

## **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 children's learning and healthy development. Students will learn how to promote children's social, emotional, physical, cognitive, language, as well as academic skills through play. It covers play theory and design of the learning environment. Students will learn how to promote prosocial behaviors through supportive relationships and environments with 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 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 160 Child, Growth and Development**

IAI – ECE 912

3 Hours

Prerequisites: None

3 hours weekly (3-0)

A foundation course in theory and principles of the developmental continuum, including an in- depth study of physical, social/emotional, cognitive, language, and aesthetic development; an examination of current research and major developmental theories encompassing birth through eight years of age. This course will include an exploration of child development within a socio-cultural context, such as gender, family, race, ethnicity, language, ability, socio- economics, religion, and society; and emphasis on the implications for early childhood professional practice. Students must be concurrently enrolled in ECE 161 Early Childhood practicum; requiring 2 hours per week of hands-on experience in JALC Preschool or other early childhood facility with instructor's approval.

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

1 Hour

Prerequisite: ECE 160, Minimum Grade: C or

Concurrent enrollment in ECE 160

2 hours weekly (0-2)

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 2 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: None

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 early childhood programs to include center-based and family child care homes. Consideration is given to promoting high quality care and education to young children and adhering to professional standards and legal guidelines. Course topics will include administrative duties, responsibilities, and concerns/issues involved in

owning or running a child care business such as staffing, public relations, equipment, funding, parent-staff communication/relationships, curriculum, policies, state/federal laws, recording keeping, technology, and other related topics. Community needs, services and resources available to support early childhood programs and families 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 healthy, safe, attractive, and stimulating learning 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 healthy,

safe, attractive, and stimulating 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.