



## SYLLABUS TEMPLATE

<b>Course Number Course Name</b>	ECE 478 Teaching and Learning Practicum
<b>Credit Value (Breakdown of theory and lab credits)</b>	2 theory 2 Lab
<b>Catalog Course Description</b>	This field practicum is a co-requisite course of Teaching and Learning Reading and Writing; Teaching and Learning Math and Science; Teaching and Learning Social Studies, Fine Arts, and Movement. The field base component will provide experiences that address curriculum content and practice teaching that is relevant for children Pre—K through grade three in developmentally and culturally sensitive ways. Pre-requisites: Completion of the Early Childhood Education Core, Passing the New Mexico Public Education Department Required Assessment, and Admission to the Professional Program. Co-requisites: ECE 475, ECE 476, ECE 477. (2, 0T+2L)
<b>Student Learning Outcomes of the Course</b>	<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> <p>Demonstrate understanding and apply the following mathematical concepts:</p> <ol style="list-style-type: none"> <li>1. E.13 – Demonstrate the ability to work collaboratively with educational assistance, volunteers, and others to individualize the curriculum to meet program goals.</li> <li>2. I.1 – Demonstrate skill in collaboration with professionals from other disciplines (e.g., mental health, psychology, speech and language) and planning curriculum and teaching strategies for young children with diverse abilities.</li> <li>3. I.2 – Demonstrate skill and understanding of the application of flexible teaching approaches that span from child initiated to adult directed and from free exploration to scaffolder support for teacher modeling.</li> <li>4. I.3 – Apply an understanding of young children’s need for balance, order, depth, variety, and challenge to curriculum planning, routines, and scheduling (e.g., daily, weekly, and long-term).</li> <li>5. I.4 – Link child characteristics, needs, and interest with informal opportunities to build children’s language, concept development, and skills.</li> <li>6. I.5 – Apply knowledge to create environments that enrich and extend children’s play. Including intervention strategies and respective cultural diversity and gender equity.</li> <li>7. I.6 – Support play in children’s learning and development from pre-K to third grade.</li> <li>8. I.8 – Demonstrate the ability to promote positive social interactions and engage children in learning activities while actively working to increase social and emotional competence of all children.</li> </ol>



	<ol style="list-style-type: none"> <li>9. I.9 – Demonstrate the ability to analyze and critique early childhood curriculum experiences in terms of the relationship of the experience to research-based and professional standards.</li> <li>10. I.12 – Facilitate family involvement to ensure that families are engaged with curriculum planning, assessing a children’s learning, and planning for children’s transition to new programs.</li> <li>11. I.13 – Demonstrate conceptual knowledge of the principles and standards derived from professional content organizations for curriculum decision-making.</li> <li>12. I.14 – Demonstrate the use of reflective practice.</li> </ol>
<p><b>College-Wide Student Learning Outcomes</b></p>	<p>ECE 478 learning objectives align with the following NNMC College Wide Goals:</p> <p><b>Communication</b>            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><b>Critical Thought</b>            NNMC 2.a – Analyze and synthesize information.            NNMC 2.d – Function as independent thinkers and as members of collaborative groups.</p> <p><b>Cultural Competence</b>            NNMC 3.a – Understand and appreciate cultural diversity.</p> <p><b>Information Literacy</b>            NNMC 4.b – Locate relevant information in printed and electronic form and credit it properly.            NNMC 4.e – Utilize and operating system effectively and produce documents using generic office programs such as word processing, spreadsheet and presentation software.            NNMC 4.f – Use the internet to communicate effectively through e-mail and other communication tools.</p>