

Prepared by the Department of Social Science, Behavioral Science, and Human Services

Date Approved by Department: August 22, 2016

Date Approved by Curriculum and Programs: October 19, 2016

Effective: Fall 2017

1. **Course Number:** ECE206
Course Title: Field Experience in Early Childhood Education
2. **Description:** This course gives students the opportunity to complete supervised field hours in a licensed and approved early childhood education setting. The course emphasizes high-quality developmentally appropriate practice, aligned with state and national standards and guidelines, including the National Association for the Education of Young Children (NAEYC) Professional Development Standards. Students must submit a CORI application prior to beginning the lab hours. (20 hours observation/field work, 5 class hours)
3. **Student Learning Outcomes (instructional objectives, intellectual skills):** Upon successful completion of this course, students are able to do the following:
 - 1 Standard: Promoting Child Development & Learning
 - 1a. Knowing and understanding young's children's characteristics and needs.
 - 1b. Knowing and understanding the multiple influences on development and learning.
 - 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.
 - 2 Standard: Building Family & Community Relationships
 - 2a. Knowing about and understanding diverse family and community characteristics.
 - 3 Standard: Observing, Documenting, and Assessing to Support Young Children and Families
 - 3a. Understanding the goals, benefits, and uses of assessment-including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
 - 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.
 - 4 Standard: Using Developmentally Effective Approaches
 - 4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.
 - 4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.
 - 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.
 - 4d. Reflecting on own practice to promote positive outcomes for each child.
 - 5 Standard: Using Content Knowledge to Build Meaningful Curriculum
 - 5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
 - 6 Standard: Becoming a Professional
 - 6a. Identifying and involving oneself with the early childhood field.
 - 6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.
 - 6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
 - 6d. Integrating knowledgeable, reflective, and critical perspectives on early education.
 - 6e. Engaging in informed *advocacy* for young children and the early childhood profession.
 - 7 Supportive Skills

- SS1. Self- assessment and self- *advocacy*.
- SS2. Mastering and applying foundational concepts from general education.
- SS3. Written and verbal skills.
- SS4. Making connections between prior knowledge/experience and new learning.
- SS5. Identifying and using professional resources.

4. **Credits:** 1 credit; may be repeated for credit, 3 credits maximum

5. **Satisfies General Education Requirement:** No

6. **Prerequisites:** ECE100 (Introduction to Early Childhood Education) and ECE 200 (Teaching Infants & Toddlers) or ECE 201 (Preschool Curriculum Planning)

7. **Semesters Offered:** Fall, Spring

8. **Suggested General Guidelines for Evaluation:** Students are graded on attendance and participation in class and in the field, completion of observations and other assigned activities (P/F).

9. **General Topical Outline:** Applying knowledge of child development, diversity and anti-bias curriculum, inclusion of children with special needs, facilitating lesson plans and using effective approaches.