



SYLLABUS TEMPLATE

Course Number Course Name	ECE 302 Child Growth, Development, and Learning
Credit Value (Breakdown of theory and lab credits)	3 theory
Catalog Course Description	<p>This advanced course in child growth, development, and learning builds upon the foundational material covered in the basic course ECE 202 Child Growth, Development, and Learning. An integration of major theories of child development is provided by focusing on contemporary research in all aspects of development, including bio-ecological, social-affective, cognitive-learning, and language-cultural. This course considers methodological aspects of research in early childhood development and education with a focus on preparing early childhood professionals to use empirically-based research to inform their teaching of young children and prepares teachers to be researchers in their own classrooms. Pre-requisites: Completion of the Early Childhood Education Core, Passing the initial New Mexico Public Education Department Required Assessment, and Admission to the Professional Program. (3, 3T+0L)</p>
Student Learning Outcomes of the Course	<p>This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core- Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:</p> <ol style="list-style-type: none"> 1. A.1 – Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice. 2. A.2 – Demonstrate knowledge of the interaction between maturation and environmental factors that influence physical, social, emotional, cognitive, and cultural domains in the healthy development of each child. Demonstrate knowledge of the significance of individual differences in development and learning. 3. A.3 – Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays and/or specific disabilities. 4. A.4 – Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities. 5. A.6 – Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning and recognize that children are best understood in the contexts of family culture, and society. 6. F.6 – Articulate an understanding of the distinctions and definitions of assessment concepts (<i>e.g., authentic, screening, diagnostic assessment, standardized, testing, accountability, assessment</i>}). 7. F.7 – Apply understanding of assessment concepts toward selection of appropriate formal assessment measures, critiquing the limitations of



	<p>inappropriate measures, and discussing assessment issues in interdisciplinary teams.</p> <ol style="list-style-type: none"> 8. G.3 – Demonstrate understanding of conditions of children, families, and professionals; the historical and current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession. 9. G.4 – Demonstrate critical reflection of one's own professional and educational practices from community, state, national, and global perspectives. 10. G.5 – Demonstrate understanding of the early childhood profession, its multiple, historical, philosophical and social foundations, and how these foundations influence current thought and practice. 11. G.7 – Demonstrate knowledge in technology resources used to engage in ongoing professional Development. 12. H.6. – Articulate and apply coherent theoretical knowledge and understanding of young children's characteristics and needs as encompassing multiple, interrelated areas of children's development and learning - including physical, cognitive, social, emotional, language, aesthetic domains, play, activity, learning processes, and motivation to learn. 13. H.7 – Apply a conceptual understanding of the multiple influences on development and learning to working with children, including cultural and linguistic contexts for development, children's close relationships with adults and peers, economic conditions of children and families, health status and disabilities, children's individual developmental variations and learning styles, opportunities to play and learn, technology and the media, family and community characteristics. 14. L.15 – Demonstrate conceptual knowledge of the principles and standards derived from professional organizations (Zero to Three, NAEYC, DEC) for curriculum-decision making.
<p>College-Wide Student Learning Outcomes</p>	<p>ECE 302 learning objectives align with the following NNMC College Wide Goals:</p> <p>Communication NNMC 1.a – Express ideas coherently and persuasively through oral and written communication. NNMC 1.b – Speak coherently and appropriately for various audiences and situations. NNMC 1.c – Present ideas and information effectively for specific purposes through written statements.</p> <p>Critical Thought NNMC 2.a – Analyze and synthesize information. NNMC 2.d – Function as independent thinkers and as members of collaborative groups.</p> <p>Cultural Competence NNMC 3.a – Understand and appreciate cultural diversity.</p> <p>Information Literacy NNMC 4.b – Locate relevant information in printed and electronic form and credit it properly.</p>

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	<p>NNMC 4.e – Utilize and operating system effectively and produce documents using generic office programs such as word processing, spreadsheet and presentation software</p> <p>NNMC 4.f – Use the internet to communicate effectively through e-mail and other communication tools.</p>
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