EARLY CHILDHOOD EDUCATION

Associate Degree: Early Childhood Education

Certificate of Completion: Early Childhood Education Administration

Early Childhood Development - Certificate of Completion

The Early Childhood Education associate degree program is designed to prepare students to become highly qualified teachers, assistant teachers, child developmental specialists, or family day care providers in professional child care for children ages birth through eight years. Students will gain a broad understanding of the specific needs of young children and develop strategies for meeting those needs. They may choose to continue their education at any four-year institution in New Mexico.

The DACC program includes the lower-division courses required for entry into the Teacher Education Program (TEP), a baccalaureate program at New Mexico State University. Alternatively, students may opt to transfer to a similar program at another four-year institution. Completion of this program does NOT guarantee admission into a Teacher Education Program at a four-year institution. Early in their second year of study at DACC, students should contact the four-year institution they have chosen to obtain application information.

Requirements and Limitations

1. Students in the Early Childhood Education Program are required to complete and pass a security background check in order to take practicum courses and complete field experiences. Past criminal violations may prevent a student from completing the degree and from being hired by school systems or other child care facilities upon graduation.
2. Students in the Early Childhood Education Program may be required to provide proof of current immunizations in order to complete practicum courses and field experiences.
3. Students must complete all ECED technical requirement courses as well as the following courses with a grade of C- or better:

Prefix	Title	Credits
CEPY 1120G	Human Growth and Behavior	3
ENGL 1110G	Composition I	4
ENGL 2221G	Writing in the Humanities and Social Science	3
MATH 1134	Fundamentals of Elementary Mathematics I	3
MATH 2134G	Fundamentals of Elementary Math II	3

4. **MATH 1134** Fundamentals of Elementary Mathematics I is required for the degree, which has prerequisite(s): adequate scoring on the Mathematics Placement Exam, or any ACT/SAT and GPA combination that is considered equivalent, or a C- or better in **MATH 1215** or higher. Students may need to take any prerequisites needed to enter **MATH 1134.**
5. Students must have a 2.0 GPA to graduate from this program. However, because a 2.75 GPA is required for acceptance into the Teacher Education Program at NMSU, it is highly recommended that DACC students complete the Early Childhood Education program with a 2.75 cumulative GPA.
6. **Time Limit on Undergraduate Teacher Education Courses.** Any education course more than seven years old taken at NMSU, NMSU community colleges or other institutions will not be counted toward the student's undergraduate program. A student may meet with the department to have the course time limit reviewed. The department head and/or faculty may recommend accepting a course that is seven years old with approval from the Dean's office. Any course not approved must be repeated by the student.
7. Completion of all requirements does **not** guarantee acceptance in the NMSU Teacher Education Program. Please see the NMSU College of Education Advising Center for more information.

Early Childhood Education - Associate Degree (https://catalogs.nmsu.edu/dona-ana/academic-career-programs/early-childhood-education/early-childhood-education-associate-degree/)

Early Childhood Administrator - Certificate of Completion (https://catalogs.nmsu.edu/dona-ana/academic-career-programs/early-childhood-education/early-childhood-education-associate-degree/)

Early Childhood Development - Certificate of Completion (https://catalogs.nmsu.edu/dona-ana/academic-career-programs/early-childhood-education/early-childhood-development-certificate/)

ECED 1110. Child Growth, Development, and Learning
3 Credits (3)
This basic course in the growth, development, and learning of young children, prenatal through age eight, provides students with the theoretical foundation for becoming competent early childhood professionals. The course includes knowledge of how young children grow, develop and learn. Major theories of child development are integrated with all domains of development, including biological-physical, social, cultural, emotional, cognitive and language. The adult's role in supporting each child's growth, development and learning is emphasized. May be repeated up to 3 credits.

Learning Outcomes

1. Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice. A.one
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. A.two
3. Demonstrate knowledge of the significance of individual differences in development and learning.
4. Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays and/or specific disabilities. A.three
5. Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities. A.four
6. Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.seven
7. Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. A.eight
8. Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. A.nine

9. Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways. A.ten 1
10. Use appropriate guidance to support the development of self-regulatory capacities in young children. A.eleven

ECED 1115. Health, Safety, and Nutrition
2 Credits (2)
This course provides information related to standards and practices that promote children's physical and mental well-being sound nutritional practices, and maintenance of safe learning environments. It includes information for developing sound health and safety management procedures for indoor and outdoor learning environments for young children. The course examines the many scheduling factors that are important for children's total development, healthy nutrition, physical activity, and rest. May be repeated up to 2 credits.

Learning Outcomes

1. Recognize and respond to each child's physical health, intellectual and emotional well-being, and nutritional and safety needs. B.one
2. Articulate an understanding of indoor and outdoor learning environments that provide opportunities for children to put into practice healthy behaviors (physically, socially and emotionally). B.two
3. Use appropriate health appraisal and management procedures and makes referrals when necessary. B.three
4. Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals,and, in cases of suspected abuse or neglect, reporting to designated authorities. B.four
5. Establish an environment that provides opportunities and reinforcement for children's practice of healthy behaviors that promote appropriate nutrition and physical and psychological well-being. B.five
6. Provide a consistent daily schedule for rest/sleep, as developmentally appropriate. B.six
7. Implement health care and educational activities for children and families based on health and a.nutritional information that is responsive to diverse cultures. B.seven
8. Assist young children and their families, as individually appropriate, in developing decision-making and interpersonal skills that enable them to make healthy choices and establish health-promoting behaviors. B.eight

ECED 1120. Guiding Young Children
3 Credits (3)
This course explores various theories of child guidance and the practical applications of each. It provides developmentally appropriate methods for guiding children and effective strategies and suggestions for facilitating positive social interactions. Strategies for preventing challenging behaviors through the use of environment, routines and schedule will be presented Emphasis is placed on helping children become self- responsible, competent, independent, and cooperative learners and including families as part of the guidance approach. May be repeated up to 3 credits.

Learning Outcomes

1. 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. A.six
2. Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.seven
3. Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways. A.ten
4. Use appropriate guidance to support the development of self-regulatory capacities in young children. A.eleven
5. Recognize and respond to each child's physical health, intellectual and emotional well-being, and nutritional and safety needs. B.one
6. Demonstrate knowledge and skill in building positive, reciprocal relationships with families. C.one
7. Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths,expectations, values, and child-rearing practices. C.four
8. Demonstrate the ability to incorporate the families' desires and goals for their children into classroom or intervention strategies. C.seven
9. Demonstrate knowledge and skills in developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in development positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults. E.three 1
10. 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. E.seven 1
11. Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this

ECED 1125. Assessment of Children and Evaluation of Programs
3 Credits (3)
This basic course familiarizes students with a variety of culturally appropriate assessment methods and instruments, including systematic observation of typically and non-typically developing children. The course addresses the development and use of formative and summative assessment and evaluation instruments to ensure comprehensive quality of the total environment for children, families, and the community. Students will develop skills for evaluating the assessment process and involving other teachers, professionals and families in the process. May be repeated up to 3 credits.
Prerequisite: ECED 1110 and (ENGL 1110G or ENGL 1110H or ENGL 1110M).

Learning Outcomes

1. Demonstrate ability to choose valid tools that are developmentally, culturally, and linguistically appropriate; use the tools correctly; make appropriate referrals; and interpret assessment results, with the goal of obtaining valid, useful information to inform practice and decision making. F.one
2. Demonstrate knowledge of maintaining appropriate records of children's development and behavior that safeguard confidentiality and privacy. F.two
3. Demonstrate knowledge of the educator's role as a participating member of the assessment process as described and mandated by state and federal regulations for Individual family service plans (IFSP) and individual education plans (IEP). F.three
4. Demonstrate understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning on assessment outcomes. F.four

5. Involve the family and, as appropriate, other team members in assessing the child's development, strengths, and needs in order to set goals for the child. F.five
6. Articulate an understanding of the distinctions and definitions of assessment concepts (e.g., screening, diagnostic assessment, standardized, testing, accountability assessment). F.six
7. Apply understanding of assessment concepts toward selection of appropriate formal assessment measures, critiquing the limitations of inappropriate measures, and discussing assessment issues as part of interdisciplinary teams. F.seven
8. Articulate an understanding that responsible assessment is legally and ethically grounded and guided by sound professional. It standards is collaborative and open with the goal of supporting diverse children and families. F.eight
9. Demonstrate knowledge of assessment techniques, interpretation of assessment information in the Application of this data to curriculum development and/or intervention planning. F.nine 1
10. Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families. F.ten 1
11. Demonstrate knowledge and use of program evaluation to ensure comprehensive quality of the total Environment for children, families, and the community. F.eleven 1
12. Use both self and collaborative evaluations as part of ongoing program evaluations. F.twelve

ECED 1130. Family and Community Collaboration
3 Credits (3)
This beginning course examines the involvement of families and communities from diverse cultural and linguistic backgrounds in early childhood programs. Ways to establishes collaborative relationships with families in early childhood settings is discussed. Families' goals and desires for their children will be supported through culturally responsive strategies. May be repeated up to 3 credits.
Prerequisite: ECED 1110 and (ENGL 1110G or ENGL 1110H or ENGL 1110M).
Learning Outcomes
1. Demonstrate knowledge and skill in building positive, reciprocal relationships with families. C.one
2. Articulate an understanding of a safe and welcoming environment for families and community members. C.two
3. Develop and maintain ongoing contact with families through a variety of communication strategies. C.three
4. Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices. C.four
5. Articulate understanding of the complexity and dynamics of family systems. C.five
6. Demonstrate understanding of the importance of families as the primary educator of their child. C.six
7. Involve families and community members in contributing to the learning environment. C.nine
8. Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations. C.eleven
9. Apply knowledge of family theory and research to understand family and community characteristics including socioeconomic conditions; family structures, relationships, stressors, and supports (including the impact of having a child with diverse abilities); home language and ethnicity. C.twelve 1
10. Demonstrate knowledge of and skill to access community resources that assist families and contribute directly or indirectly to children's positive development such as mental health services, health care, adult education, English language instruction, and economic assistance. C.thirteen 1
11. Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals. E.fourteen 1
12. Demonstrate a commitment to leadership and advocacy for excellence in programs and services for young children and their families. G.six

ECED 2110. Professionalism
2 Credits (2)
This course provides a broad-based orientation to the field of early care and education. Early childhood history, philosophy, ethics and advocacy are introduced. Basic principles of early childhood systems are explored. Multiple perspectives on early care and education are introduced. Professional responsibilities such as cultural responsiveness and reflective practice are examined. May be repeated up to 2 credits.
Learning Outcomes
1. Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals, and, in cases of suspected abuse or neglect, reporting to designated authorities. B.four
2. Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations. C.eleven
3. Use both self and collaborative evaluations as part of ongoing program evaluations. F.twelve
4. Demonstrate ability to adhere to early childhood professional codes of ethical conduct and issues of confidentiality. G.one
5. Demonstrate awareness of federal, state, and local regulations, and public policies regarding programs and services for children birth through eight years of age. G.two
6. 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. G.three
7. Demonstrate critical reflection of one's own professional and educational practices from community, state, national, and global perspectives. G.four
8. Demonstrate understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice. G.five
9. Demonstrate knowledge in technology resources to engage in ongoing professional development. G.seven

ECED 2115. Introduction to Language, Literacy, and Reading
3 Credits (3)
This course is designed to prepare early childhood professionals for promoting children's emergent literacy and reading development. Through a developmental approach, the course addresses ways in which early childhood professionals can foster young children's oral language development, phonemic awareness, and literacy problem solving skills, fluency, vocabulary, and comprehension. . This course provides the

foundation for early childhood professionals to become knowledgeable about literacy development in young children. Instructional approaches and theory-based and research based strategies to support the emergent literacy and reading skills of native speakers and English language learners will be presented. May be repeated up to 3 credits.
Prerequisite: ECED 1110 and (ENGL 1110G or ENGL 1110H, or ENGL 1110M).

Learning Outcomes

1. Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.seven
2. Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. A.eight
3. Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. A.nine
4. Develop partnerships with family members to promote early literacy in the home. C.eight
5. Establish partnerships with community members in promoting literacy. C.ten
6. Demonstrate knowledge of the reading and writing components of emergent literacy at each developmental level. D.four
7. Provide and use anti-bias materials/literature and experiences in all content areas of the curriculum. D.seven
8. Create and manage a literacy-rich environment that is responsive to each child's unique path of development. E.nine
9. Use a variety of strategies during adult-child and child-child interactions and facilitate communication and dialogue of expressive language and thought. E.ten 1
10. Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of literacy skills. E.eleven

ECED 2120. Curriculum Development through Play Birth through Age 4 (PreK)
3 Credits (3)

The beginning curriculum course places play at the center of curriculum in developmentally appropriate early childhood programs. It addresses content that is relevant for children birth through age four in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four, is emphasized. Consent of instructor required. May be repeated up to 3 credits.
Prerequisite: ECED 1110 and (ENGL 1110G or ENGL 1110H or ENGL 1110M).
Corequisite: ECED 2121.

Learning Outcomes

1. Use appropriate guidance to support the development of self-regulatory capacities in young children. A.eleven
2. Demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth to four years of age. D.one
3. Demonstrate the integration of knowledge of how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels. D.two
4. Adapt content to meet the needs of each child, including the development of individualized family service plans (IFSP) or individualized education plans (IEP) for children with diverse abilities through the team process with families and other team members. D.six
5. Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities. E.one
6. 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 cultures in New Mexico. E.two
7. Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences. E.four
8. Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.five
9. Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.six 1
10. 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. E.seven 1
11. Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions. E.eight 1
12. Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of emergent literacy skills. E.eleven 1
13. Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development of intervention planning. F.

ECED 2121. Curriculum Development through Play Birth through Age 4 (PreK) Practicum
2 Credits (2)

The beginning practicum course is a co-requisite with the course Curriculum Development through Play – Birth through Age 4. The field based component of this course will provide experiences that address curriculum content that is relevant for children birth through age four in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four, is emphasized. Consent of instructor required. May be repeated up to 2 credits.
Prerequisite: ECED 1110 and (ENGL 1110G or ENGL 1110H or ENGL 1110M).
Corequisite: ECED 2120.

Learning Outcomes

1. 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. A.five

2. Develop, implement and evaluate an integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. D.five
3. Provides and uses anti-bias materials and literature, and experiences in all content areas of the curriculum. D.seven
4. Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences. E.four
5. Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.five
6. Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.six
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. E.seven
8. Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions. E.eight

ECED 2130. Curriculum Development and Implementation Age 3 (PreK) through Grade 3
3 Credits (3)
The curriculum course focuses on 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 IEP's is included. Consent of instructor required. May be repeated up to 3 credits.
Prerequisite: ECED 1110, ECED 2120 and ECED 2121 (ENGL 1110G or ENGL 1110H or ENGL 1110M).
Corequisite: ECED 2131.
Learning Outcomes
1. Use appropriate guidance to support the development of self-regulatory capacities in young children. A.Eleven
2. Demonstrate the integration of knowledge of how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels. D.Two
3. Demonstrate knowledge of what is important in each content area, why it is of value, and how it links with early and later understandings within and across areas. D.Three
4. Demonstrate knowledge of the language, reading and writing components of emergent literacy at each developmental level. D.Four
5. Adapt content to meet the needs of each child, including the development of individualized family service plans (IFSP) or individualized education plans (IEP) for children with diverse abilities through the team process with families and other team members. D.Six
6. Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities. E.One
7. 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 cultures in New Mexico. E.Two
8. Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences. E.Four
9. Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.Five 1
10. Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.Six 1
11. 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. E.Seven 1
12. Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology. E.Twelve 1
13. Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development of intervention planning. F.Nine

ECED 2131. Curriculum Development and Implementation Age 3 (PreK) through Grade 3 Practicum
2 Credits (2)
The beginning practicum course is a co-requisite with the course Curriculum Development and Implementation: Age 3 through Grade 3. The field 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. Consent of instructor required. May be repeated up to 2 credits.
Prerequisite: ECED 1110 (ENGL 1110G or ENGL 1110H or ENGL 1110M), ECED 2120, and ECED 2121.
Corequisite: ECED 2130.
Learning Outcomes
1. 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. A.Five
2. Develop, implement and evaluate an integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. D.Five
3. Provides and uses anti-bias materials and literature, and experiences in all content areas of the curriculum. D.Seven
4. Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences. E.Four
5. Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.Five
6. Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.Six
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. E.Seven

8. Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions. E.Eight

ECED 2140. Effective Program Development for Diverse Learners and their Families
3 Credits (3)
This course addresses the role of a director/administrator in the implementation of family-centered programming that includes individually appropriate and culturally responsive curriculum in a healthy and safe learning environment for all children and their families. May be repeated up to 3 credits.
Learning Outcomes
1. Describe important aspects of leadership that an administrator in an early childhood setting must demonstrate.
2. Identify and describe ways in which classrooms can have a multicultural environment.
3. Observe a classroom and identify, using photographs good practice with classroom environment.
4. Describe important aspects of a good early childhood curriculum
5. Describe how culture and socioeconomic factors influence classroom environment.

ECED 2141. Effective Program Development for Diverse Learners and their Families Practicum
2 Credits (2)
Provides opportunities for students to apply knowledge gained from Curriculum for Diverse Learners and their Families in a practicum setting. Consent of instructor required. Restricted to ECED majors. May be repeated up to 2 credits.
Corequisite: ECED 2140.
Learning Outcomes
1. Describe the requirements to maintain and enhance the physical and mental health, safety, and nutrition components of a program: Demonstrate knowledge of facility management to include evaluation, maintenance, security, and meeting applicable codes; Demonstrate knowledge of planning for appropriate indoor and outdoor environments; Identify ways to support early childhood educators in the selection of appropriate materials and equipment for the environment; Demonstrate knowledge of the impact of the environment on children's learning and development.
2. Demonstrate knowledge of early care and education curriculum that is individually, culturally, linguistically, and developmentally responsive: Describe a variety of curriculum goals and teaching strategies; Describe the importance of ongoing curriculum assessment and planning, and collaboration with teachers, families and community entities; Identify ways to support early childhood educators in curriculum assessment and planning.
3. Demonstrate knowledge of family/community involvement in effective program development: Describe the importance of supporting families as partners in early care and education program development; Describe both informal and formal communication systems with families that encourage information sharing and joint decision making; Identify strategies for resolving conflicts and supporting families with diverse backgrounds and parenting expectations; Identify the range of family needs including transitional periods; Identify within the community the network to support families with their special needs; Describe a "family friendly" inclusive philosophy
4. Demonstrate knowledge of a director's role as an educational leader in an inclusive setting: Describe what a director does in supporting the instructional component of the program for children, staff, and families; Identify resources that a director might use to keep current with information relating to the instructional component of the program; Describe ways to involve teachers in instructional decision making.

ECED 2215. Program Management
3 Credits (3)
This course emphasizes the technical knowledge necessary to develop and maintain an effective early care and education program. It focuses on sound financial management and vision, the laws and legal issues that affect programs, and state and national standards such as accreditation. Consent of instructor required. May be repeated up to 3 credits.
Learning Outcomes
1. Develop a comprehensive program philosophy.
2. Demonstrate the ability to develop systems that are effective for quality program operation.
3. Create a program budget and understand the Income and Expense sides and what affects each part.
4. Model best practices that integrate various leadership styles.

ECED 2280. Professional Relationships
3 Credits (3)
This course addresses staff relations that will foster diverse professional relationships with families, communities and boards. Topics of staff recruitment, retention, support and supervision will lay the foundation for positive personnel, family and community relationships. Consent of instructor required. May be repeated up to 3 credits.
Corequisite: ECED 2281.
Learning Outcomes
1. Interview an administrator and write a paper describing personnel management, staff support, supervision, and professional development.
2. Identify and describe ethical and legal requirements in maintaining a professional relationship with subordinates, the community, clients, and fellow administrators.
3. Identify and describe technologies which may be used in an early childhood setting.
4. Identify and describe legal and ethical considerations in the employment of others.

ECED 2281. Professional Relationships Practicum
2 Credits (2)
Practical experience in the development of staff relationship that will foster professional relationships with families, communities and boards. Issues of staff recruitment, retention, support and supervision will lay a foundation for positive personnel management. Consent of instructor required. Restricted to ECED majors.
Corequisite(s): ECED 2280.
Learning Outcomes
1. Demonstrate knowledge of personnel management, staff support, supervision, and professional development within a diverse and inclusive organization: Describe methods for recruiting and retaining a diverse staff; Describe job descriptions for each position; Review a sampling of personnel policies and procedures; Review a variety of staff handbooks; Explain why on-going system of supervision should include regular meetings for professional goal setting, self-assessment, and feedback; Review program needs to effectively

manage the work of the program including scheduling, covering ratios, initial orientation, in-service, staff meeting, etc.

2. Demonstrate an awareness of appropriate communication and collaboration skills: Improve written and oral communication skills; Describe strategies for resolving conflicts; Explain how to promote consensus building as a decision making process.
3. Demonstrate knowledge that promotes effective professional relationships with families, communities, and board members: Describe methods for demonstrating respect, understanding, and appreciation for all people; Identify the aspects of culture that facilitate relationship building among people; Describe how to build a common vision and develop long range program plans with parents, staff, board, and the community; Communicate program goals to visitors, prospective parents, volunteers, and board members; Describe how public relations and marketing strategies can impact programs; Review assessment tools that identify needs for early care, education and family support; Develop a personal professional development plan; Describe methods to work effectively with a board and advisory group.
4. Demonstrate knowledge of technology uses and skill acquisition: Describe how to use technology resources to engage in ongoing professional development and lifelong learning; Describe how you will use technology to communicate and collaborate in your leadership role

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Website: https://dacc.nmsu.edu/academics/programs/early-childhood-development/index.html **(**https://dacc.nmsu.edu/academics/programs/early-childhood-development/**)**