

SYLLABUS TEMPLATE

Course Number Course Name	ECE 264L Lab—Practicum Age 3 Through Grade 3
Credit Value (Breakdown of theory and lab credits)	2 Theory
Catalog Course Description	<p>The filed-based component of this course will provide experiences that address developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional wellness, science, motor and social skills is emphasized. Information on adapting content areas to meet the needs of children with special needs and the development of IEPs is included. As assigned by the instructor, you will be engaged in specific responsibilities for 75 hours in field and/or lab experiences. You must have a background check on file with the College of Education. Co-requisite: ECE 254 (Spring) (2,0T+2L)</p>
Student Learning Outcomes of the course	<p>This course is part of the required program of study for an Associate of Arts degree in early childhood education in New Mexico. The following objectives are taken from the New Mexico State Department of Education’s Common Core Competencies for early childhood professionals. Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:</p> <p>A.5 – Provide a variety of activities that facilitate development of the whole child in the following areas: physical/motor, social/emotional, language/cognitive and adaptive living skills.</p> <ul style="list-style-type: none"> a) Define and apply knowledge of each of the domains of development in daily I b) Demonstrate knowledge of the interrelatedness of physical/motor, social/emotional, language/cognitive, and adaptive/daily living skills in early childhood education. c) Develop a whole child orientation. d) Identify strategies to build relationships among children, adults, and environments. <p>A.11 – Use appropriate guidance to support the development of self-regulatory capacities in young children.</p> <p>D.5 – Develop, implement, and evaluate and integral curriculum that focuses on children’s development and interests, using their language, home experiences, and cultural values.</p> <ul style="list-style-type: none"> a) Discuss components of an integrated curriculum. b) Discuss the importance of using meaningful experiences incorporating the child’s development, interests, home language, experiences, and cultural values. c) Develop, implement, and evaluate an integrated curriculum based on children’s needs/interests, language, culture and home experiences utilizing national and state standards (and common core). <p>D.6 – Adapt content to meet the needs of each child, including the development of Individualized Educational Plans (IEPs) for children with diverse abilities through the team process with families and other team members.</p>



- a) Discuss natural environment and least restrictive environment.
- b) Discuss the value of including all children in early childhood curriculum activities.
- c) Identify and describe ways in which early childhood professionals and programs can adapt content to meet the needs of all children, including those with diverse abilities.
- d) Identify differences between IFSPs and IEPs.

D.7 – Provides and uses anti-bias materials and literature, and experiences in all content areas of the curriculum.

- a) Define the term “anti-bias” (in regards to gender, age, race, ability, culture, ethnic, sexual orientation, language, socioeconomic status).
- b) Discuss examples of bias in society.
- c) Discuss the impact of bias on children, families, and communities.

E.1 – Demonstrate knowledge of varying program models and learning environments that meet the individuals needs of children age 3 through grade 3, including those with diverse abilities.

- a) Plan a quality learning environment which meets the individual and unique needs of all children.
- b) Assess a variety of learning environments to determine their appropriateness.

E.2 – Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, diverse abilities, and the language and culture in New Mexico.

- a) Identify observe, and describe how young children learn through their active interaction and exploration to the environment.
- b) Plan environments that are responsive to the diversity of all children through selection of materials and use of space.
- c) Identify and match appropriate materials to children at different developmental levels.
- d) Select and use materials and space that encourage active involvement, initiative, responsibility, and a growing sense of autonomy.

E.4 – Create manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies and include decision-making, problem-solving, and inquiry experiences.

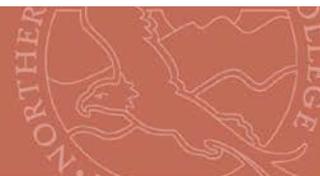
- a) Describe various ways that children make decisions in the learning environment.
- b) Discuss various ways children construct their own knowledge through various strategies that include decision-making, problem-solving, and inquiry experiences.

E.5 – Demonstrate understanding that each child’s creative expression is unique and can be encouraged through diverse ways, including creative play.

- a) Discuss the ways that children’s unique expression is encouraged through the learning environment.
- b) Discuss the importance of emphasizing the creative process over the final product.

E.6 – Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors.

- a) Discuss the importance of self-selection of activities by children of various ages and in various environments.



	<ul style="list-style-type: none"> b) Discuss ways of structuring environments for encouraging self-selected activities by children. c) Discuss rationales for developing daily schedules for all children of various ages. <p>E.7 – Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children’s development and learning.</p> <ul style="list-style-type: none"> a) Discuss the influence of the physical setting, schedule, routines, and transitions on children’s behavior. b) Discuss ways that the physical setting, schedules, routines, and transitions can be used to promote children’s development and learning. <p>E.8 – Use and explain the rationale for developmentally appropriate methods that include play, small group project, open-ended questioning, group discussion, problem-solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.</p> <ul style="list-style-type: none"> a) Discuss the important role of play in children’s learning. b) Discuss elements of developmentally appropriate practices to encourage learning through play. c) Discuss strategies to facilitate play in early learning environments. <p>E.12 – Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology.</p> <ul style="list-style-type: none"> a) Identify appropriate uses of technology for infants, toddlers, preschoolers and school-age children. b) Describe how technology may be integrated into a developmentally appropriate program. c) Identify assistive devices that could be used with specific children in various environments. <p>F.9 – Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development or intervention planning.</p> <ul style="list-style-type: none"> a) Describe the underlying reasoning for administration requirements when using standardized assessment tools. b) Discuss how interpretation of the assessment outcomes assist in development of targeted instructional curriculum.
<p>College-Wide Student Learning Outcomes</p>	<p>ECE 264L learning objectives align with the following NNMC College Wide Goal:</p> <p>Communication Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.</p> <p>Critical Thought Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.</p> <p>Cultural Competence</p>



Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

Information Literacy

Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.