

ECED-EARLY CHILDHOOD EDUCATION

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
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
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 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 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 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 establish 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 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

**ECEC 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: ECEC 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

ECEC 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: ECEC 1110 and (ENGL 1110G or ENGL 1110H or ENGL 1110M).

Corequisite: ECEC 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

ECED 3110. Research in Child, Growth, Development and Learning**3 Credits (3)**

This advanced course in child growth, development, and learning builds upon the foundational material covered in the basic course in 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, language, and the methodological aspects of research in early childhood development and education. Restricted to ECED majors (TEP and Zero-to-Four) and ECED minors. May be repeated up to 3 credits.

Prerequisite: ECED 1110;

Learning Outcomes

1. Incorporate understanding of developmental stages, processes and theories of growth, development, and learning into developmentally appropriate practice. (I.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

ECED 3120. Family, Language, and Culture**3 Credits (3)**

This course analyzes the interrelationships between family, language, and culture as connected to children's development and learning. In this course, language is understood as a human activity and higher mental process which build on the children's families, community, and cultural background. Restricted to: ECED majors (TEP and Zero-to-Four) and ECED minors. May be repeated up to 3 credits.

Prerequisite: ECED 1130.

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.6
2. Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7

ECED 3210. Emergent Literacy**3 Credits (3)**

This advanced course is designed to prepare early childhood professionals to study literacy development, specifically oral language, writing and reading. This course focuses on children from birth through age 4, including children with special needs. Through a developmental approach, the course addresses: 1) recent theory and research that translates into practical strategies, assessment materials and preparation of rich literacy environments, 2) the socio-cultural contexts in which children develop literacy, 3) culturally, linguistically and developmentally appropriate literacy curricula, 4) processes used to determine the appropriateness of various literacy strategies, 5) assessment, evaluation, and accountability and 5) literacy leadership. Restricted to: Zero-to-Four majors. May be repeated up to 3 credits.

Prerequisite: ECED 2115.

Learning Outcomes

1. Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. A. eight
2. Knowledge of how children acquire and use verbal, non-verbal and alternative means of communication. A. nine
3. Develop partnerships with family members to promote early literacy in the home. C. eight
4. Establish partnerships with community members in promoting literacy. C.ten
5. Knowledge of the language, reading and writing components of emergent literacy at each developmental level. D. four
6. Create and manage a literacy-rich environment that is responsive to each child's unique path of development. E. nine
7. Use a variety of language strategies during adult-child and child-child interactions and facilitate dialogue of expressive language and thought. E. ten
8. A variety of developmentally appropriate instructional strategies that facilitate the development of emergent literacy skills. E. eleven
9. Demonstrate and facilitate conceptual understanding of family roles in the development of their infant and toddler, including support for family acquisition of knowledge concerning infant and toddler's growth, learning and development and cultural and linguistic diversity represented within the home setting. H. one 1
10. Apply theoretical knowledge f and ability to provide screening and assessment unique for infants and toddlers. H. two 1
11. Articulate and demonstrate conceptual understanding of respectful, responsive, and reciprocal interactions that serve as basis for infant/ toddler curriculum and learning environments. H. five 1
12. An understanding and applications of flexible teaching approaches that span a continuum from child-initiated to adult-directed and from free exploration to scaffolded support or teacher modeling. I. three 1
13. Link child characteristics, needs, and interests with informal opportunities to build children's language, concept development, and skills. I. five 1
14. Establish priorities for high-quality and meaningful language and pre-literacy experiences across the developmental continuum, using language, pre-reading and pre-writing to facilitate skill development while strengthening children's cultural identity. I. eleven 1
15. Knowledge of second- language acquisition and bilingualism including the diversity of home language environments. I. twelve
Conceptual knowledge of the principles and standards derived from professional organizations for curriculum decision- making. I. fifteen

ECED 3996. Special Topics

1-3 Credits (1-3)

Each course will be identified by a qualifying subtitle. A maximum of 3 credits in any one semester and a grand total of 6 credits. May be repeated up to 6 credits.

Learning Outcomes

1. Engage in the study of an ECED topic.

ECED 4110. Young Children with Diverse Abilities

3 Credits (3)

Addresses competencies for working with young children with exceptionalities, ages three-eight, and their families. Public school, private school, Head Start and other models are included. Taught with ECED 5110. Restricted to ECED majors (TEP and Zero-to-Four) and ECED Minors. May be repeated up to 3 credits.

Prerequisite: SPED 3105.

Corequisite: ECED 4120.

Learning Outcomes

1. Demonstrate knowledge of the significance of individual differences in development and learning.
2. Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays or specific disabilities.
3. Demonstrate knowledge of the similarities between children who are developing typically and those with diverse disabilities.

ECED 4120. Assessment of Young Children, Birth-Eight

3 Credits (3)

Covers instruments and procedures for assessing young children and their families in order to determine atypical development. Screening, diagnosis, program planning, placement and evaluation issues are covered. Restricted to ECED Majors (TEP and Zero-to-Four) and ECED Minors. May be repeated up to 3 credits.

Prerequisite: SPED 3105.

Corequisite: ECED 4110.

Learning Outcomes

1. Understand the technical aspects of early childhood assessments
2. Conduct and utilize assessments
3. Collaborate with other professionals

ECED 4210. Integrated Early Childhood Curriculum

4 Credits (4)

This advanced course focuses on developmentally appropriate content, learning environments, and curriculum implementation for children birth through age 4. It emphasizes integration of content areas (the arts, literacy, math, health/emotional wellness, science, social studies, motor, and adaptive living skills) and the development of rich learning environments for infants, toddlers, and preschool children. Restricted to: Zero-to-Four majors. May be repeated up to 4 credits.

Prerequisite: ECED 1115, ECED 2120, ECED 2121, ECED 2130, ECED 2131, ECED 2110, and ECED 1120.

Corequisite: ECED 4211.

Learning Outcomes

1. 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
2. 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

ECED 4211. Integrated Curriculum Practicum

2 Credits (2)

The advanced practicum course is a field based course that will provide opportunities for the integration of content areas (the arts, literacy, math, health/emotional wellness, science, social studies, motor, and adaptive living skills) and the development of rich learning environments for infants, toddlers, and preschool children. Restricted to Zero-to-Four majors. May be repeated up to 2 credits.

Prerequisite: ECED 1115, ECED 2120, ECED 2121, ECED 2130, ECED 2131, ECED 2110, ECED 1120.

Corequisite: ECED 4210.

Learning Outcomes

1. 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

2. 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
3. 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
4. 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
5. Demonstrate an understanding and application of flexible teaching approaches that span a continuum from child-initiated to adult-directed and from free exploration to scaffolded support or teacher modeling. I.three

ECED 4220. Advanced Caregiving for Infants and Toddlers

3 Credits (3)

The advanced field-based course is intended to assist students to define and implement advanced elements of quality programming for all infants, toddlers in safe, healthy, responsive caring environments. The experiences in the approved setting will support strong nurturing relationships, cultural competence, diverse learning needs and styles of every child, appropriate guidance techniques and partnership with the families, cultures, and community represented. Students are assisted through the course in advancing their ability to observe, discuss, and implement elements of quality programming for infants and toddlers in home, small-group or whole-group care situations. Restricted to: Zero-to-Four majors. May be repeated up to 3 credits.

Prerequisite: ECED 2120 and ECED 2121; ECED 2130 and ECED 2131.

Learning Outcomes

1. The primary goal of your participation in this course is to develop an increased understanding of infant/toddler (Birth through age three) development and developmentally appropriate care/education practices.

ECED 4250. Teaching and Learning Math and Science

4 Credits (4)

Standards, principles, and practices in teaching mathematics and science to young children in preschool through grade 3. An emphasis is placed on developing a content-rich integrated math and science curriculum that focuses on children's development and interests, includes appropriate content, processes, environment, and materials with an emphasis on problem-solving as the major means of constructing basic concepts. Field experience required. Restricted to: TEP-ECED majors. May be repeated up to 4 credits.

Corequisite: ECED 4310, ECED 4260, ECED 4320.

Learning Outcomes

1. The arithmetic of real numbers and their subsets of rational numbers, integers, and whole numbers including a large repertoire of interpretations of the four basic operations and ways they can be applied, and an understanding of place value and its implications for ordering numbers and estimation. H.two.a.i
2. Three dimensional geometry based on the concept of distance, and two dimensional geometry as a method of drawing plans and representing three dimensional objects H.two.a.ii
3. Measurement of length, perimeter, area, time, weights, and temperature H.two.a.iii
4. Handling money problems such as cost and unit price. H two.a.iv

5. Demonstrate understanding and skill in the constructions of solids, measurements of their volumes and surface areas, drawing their projections, and making plans for their construction; defining relevant variables and writing formulas describing their relationships in problem-solving activities; and using measurement tools and appropriate techniques for recording data and displaying results. H two.b
6. Facilitate curriculum with open-ended activities that promote children's expansion of the material learned, and in which children learn to use a variety of mathematical skills and concepts, including problem solving, reasoning, and logic. H.two.c
7. Provide opportunities for children to learn how to use tools, technology, and manipulatives in problem solving. H two.d
8. Establish a classroom environment of respect for cultural diversity and gender equity in which all children develop skills in communicating, discussing, and displaying mathematical ideas. H two.e
9. Demonstrate understanding and apply the fundamental concepts in the subject matter of science including physical, life, and earth and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry process scientists use in discovery of new knowledge to build a base for scientific inquiry. H two.a 1
10. Apply the scientific method to develop children's abilities to identify and communicate a problem, and to design, implement, and evaluate a solution. H three.b 1
11. Demonstrate the ability to integrate a variety of technologies into planned science activities. H three.c 1
12. Establish a classroom environment of respect for cultural diversity and gender equity where all children participate fully in science learning. H three.d Support play in young children's learning and development from age Pre-K-grade three. I.six 1
13. Demonstrate sound knowledge and skills in using technology as a teaching and learning tool. I.seven 1
14. Demonstrate the ability to analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and professional standards. I.nine 1
15. Facilitate family involvement so that families are engaged with curriculum planning, assessing of children's learning, and planning for children's transitions to new programs. I.twelve 1
16. Demonstrate conceptual knowledge of the principles and standards derived from professional content organizations (zero to three, NAEYC, DEC) for curriculum-decision making. I.thirteen 1
17. Demonstrate the use of reflective practice. I.fourteen

ECED 4260. Teaching and Learning Social Studies, Fine Arts and

Movement

3 Credits (3)

The course focuses on the aims, scope, and integration of methods of teaching social studies, the fine arts and movement across the curriculum. This course emphasizes an integrated approach to teaching the what and why of social studies; assessing student learning; planning units, lessons, and activities; effective instructional strategies; and knowledge of social studies content. Concepts of expressive art include the visual arts, music, movement and drama. Restricted to: TEP-ECED majors. May be repeated up to 3 credits.

Corequisites: ECED 4310, ECED 4250, ECED 4320.

Learning Outcomes

1. Demonstrate an understanding of the principles of teaching and learning processes that underscore social studies concepts and can translate these into meaningful learning activities focusing on inquiry, authenticity, and collaboration. H.four.a
2. Demonstrate understanding that social studies encompass history, geography, anthropology, archeology, economics, political science, psychology, sociology, and the interdisciplinary relationship of all facets of social studies. H.four.b
3. Demonstrate understanding that the definition of social studies requires that children be socially aware of and are active participants in local, state, national, and global issues; and that children recognize and respect diverse local and global perspectives concerning cultures other than their own. H.four.c
4. Implement a variety of teaching strategies to assist children to use multiple resources including primary (e.g., documents, artifacts/regalia, direct observation, human resources, personal background) and secondary (e.g., books, newspapers, internet) as part of the inquiry/research process. H.four.d
5. Create curriculum experiences that provide opportunities for children to appreciate the historical development of democratic values, institutions, nations, and cultures. H.four.e
6. Demonstrate the ability to plan for and engage children in activities that require them to formulate, analyze, synthesize, and critique issues by using well-reasoned, clearly supported arguments, policies, and positions. H.four.f
7. Demonstrate the ability to plan for and engage children in the presentation of social studies knowledge using a variety of sign systems including writing, charts, graphs, maps, art, music, drama, dance, and technology. H.four.g
8. Demonstrate an understanding and implementation of arts activities such as history, art making, appreciation, and criticism through dance, music, theater, and the visual arts, appropriate to young children's developmental levels interests. H.five.
9. Demonstrate knowledge of the distinctions, connections, and integration between arts disciplines and arts experiences and encourages study and active participation that leads to skill development and appreciation. H.five.b 1
10. Facilitate curriculum in which children communicate at a basic level in the four (4) art disciplines of dance, music, theater, and visual arts, including knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and thinking processes of each discipline. H.five.c 1
11. Create a classroom environment with exemplary works of art from a variety of cultures and historical periods and provide opportunities for students to discuss and respond to them. H.five.d 1
12. Demonstrate an understanding of motor skill development in young children and apply knowledge of age and developmentally appropriate psychomotor and cognitive activities. H.five.e 1
13. Create and use appropriate instructional cues and prompts for motor skills, rhythms, and physical activity. H.five.f 1
14. Apply an understanding of child development knowledge coupled with child performance data to make informed instructional decisions. H.five.g 1
15. Support play in young children's learning and development from age Pre-K - grade three. I.six 1
16. Demonstrate sound knowledge and skills in using technology as a teaching and learning tool. I.seven 1

17. Demonstrate the ability to analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and professional standards. I.nine 1
18. Facilitate family involvement so that families are engaged with curriculum planning, assessing of children's learning, and planning for children's transitions to new programs. I.tweleve 1
19. Demonstrate conceptual knowledge of the principles and standards derived from 139 professional content organizations (zero to three, NAEYC, DEC) for curriculum decision making. I.thirteen 2
20. Demonstrate the use of reflective practice. I.fourteen

**ECED 4310. Early Primary Field Placement
2 Credits (4P)**

The field practicum is a co-requisite course with Teaching and Learning Reading and Writing; Teaching and Learning Math and Science; Teaching and Learning Social Studies, Fine Arts and Movement. The field based component will provide experiences that address curriculum content and practice teaching that is relevant for early primary children in developmentally and culturally sensitive ways. Graded: S/U Grading (S/U, Audit). Restricted to: TEP-ECED majors. May be repeated up to 2 credits.

Corequisite: ECED 4250, ECED 4260, ECED 4320.

Learning Outcomes

1. Demonstrate the ability to work collaboratively with educational assistants, volunteers, and others to individualize the curriculum and to meet program goals.
2. Demonstrate skill in collaboration with professionals from other disciplines (e.g., mental health, psychology, speech and language) when planning curriculum and teaching strategies for young children with diverse abilities.
3. Demonstrate an understanding and application of flexible teaching approaches that span a continuum from child-initiated to an adult-directed and from free exploration to scaffolded support or teacher modeling.
4. Apply an understanding of young children's need for balance, order, depth, variety, and challenge through curriculum planning, routines, and scheduling (e.g., daily, weekly, and longer-term).
5. Link child characteristics, needs, and interests with informal opportunities to build children's language, concept development, and skills.
6. Apply knowledge to create environments that enrich and extent children's play including intervention strategies (i.e., questioning), respect of cultural diversity and gender equity. Support play in young children's learning and development from age Pre-K - grade three.
7. 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.
8. Demonstrate the ability to analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and professional standards.
9. Facilitate family involvement so that families are engaged with curriculum planning, assessing of children's learning, and planning for children's transitions to new programs. 1
10. Demonstrate conceptual knowledge of the principles and standards derived from professional content organizations (zero to three, NAEYC, DEC) for curriculum-decision making. Demonstrate the use of reflective practice.

**ECED 4320. Teaching and Learning Reading and Writing
3 Credits (3)**

The foundation of this course is on understanding the reading process including the relationship between reading, writing, listening, and speaking; individual needs and abilities in reading instruction; and how to organize classrooms and select materials to support literacy development. Concepts of phonemic awareness, phonic instruction, vocabulary development, fluency and comprehension are integrated with the developmentally appropriate use of authentic assessment techniques, language/literacy immersion, and multicultural children's literature. Restricted to: TEP-ECED majors. May be repeated up to 3 credits.

Prerequisite: ECED 2115.

Corequisite: ECED 4310, ECED 4250, ECED 4260.

Learning Outcomes

1. This course will focus on the following New Mexico early childhood teacher education competencies and New Mexico State University's conceptual framework for teacher preparation.
2. Articulate an understanding of developmental theories and processes and their implications for appropriate methods of teaching reading in the K-third grade classroom.
3. Demonstrate knowledge of various instructional approaches and strategies for promoting literacy within an integrated curriculum framework.
4. Provide and use anti-bias literacy materials and experiences, including primary language materials.
5. Plan appropriate whole group, small group, and individual activities that include appropriate accommodations for working with children with special needs.
6. Understand and articulate the concept of emergent literacy and the processes toward becoming an authentic reader and writer.
7. Understand the role of family in literacy development.
8. Respect and promote the use of the child's home language for learning.
9. Demonstrate knowledge of, and use effectively, a wide range of literacy assessment strategies and instruments to determine a child's strengths and areas of need. 1
10. Engage in reflection on current theoretical perspectives on the reading process and the role of print literacy in schools and our society. Our focus will be on rigorous inquiry about literacy education in U.S. schools and methods of literacy instruction. We will be examining how invisible cultural, historical, political, and social contexts have influenced and continue to influence teachers and schools. In your observations of reading and literacy education in your field experience it is critical that you become aware of these subtle but pervasive influences. To achieve this, we will focus our inquiry this semester on the following questions: What is literacy in early childhood education? ; Is that different from literacy outside of school?; How do young children use and pursue literacy? How do I promote literacy for all the children with whom I work?

**ECED 4810. Student Teaching/Seminar Early Childhood
3 Credits (3)**

Discussion of early childhood school issues related to student teaching. May be repeated up to 3 credits.

Learning Outcomes

1. Synthesis of knowledge and skills appropriate to teaching in PreK - 3rd grade educational settings.

**ECED 4996. Topics
3 Credits (3)**

Offered under various subtitles which indicate the subject matter to be covered. May be repeated up to 9 credits.

Learning Outcomes

1. Engage in the study of an ECED topic.

**ECED 4998. Field Experience (Infants Pre-K)
1 Credit (1)**

Supervised field experiences in early childhood settings: infants, toddlers, and pre-K programs. May be repeated up to 1 credit.

Learning Outcomes

1. Engage in an ECED field experience.

**ECED 5110. Working with Young Children with Special Needs, Ages 3-8
3 Credits (3)**

Addresses competencies for working with young children with exceptionalities, ages three eight, and their families. Public school, private school, Head Start and other models are included. Taught with ECED 4110 with differentiated assignments for graduate students. May be repeated up to 3 credits.

Learning Outcomes

1. Demonstrate knowledge of the significance of individual differences in development and learning.
2. Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays or specific disabilities. A.three
3. Demonstrate knowledge of the similarities between children who are developing typically and those with diverse disabilities. A.four
4. Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. A.nine
5. Demonstrate understanding of the importance of families as the primary educator of their child. C.six
6. Demonstrate the ability to incorporate the families' desires and goals for their children into classroom or intervention strategies. C.seven
7. 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
8. 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 divers abilities), home language, and ethnicity. C.twelve
9. Adapt content to meet the needs of each child, including the development of individualized family service programs (IFSP) or individualized education programs (IEP) for children with diverse abilities through the team process with families and other team members. D.six 1
10. 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 1
11. 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 1
12. Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology. E.twelve 1
13. Demonstrate knowledge of maintaining appropriate records of children's development and behavior that safeguards confidentiality and privacy. F.two 1

14. 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 programs (IFSP) and individual service programs (IEP). F.three 1
15. Articulate an understanding that responsible assessment is legally and ethically grounded and guided by sound professional standards. It is collaborative and open with the goal of supporting diverse children and families. F.eight 1
16. Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families. F.ten 1
17. Demonstrate ability to work collaboratively as an advocate with families and IFSP and IEP team members to provide developmentally supportive environments. H.three 1
18. Demonstrate content knowledge (e.g., art, music, movement, science, math, literacy, social studies, and technology) and familiarity with a wide variety of resources in academic disciplines and apply that knowledge in the development, implementation, and evaluation of curriculum. I.one

3. Develop a personal and social astuteness to the characteristics of culturally, linguistically, and ethnically distinct students while keeping in mind the uniqueness of their persona within a contextually rich school and community milieu.
4. Explore multicultural education strategies that well enhance one’s future pedagogical repertoire.
5. Provide learning opportunities to develop multicultural and cross-cultural perspectives for application into future learning environments.
6. Develop an active sense of commitment to collaborative efforts in order to best meet our goals as committed learners and educators who will teach with and facilitate multicultural curriculum in a variety of pluralistic settings.
7. Develop an array of perspective skills in order to accommodate the dynamics of culture change, pluralism, cultural sensitivity, and cultural democracy that occur within classrooms.
8. Demonstrate growth in the dispositions identified in the “Teacher Candidate Disposition” document.

**ECED 5120. Assessment of Young Children, Birth Eight
3 Credits (3)**

Covers instruments and procedures for assessing young children and their families in order to determine atypical development. Screening, diagnosis, program planning, placement and evaluation issues are covered. Same as ECED 4120. May be repeated up to 3 credits.

Prerequisite: ECED 5110 or consent of instructor.

Learning Outcomes

1. UNDERSTAND THE TECHNICAL ASPECTS OF EARLY CHILDHOOD ASSESSMENTS -Define and understand the benefits and concerns of assessment, types of assessment, and best practices for early childhood assessments and their targeted populations.
2. CONDUCT AND UTILIZE ASSESSMENTS- Demonstrate proficiency in using a variety of assessment tools to: screen children; assess current skill levels; determine strengths and weaknesses; supplement assessments when warranted; and incorporate data for instructional plans.
3. COLLABORATE WITH OTHER PROFESSIONALS – Utilize transdisciplinary practices with all vested participants when conducting screenings, evaluations, and making recommendations.
4. COLLABORATE WITH FAMILIES- Demonstrate proficiency in obtaining information from parents about their expectations, needs, and priorities when assessing and making early childhood instructional recommendations.
5. EVALUATE PROGRAMS- Implement best practices in program design, advocate for children’s services, and articulate/safeguard student IFSP/IEPs according to each child’s developmental needs.

**ECED 5130. Working with Parents of Young Children
3 Credits (3)**

Techniques for setting up home and classroom visitations, communicating with parents, and establishing special programs. May be repeated up to 3 credits.

Learning Outcomes

1. Demonstrate a deep understanding of the theory, philosophy and goals of multicultural education
2. Develop a knowledge base of the essential concepts to address language, culture, class, gender, and exceptionalities within the theoretical constructs of multicultural education.

**ECED 5210. Leadership and Advocacy in Early Childhood
3 Credits (3)**

The course explores a multidisciplinary approach to early childhood educational leadership, advocacy and change. The course focuses on leadership in its many forms: in teaching, administration, policy, research, and ethics. In addition, we will examine the theory and practice of change to gain an understanding of what contributes to advocating for policy and community change. Students will gain a deeper understanding of themselves as leaders, and ways to improve early education to promote social justice in programs and systems serving families and young children. May be repeated up to 3 credits.

Learning Outcomes

1. Examine and evaluate a multidisciplinary approach to early childhood educational leadership.
2. Examine leadership in its many forms: in teaching, administration, policy, research, and ethics.
3. Utilize theory and practice of advocacy leadership for policy and community change.
4. Develop a statement of leadership philosophy.

**ECED 5220. Play in the Early Childhood Curriculum
3 Credits (3)**

Advanced exploration of the development of curriculum based on children’s play. A means of exploring and learning the patterns of human living, communications, and experiences congruous with developing interests and capacities. Restricted to majors. May be repeated up to 3 credits.

Learning Outcomes

1. Incorporate understanding of play stages, development, and theories of play in early childhood education into developmentally appropriate practice. (I.A)
2. Demonstrate knowledge of the different types of play (sociodramatic, constructive, rough tumble, games with rule) and their uses in classrooms to promote learning. (I.B)
3. Demonstrate knowledge of the significance of guiding young children’s play to enhance learning in early childhood classrooms. (I.C)
4. Demonstrate knowledge of social influences on play and young children’s development of gender identity. Provide and use anti-bias materials and experiences in all areas of the curriculum. (I.D)

5. Provide a variety of play activities that facilitate development of the whole child in all areas, physical/motor, social/emotional, language/cognitive and adaptive/living skills. (I.E)
6. Apply knowledge of cultural and play diversity and the significance of socio-cultural political contexts for development and learning and recognize that children are best understood in the contexts of family, culture, and society. (I.F)
7. Demonstrate knowledge of the many functions play serves in the cognitive, social, and emotional aspects of development in the formative years.
8. Develop and demonstrate skills in selecting quality play activities for young children. (I.G)
9. Demonstrate knowledge of the developmental sequences of play development, including the influence of culture and home factors. (I.H) 1
10. Demonstrate knowledge of how young children acquire and use technology play to promote learning. (I.I) 1
11. Demonstrate knowledge of how play is used to support standards and assessment in early childhood education. (I.J)

ECED 5230. Curriculum in Early Childhood Education
3 Credits (3)

Development and implementation of curriculum and materials for teaching young children. May be repeated up to 3 credits.

Learning Outcomes

1. Understand and implement appropriate ECED curriculum.

ECED 5310. Issues in Early Childhood Education
3 Credits (3)

Examines current trends and problems through readings of theoretical, empirical, and applied literature. May be repeated up to 3 credits.

Learning Outcomes

1. Examine the foundations of literacy development in early childhood.
2. Analyze sociocultural and critical perspectives in early literacy research, theory, and practice.
3. Apply grounded perspectives on topical issues in literacy development in early childhood.
4. Evaluate the literacies embedded in your own teaching/learning and the ones embedded in the communities in which they work.
5. Create sound theoretical and methodological frameworks in an early literacy project. Identify and use various genres in children's literature.

ECED 5410. Seminar on Child Development, Assessment and Well-being of Young Children
3 Credits (3)

This course will reintroduce you to the world of young children in a variety of early childhood settings. It focuses on early childhood development, observation of young children and evaluation of classrooms, child well-being, and the many ways in young children learn. Sessions will bridge theory to practice as we explore your internship experiences and gain deeper understanding of your role as an early care and education professional. May be repeated up to 3 credits.

Learning Outcomes

1. Incorporate understanding of developmental stages, process, and theories of growth, development, and learning into developmentally appropriate practice.
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.

3. Demonstrate knowledge of the similarities between children who are developing typically and those with special needs.
4. 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. (I.E)
5. Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. (I.G)
6. Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. (I.H)
7. 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
8. Demonstrate ability to adhere to early childhood education professional codes of ethical conduct and issues of confidentiality. G.one
9. 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 1
10. Demonstrate critical reflection of one's own professional and educational practices from community, state, national, and global perspectives. G.four 1
11. Demonstrate knowledge in technology resources to engage in ongoing professional development. G.seven 1
12. 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 1
13. Use appropriate health appraisal and management procedures and make referrals when necessary. B.three 1
14. 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 1
15. Implement health care and educational activities for children and families based on health and nutritional information that is responsive to diverse cultures. B.seven

ECED 5420. Science/Math Curriculum
3 Credits (2+2P)

Methods and materials for developmentally appropriate practices in teaching science and math for young children. May be repeated up to 3 credits.

Learning Outcomes

1. Synthesis of knowledge and skills appropriate to teaching in PreK - third grade educational settings.

ECED 5510. Advanced Teaching and Learning of Literacy
3 Credits (3)

This advanced graduate early literacy course reviews the reading process including the relationship between reading, writing, listening, and speaking; individual needs and abilities in reading instruction; and how to organize classrooms and select materials to support literacy development. Concepts of phonemic awareness, phonic instruction, vocabulary development, fluency and comprehension are integrated with the developmentally appropriate use of authentic assessment

techniques, language/literacy immersion, and multicultural children's literature.

Learning Outcomes

1. This course will focus on the following New Mexico early childhood teacher education competencies and New Mexico State University's conceptual framework for teacher preparation.
2. Articulate an understanding of developmental theories and processes and their implications for appropriate methods of teaching reading in the K-third grade classroom.
3. Demonstrate knowledge of various instructional approaches and strategies for promoting literacy within an integrated curriculum framework.
4. Provide and use anti-bias literacy materials and experiences, including primary language materials.
5. Plan appropriate whole group, small group, and individual activities that include appropriate accommodations for working with children with special needs.
6. Understand and articulate the concept of emergent literacy and the processes toward becoming an authentic reader and writer.
7. Understand the role of family in literacy development.
8. Respect and promote the use of the child's home language for learning.
9. Demonstrate knowledge of, and use effectively, a wide range of literacy assessment strategies and instruments to determine a child's strengths and areas of need. 1
10. Engage in reflection on current theoretical perspectives on the reading process and the role of print literacy in schools and our society. Our focus will be on rigorous inquiry about literacy education in U.S. schools and methods of literacy instruction. We will be examining how invisible cultural, historical, political, and social contexts have influenced and continue to influence teachers and schools. In your observations of reading and literacy education in your field experience it is critical that you become aware of these subtle but pervasive influences. To achieve this, we will focus our inquiry this semester on the following questions: What is literacy in early childhood education? Is that different from literacy outside of school? How do young children use and pursue literacy? How do I promote literacy for all the children with whom I work?

ECED 5520. Literacy Development in Early Childhood

3 Credits (3)

Advanced theory, research, and practice relating to early childhood reading. May be repeated up to 3 credits.

Learning Outcomes

1. This course will focus on the following New Mexico early childhood teacher education competencies and New Mexico State University's conceptual framework for teacher preparation.
2. Articulate an understanding of developmental theories and processes and their implications for appropriate methods of teaching reading in the K-third grade classroom.
3. Demonstrate knowledge of various instructional approaches and strategies for promoting literacy within an integrated curriculum framework.
4. Provide and use anti-bias literacy materials and experiences, including primary language materials.
5. Plan appropriate whole group, small group, and individual activities that include appropriate accommodations for working with children with special needs.

6. Understand and articulate the concept of emergent literacy and the processes toward becoming an authentic reader and writer.
7. Understand the role of family in literacy development.
8. Respect and promote the use of the child's home language for learning.
9. Demonstrate knowledge of, and use effectively, a wide range of literacy assessment strategies and instruments to determine a child's strengths and areas of need. 1
10. Engage in reflection on current theoretical perspectives on the reading process and the role of print literacy in schools and our society. Our focus will be on rigorous inquiry about literacy education in U.S. schools and methods of literacy instruction. We will be examining how invisible cultural, historical, political, and social contexts have influenced and continue to influence teachers and schools. In your observations of reading and literacy education in your field experience it is critical that you become aware of these subtle but pervasive influences. To achieve this, we will focus our inquiry this semester on the following questions: What is literacy in early childhood education? Is that different from literacy outside of school? How do young children use and pursue literacy? How do I promote literacy for all the children with whom I work?

ECED 5810. Student Teaching/Seminar

3 Credits (3)

Provides student teaching experience in a variety of settings with young children ages birth 8. Restricted to: TEP-ECED majors. Students must be Admitted into student teaching to enroll. May be repeated up to 3 credits.

Learning Outcomes

1. Our mission is to serve the people of New Mexico through education, research, extension education, and public service with specific emphasis on innovative practices, overcoming barriers to learning, international activities, technology, and literacy for the diverse populations of New Mexico, surrounding states and border communities.

ECED 6110. History and Philosophy of Early Childhood Education

3 Credits (3)

Critical analysis of the historical development and philosophical underpinnings of the field of early childhood education as it relates to current practice. Restricted to doctoral-level students of any major. May be repeated up to 3 credits.

Learning Outcomes

1. Examine the historical figures in early childhood education that have influenced current practices and discourses.
2. Identify theoretical, scientific, and philosophical foundations in early childhood education that have defined childhood learning and development.
3. Critically examine the history of institutions and federal policies of early childhood education within the context of multiculturalism

ECED 6996. Selected Topics in Early Childhood Education

1-6 Credits (1-6)

Offered under various subtitles. May be repeated up to 6 credits.

Learning Outcomes

1. Engage in the study of an ECED topic.