

Early Childhood Education & Education

ECE 114 Play and Learning Environment (3 credit, 3 lecture, 0 lab)

Focuses on play as the principle medium of children's learning and development, from the ages of birth through age eight. Its objectives relate mainly to learning the teacher's role in supporting, facilitating, and guiding children's play. Main themes of the course are: **Play:** What is it? What is its value? How does it reflect diverse cultures? How does it relate to children's development and their learning?

Environments for Children's Play: How does the physical environment and use of time and space support and enhance children's play? What equipment, materials, and arrangement of space are most appropriate at different ages? What behavior can teachers expect and plan for in various environments?

The Teacher's Role in Children's Play: Active listening, how to speak positively and supportively with children at play; how to extend and expand on children's ideas; how to help children resolve conflicts and solve problems; the difference between encouragement and praise; planning and assessment for the play-centered learning environment; techniques of supervision to assure children's safety; how to anticipate, plan for, and respond to challenging behavior.

ECE 115 Infant-Toddler Development & Care (3 credit, 3 lecture, 0 lab)

Studies current theories and knowledge concerning growth and development of infants and toddlers. Involves observations of group care of infants and toddlers including center based programs and family child care homes. Emphasizes the needs of both typically developing infants and toddlers and infants and toddlers with special needs. Diversity, Inclusion, Parents, Special topics, NAEYC Developmentally Appropriate Practice, NAEYC Accreditation Standards are integrated into course assignments.

ECE 116 Infant-Toddler Curriculum (3 credit, 3 lecture, 0 lab)

Application of theories of development of children up to age three in a child centered environment. Development of competencies and skills needed by early childhood professionals. Two hours of practicum are required each week.

ECE 121 Introduction to ECE (3 credit, 3 lecture, 0 lab)

IAI ECE 911

An overview of early childhood care and education, including the basic values, structure, organization and programming in early childhood. Examination of the student's personal qualities in relationship to expectations of the field. There is a 15 hour required clinical/field experience component for observation and interviews in a variety of early childhood settings. **Pre-Requisite:** Successful completion or concurrent enrollment in ECE 141 and ECE 142 or instructor consent.

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ECE 141 Child Development (3 credit, 3 lecture, 0 lab)

IAI ECE 912

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; an exploration of child development within a socio-cultural context, such as gender, family, race, ethnicity, language, ability, socio-economics, religion, and society; an emphasis on the implications for early childhood professional practice. **Encompassing birth through age eight and may include pre-adolescents*

ECE 142 Health, Safety & Nutrition (3 credit, 3 lecture, 0 lab)

The course is a study of the essential factors of health, nutrition, and safety as they apply to early childhood settings and school environments of children birth through age eight. Emphasis will be given to nutritional needs, health routines, health appraisals, safety, hygiene, childhood illness, social-emotional needs and first aid. Students will examine the relationship of the child, family, school and community on the child's health and well-being. The course will include information on program planning, classroom curriculum, current issues, and parent education around health and safety issues.

ECE 143 Guidance, Observation and Assessment (4 credit, 4 lecture, 0 lab)

This course introduces a variety of observation, assessment and guidance techniques in early childhood education settings birth to age eight.

ECE 213 Child, Family and Community (3 credit, 3 lecture, 0 lab)

This course focuses on the child in the context of family and community. Includes issues of communication, diversity, professionalism, and social policy, and will promote awareness and effective use of community resources.

ECE 214 Language and Literacy Development (3 credit, 3 lecture, 0 lab)

Language and communicative development of children from birth through third grade, with a focus on children from birth through age five, will be studied. The relationship between language and other areas of development will be explored as well as ways to support language development with young children. Students will observe, record, and analyze samples of young children's communication. Examines factors and conditions which affect early and beginning reading from birth through eight years of age. Emphasis will be placed on the methods, materials, organizational procedures, and assessment techniques in early literacy learning. In addition, students will participate in field experiences to apply the new knowledge they gain throughout the course.

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ECE 215 Pre-School Administration (3 credit, 3 lecture, 0 lab)

Develops skills in administration and supervision for students who wish to work in early childhood education centers. Includes topics such as program planning, selection and use of staff, the role of the administrator and supervisor, administrative tasks, in-service training for staff improvement, and community resources for supplementing the center's services.

ECE 217 Supervision & Staff Dev. In ECE (3 credit, 3 lecture, 0 lab)

Designed for early childhood administrators to evaluate, develop, and organize documentation, reviews, evidence of systems, and conduct teacher observations in order to implement "The Human Resources Development Scale" contained within The Program Administrations Scale: Measuring Early Childhood Leadership and Management (2004). An online assessment at the beginning of the course to review existing documentation subscales of: (1) Staff Orientation, (2) Supervision and Performance Appraisal, and (3) Staff Development will be conducted. Individual action plans will be written by each student to identify the documentation needed to meet the criteria of the PAS. Students will increase their knowledge and skills in early childhood leadership and management practices aligned with the Program Administration Scale.

ECE 220 Practicum I (4 credit, 1 lecture, 9 lab)

IAI ECE 914

Provides the student with both theory and practice in the contemporary early childhood setting. Students engage in supervised participation in the NAEYC Accredited Child Study Center on campus, or an approved off campus site. Individual conferences, written reports/observations/reflections, outside reading, seminar sessions, and an online supplement component are also an integral part of this course. The student studies the behavior of children individually, and in groups, in light of current knowledge in child development including NAEYC Accreditation Standards, Head Start Performance Standards, and Illinois State Board of Education Early Learning Standards. The techniques of studying children and recording of behavior are included in this course. Direct attention will be given toward a study of current trends in early childhood care and education. **Pre-Requisite:** ECE 141, ECE 121, ECE 142, ECE 115, ECE 114, ECE 116, ECE 143 and ECE 214 and consent of instructor.

ECE 221 Practicum II (4 credit, 1 lecture, 9 lab)

A supervised practicum in an approved Clinical Site (NAEYC, NAFCC or Department approved site). Emphasis on using reflective practice to examine components of quality, set goals, and design a plan for professional growth for the early childhood educator of children ages birth through third grade. Focuses on the student's demonstration of competencies that produce positive developmental outcomes for young children ages birth through third grade. **Pre-Requisite:** ECE 121, ECE 141, ECE 142, ECE 115, ECE 114, ECE 116, ECE 143, ECE 214, ECE 240, ECE 220 and consent of instructor.

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ECE 240 Math and Science Methods (3 credit, 3 lecture, 0 lab)

A course on the standards, principles, and practices in teaching mathematics and science to young children ages birth through third grade with an emphasis on preschool age children. Focus will be placed on developing an integrated math and science curriculum that includes appropriate content, processes, environment with materials, and child-centered choices. Field experiences required.

ECE 299 Director Practicum (4 credit, 0 lecture, 8 lab)

This course provides an opportunity for the student to engage in practical experiences as a director of a center. Students work in a supervised childcare setting where they assist the center director and perform the daily duties of a director. This course meets the experience requirements for Illinois Director Credential. This course may be offered for variable credit and is repeatable three times. **Pre-Requisite:** Completion of an AAS in Early Childhood Education and instructor consent.

EDUC 120 Online Technology (1 credit, 1 lecture, 0 lab)

Focuses on developing students' basic computer skills and the use of the school's online learning management system and electronic/computer systems: the My.SIC portal, basic computer technology skills, participating in online/hybrid courses, and utilizing the Library's electronic research tools and online library resources. The course improves student's ability to effectively utilize these essential computer systems through a series of four modules.

EDUC 122 Strategies for College Success (2 credit, 2 lecture, 0 lab)

Provides an interactive source designed to improve one's personal/social, academic, and career survival skills. Topics include the College's organization, offerings, service and role in the community; personal goal setting, motivation and self-awareness; learning modes; and library learning resources skills. This course may be offered as variable credit and repeatable three times.

EDUC 141 Introduction to Education (3 credit, 3 lecture, 0 lab)

Provides an introduction to teaching as a profession in the American education system. Offers a variety of perspectives on education including historical, philosophical, social, legal, and ethical issues in a diverse society. Includes organizational structure and school governance. A clinical component is required.

EDUC 220 Children's Literature in Performance (3 credit, 3 lecture, 0 lab)

Focuses on literary forms that can be used not only as a means of enjoyment, but also as a learning tool for children. Script analysis, directing concerns, design issues, children's literature, and performance are stressed. **Pre-Requisite:** One of the following: ENG 122, COM 121, THTR 121, THTR 122 or instructor consent.

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EDUC 226 Students with Special Needs (3 credit, 3 lecture, 0 lab)

A survey course that presents the historical, philosophical and legal foundations of special education, as well as an overview of the characteristics of individuals with disabilities, the programs that serve them under the Individuals with Disabilities Act, and the diversity of the populations of individuals with disabilities. **Pre-Requisite:** EDUC 141 Introduction to Education or PSYC 121 Intro to Psychology (or concurrent enrollment) or PSYC 221 Child Psychology or Instructor Consent.

EDUC 228 Diversity of Schools and Society (3 credit, 3 lecture, 0 lab)

Social and Global Perspectives. How schooling is shaped by the social contexts in which it occurs, particularly in multicultural and global contexts.

EDUC 241 Educational Psychology (3 credit, 3 lecture, 0 lab)

This course concerns psychological principles underlying educational practice. Theories concerning cognitive and psychological development, human learning, and motivation are studied with emphasis on application for instructions, including assessment. Emphasis will also be placed on learner-centered instruction and diversity.

EDUC 243 Human Growth & Development (3 credit, 3 lecture, 0 lab)

A study of growth and development of the individual from conception through adulthood. Emphasis on social, emotional, cognitive, physical aspects of growth and behavior related to school settings with special emphasis on the middle school years. A minimum of 20 hours of clinical experience focused on social, emotional, cognitive and physical aspects of behavior, preschool through the twelfth grades with observation of the learners. Includes research methods and developmental theories.

EDUC 244 Human Growth & Development – Lifespan (3 credit, 3 lecture, 0 lab)

A study of growth and development of the individual from conception through the lifespan. Emphasis on social, emotional, cognitive, physical aspects of growth and behavior related to school settings with special emphasis on the middle school years. A minimum of 20 hours of clinical experience focused on social, emotional, cognitive and physical aspects of behavior, preschool through the twelfth grades with observation of the learners, not methodology. **Pre-Requisite:** A background check is required before observing any early childhood program and/or school. Students may not enter any school or ECE program until the Coordinator of Education and Early Childhood Education has a Background Check on file and the EDUC 244 instructor has received notification from the Coordinator indicating a student's eligibility for observations.

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EDUC 260 Educational Technology (3 credit, 3 lecture, 0 lab)

This course provides an introduction to integrating technology into the classroom. Topics include the using the Internet, manipulating Productivity Software Applications for educators, integrating multimedia and education software applications, and creating curriculum pages.

EDUC 280 Selected Topics in Education (3 credit, 3 lecture, 0 lab)

An in-depth study of selected problems or topics in education. The exact content and instructional methodology will vary from semester to semester depending on the materials to be studied. A syllabus or course outline containing additional information will be available with pre-registration materials each time that the course is offered. This course may be repeated three times if different topics are considered, but cannot exceed a total of six (6) credit hours toward graduation and may be offered as variable credit.

EDUV 111 Tutor Training (1 credit, 1 lecture, 0 lab)

This course is designed to deliver training for prospective student tutors. A major activity is to offer one-on-one and group peer tutoring. This course is intended to equip student peer tutors with the necessary skills to be most effective in the tutoring situation. **Pre-Requisite:** A or B in the course for which the student wishes to tutor or consent.