and philosophical basis for family participation; family-centered services; and strategies for working with socially, culturally and linguistically diverse families will be included. Family involvement in early childhood programs and parent education will be stressed.

### **ECE 265 Early Childhood Curriculum**

3 Hours

Prerequisites: None

5 hours weekly (3-0)

This course teaches the principles involved in planning, implementing and evaluating developmentally appropriate curriculum for

young children. The course focuses on relationships among developmental theory, philosophy and reflective practice. Development of curriculum based on the individual needs and interests of young children and the analysis of a wide range of early childhood curriculum models is emphasized. Course content also includes writing lesson plans, classroom management, observing and documenting the child's progress and meeting Illinois Learning Standards.

### **ECE 266 Preschool Administration**

3 Hours

Prerequisites: ECE 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.

### **ECE 267 Child Care Laboratory I**

5 Hours

Prerequisites: ECE 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 ECE 267 and 268 will not exceed 22 students.

### **ECE 268 Child Care Laboratory II**

5 Hours

Prerequisites: ECE 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.

### **ECE 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.

### **ECE 279 Management 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.

### **ECE 280 Professional Development**

4 Hours

Prerequisites: Early Childhood Education AAS Degree

8 hours weekly

This course was designed to assist students in fulfilling the professional contribution component of the Illinois Director's Credential (IDC). The IDC requires students to demonstrate professional commitment and leadership in the field of early childhood education through active engagement in professional endeavors beyond the scope of daily management of a center. The course instructor will provide support, supervision and guidance as students explore professional development opportunities, develop their plans, and engage in professional activities. Course requirements will be met via independent study and approved field experiences.