**NORTHERN NEW MEXICO COLLEGE**

# NORTHERN NEW MEXICO COLLEGE
# BOARD OF REGENTS

# MARCH 28, 2025

# NORTHERN New Mexico College

## NOTICE

The Board of Regents of Northern New Mexico College will hold a regular meeting on **Friday, March 28, 2025** at **9:00AM,** Via Zoom and in person at Northern New Mexico College, Board Room, Española Campus, Española, New Mexico.

Join Zoom Meeting
https://nnmc.zoom.us/j/93884181987

## FINAL  AGENDA

**I.     CALL TO ORDER**
**II.    APPROVAL OF AGENDA**
**III.   PUBLIC INPUT**
**IV.    COMMENTS FROM THE BOARD**
      A.  Board of Regents Subcommittee Reports
         1.  Housing Committee – Informational
         2.  Audit, Finance, Facilities Committee – Informational
         3.  Academic and Student Affairs Committee – Informational
         4.  Governance Committee
            a. Upcoming Presidential Evaluation - Informational
         5.  HERC Committee - Informational
**V.     APPROVAL OF MINUTES** - Action Required
**VI.    PRESIDENT'S REPORT AND ANNOUNCEMENTS**
      A.  Celebrate Northern – Informational
      B.  CUP/NMICC Report – Informational
      C.  NNMC Foundation – Informational
      D.  Introduction of Staff and Faculty – Informational
      E.  Update on Public Input Received - Informational
**VII.   FACULTY SENATE PRESIDENT REPORT**
**VIII.  STUDENT SENATE PRESIDENT REPORT**
**IX.    STAFF REPORTS**
      A. Provost & Vice President
         1.  Child Development Certificate - Action Required
         2.  Early Childhood Professional Certificate - Action Required
         3.  Nursing & Health Sciences Fees - Action Required

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      B. Vice President for Finance & Administration

          1. Budget Adjustment Requests - Informational

**X.**     **EXECUTIVE SESSION**

    (1) Limited personnel matters related to the hiring, promotion, demotion, dismissal, assignment, resignation, or investigation or consideration of complaints or charges against an employee;

        a. No items

    (2) Bargaining strategy preliminary to collective bargaining

        a. No items

    (3) Threatened or pending litigation subject to the attorney-client privilege in which the College may be a participant; and

        a. No items

    (4) Real estate acquisition or disposal.

        a. No items

**XI.**     **VOTE TO REOPEN MEETING -** Certification that only those matters described in the Executive Session Agenda were discussed in the closed session; if necessary, final action with regard to certain matters will be taken in Open Session

**XII.**     **ADJOURNMENT**

*In accordance with the Americans with Disabilities Act (ADA), physically challenged individuals who require special accommodations should contact the President's Office at 505-747-2140 at least one week prior to the meeting or as soon as possible.*

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*Office of the President*
## NORTHERN New Mexico College

# MEMORANDUM

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|---|---|
| **To:** | Board of Regents, Northern New Mexico College |
| **From:** | Hector Balderas, JD, CFE President |
| **Date:** | March 28, 2025 |
| **Re:** | Board of Regents Meeting Minutes |

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*Issue*

Northern New Mexico College (NNMC) provides, on a monthly basis, Board of Regents Minutes from the previous month for approval.

*Recommendation*

Staff recommends that the Board of Regents approve the attached Board of Regents Minutes for February 27, 2025 as submitted or if applicable, as amended.

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# NORTHERN New Mexico College

## BOARD OF REGENTS MINUTES
## FEBRUARY 27, 2025

A Regular Meeting of the Board of Regents of northern New Mexico College was held on Thursday, February 27, 2025, In Person and Via Zoom at Northern New Mexico College, Espanola Campus, Board Room. Regents Present in person and Viz Zoom: Michael A. Martin, Erica Velarde, Porter Swentzell, Regent Casandra Batista Dauz, Regent Ruben Archuleta. Ron Lovato and Dolores Gurulé were also present and sworn in by the Honorable Alexandria Naranjo.

Northern New Mexico College Staff Present: President Hector Balderas, JD, CFE, Larry Guerrero, EdD, Interim Provost & Vice President for Academic Affairs, Theresa Storey, Chief Financial Officer/Compliance Officer, Matthew Baca, General Counsel, Scott Stokes, Chief Information Officer, Shawn Madrid, Capital Projects Coordinator, Juan Gallegos, Windows Systems/Information Security Administrator, Judith Pepper, Major Gifts Officer, Martin Shupla, Library Director, Carmella Sanchez, Director of Institutional Research, Frank Loera, Director of Career Technical Education, Milam Shah, Communications Coordinator, Tammy Winston, Student Life Coordinator, Farjahan Shawon, Director Center for Teaching and Learning, Patrice Trujillo, Health & Safety Manager, Deborah Trujillo, IT Manager/Web Administrator, Stephanie Lovato, Accountant III, Grants, Kristy Alton, Director, Title V, Ambrosia Tuero, Director, Advisement, Analise Lopez, IT Technician, Sara McCormick, Career Services, Joseph Padilla, Instructor, Chair of Technical Trades, Christian Gomez, Technical Trades Academic Advisor, Joshua Lopez, Dual Credit Outreach Specialist

Faculty Present: Melanie Colgan, Scott Braley, Joan Hodge, Ellen Trabka, Sneha Chakradhar, Sushmita Nandy, JB Moore

Others Present: Felicia Rodriguez, Student, Joe Ortiz, TKM, Mark Santiago, TKM, Johanna Miller Martinez, Jake Arnold, Jasie Green

### I.      SWEARING IN CEREMONY (Ron Lovato, Erica Velarde, Dolores Gurulé)

Chair Martin introduced The Honorable Alexandria Naranjo to the Board of Regents and attendees to swear in Northern New Mexico College's new and reappointed regents. Judge Naranjo swore in Dolores Gurulé, Erica Velarde and Ron Lovato.

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**II. CALL TO ORDER**

Chair Martin called the meeting to order at 9:12AM,

**III. APPROVAL OF AGENDA**

Chair Martin entertained a motion to approve the agenda.

**Regent Velarde Moved to approve the agenda as presented. Second – Regent Archuleta. A roll call vote was taken. Chair Martin – yes, Regent Velarde – yes, Regent Archuleta – yes, Regent Lovato – yes, Regent Gurule – yes. Motion passed unanimously.**

**IV. PRESENTATION OF AUDIT BY EXTERNAL FINANCIAL AUDITORS**

Chair Martin invited the External Financial Auditors from TKM to join the Board of Regents. Joe Ortiz presented the Audit to the Board of Regents (attached). For the college, we got a clean opinion on the financial statements. That means whoever is picking up these financial statements, they can feel comfortable making decisions upon them and they can rely on them. They can also feel comfortable that the college is being good fiduciaries of the monies of the college, public money. With the single audit, the same, thing, unmodified opinion, clean opinion. That means you have been spending your federal dollars for the programs they tested in accordance with those requirements. So, a lot of work goes into that. They mark, they always joke that they come in for, you know, several weeks and poke and prod and issue this report but it takes the College all year to get a lot of great work by IT, Financial Aid, across the board everyone is doing a great job. It is a big, big this audit encompasses, big financial statements a lot of moving parts, financial team and related staff to bring that to fruition and they need the College's team to be able to accomplishment. So, there is some synergy involved there for sure. The Foundation is the same thing, an unmodified opinion and there is not a single audit for the Foundation. There was one finding, improper payroll expense which was self-reported and it is a current year finding and corrected in the same year. We will not see it again next year. All the prior year findings that were pending have all been resolved. There were some pretty big ones, the trial balance, maintenance and account reconciliation. That's probably the biggest and most alarming one. They have all been resolved. Late audit was also on there and has been resolved. This was another big one on the list. Mark stated this speaks volumes because it encompasses a lot of different things. Resolving that is big, its good. Hopefully, next year, everything looks good and next year, zero findings. The Foundation had one finding last year with a late audit report and it has been resolved as well. The College had 25 findings, 6 findings in 2023 and had 2024 down to one and 2025 goal to get down to zero. The timeframe was October 28, 1024, they reported to management and governing body which is some of the Board of Regents. They received OSA comments, November 27, 2024, Received Release Letter, December 12, 2024, Federal Audit Clearing House, January 3, 2024 (opn time). These are

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the dates the College wants to see.  Mark stated they have about 20 audits due on November 1st and generally they have a lot of those that run under the wire, the College was ahead of the game and it was earlier than on time.  It is important to highlight that.  The team wanted to get started as soon as possible to get the runway to the deadline.  '

Chair Martin stated he would like to thank the Financial Team, this is the first time they have had a clean audit, on time in 10 years and Regent Velarde and Regent Swentzell can remember when we went through all the findings.   Regent Velarde stated she would like to thank Theresa, Evette and the team, they have done amazing work, they have gotten us out of the trenches.  They are amazing and thank you for what you have done.  It is amazing.  Our institution now will gain more respect because a lot of times we wouldn't get money because we didn't have a clean audit, they wouldn't trust us.  Thank you.  Regent Archuleta thanked TKM for all the hard work, thank you to the team and staff behind the scenes that do the work.  They are the ones getting everything together.  Regent Lovato thanked TKM, this is first meeting and he is pleased.  His last engagement with the College was through the Foundation and it was difficult.  Financially, there were a lot of challenges back then.  Regent Gurule thanked TKM and the Financial Team.  In her previous position she helped with auditors.  Great job and thank you.

President Balderas stated he would like to address the Board of Regents and community members and staff and personnel and faculty.  An audit is like a public health checkup, it represents the condition the organization is under and the stress and some of the, how well you are managing, not only your duty and your mission on how you are educating students.  The audit can reflect some of the struggles of how we're handling public funds, which is the lifeblood of how all of you do in public service, which is to serve students.  President Balderas stated he wanted to recognize as the Regents have not only Theresa and her team but it took kind of a crazy audit firm to sign up with us because like doctors shop for good patients we had to go out and get a firm that we knew was going to really partner and work Christmas Day, work on summers and really kind of get a better understanding of what is good about the organization and where we can improve and that is kind of a very serious question. When in 17, this Board held steadfast in leadership when they were told that the State was going to put them on special monitoring and that the Federal Government was also going to put us on monitoring because they weren't sure that we were managing our grants correctly and as Regent Velarde said, whether were going to get more funding in an area that really relies on Federal Grants.  President Balderas state he would like to commend the faculty and staff and these Regents who stuck through the turbulence.  They were committed to the mission that we have to get this right so the students could receive a good education.  This good audit is a reflection of the public trust that all the regents kept fighting for.  We were recently taken off those lists because of our partnership and compliance.  Thank you staff that probably didn't like Theresa coming by asking for documents and maybe didn't understand this is for the good will to say we could be accountable for funding.  It was not pretty somedays.  Thank you to the Board of Regents and the community for sticking as part of this.  We have gotten

some positive attention in Santa Fe. We are setting the right tone at the top. Ultimately this is not just about accounting but to be able to go and get investment. Thank you TKM for allowing the team to put together a plan. We are in pretty good fiscal health.

Chair Martin entertained a motion to approve the Audit.

**Regent Velarde Moved to approve the audit as presented. Second – Regent Archuleta. A roll call vote was taken. Chair Martin – yes, Regent Velarde – yes, Regent Archuleta – yes, Regent Lovato – yes, Regent Gurule – yes. Motion passed unanimously.**

V.        PUBLIC INPUT

Chair Martin stated we will go into public input and called student Felicia Rodriguez.

Felicia Rodriguez, student, addressed the Board of Regents. My name is Felicia Rodriguez and I am a proud student of Northern New Mexico College, pursuing my AAS in radiation protection and my AAS in Nuclear Operation Technology.

As a more whole person. I am a happily married. I am happily married to my husband, a mother of 6 children, organizer of free community events, a youth group leader at my church, a current board member at breath of my heart birthplace, a co-grant writer for breath of my heart, and an RCT Cohort student here at Northern currently working at LANL. Over the past year of being a student here I have maintained a 4.3 GPA, made the Dean's list been a recipient of the N3B Scholarship, a recipient of the Gerd's Endowed Scholarship Fund, am a member of Phi Theta Kappa Alpha Iota Sigma. Chapter, and on Tuesday at the State Capitol received the New Mexico All State Academic Team Scholarship which is an award up to 2 students from each college can receive to acknowledge academic excellence, leadership and service. I was the single recipient of this reward award from Northern this year.

Today I am here to bring up some concerns about the Registrar's office and their handling of transfer credits, degrees, graduation application, treatment of students and customer service. I applied to Northern in October of 2024 and was almost immediately accepted by admissions. On October 18, 2023 I sent in my transcript via email from Brigham Young University Pathway Worldwide Enzyme College and some General Education credits from Sophia. I received a confirmation email from the Admissions office on October 19, 2023 that my transcripts had been received. Since then, I have had multiple interactions with the Registrar's Office regarding transfer of my credits. Beginning before my first semester, when I was unable to enroll in radiation protection classes, as the majority of them have a prerequisite of college algebra. Each time I received an email from the Office of the Registrar it seemed as though I was either talking to different people or I was receiving an email written by a bot. All emails were just signed " Office of the Registrar." Most emails told me to send my transcripts to the Admissions Office, which I did multiple

times.  Yet, I continued to reach out to admissions and admissions informed me several times that they had indeed sent my transcripts to the Registrar's Office.  Each semester I waited for my credits to be transferred over and had to directly send my transcripts from other institutions to my professors directly, so they could override the system and allow me to register for their classes.  This cause me anxiety, wondering if I would be able to take enough credit hours each semester to fulfill the FAFSA requirement and to fulfill my contractual obligation to TRIAD, LLC which are 12 credit hours per semester and maintaining a 3.0 GPA while being employed through the RCT Cohort Program.  Then I began hearing of major concerns from fellow classmates about the Registrar's Office, where students warned me of staying on top of them because some students had been waiting over a year for their grades to be transferred over, or records not being handled correctly.  My mentor and supervisor with the RCT Cohort Program, along with faculty and staff, stepped in and began to advocate on behalf of students to get their credits transferred over.  On Tuesday, I reached out to my classmates who have had issues with the Registrar's Office and informed them of my decision to come here today, and the majority of them expressed deep concerns of retaliation from the Registrar's Office if they attended or spoke up.  However, 4 fellow students wanted me to share their stories, although they had work and could not attend this meeting.  Each of them has their share of harmful interactions with the Registrar's Office.  Currently at least 5 out of the 6 members of the RCT Cohort Program who are set to graduate Spring 2025 have had the same issues with the Registrar's Office.  The Registrar's Office has fostered an educational environment of distrust and confusion.  Three other members of the RCT Cohort Program, who were supposed to graduate last semester had their degrees withheld from them because they only filled out the handwritten graduation application and not the online one, and tried to have it immediately corrected.  They entered into the radiation protection pipeline without their degrees, which means they were not able to receive a $20,000 annual salary increase until they received their degrees.

I am also aware of past issues regarding interactions between the Registrar's Office and issues with how the Registrar's Office interacts with faculty and staff as well.  I had gotten into the habit of checking my transcripts on banner every day, sometimes multiple times a day, in hopes that something would give.  Yesterday morning, I sent out a final email to the Registrar's Office stating that I would be addressing these concerns here today and cc'd many of you on that email at 3:00PM.  I checked my transcripts and credits have been transferred over.  I stand here today to advocate for my fellow classmates and future students of Northern New Mexico College.  If credits are not transferred over, this could lead to breach of contracts, loss of financial aid, eligibility due to the inability to enroll in needed courses, or during the last months of someone's degree program, realizing they are missing a couple of credits because degree audits were not able to be accessed by students finally leading to the inability to graduate this could hold Northern liable due to negligence of the Registrar's Office.  The graduation application process is not streamlined and is actually confusing for students.  The transfer of credits policy is unclear and does not have a tangible requirement of when the 30-day rule takes effect,

and the Registrar's Office is not complying with the 30-day rule, and many other aspects of the policy in regards of how credits are transferred over.

As a student of Northern and a woman who was born and raised her in this beautiful little valley of Espanola, I have a lot of personal interest in Northern New Mexico College. It is very likely my own children will attend this College. Espanola has a bad reputation for decades, and there are so many barriers that our people face, receiving a quality education does not have to be one of them with all the leaps and bounds Northern has made in the past few years because of your joint efforts we can't allow something like this to hold us back. Thank you for your time.

Chair Martin thanked Ms. Rodriguez and stated (inaudible) at the next meeting. President Balderas stated he can address some of the, he would like the students to have ample opportunity to present. So, thank you for your presentation and Ms. Rodriguez and President Balderas have met with her husband and we want to keep her involved in the improvement of the processes. So, thank you for coming having the courage to share that with the Board. Thank you so much.

Chair Martin introduced Johanna Miller Martinez. Ms. Miller Martinez stated she is going to share a little bit about herself. My name is Johanna Miller Martinez and my journey in college actually began in 2007 when I started taking classes fresh out of high school. I attended CSU, Colorado State University and completed two years of classes there. Well, life has a way of showing you what you need, and unfortunately, I went through a particularly challenging and impactful turn of events. As I look back, now I understand that the universe had plans for me, and my journey to become a teacher would take me through many stages, each adding to my knowledge and understanding of what kind of teacher I wanted to become.

In 2012 I moved from Colorado to New Mexico and by 2018 I was working as a Pre-K teach for Las Cumbres Community Services. I found a position with a therapeutic preschool there and it became the background the backbone of how I view the needs of every student in my classroom. I became a parent of two children, one on the autism spectrum and one with a visual impairment. Again, the university was helping prepare me with skills and understanding I would need in order to be the mother and teacher I am today.

Between 2018 and 2020, I acquired many useful and necessary skills. When the pandemic hit and the world ground to a halt, I would have an opportunity to learn more about how I could teach children long distance and create an environment at home to support my own children and their needs. Once more the universe provided me with an opportunity to grow. New Mexico made going back to school free for my bachelor's and I grabbed onto this gift and spend the last two years taking classes at Northern. I worked tirelessly with Dr. Rodriguez in the Education Department to complete my degree plan. The fall semester of 2024, I spend completing my student teaching at a new school in Santa Fe.

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When I applied for graduation, I never received any news or information from the Registrar's Office. I started contacting them the week before winter break, asking them about when diplomas would be sent out. The response I got was a two-sentence email back telling me they would not be going through applications until returning on January 18th. So, I waited a whole month. My job needed that diploma and the PED needed that diploma and official transcripts to process my teaching license. Once more, on January 18th I reached out and the response I was given was that applications would be processed in the next three weeks and those who met the requirements would be notified. I was never notified. I never heard from the Registrar again. I was not told they did not accept some of my transfer credits. I was never told the audit came back and they still thought I needed three classes. I was left in the dark with no understanding of why my degree had not been approved. I had to reach out to my advisor, Alberto Meyers, who recommended I reach out to the Department Chair, Dr. Rodriguez and after reaching out to her and going through my own degree plan line by line I figured out which classes the Registrar was saying I needed. It was not easy. They had to go digging for information. I had to wait. Finally, last week, after almost three months after the end of the semester, did I receive information about what was holding up my degree. The delay in receiving my official degree in Early Childhood Education at Northern had a significant negative impact on my finances. Since completion of the fall semester at Northern, I was rightfully entitled to my degree. It cost my family and I thousands of dollars while I had to wait for the degree, I took a $20,000 pay cut last semester to do my student teaching through PED in Santa Fe and I have lost now over $7,000 waiting for my salary to increase because I didn't have my final transcript. I should have received my diploma and my degree at the close of the fall semester and should have been able to send all of the necessary documents to PED before winter break. My job has been in jeopardy throughout the last two months as I have waited to receive this degree. Daily I was told that if my degree was not posted I was going to lose my job. This is a situation that I shouldn't have been put in the emotional and psychological stress that I have gone through because the Registrar's Office lacked the ability to communicate with me and would not accept the transfer credits rightfully fulfilled the requirements of my degree plan as a student seeking a degree in education was costly. No other students that want to become teachers should have to deal with delays or unanswered questions the way I have. It is not fair, it's not just. It is not something I can stand by and watch happen to other students that are doing everything they can to become something.

As the Board the President and supporting members of the college, you cannot continue to let this happen in the Registrar's Office. You can do something about this. You can fix this for students that come after me. It is your duty to listen to what has happened here and make changes so that students can succeed. Thank you for your time.

Chair Martin thanked Ms. Martinez and introduced Tina Garcia.

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Tina Garcia stated she is here to say basically the same thing but she is not a student. She is actually on the outside of it. There is a policy that says once the transcripts have been received the college 30 days is when the transfer of credits would be done and it breaks my heart to know that some students have gone, you know a whole year without a transfer of credits, you know. Ms. Garcia stated she tried to help her daughter along the way from the beginning and you know she wanted to repeat a class that she had taken and she had to get upset with her and say no, you already took the class. It should be accepted so Ms. Garcia intervened and it happened and happened for her. She got a transfer of credits but you know, it's not only the Registrar's fault as well, there is what are they called people that are along with the students, you know, checking off their degree plan and say, yeah, you took care of this on this semester, this one should have been transferred. So it's, I don't want to blame all of it on the Registrar, but she is a hostile creature, I mean, she doesn't want to own up to the Registrar, my daughter asked her specifically, am I good to graduate and my assumption is, it's the Assistant Registrar that didn't do her due diligence, as Janice says that she does, because Janice says if a students asked her that she takes five minutes it takes to see if they did something online and they are good to go and because my daughter asked the assistant, the assistant just kind of brushed her off, and everybody whenever she would try to, you know, fix the problem. Everybody just kind of shooed her away, didn't want to hear nothing she had to say, you know and there's some faculty and staff that know about the problem. They should be ashamed because they're a part of the problem of not getting it fixed. They know about this problem and they allow it. They're part of the problem.

Another thing I would have to say is like the broadcasts, if you know, because Janice wanted to defend herself against well, there was a broadcast. We did send the students this well, broadcast, I'm sorry to say but that is just a bunch of junk mail to students. I mean, you bombard them with a bunch of information there. There should be some kind of special broadcast for very major important things, not like the cafeteria or game, or anything like that.

And the complaint process. So, I had her do the complaint process online. There was never a receipt or nor any kind of recognition that there was a complain that went through. I think she asked the provost. You know the provost did all that he could do, but he was still not on the student side. You know, I just want to remind everybody if it wasn't for the student, even after that first presentation where does the student fit in this. It doesn't even sound like the students concerned on that. No wonder people forget about the student, you know, and it just seems like, I don't know, nobody cares for the student as you know a parent, I guess, because if a staff knew about this problem why didn't they try to push to fix it.

And the last thing I want to say is I'm very nervous so I hope everybody understood what I had to say and I just want everybody to know that this President is the greatest. I mean, I've been through one and there weren't as great as this one and this one truly does care about the student and it's obvious and I hope that. You guys keep him around for a long time. Think that's all I have to say.

Chair Martin stated we have work to do and asked President Balderas to get back to the Board at the next meeting with solutions for some of these problems. President Balderas stated he would like to add a quick contextual statement to the board just so we understand. As you saw in the audit it was a workload and corrective action, but there were always transparency and honest conversation. President Balderas stated he would like to commend the speakers for strengthening the regulatory environment. It is what the Board wants to hear – truth to power. President Balderas stated for five months the President and legal counsel has engaged a case management system as to how to manage all these students. It wasn't a triggered until students fought for and took their voices to other offices. We have been undergoing a system review through legal and have already engaged any and all students that are caught up in all this in a case-by-case basis. They are going to receive due process and factual notification. As you can see, we reconciled these and by virtue of the Office of the President and issued degrees by process of certified.

Regent Velarde thanked the speakers for their courage. It takes a lot to speak up and say something and a lot of times we talk ourselves out of it. It takes a lot to say something especially because it is frustrating especially when you have the goal set. Thank you.

Regent Archuleta stated it is nice to know they come to the board. Ms. Rodriguez has always been an advocate for the community. Regent Archuleta stated he had an issue with a coworker and she had the same issue and it was affecting her at work. She is a single mother with three kids and affecting her pay and a promotion. She was worried someone else was going to get it. He thinks it was very unfair and the President's Office got it taken care of. Thank you again.

Regent Lovato stated thank you for coming forward.

Regent Gurule thanked them all for their courage and to know their story. This was her biggest concern; a lot of our students suffer in silence because they are afraid to speak up. They're afraid that someone's not going to listen, or they're afraid that someone's going to think differently when they do speak up. We do think differently of the students and see their courage and strength. It is. Positive change in thinking that we'll see so she hopes that you speaking up will be a role model or a message to our students that they may be having issues that they can come and speak up as well. So, thank you so much for speaking to us today.

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Chair Martin asked Ms. Melanie Colgan to address the Board. Ms. Colgan stated as Chair Martin said, I am a faculty member here in the Nursing Department and have been here since 2019. I am the director of the Associate Degree Nursing Program and I'm here to speak today about the chair rotation policy that is on your agenda later this morning. In regards to this I understand the intent behind the policy is to ensure that leadership opportunities and fresh perspectives are welcomed and encouraged here at Northern but I believe the policy may inadvertently create challenges that could hinder the college's success.

One major issue with the policy is that it references Deans and (inaudible) and she the Board is well aware but we don't have Deans here. We haven't had Deans for many years so this makes part of the policy just completely impractical and misaligned with the actual structure of the college. Without deans to oversee transitions and provide continuity, frequent chair rotations could leave gaps in leadership and further disrupting departmental operations. Additionally, the policy does not account for the significant financial and professional consequences for faculty members. When a department chair is rotated out of the position, they are essentially demoted, leading to a substantial salary reduction. This is a result of the department chair moving from an 11-month contract to a 9-month contract. This not only impacts their immediate financial wellbeing but it also has long term consequences for their retirement income through the Educational Retirement Board.

Since retirement benefits are based on an employee's highest average salary. Forced rotations could result in lower pension, and this will discourage faculty members from wanting to be in that leadership role. In the first place beyond financial concerns, we've already seen the damage that this policy can cause. Last year, the nursing department got to implement this policy. It nearly destroyed the nursing department. I'll be very honest with you all. The forced rotation of leadership led to instability, confusion and an incredibly low morale. Given the critical nature of nursing education, the disruption put both our program and our student success at risk. Additionally, this policy directly threatens our ability to retain faculty, which is already a pressing issue. As a result of last year's leadership, instability several nursing faculty members began looking for jobs elsewhere and with such a small group of faculty and ongoing nationwide faculty shortage, we simply cannot afford to lose multiple faculty members. If we do, the nursing department will not be able to offer classes, and this will put our entire program at risk. This will not only harm students, but will also have serious consequences for the college's reputation and accreditation. Furthermore, frequent chair rotations negatively affect the long-term strategic planning and ongoing initiatives, especially when the maintenance of accreditation programs. Department chairs play a crucial role in shaping academic programs, securing funding and fostering faculty development.

Frequent transitions may lead to inconsistent leadership, making it difficult to maintain momentum on important projects and weakening relationships with external stakeholders. Think I've said enough, so my request today, I respectfully ask you all to listen to this project or to this policy and to think about rescinding the policy and coming back to the faculty and the chairs in collaboration to create another policy where we can develop and also balance leadership opportunities within the college with departmental stability. So, thank you for your time.

Chair Martin asked if there was anyone else on the zoom for public input. There were none.

## VI.     COMMENTS FROM THE BOARD

A.  Recognition of Regent Porter Swentzell and Regent Casandra Batista Dauz

Chair Martin stated the Board would go on to the recognition of Regent Swentzell and Regent Batista Dauz. Chair Martin stated we are so glad Regent Swentzell could join us today because he was with us six years ago for the first audit. Chair Marti thanked Regent Swentzell for his leadership and wished him the best in the future.

Regent Velarde stated she would like to thank Regent Swentzell so much. She appreciates his time on the board, appreciates his friendship, appreciates his leadership. He taught her a lot of things she didn't know and gave her a lot of insight to things she wouldn't have otherwise had. Thank you.

Regent Archuleta stated he would like to thank Regent Swentzell, he was sort of a mentor to him. Regent Archuleta came in not knowing anything, not even being at a meeting before and took he took him under his wing and he knows professionally how to do things and how to think about things, and you know, instrumental in bringing President Balderas here, which is a great thing so and always, he'll always be a friend if you ever need any assistance, so please reach out.

Regent Batista Dauz thanked Regent Swentzell so much. Honestly, he kind of mentored here too. When she first came here, she didn't really understand the board, but he was kind of nice. You were like, you could say something now it's ok to vote on something. You're very nice and you kind of gave me that space and for that I am so grateful for everything you have taught me.

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Regent Gurule stated she would like to thank Regent Swentzell for his humble leadership because he made a great impact for her when she was Student Senate President as well. He also fostered a lot of confidence in her, and he was always very kind in helping me through during the Presidential search. All these things that she was so intimidated by, he made her feel very comfortable so she thanks him for his leadership and his service to students.

Regent Lovato stated he just me Regent Swentzell but thank you.

Chair Martin stated Regent Batista Dauz worked in the Food Pantry. Little known fact about Regent Batista Dauz, she trapped prairie dogs for the las two summers and took blood samples from them. Thank you for all your leadership. She is one of the toughest ladies he knows. Thank you for all your leadership for the last two years.

Regent Velarde thanked Regent Batista Dauz and stated she is just awesome. It was great getting to know her even more when they went to the AGB conference in Boston. It was great to spend some time with her and she really is great. She is a great student leader and she knows that our students look up to her as well. So, as the stories she told Regent Velarde about the prairie dogs that is so awesome, that is so great. No matter what she does, she is going to be a leader.

Regent Archuleta stated he would like to thank Regent Batista Dauz for her professionalism. He knows a lot of students looked up to her. She is always good to students. She always brought back concerns from students to the Board and she was really engaged. Regent Archuleta thanked Regent Batista Dauz and stated he knows she will do well in life because she is very smart and very motivated. Good luck.

Regent Swentzell thanked Regent Bautista Dauz for her service and wanted to add to what others have said as well. He thinks during the time he has been here and others could probably attest, we have had some amazing student leaders and she set the bar even before she came on to the Board in terms of student leadership, of really creating a system, a conduit, if you will for creating possibilities for student leaders like herself and so we're really fortunate that she decided to take that next step to come onto the Board as a Student Regent and then look who is coming in your place as well and how that conduit is working. That's really a testament to your work that you did even before you came onto this Board as a Regent and so it's really a powerful testament to see Regent Gurule here, as well as part of the continuity of amazing student leaders. Thank you for your service even before you got on the Board. Thank you for your service on the Board and I know you're going to do amazing things so keep it up.

Regent Lovato thanked Regent Bautista Dauz.

Matt Baca, General Counsel asked if we might here some parting words from the Regents.

Regent Swentzell stated he was just going to ask and he stated he just appreciates the opportunity to have served as a Regent at Northern New Mexico College. He stated he thinks he has shared this story quite a few times that he had started school, he had his daughter, he gave up on school to focus on work and raising his family here at Santa Clara Pueblo and it took him nine years to get an Associate's Degree and then it was only possible because of Northern New Mexico College. And so, he would say, but this, so in his sort of parting advice and recommendations is that this place is a is a jewel that allows students like himself, students who are sitting here as student leaders, students who even spoke this morning to finish those degrees to move forward to gain those career opportunities and that might otherwise be very difficult. Regent Swentzell stated he is not able to take off anywhere, he is at Santa Clara, so he can't go anywhere. Obviously, okay, he has his obligation to his community. So, as a result, there's not like, oh, he'll take off to New York, or there's many, many other students here in Northern New Mexico they take care of their parents, they take care of their family farms and businesses. They are raising children. They're working to provide for their families. They don't have a lot of other options and Northern provides those options for them. So, it's a bigger thing than just another regional college. It is something that is very unique here that provides those special opportunities. So, there's no way that he would be sitting here. So, he is grateful. The gift that was given to him he was able to return just a small amount to service so do those Regents who are sitting here congratulations to the new ones who are coming in and to those that have been on the Board. I'll see, you know, in our language we say (inaudible) this is our advice to remain humble, remember we are all servants, serving not only the students, but the faculty, the staff, the community that makes this school have a sense of humor. We can always laugh at each other and ourselves, most importantly ourselves. Who are we used to be so, and keep up the good work, so his door is always open.

Regent Bautista Dauz stated she is a first-generation college student. She grew up two minutes down the road from here and honestly, if it wasn't for what she saw here growing up coming to the College as a little kid. Seeing these college students, seeing these people in the education system, she probably wouldn't be in college. So, to her the College has always been special, it's always been like this community think as a kid. She saw the College as a space to go hang out with the older kids right. Like I got to hang out with college students. She got to see things and that formed so much of her desire to become a college student to get a higher education because sadly that's not really pushed a lot and so seeing other students, seeing that I could do it was so incredible. So, she is about to graduate but for years ago if you would ask her if she was going to graduate, she would have told you I don't know, you're crazy but I am so grateful for this opportunity because not only have I learned so much about how college politics works I've also fallen in love with it. When I started here, I wanted to be a lawyer, I want to fight against people. Now, I want to be a professor, I want to teach, I want to contribute to the system, to this

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amazing system and hopefully I will get the opportunity to teach here at Northern but I am just so grateful for this opportunity. I'm thankful for everyone here for all the guidance even you Regent Gurule, all the guidance you gave me my first year as President. You helped me so much through it, and she thanked Regent Gurule. Regent Bautista Dauz stated she knows Tammy Winston is at the meeting and she has to give a shout out to her as well. Thank you so much for this opportunity and my time here and she hopes everyone continues what they do best.

President Balderas stated he couldn't say it better than the leaders that are transitioning here today. They are the gold standards. President Balderas stated he just wants to say a couple of things. He just wanted to highlight about both our Regents. It is easy to say they are both his boss but really for a community to grow and succeed, you need strong leadership and President Balderas stated what he wants to highlight for the community members is they are already high skilled, high performers in life, as you can tell, their competence allows them to do this job. President Balderas stated he wants to also thank them for the humility and the time of sacrifice. Our Regent here (Regent Swentzell) is running a completely full time operational educational institution right up the road and still made time every day to be here to make the decision on behalf of the community and so the same goes with this superstar over here (Regent Batista Dauz) who could have gone another pathway in her final year but chose to give back and educate us about food insecurity, infrastructure development. She moved the, the pantry is bigger in a bigger place. President Balderas stated he would just like to conclude with our gifts that not just thank them for their confidence but as you heard in their voices when you serve at Northern you really serve not as colleagues but as family so what we wanted to give them was a blanket that represents not only protection but that there's always been an open door for them to come back to our home with, this is their home.

B. Board of Regents Subcommittee Reports

1. Selection of Board Officers

Chair Martin stated he would open up nominations for Chair. Regent Velarde nominate Board Chair Martin. Regent Lovato nominated Regent Archuleta for Board Chair. Chair Martin asked if there were any other nominations and as there were none, Chair Martin asked Ms. Pena to call roll. Chair Martin – voted for himself. Regent Velarde – Chair Martin, Regent Archuleta – voted for himself, Regent Lovato – Regent Archuleta, Regent Gurule – Regent Martin. Michael Martin was voted Chair of the Board of Regents.

Chair Martin nominated Regent Velarde for Vice Chair. Chair Martin asked if there were any other nominations. Without any other nominations Chair Martin asked for a motion to accept Regent Velarde as Vice Chair. Regent Lovato moved to accept Regent Velarde as Vice Chair. Second – Regent Archuleta. Regent Velarde was accepted as Vice Chair.

Chair Martin asked for nominations for Secretary/Treasurer. Regent Lovato nominated Regent Archuleta as Secretary/Treasurer. Without any other nominations, Chair Martin entertained a motion to accept Regent Archuleta as Secretary/Treasurer. Regent Velarde moved to accept Regent Archuleta as Secretary/Treasurer. Regent Archuleta was accepted as Secretary/Treasurer.

2. Committee Assignments

Chair Martin stated the Board would move on to Committee assignments. For the Housing Committee, Chair Martin would like to reappoint Regent Archuleta and add our student Regent, Regent Gurule. Under Audit/Finance/Facilities Committee, Chair Martin would like to retain Regent Velarde and Regent Archuleta. On the Academic and Student Affairs, Chair Martin would like to appoint Regent Lovato and Regent Gurule to replace our two outgoing Regents. Under Governance Committee, Chair Martin would like to appoint Regent Velarde and himself.

Chair Martin entertained a motion to approve subcommittee assignments.

**Regent Archuleta moved to approve the committee assignments. Second – Regent Velarde. A roll call vote was taken. Chair Martin – yes, Regent Velarde – yes, Regent Archuleta – yes, Regent Lovato – yes. Regent Gurule – yes. Motion passed unanimously.**

3. Housing Committee

Regent Archuleta stated the committee met in December. He did meet with a Guy Meyer who was in charge of dorms at Fort Lewis. It is not the traditional dorms it is individual housing. This will be brought to the Board of Regents to see what we will forward on.

Chair Martin asked how the dorms were in El Rito. President Balderas stated the dorms in El Rito, about 15 are almost remodeled. We are meeting some infrastructure challenges. We will have student/staff housing soon. This is only one wing of a huge historical dormitory. He looks forward to hosting tours and site visits. Regent Velarde stated she would like to have a sidebar with the President because she knows some of those infrastructure challenges and how they have been able to figure it out in the past with her other hat. So, she would love to have those conversations with President Balderas and facilities guys as well. Regent Velarde asked Regent Archuleta if there were conversations with the county and city to partner with them. We are not the only ones who needs housing, the whole community does to make us stronger. Regent Velarde stated there was brought up to Leo Valdez, they don't bring anything to the table as far as property. Regent Velarde asked if this was the city. Regent Archuleta stated the city is also three years late on the audit. The county is under fiscal watch and stuff. He doesn't want to take that avenue yet because it could get messy. He thinks our situation is very strong. Regent Velarde stated she understood.

4. Audit, Finance, Facilities Committee

Regent Velarde stated they met yesterday and a good conversation and we will talk about that.

5. Academic and Student Affairs Committee

This committee did not meet.

5. Governance Committee

a. Open Meetings Act Resolution

Matt Baca, General Counsel presented to the Board of Regents.  Mr. Baca stated this is the Boards annual obligation under the State's Open Meetings Act to adopt a resolution stated their explicit compliance with the act and what that will look like over the year. The Open Meetings Act has not changed since the last time the Board adopted a Resolution.  So, this Resolution is nearly identical to last year's just updated for the dates, very minor grammatical changes.  The Board has the Resolution in their packets and Mr. Baca opened it up to questions.

Chair Martin entertained a motion to approve the Open Meetings Act Resolution.

**Regent Velarde moved to approve the Open Meetings Act Resolution.  Second - Regent Archuleta.  A roll call vote was taken.  Chair Martin – yes, Regent Velarde – yes, Regent Archuleta – yes, Regent Lovato – yes. Regent Gurule – yes.  Motion passed unanimously.**

6. HERC Committee

Chair Martin sated HERC has not met and in a state of flux until the Governor appoints all the new regents and he will report back as soon as there is a meeting.  Regent Velarde stated they do get legislative updates daily.   Regent Martin stated legislative updates are received daily.

7. AGB Board Professionals Conference - March 29-31, 2025

Chair Martin stated he believes Regent Archuleta is the only Regent who will be able to go.  Regent Archuleta will be attending the conference.   Chair Martin asked Regent Archuleta where he is going.  Regent Archuleta stated Chicago.

Chair Martin entertained a motion to approve Regent Archuleta attending the AGB Conference March 29-31-2025.

**Regent Velarde moved to approve Regent Archuleta attending the AGB Conference. Second – Regent Gurule. A roll call vote was taken. Chair Martin – yes, Regent Velarde – yes, Regent Archuleta – abstained, Regent Lovato – yes. Regent Gurule – yes. Motion passed unanimously.**

## VII. APPROVAL OF MINUTES

Chair Martin stated there are two sets of minutes to approve.

Chair Martin entertained a motion to approve the minutes of November 21, 2024.

**Regent Velarde moved to approve the minutes of November 21, 2024. Second – Regent Gurule. A roll call vote was taken. Chair Martin – yes, Regent Velarde – yes, Regent Archuleta – yes, Regent Lovato – yes. Regent Gurule – yes. Motion passed unanimously.**

Chair Martin moved to approve the minutes of the Special Meeting of January 7, 2025.

**Regent Velarde moved to approve the minutes of January 7, 2025. Second – Regent Archuleta. A roll call vote was taken. Chair Martin – yes, Regent Velarde – yes, Regent Archuleta – yes, Regent Lovato – yes. Regent Gurule – yes. Motion passed unanimously.**

## VII. PRESIDENT'S REPORT AND ANNOUNCEMENTS

A. Celebrate Northern

President Balderas started by welcoming our two new Board members, Ronald Lovato and our Student Regent Dolores Lila Gurule and congratulate Erica Rita Velarde on her reappointment.

President Balderas stated he is excited to announce the rededication of Cultura Café on February 10. I want to thank the Lazy Buffalo owner Melissa De La Cruz and her sister Mollie for all their hard work to make this happen. Bringing food service back to campus was one of the main requests I heard from students, faculty and staff when I started here, and I'm glad we were able to make that happen. The Board of Regents will enjoy a lunch later today from Lazy Buffalo.

We've received a $1,068,700 EMNRD grant to manage a cutting-edge hydrogen fuel cell project, which will be built on our El Rito campus. We're partnering with Kit Carson Electric Cooperative, Hydrosonics and Microgrid Systems to develop zero-emission, low-cost clean energy using an innovative new technology for producing hydrogen. It's called the Long Duration Energy Storage (LDES) Research and Demonstration Pilot Project, and

it will demonstrate the ability to produce low-cost clean hydrogen, store it on-site and convert it to electricity with a net-zero carbon footprint.

We've been very active at the legislature this year. I want to thank everyone who joined me for American Indian Day and Higher Education Day.  Northern will also be represented at the Roundhouse March 3 for Española Day.  We want to invite everyone to that great day.

President Balderas thanked the faculty, students and alumni who participated in STEM Exploration Day 2025, introducing local students to all Northern has to offer in the STEM field and the career opportunities that can lead to.

Our engineering department's Parkinson's Glove project continues to earn recognition. The Española Valley High School MESA students who worked on the project with Associate Professor Steve Cox and our engineering students have been recognized with a Samsung Solve for Tomorrow Award and Rep. Teresa Leger Fernandez also awarded three of those MESA students the 2024 Congressional App Challenge in New Mexico's Third District.

President Balderas gave a shout out to one of the original members of the Parkinson's Glove project, our alumni Jafett Garcia, who became a citizen of the United States on January 17. Jafett is originally from Ecuador, and he now works at LANL. I'm looking forward to his contributions to our state and our country.

Our Radiation Protection program was featured in an article in "The New Yorker." It was a nice spotlight on the program and our students.

Our Women's Basketball team finished their season undefeated at home and as Conference Champs. I also want to congratulate Miranda Salazar for being named CAC Defensive Player of the Week four times during the season.  This team has some national significance.  They are being scouted.   They are currently on the road to represent us in Kansas at the Tournament.

We hosted students from Española Valley High School, McCurdy Charter School and Pojoaque Valley High School on campus for an ENLACE (ENgaging LAtino Communities for Education) Leadership Day. Our Director of NNMC's Center for Teaching and Learning, Farjahan Shawon, introduced them to different leadership styles and led them through activities focused on skills employed by effective leaders.

President Balderas thanked Title V Grants, Native American Student Center, Veteran Resource Center, Education Opportunity Center, Counseling and Student Support Services, and Student Life they have been collaborating on a series of events for our students. They hosted a Financial Literacy Workshop on Wednesday, a Black History

Month Celebration last week and a Pal-entines Day event the week before that. I want to thank them for their efforts to bring events to campus that will benefit our students and celebrate our cultural diversity and intellectual growth.  This community deserves this. It's gratifying to see participation increasing for these events.

The Santa Fe Opera brought a free film screening of Gaetano Donizetti's "The Elixir of Love" to campus last weekend. That included a chance for young people to participate in an interactive introduction to the opera with Oliver Prezant.

There are a few earlier events we have not had a chance to celebrate yet, including our first-ever Homecoming week in December, with activities ranging from a dodgeball showdown (which my team won!) to an alumni VIP reception. This was the start of a new tradition to celebrate our Eagle pride and bring our community together.

We had another productive Convocation, with many in depth trainings for our faculty and staff. One of the highlights for me was leading tours of our Capital Improvements Projects. I want to offer more of these in the future to keep our community informed of both our challenges and successes and to encourage our faculty and staff to become involved in helping us improve our campus.

We welcomed 70 students at our New Student Orientation. I want to thank Haylie Baca and her team as well as all the faculty and staff who helped to organize this.

We are hosting two community events here this Saturday. The New Mexico School for the Arts-Art institute is following up with their performance of PUFFS in December with a presentation of "The Crucible." And the City of Española brings us an evening of mariachi with "Concierto Centenario."

       B.   CUP/NMICC Report

Most everything CUP/NMICC related at this time revolves around the legislative session; here are some of the highlights of where we are there:

**House Bill 2/Budget**
- The House has passed the budget bill and it is now with the Senate
- Higher Ed highlights
  - House adopted the LFC recommendation
  - I&G - 2.9% increase over FY25 for formula institutions (distributed by the formula)
  - Non-I&G/Non-RPSP - 2.5% increase over FY25
  - RPSP - 2.4% increase over FY25
  - Compensation - 4%

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- Adopted language requiring Opportunity Scholarship recipients to have a FAFSA, income verification, or attestation from the enrolled student recognizing they may be forgoing eligible federal aid
- CHESS - $6M did make it in on House side, they are trying to get $4M more on Senate side (THESE ARE NOT APPROPRIATIONS TO NORTHERN).

There are also Bills around the Regents. The two that he would highlight at this point is one is moving and one is not. There is one issued by the Attorney General to tie the hands of the Regents to entering into contracts unless they had a signature from the State Investment Council. That bill died in Senate Education as they were concerned about it and then the other one is, there is a bill to improve Regent education related to fiduciary responsibilities. That one, President Balderas thinks, is moving. Regent Velarde asked who is carrying that, Bill. Matt Baca stated it is Senator Steinborn. Chair Martin asked if it is similar to the training Regent Archuleta has as a school board member. Regent Archuleta stated yes, they increased their training from five hours to twelve hours as school board members with specific audit, finance. Regent Velarde asked if this is online training. Regent Velarde stated it is in person, conferences and budget conferences. Chair Martin asked if the Board training is online. Counselor Baca stated the bill is currently written, directs HED to develop the training curriculum. It spells out for ten hours they would mandate that each of that would break out to. There's a range of five different topic areas. But importantly, it mandates that HED pretty quickly come up with what it is. Chair Martin asked if it is for new Regents or all Regents. Counselor Baca stated it would be for existing and new Regents. President Balderas stated it seems like they are focusing a lot on financial management and institutional governance and he would say also covering ethics, he would say that just as judging the financial oversight the good oversight of the institution where we're at right now. It's interesting where this s probably the first administration to add legal counsel and yet they're providing training and so you all receive adequate counsel on a day-to-day basis. President Balderas thinks we are probably ahead of institutions on that and then the financial management, auditing and oversight. He is really proud because he does think we all work on really bringing strong oversight. It's good to see the rest of the Regents in the State that would be exposed to this, that he doesn't think he always has the opportunity to work with auditors or counsel on a daily basis. Just for this education. Chair Martin stated just for the audience's clarification, we do have training for our new Regents that Mr. Baca and Ms. Storey will give to both. All the legal stuff and all the financial stuff. Thank you for your time.

Regent Velarde stated HERC also gives training in April. It is a really go training when it comes to financials and liabilities.

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**Other Higher Ed Bills of Interest**
- SB266 - Currently tabled in Senate Education; AG "Contract" Bill requiring:
  - State Board of Finance (within 30 days) review/approval, modification or rejection of Contracts of President, VPs, Provosts, and Athletic Directors that are either longer than five years in length or if the total compensation amounts to 10 times the total compensation of the institution's lowest compensate, regular, full-time employee
  - If contract has indemnification clause or release of liability, in addition to Board of Finance, agreement must be sent to AG for review
  - Institutions are to report to AG and HED annually the people/positions that meet the requirements of the statute and Board of Finance is to report to them the number of agreements reviewed and actions taken
  - Provides a specific cause of action for AG to bring breach of fiduciary duty claims against board members and administrators

- HJR12 - Currently in House Judiciary (has passed two committees) "Regents" bill, amends Article 12, Section 13 of NM Constitution to:
  - Articulate what fiduciary duties of regents are
  - Adds violation of fiduciary duty as a basis for removal
  - Changes original jurisdiction of removal proceedings from NM Supreme Court to district court in location of the institution
  - Provides that AG or a majority of the Board of Regents may institute removal proceedings

- SJR7 - Currently in Senate Judiciary (passed only other committee), "Regent Nominating Committee" bill, amends Article 12, Section 13 of the NM Constitution to:
  - Provide that the Governor shall appoint regents from a list provided by a regent nominating committee
  - Provide that the legislature shall establish the committee by statute (appointment, terms, powers/duties, etc.)
  - Does not apply to student regents

- SB19 - Passed the Senate, currently in House Education (with one more committee thereafter), "Regent Training" bill, requiring:
  - Regents complete ten hours of training during the first six months of the members' terms, and existing members to complete before the end of 2025
  - HED to develop the training and monitor compliance
  - The training shall consist of:

- two hours covering the provisions of the constitution of New Mexico and state law pertaining to state educational institutions and related post-secondary education matters;
- two hours covering financial management, budgeting and fiduciary duties;
- two hours covering student success and student support services;
- two hours covering institutional governance, innovation, best practices and available federal, state and nongovernmental resources to assist the boards of regents and members of the boards; and
- two hours covering ethics and state law regarding ethics oversight and public accountability, including the Procurement Code, the Open Meetings Act, the Gift Act and the Inspection of Public Records Act.

- HM39 - Currently in House Education, Higher Education Faculty Compensation Study, requiring:
  - HED to work with LFC and LESC to conduct a comprehensive study on issues relating to the state of higher education compensation for temporary and non-temporary instructional staff;
  - If findings lead to a recommendation that there should be considerations of compensation structures that exceed the amounts currently received, the department also recommend methodologies to fund compensation increases
  - HED to present findings and recommendations by December 1, 2025

C. NNMC Foundation

President Balderas presented the following:

1. FY25 Philanthropic Donations:  July 2, 2024 to February 21, 2025 - $381,513.

2. Financial Aid will distribute Northern Scholarships and Endowed Scholarships held by NNMC Foundation in March 2025, totaling $300,000.

3.  Proposal submitted to private donor – pending approval.
   - $55,200 for NNMC Technical Trades - purchased two training models, equipment and student manuals for the Electrical and Plumbing Programs.

Joseph Padilla stated they ordered a control trainer to teach students how to trouble shoot.  For the HVAC program they ordered a heat pump and mini split simulator to introduce problems for students to troubleshoot.

D. Introduction of Staff and Faculty

President Balderas introduced the following:

**Megan Barela Hudgell**
**Analyst 4E Research**
Megan is the newest member of Dr. Rhiannon West's lab, where she will help facilitate wet lab and bioinformatics research with undergraduates as Research Assistant Professor. She earned her undergraduate degree from the University of New Mexico and her PhD at George Washington University. She returned to New Mexico after receiving a 2National Science Foundation postdoctoral fellowship to study the Gila Trout.

**Rebecca M. Chavez, BAIS**
**HEP Recruiter/College & Career Advisor**
Rebecca Chavez is our new HEP/CAMP Recruiter/College and Career Advisor. She is a recent graduate of NNMC with a BA in Integrated Studies and is currently working towards an MA in Counseling.

**Savanah DeAguero**
**Academic Advisor**
Savanah DeAguero joins us as an Academic Advisor. She graduated from Western Carolina University in 2024 with a Bachelor's of Science in Integrated Health Science and a Minor in Psychology.

**Dr. Leonard (Leon) Leyba, PhD**
**HEP Instructor**
Dr. Leon Leyba is our new HEP instructor. He spent a summer at Northern after he graduated from high school with a vision of going into agriculture. Instead, he ended up spending several years in biomedical research as a student, technician, and post-doc. He left science to become an in-home caregiver. Most recently he served as tutor and family navigator at Peñasco Schools.

**Kimberly Martinez**
**Administrative Assistant**
Kimberly Martinez has joined Northern as an Administrative Assistant with the Department of Business. She graduated from the University of New Mexico with her Bachelor of Business Administration in Human Resources and is currently pursuing a Master's degree in General Business. She brings years of experience in upper-level management and human resources.

**Jessica Mercer**
**Phlebotomy Instructor**
Jessica Mercer is the new phlebotomy instructor for both our dual credit program and our Nursing & Health Science Department. She earned a certificate of completion in Phlebotomy and EKG from West Tennessee Business School and a national certificate as a phlebotomy technician through the National Healthcare Association in 2024. She moved back to Albuquerque to work for Tricore Kaseman, and a few years later was hired by Sandia Labs doing mobile and traveling phlebotomy, which led to teaching at Ohio School of Phlebotomy. She recently moved back to New Mexico to work for Healthworks for N3B in Los Alamos.

**Heather Pierce**
**Math & Physical Science Holistic Advisor**
Our new Math & Physical Science Holistic Advisor Heather Pierce is originally from Texas but spent the past 15 years working at Emmanuel College in Boston. She spends her time and energy focused on easy access to math education for everyone. Heather has a BS in Math from Baylor University, an MS degree in Knot Theory from University of Texas, and an MS degree in Geometric Group Theory from Tufts University.

**Antoinette Vita Villamil**
**Educational Opportunity Center Director**
Antoinette Vita Villamil joins us as our new Director of the Educational Opportunity Center. She received her MFA in poetry from New Mexico State University. Her poems have been published in periodicals including *Cacti Fur, inter-rupture, New Mexico Poetry Review, Community of Writers Poetry Review,* and the *Santa Fe Reporter,* and she has published a chapbook through Grandma Moses Press. Antoinette has also worked in community-based and educational nonprofits throughout New Mexico, including New Mexico MESA, Many Mothers, and Eight Northern Indian Pueblos Council. She brings an extensive background in granting writing, as well as community program design, program management, and teaching composition at institutions such as NMSU, IAIA, and Santa Fe University of Art & Design.

**Juan Mendoza** joins us as a **Safety & Security Officer.**

I also want to congratulate Alejandra Jaramillo and Valentina Livingston for moving from interim director positions to permanent positions. Alejandra is the new director of our High School Equivalency Program and Valentina is now the director for both our Veterans Resource Center and the Native American Student Center, as well as our Tribal Liaison.

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## IX.     FACULTY SENATE PRESIDENT REPORT

Dr. Braley stated almost everything covered is on the agenda.   One note that came up in the certificates is the possibility that some minor changes didn't need to go through the whole process to do program changes.   One example, state mandated changes to course numbering.  If the State is mandating, we are being told to do this.  They are going to start a conversation with the Provost's Office to look at what the process could be and look at whether the minor things do not go through the whole process.  One thing he wanted to bring up which normally does not rise to the Board's level in the last year and a half, the safety committee, they have been really shaping the safety program and really generating it from scratch.  With the renewed attention was getting from the fatality from Highlands, he wanted to say good things are happening at Northern under Jolene's leadership. Policies and such will be coming to the Board for approval.  Last think, there is a lot of uncertainty about federal funds and faculty and staff would like a statement from Regents and President that they are on top of it, just a recommendation.

Chair Martin asked about the policy Ms. Colgan mentioned.  Does the faculty have an opinion.  Mr. Braley stated he asked two committees were asked for feedback.  Because of public comment period timing they were not able to do a formal statement from the Senate.  The policy that is written didn't go via the Faculty Senate.  There wasn't an opportunity to provide feedback at the time.  There were just some little edge cases, things like the Deans being constantly referenced throughout the policy is difficult when we don't have Deans.  That ends up piling a whole bunch on the provost.  So, they had concerns too and but overall, the tone of the Senate is that it needed work and he agrees with what Melanie said that the intent is clear, the intent is good there is just some implementation challenges there.

Chair Martin asked if there were questions from the Board.  No questions from the Board.

## X.     STUDENT SENATE PRESIDENT REPORT

Ms. Green wanted to congratulate Ms. Gurule.  Thank you and she changed her life in getting involved in Northern.  Student Senate liked their Leadership training so much they will be doing a capstone project and work together as student senate and other leaders at Northern to come up with an issue that they think Northern is having and come up with solutions and present it to the President.  This will begin in April.  They also donated to the Black History Month Event.  Meetings are going well and she will keep the Board updated.  They will also do a graduation event for the graduates in May along with the Student Senate Awards.

Chair Martin asked if there were questions for President Green.  No questions from the Regent Velarde, Regent Archuleta and Regent Lovato.  Regent Gurule thanked President Green and stated she is doing an incredible job and thanked her for all she does.

Chair Martin asked if there will be elections before the end of the semester.  President Green stated there is only one person on student senate who is eligible for President.  She will speak with Tammy Winston to see who is eligible and they will need to do a training for positions.

## XI.        STAFF REPORTS

### A. Provost & Vice President

#### 1.  Solar Certificate

Larry Guerrero, Interim Provost presented the Solar Certificate to the Board of Regents (attached).  The Solar Certificate is a 15-credit hour certificate and will be offered in both Espanola and El Rito.  There would be a 0.5 FTE faculty member and funding would be available through the Mill Levy.  Employment of the solar installers is projected to grow 48% from the decade of 2023 to 2033 much faster than average of all occupations.  There are about 4,100 openings for solar installers projected each year on average over the decade.  Additionally, the solar installers are ranked as the third highest occupation by projected growth to 2032 by the New Mexico Workforce Connection Agency.  This certificate has been vetted and recommended by the Faculty Senate, the Provost and the President.   Interim Provost Guerrero opened up for questions from the Board. Additionally, Frank Loera, Joseph Padilla and Chris are in attendance for any questions.

Regent Velarde stated no questions just her own internal fear of where things are headed with federal government. Although we have had these great statistics, she is just worried the ship might be headed in a different direction.   If we can keep our thumb on it and watch it that we are guiding our students on the path of where they can be employed.

Regent Archuleta, Regent Lovato and Regent Gurule – had no questions.

**Regent Velarde moved to approve the Solar Certificate.  Second – Regent Archuleta.  A roll call vote was taken.  Chair Martin – yes, Regent Velarde – yes, Regent Archuleta – yes, Regent Lovato – yes. Regent Gurule – yes.  Motion passed unanimously.**

2. Biotechnology Certificate

Larry Guerrero, Interim Provost presented Biotechnology to the Board of Regents (attached.). Northern New Mexico College would like to offer a new certificate in biological sciences with an emphasis in biotechnology. This certificate in biotechnology is designed to provide students with a foundational understanding of principles and practices of molecular biotechnology. This is a 21hour certificate and would not need any new faculty. The Department of BCE currently offers degree programs in biology, such as an Associate's Degree and a Bachelor of Science Degree. The Bachelor of Science Biology Program offers three different concentrations, cell and molecular biology, pre-health and ecology and evolution. The Biotechnology Certificate is embedded within the BS in Biology program, meaning that students can earn this certificate while completing their degree requirements or pursue it separately as a credential.

This certificate has been vetted and recommended by the Faculty Senate, the Provost and the President. Interim Provost Guerrero stated he would take any questions from the Board of Regents.

Chair Martin asked if there were questions from the Board.

Regent Velarde asked what it encompasses for the College. Interim Provost presented the information (attached). It equips students with foundational knowledge and skills in biological sciences, molecular sciences, molecular biology, genetics, biochemistry essential for a career in biotechnology. This provides practical training and advanced laboratory techniques to enhance technical expertise, and it also educates students on ethical considerations, intellectual property and regulatory requirements surrounding biotechnology, research development and commercialization. Regent Velarde asked what Biotechnology means. Regent Velarde stated she thinks she knows what it means but. Interim Provost called on Dr. Sushmita Nandy for further explanation. Dr. Nancy stated biotechnology is a combination of sciences and technology. So, this program is created for students to have higher employability in the pharmaceutical industry, food, manufacturing industry and so it has implications in the industry level. Wo, we want to create programs that are aligned better with the workforce requirements of the current times. Regent Velarde asked if this is medtronics, things like omnipod, and if these are the things, we are talking about technologies that are helping us biologically as far as like, so the omnipod is for diabetes and it gives you your sugar numbers right away because it's on you. So those are the kinds of things we're talking about when we reference biotechnology. Dr. Nandy stated absolutely sensors and nanotechnology is part of biotechnology and so this is a certificate program so this gives a fundamental knowledge to students how technology can be incorporated and how we can have products that we use in our everyday lives. So, she thinks, yes.

No other questions from the Board of Regents.

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Chair Martin entertained a motion to approve the Biotechnology Certificate.

**Regent Velarde moved to approve the Biotechnology Certificate. Second – Regent Gurule. A roll call vote was taken. Chair Martin – yes, Regent Velarde – yes, Regent Archuleta – yes, Regent Lovato – yes. Regent Gurule – yes. Motion passed unanimously.**

      3. Addendum to the Academic Calendar

Larry Guerrero, Interim Provost presented the addendum to the Board of Regents (attached). This is another action item, addendum, academic advising and registration is currently scheduled for April 14, 2025 on this academic calendar. This could potentially affect summer and fall enrollment for the summer and next fall. So, our proposal to this is to make a proposed addendum to the academic calendar which would allow for registration to begin on Monday, March 17th which is the first day of spring break. So, in essence about a month sooner as opposed to April 14th. This would allow faculty and staff more time to visit with their advisees prior to summer classes. Interim Provost Guerrero opened for questions.

Chair Martin asked if there were questions from the Board. No questions from the Board.

Chair Martin entertained a motion to approve.

**Regent Archuleta moved to approve the Addendum to the Academic Calendar. Second – Regent Lovato. A roll call vote was taken. Chair Martin – yes, Regent Velarde – yes, Regent Archuleta – yes, Regent Lovato – yes. Regent Gurule – yes. Motion passed unanimously.**

      4. Data and Enrollment Report

Larry Guerrero, Interim Presented to the board of regents (attached). Interim Provost Guerrero stated the Board has had a chance to view this document in their package but if not, not to insult their intelligence he will reach the Board the package or data enrollment and of course this is provided by our wonderful IR team, Carmella Sanchez and Rishi. They do a wonderful job of providing this. So, what Interim Provost Guerrero wants to do is just compare apples to apples. If you look at spring of 22 our head count was 932 students, our spring of 23 was 1,025 students, which is an increase of 9%in the summer term. Summer 2023 we were at 305 students. In the summer of 24 we were at 444 students with an increase of 46%. In the fall of 23, we're 1,229 students. In the fall of 24 we were at 1,386 students which is an increase of 13 and lastly the spring of 24 we were at 1,270 students and as of today, in the spring of 25 we are at 1,380 students which is a 9% increase. So, yes, just a wonderful note that these numbers have come true since President Balderas has taken over as President here. Not only have we seen our

enrollment increase with these kinds of numbers we have seen our dual credit increase as 82%. In some cases, our grants, our faculty are doing a wonderful job in obtaining grants. The grants are probably the highest he has seen them in quite some time now and of course, the programs that we started in the last four semesters. As you can see, we've had five out of the technical trades. We've had one in biotechnology and the then next month we will have a brand-new certificate coming out of the Teacher Education Program in Spanish. So about seven new programs in about a little over a year along with all this data. Interim Provost stated he wanted to publicly just thank all the faculty and staff and students who have done a wonderful job in making these numbers possible. But again, it wouldn't be possible, it wasn't for the leadership of our President. So, he just wants to make sure that we do recognize everybody because it does take a team effort. He is so happy to see these kinds of numbers and he hopes everybody else does.

Chair Martin stated what he was struck by is that he looked at the difference between spring 22 and spring 25 we have 432 more students and spring 25 we 443 more students. So, his hat is off to everybody for all their hard work. President Balderas, you and all your staff, thank you so much sir.

Regent Velarde stated it is amazing and she would like to see how we could maybe be a part of a study because everywhere else she hears about the enrollment cliff, the enrollment cliff and she is like excuse me, I, we're not experiencing. Yeah, we're, it is a cliff that we are climbing what I mean, so it's interesting that is it, maybe because of the students we serve. It is because of the community that we're in, that we have the difference? Importance to people that that they continue to come here and we're not experiencing what these other really large institutions. Excuse me, institutions are raising their flags, worried about how they're going to pay bills in the next five years. So, she just says, if we could become of a part of study to figure out, how is it we're not part of that cliff? She thinks it would be beneficial.

President Balderas stated he has a comment but he stated he would allow Interim Provost Guerrero to respond first.

Mr. Guerrero stated he agrees. It is a team effort. He thinks the culture on our campus has changed, we are offering more opportunities, more courses. He also thinks, we also have some things that we need to work on clearly by today's meeting. Certainly, everybody comes to work but they don't leave until they know that they've done one thing for a student. If they've helped the student one time or one way in their day, then they could probably go home and feel good about themselves and he thinks the big thing is the customer service. He thinks our one stop shop, our enrollment management teach, our student services faculty. He thinks there's just more of an emphasis on the students that he thinks it shows. If we could help one student, it would make a difference.

President Balderas stated Regent Velarde's national lens is right. He thinks we should do this study but we have meet with HEI's across the country. We are pursuing the Hispanic population which is on the increase. We think because we go after nontraditional students, we could probably, there is a college closing down every week in our country because of this cliff. We will continue to monitor this to make sure we are not hurt by this.

      5. Tenure and Promotion Approval

Larry Guerrero, Interim Provost presented the tenure of Joan Hodge for approval (attached). Joan Hodge, a faculty member with the Department of Nursing and Health Sciences has completed the tenure application process and has been positively recommended by the Tenure Promotion Council of the Faculty Senate for Tenure. They are based on four criteria. The first is teaching. The Council recommends Ms. Hodge for her commitment to teaching and excellence. Her passion for education is evident through student evaluations, letters of recommendation and other supporting evidence. Second, Advising. The Council recognizes Ms. Hodge active participation in departmental advising evidence provided indicated that she regularly advises 10 to 20 students per semester and documents. The advisement session, 3$^{rd}$ service. The Council recommends Ms. Hodge for her significant contribution towards developing the RN to BSN fully online program. The council members also recognize her art of self-care course that she introduced developing authors at Northern. Fourth and last scholarship. Ms. Hodge has shown a commitment to staying current in both teaching and nursing by actively participating in workshops and training programs on a personal side.

Interim Provost Guerrero stated he would like to recognize her support team, Department Chair, Ellen Trabka, Melanie Colgan, Director of AND Undergraduate Nursing and of course family member, Judith Pepper. Interim Guerrero read Ms. Hodge's biography (attached).

Interim Provost stated it is the recommendation of the Tenure Promotion Council, the President and the Provost to recommend her tenure and promotion.

Ms. Hodge stated she has loved the life changing education the students receive at Northern and has been extremely supported by Ellen Trabka her department head and what we do in, everywhere at Northern in the nursing department and especially in the RN to BSN program because healthcare is so important and we all need very well qualified committed dedicated people, nurses to help us. What we do is extremely important and she is very honored. She is proud to be part of it and thank you everyone at Northern. She loves it.

Chair Martin asked if there were comments from the Board.

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Regent Velarde thanked Ms. Hodge for all that she has done. She is sure she has touched and then helped guide. We take certain things for granted when we don't need them. Just recently, my dad has been in the hospital and watching the nurses with my dad has given me such a great appreciation for what you guys all do. It is not a profession; it is definitely a passion and it is something that you have to love to do. The compassion, not only compassion, but having to be on top of it all. I mean, it's really funny, I look at it and I see all the nurses in there doing their work and the doctor comes in maybe once or twice and he checks all the nurses notes right and so all of that responsibility and all that data that the doctor is computing is coming from the nurses and if it wasn't for that work, and if it wasn't for the passion, because all honesty, you couldn't pay me enough to do what nurses do because it is a. lot of work and it is a lot of stress and a lot of things that you take home on you and with you. So, thank you so much for what you've done and thank you for your help to provide nurses in communities for the last ten years and I hope you continue to touch the beautiful lives that you have. Thank you.

Regent Archuleta stated he would like to thank her coming from the medical profession. He is a CT Tech Manager right now but he works with a lot of nurses at Presbyterian and our best nurses are graduates from Northern. So that makes him proud because he is a graduate of Northern and just the professionalism and when they graduate, they are ready to hit the floor running. Compared to other institutions, he thinks we're above and beyond. So, thank you to you and your staff and again he sees it every day. Giving back to our community is rewarding.

Regent Lovato congratulated Ms. Hodge.

Regent Gurule congratulated Ms. Hodge and thanked her for her service to the students and to the college.

President Balderas stated he thinks she has the votes. He is not worried about her. She is a walking institution with a level of class, her demeanor toward the students. He also wants to especially thank her for her holistic worldview to healthcare. He thinks she is going to continue to put the nursing program on a national lens that that worldview we are actually out in front on what healthcare reform needs to be and we're going to put our students in well position and as our Board knows Judith and Joan are, they walk different, talk different and dress different. So, on behalf of the Board of Regents and the faculty, we hope we do you justice. We tried to get you the classiest, fanciest pen we could find to match your beautiful attire all the time you set such a high standard for our students and so as a Board of Regents and colleague we would be so grateful if you would accept our pen before we go to a vote.

Chair Martin entertained a motion to approve the Tenure of Joan Hodge.

**Regent Velarde moved to approve the tenure of Joan Hodge. Second – Regent Archuleta. A roll call vote was taken. Chair Martin – yes, Regent Velarde – yes, Regent Archuleta – yes, Regent Lovato – yes. Regent Gurule – yes. Motion passed unanimously.**

Interim Provost Guerrero stated he knows this is Ms. Hodge's day but he also wants to recognize her department. Those of you who don't know, the nursing department has achieved a great feat for our college. They have a back-to-back two-time 100% pass rate on the NCLEX.

6. Amendment to Academic Chair Appointment Policy

Matt Baca, General Counsel presented this amendment to the Board of Regents (attached). Mr. Baca stated there is a memo in front of the Board of Regents with a proposed amendment to the existing chair appointment policy and then the comments some of which the Board heard this morning. Then as Scott mentioned the one of the other Faculty Senate Chair Committee submitted some comments that are, in fact as well along with some individual comments. As you might recall, the chair appointment policy was passed in 2022. It will provide the democratic process for staff and faculty to select the chair of their departments. One of the concerns that Melanie raised and it's a big one is continuity in leadership, particularly for programs that have their own individual accreditation. So, we have that in nursing, engineering and business just to name a few. So, what the amendment to this particular policy simply attempted to do was just to remove the term limit provision to keep intact the Democratic process, the vote within the department. But to say hey, you would still come up for a vote but you could still be eligible to continue in your position, even if you were a longer standing chair. That was the single proposal be he thinks what you all have seen and have heard today just the introduction of the conversation has really sparked a lot of dialogue about much broader concerns so the memo is in front of you.

Mr. Baca stated he thinks it gives the board two choices and of course you could come up with your own if either one of them is acceptable to you. One of them is to adopt the single amendment to remove the term limit provision and allow for longer existing chairs to continue in that roll. Alternatively, the board would be well within their authority to rescind the policy as it's currently written and then you know expect that we would work with the Faculty Senate and community to maybe take a more holistic and revisionary approach to the way we're doing this. So, Mr. Baca asked President Balderas if he wanted to add any context or any particular recommendation but he thinks this is sort of the framework. President Balderas stated he just wants to convey to the Chair and Regents the College is willing to work with whatever outcome to guide a new rulemaking process and bring back a longer-term solution. Also, he does want to commend our Counsel and our Provost. They've been trying to navigate a difficult situation in terms of managing

elections with the rule that had some issues. So, he believes we've mitigated those issues during the year. But we do recommend some type of action today from the Board and again we will engage the faculty and staff immediately this coming year to bring this back up.

Regent Archuleta asked if we are suspending or rescinding the policy. Or, are suspending and rescinding the same thing?

Mr. Baca stated they would just be repealing what is in place.

Regent Velarde stated in his previous board when they suspended the policy, and then we went and amended it. So is kind of the same thing. Mr. Baca stated it is. Regent Velarde stated rescind means you are just taking it back.

Chair Martin stated for the new Regents he went back and looked at his packet from November of 22. The policy was approved by the committee and legal but we did not have any input from the faculty so his personal feeling is that we should just rescind the policy and we pretty much have brand new players now and he thinks it would be easier to fix if we started over then work with the, that is his personal opinion. Chai Martin asked Regent Velarde for her opinion.

Regent Velarde stated she believes we should rescind it and go back to the drawing board so that we can have everybody's input. She thinks it is important to be able to haver everybody's voice heard so that we can then make an informed decision. Just, the thinks, just taking, you know, striking the word out, or a portion of it, she doesn't think is strong enough. She is not the one sitting in those seats as a faculty and she wants to give them the opportunity to. They're the subject matter experts, not her. So, she would like for them to have that opportunity.

Regent Archuleta stated coming from the medical field he agrees what Melanie presented is 100% accurate. It should come from them as they are boots on the ground. This program is probably one of the better programs has across the State. A lot of college graduate nurses but it doesn't mean anything, you have to pass the test. The Nursing Program is one of the best in th state. 100% test rate is very impressive. Let them come to the table.

Regent Lovato stated there are two options and asked for a repeat.

Mr. Baca stated one of the bigger concerns is continuity in leadership. The original intent of the proposed amendment was just to strip the term limit language out of the policy so the rest of it maintained its force and effect. But yeah, exactly and then, as you see in the packet, and as you've heard today you know, even bringing up that simple amendment brought out a larger discussion about hey do we need a fuller examination of the

operation. So, he thinks it would be to either take the more limited approach and amend for now or to take the approach that's been discussed here, and to rescind the policy.

Regent Lovato stated he would take the approach of rescinding the policy.

Regent Gurule asked if rescinding the policy would put everything on hold for our current leaders until there's a new policy drawn out and is the amendment more helpful to our faculty right now.

Counselor Baca stated effectively either path. Nothing would hold up any particular department or any p articular person today. So, he thinks they could be comfortable with whatever option they took. There isn't going to be an impact on a particular department today. What he does think is we are hearing from the faculty is that their perspective. They'd really like that fuller examination.

Chair Martin asked if Dr. Brailey sees any problems with rescinding the policy.

Dr. Brailey stated the only question that comes to mind is he knows Business is in the process of turnover, but he is not sure where exactly they are at today. So, the only question would be if there is an impact directly on that process.

Mr. Baca stated that is a great point. That process necessarily started under the existing rule. It was the policy, so we are following it. He thinks it is our assessment that it wouldn't, this action today wouldn't impact that. This would be more for the President or Provost to speak to, but he thinks there is a comfort about the continuity and leadership of that department.

Regent Velarde stated that concerns her if we are going to allow it to roll out when we already saw the fiasco, we kind of did for nursing. I would prefer, if we could rescind it with a pause on all if it right now so that business is paused in doing that. She doesn't know internally what that would do it but to her it just seems like she would really not like to have you know this whole drama that went on via nursing and have that unrest. She doesn't want him to leave any, lose any of our faculty so is that a possibility

President Balderas stated he sees two issues. There was the term limit which he doesn't know was quite vetted and but the term limit what it essentially did was it forced chairs that wanted to continue to run to not be able to continue to serve and he doesn't think we quite appreciated the policy shift for that. Secondarily, though, he does believe that if you rescind and we begin a rule what you're rescinding is a democratic process and you what you're supporting is everyone should be able to run for those chair positions and every one of the faculty should have a say in who those leaders are. He just wants to caution the Board that he does believe that with the rescission still that there's a support of foundation under that there will be consistent operation. He doesn't see resistance

because the fallback is then the Provost and the President still retain all HR authority and those chairs serve under a management structure and so there'll be stability. So, there is a little bit of shift between those two policies the democratic election of faculty but we still fall back on with the chairs and the consistency will fall on the Provost and the President to manage day to day.

Regent Velarde asked if this will put a pause on what's going on right now in business. It'll continue to go as is. President Balderas stated yes. Chair Martin stated so the Business Department will continue to be the Chair. Regent Velarde stated no, she thought they were in process of going through a change, right? And so that's her concern. If we're going to go through the same change with did with nursing and it was that traumatic, she does not want to continue to do it and hurt other people, right. And so, if we already know there is an issue and it's been raised and we're looking at the issue. Why would we continue the process? She is just saying she thinks the process needs to be paused and she doesn't know if it can be as far as the changeover or what changes are going in the Business Department right now.

President Balderas is asking if she is talking about talking about the process of hiring or appointing a chair.

Ms. Colgan stated she is also the chair of the Personnel Committee and they met last Friday to discuss all of this and the Chair of the Business Department is also on that committee so she hates to speak for the Business Department but she is hoping what she can tell the Board some information on the conversation. The Business Department is about to undergo a major accreditation visit as well as starting and the business chair is set to rotate out in June which would be something completely brand new to handle the accreditation process for our largest department that actually supplements a lot of other departments in the college. So maybe it's accreditation. To pause everything now is a great thing to do. One of the concerns we have on the policy in general is just that with the rotation of the chairs in accreditation programs. A scenario like this can happen when we lose the chair of our people on accreditation and then yeah, so I hope that adds a little to your conversation and

Regent Velarde thanked Ms. Colgan for her email because it was that that gave me the information to know that we were coming upon the accreditation process, and it, you know a little instability isn't good.

President Balderas stated he was addressing the kind of safety net and asked the Counselor to weigh in to address Regent Velarde's question about the transition. What occurs within the current rule or current structure that allows the management to have the safety net in consideration of accreditation.

Counselor Baca stated he thinks what the President is getting at is the democratic process is to put a recommendation in front of the provost and eventually with the President. So, there is a mechanism existing policy that you go through a process of chair selection but the provost still retains the ultimate authority to say, I either agree with the candidate that was elected or I disagree with the candidate and the policy requires an articulation as to why that is so. He thinks what President Balderas is saying is there is still administrative control for the ultimate appointment and so he thinks that there is some comfort that there is not going to be disruption in the Business Department.

Regent Velarde stated the issue for her is why put everybody through the scoops and circles just to know that more than at the end the provost is probably going to keep the current chair because we know that we're coming up for accreditation and we want to be smart about it. We don't want to put somebody who is not doesn't have the right tools in there to do that so her issue is, why are we going through that whole process? If they're in the middle of it, let's stop them in the middle of it, because they haven't come to the end of it and let's pause the whole thing and then come back to the table.

Regent Martin and Regent Velarde stated that is what we are doing. Regent Martin stated he appreciates Regent Velarde's concern. He thinks we want to assure the Board we are not making a problem for the Business Department.

President Balderas stated he wants to make sure, considering, you guys, we do try to meet your direction that what we were saying is not tying the provosts' hands and the Presidents hands to intervene if there is decision making, especially if there is accreditation at risk.

**Regent Archuleta moved to rescind the policy. Regent Lovato – Second. A roll call vote was taken. Chair Martin – yes, Regent Velarde – yes, Regent Archuleta – yes, Regent Lovato – yes. Regent Gurule – yes. Motion passed unanimously.**

      C.   Vice President for Finance & Administration

          1.   Removal of HED Enhanced Fiscal Oversight

Ms. Storey deferred to President Balderas for this item. President Balderas stated we mentioned it earlier about the clean audit. He cannot thank this Board of Regents and the leadership of setting a real high priority oversight. As you know we were taken off the at-risk list for fiscal monitoring not only by the State but also by the Feds and I just want to commend Theresa, her team, the entire faculty and staff and this Board of Regents for really having the resolve to see all this through. President Balderas deferred this back to Ms. Storey.

Ms. Storey stated she will add a little bit of details along the way because as Regent Archuleta mentioned it takes a collective effort. We know we were put on fiscal watch by the Department of Higher Education in March of 2017. That was due to late audit as well as potential fraud and embezzlement. We saw late audits for another nearly 10 years for fiscal year 17 to 23 in the interim there were measures that were put in place. WE heard through our report earlier that we utilized REDW who came to Northern in 202 Via RFP. The scope was to do a trial balance assessment that trial balance assessment went back to the last clean audit. So, the scope was five years 2015-2020. We still utilize their service and it's been a great investment especially considering the transition in the ERP and the challenges were experienced that ultimately contributed to the delay of our audit in 23. So again, just happy to report that we have been removed from the designation by the department of education. We have been removed from the heightened cash monitoring with the Federal Government and so just something to celebrate.

2. P-Card Policy

Ms. Storey presented the PCard policy to the Board of Regents (attached). This policy just formalizes the policy for standard operating procedures.

Chair Martin entertained a motion to approve.

**Regent Archuleta moved to approve the PCard Policy. Second – Regent Velarde. A roll call vote was taken. Chair Martin – yes, Regent Velarde – yes, Regent Archuleta – yes, Regent Lovato – yes. Regent Gurule – yes. Motion passed unanimously.**

3. Fiscal Watch Report

Ms. Storey presented the Fiscal Watch to the Board of Regents (attached).

Chair Martin stated he reached out to Ms. Storey because of the situation at New Mexico Tech where they had millions and millions of dollars in an account. He realized what is our cash balance in the Mill Levy now, we must have $6M sitting in there, don't we? Ms. Storey about the cash balance of the Mill Levy. Ms. Storey stated at the end of fiscal year it was about $6M and the Grants are included and it is growing. Chair Martin stated for the new Regents we receive about $2.8M a year in Mill Levy Funds and we have been receiving it since 2019 and we've charged the administration with coming with a plan to spend some of that money because they hadn't spent it in the past before the President and his staff came on board so his concern was that we had discussed having a minimum of that Mill Levy money that we keep as a safety net and if we could invest that in more than a ¼% we could earn a little bit of money. If it's just going to sit in the bank does that make sense? President Balderas stated yes, we did a statutory review of the two issues that the chairman's referring to the New Mexico Tech kind of controversy or scandal was the President and the Regents were at odds with fiscal policy. We don't have that here

37

| 921 Paseo de Oñate | Española, NM 87532 | Ph: 505 747.2100 | Fax: 505 747.2180
| P.O. Box 160 | El Rito, NM 87530 | Ph: 575 581.4100 | Fax: 575 581.4140 | www.nnmc.edu
| Northern is an equal opportunity and affirmative action employer.

but went through the checklist as you directed.  The second issue was whether or not the cash holding was kind of receiving the best of return.  What we've identified is that we are going to take a reasonable portion of those proceeds and enter into a low-risk interest bearing 3-month CD so we're going, we believe that Ms. Storey and Century have already worked out a very low risk solution but also doesn't the other controversy is these funds are still somewhat operational funds.  So, they are not investment funds in our review, he wants the Board to know that the Foundation does invest its funds per investment policy so we're compliant there and then number four, we do not have a conflict of interest.  The other controversy in New Mexico Tech was that one of the Board of Regents was the lawyer for the bank that was not receiving an adequate return.  So, we kind of looked at the statute.  We do think we can probably secure a little bit more income through that CD and we're making those modifications.  So, we thank you for that direction.  Thank you so much.

Regent Velarde asked what the percentage rate is on the CD.   President Balderas stated it is in the 2's to 3's.  Chair Martin asked if we are getting a 10th of a percent.  Regent Velarde stated she is just wondering if we shopped to find higher interest rates at all.  She knows we're more than likely shop banking the New Mexico Institutions but just, you know, just to know if there is a higher rate there.  You know, Former Regent Swentzell stated they got 4%.  Chair Martin asked on a CD.  Former Regent Swentzell stated on cash with Del Norte Credit Union.  We had to battle them for every half of a percent.  It wasn't just like, oh, yeah, you should be getting this we have to call.

Chair Martin entertained a motion to approve the Fiscal Watch Report.

**Regent Velarde moved to approve the Fiscal Watch Report.  Second - Regent Archuleta.  A roll call vote was taken.  Chair Martin – yes, Regent Velarde – yes, Regent Archuleta – yes, Regent Lovato – yes. Regent Gurule – yes.  Motion passed unanimously.**

4.  Inventory Deletions

Ms. Storey presented Inventory Deletions (attached) to the Board of Regents.

Chair Martin entertained a motion to approve the Inventory Deletions.

**Regent Velarde moved to approve the Inventory Deletions.  Second - Regent Gurule.  A roll call vote was taken.  Chair Martin – yes, Regent Velarde – yes, Regent Archuleta – yes, Regent Lovato – yes. Regent Gurule – yes.  Motion passed unanimously.**

## XII.    EXECUTIVE SESSION

**None.**

**XIII.** **VOTE TO REOPEN MEETING -** Certification that only those matters described in the Executive Session Agenda were discussed in the closed session; if necessary, final action with regard to certain matters will be taken in Open Session

**None.**

**XIV.** **ADJOURNMENT**

Chair Martin entertained a motion to adjourn.

**Regent Archuleta moved to adjourn. Regent Velarde – second. A roll call vote was taken. Chair Martin – yes, Regent Velarde – yes, Regent Archuleta – yes, Regent Lovato – yes. Regent Gurule – yes. Motion passed unanimously.**

*Adjourned 11:45AM.*

Approved:


_____
Michael A. Martin
Chair


_____
Erica Velarde
Vice Chair

*Office of the Provost*

# NORTHERN New Mexico College

## MEMORANDUM

**To:**      Board of Regents - Northern New Mexico College

**From:**   Dr. Larry Guerrero, Interim Provost, and VP for Academic Affairs

**Date:**   March 28, 2025

**Re:**      Approval of two Certificates in Teacher Education
(Child Development Certificate-CDC and Early Childhood Professional
Certificate-ECPC)

### *Issue*
Northern New Mexico College wants to offer two Certificates in Teacher Education
(Child Development Certificate-CDC and Early Childhood Professional Certificate-
ECPC).

### *Overview*
The attached document discusses the needs and characteristics for these Certificates in
New Mexico. These programs were developed in an effort to address the importance of
certifying students in a bilingual capacity and assisting childhood education and
therapeutic intervention to homeless and near homeless children and their families.

Moreover, students who graduate with this certificate will help NNMC acquire credit for
these accomplishments in the NM funding formula.

These certificate has been vetted and recommended by the Faculty Senate, the Provost
and the President.

### *Recommendation*
I recommend that the Board of Regents approve these new Certificates in Teacher
Education (Child Development Certificate-CDC and Early Childhood Professional
Certificate-ECPC).

## Northern New Mexico College New Degree
## Program Approval Form
## Version Fall 2022

| | **Type in the designated areas. Please do not alter any element of the form.** | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Initiator: | Dr. Sandra Rodriguez | | | | | | Date:12.3.24 | | | | | | | | | |
| 2 | Subject area: | Early Childhood Education | | | | | | | | | | | | | | | |
| 3 | Academic division: | Department of Teacher Education | | | | | | | | | | | | | | | |
| 4 | Proposed title for New Curriculum Program: Child Development Certificate (CDC) | | | | | | | | | | | | | | | | |
| 5 | To begin: Spring | Semester: | | 2025 | | | Academic Year: | | | 2024-2025 | | | | | | | |
| 6 | Degree or certificate to be offered: Certificate | | | | | | | | | | | | | | | | |

7   Provide the Program Catalog Description

This certificate meets the entry-level professional requirements for teachers who are <u>already working in a classroom setting</u> with preschool children. The requirements for this certificate include the completion of the four (4) identified courses in early childhood education. Upon successful completion of these courses, the student will be able to apply for the state-issued certificate.

The Early Childhood Education (ECED) program is a stackable program, CDC to AA to BA. The program's coursework is focused on the social and developmental needs of young students ranging from age three to third grade. This competency-based program is aligned to the New Mexico's Early Childhood Education & Development Articulation Catalog of Courses and Programs (2020).

8   Please provide a tentative timeline for program implementation (including a **Gantt Chart**)

| | 2024 | | | 2025 | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
| Planning | ▓ | ▓ | | | | | | | | | | | | | |
| Approval Process | | | ▓ | ▓ | | | | | | | | | | | |
| Recruitment | ▓ | ▓ | ▓ | | | | | | | | | | | | |
| Translation, Design & Development of Course Materials | ▓ | ▓ | ▓ | ▓ | | | | | | | | | | | |
| Implementation | | | | | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ |
| Evaluation & Revision | | | | | | | | ▓ | ▓ | ▓ | | | | | ▓ |

### NEED

9   Describe and provide evidence that the program is needed by the local and regional community (including job availability data) and provide evidence that there is student demand for the program. Respond to what are opportunities, external to the College, that support the new program (e.g., employer data, demographics, numbers of prospective students, market trends for the field, etc.)?

Provide the Score Cards from Gray Associates for the related CIP codes for this program in Appendix D.

In N.M., children aged 6 and under are 7.5 percent of the population. That equates to more than 158,000 children (NM Workforce Solutions, 2023). This has driven the need for childcare services for working parents. There are more than 440 childcare facilities employing almost 6,000 early childhood educators/teachers at any given time (NM Workforce Solutions, 2023). These facilities are needing competent, culturally responsive teachers.

The turnover rate in the childcare market averages between 25 and 30 percent annually, in line with national figures (NM ECED, 2021). This means that there is a perpetual need to train new childcare teachers.

NM early childhood facilities (family care, center care programs) are licensed and/or accredited by the NM Early Childhood Education and Care Department (NM ECECD). It is a state requirement that childcare administrators and teachers complete

the
Child Development Certificate if the childcare facility is to qualify for and maintain accreditation at the 5-star level.

See Appendix D – Gray Associates Score Card for CIP Code 13.121

| 10 | Provide evidence and explain how the degree/credential proposed (bachelor vs associate vs certificate) is the correct fit for the program proposed. Provide the complete degree sheet of the program in Appendix A (Part I). Additionally, provide the Curriculum Efficiency Analysis in Appendix A (Part II). |
|---|---|
| | The proposed certificate program is designed from the existing academic coursework already in place as part of the Associate of Art in Early Childhood Education degree. The only change to the existing program is in its implementation; course work will be offered through a dual language model. |
| | The dual language implementation model will support Spanish-speaking students as they transition to traditional English only academic coursework. It is the mission of the DTE to celebrate "the uniqueness of northern New Mexico's multicultural, multilingual students, communities, and pueblos". This certificate program will support the mission by providing Spanish-speaking students with coursework through a dual language model to support their mastery of oral and written English. |
| | NNMC Department of Teacher Education has the online capabilities, faculty and staff to fill the above needs. The NM ECECD has invested heavily in teacher professional development. Potential students in this new certificate program would be supported by state scholarships. It is the NM ECECD's goal to have degreed teachers in state-funded childcare facilities. Upon completion of the certificate(s) program, students can be guided and supported to complete the NM Professional Certificate, AA and/or BA in ECED at NNMC. |
| | See Appendix A (Part I) - CDC Degree Sheet |
| | See Appendix A (Part II) - Curriculum Efficiency Analysis |
| 11 | What are the College's strengths that would support offering the program (e.g., trained staff, facilities, adequate budget, sustainability, etc.)? |
| | The College and DTE have the following strengths, capacities to launch this program<br>• Bilingual faculty and adjunct faculty certified in online course creation and implementation.<br>• Dedicated bilingual staff to support student registration, orientation.<br>• External funding sources (NM ECECD & PED)<br>• Strong infrastructure – Eagle email, Blackboard, financial and other NNMC student services. |
| 12 | What are the College's weaknesses that must be overcome to offer the program?<br><br>None. |
| 14 | What are the threats external to the College that would need to be dealt with (e.g., demographic shifts, new regulations, new infrastructure, etc.)?<br><br>DTE anticipates minimal external threats to the College. While a shift in market hiring could occur, this would be preceded by notable environmental indicators. DTE would have forewarning to make changes in professional pathways offered. |
| 15 | Describe how the program fits with College's mission, strategic goals, and strategic initiatives<br><br>The CDC Program supports the College's mission, "an inclusive, student-centered teaching and learning community, dedicated to excellence, empowering students, and transforming lives." The CDC program aligns with the college's strategic goals and initiatives by preparing highly qualified educators through a "culturally responsive", "personalized experience", and "building partnerships that enhance student and institutional success and community well-being". |
| **CURRICULUM** | |
| 16 | Program mission<br><br>To prepare the highest quality teachers in partnership with New Mexico school districts and communities by celebrating the uniqueness of northern New Mexico's multicultural, multilingual students, communities and pueblos. |

| 17 | Provide the program objectives, provide the curricular degree sheet, and syllabi for all courses (syllabi are needed before it goes to the Undergraduate Curriculum Committee)<br><br>**Program Objectives**<br>1. Develop and deliver early childhood courses in an online dual language format<br>2. Recruit, enroll and retain 15-20 students per cohort<br>3. Assist students in applying and obtaining their NM CDC<br>4. Advise and support students in continuing on to complete the ECED AA/BA degrees<br><br>See Appendix A (Part I) - CDC Degree Sheet<br>See Appendix A (Part III) - CDC Course Syllabi |
|---|---|
| 18 | List the Program-level Student Learning Outcomes<br><br>Child Development Certificate- Student Learning Outcomes<br>1. Child growth, development and learning<br>2. Health, safety and nutrition<br>3. Family and community collaboration<br>4. Learning environment and curriculum implementation<br>5. Assessment of children and evaluation of programs |
| 19 | Curriculum matrix (outcomes by courses in the major).  Provide this as Appendix B (Part I)<br><br>See Appendix B (Part I) – CDC Curriculum Competency Alignment and Matrix |
| 20 | Describe the coordination with other College programs<br><br>Interdepartmental collaboration with education faculty to support student success and possible continuation with stackable AA and BA early childhood degree programs. |
| 21 | Explain the articulation agreements that the program will have with programs offered by other institutions<br><br>NNMC and DTE have articulation agreements with other in-state colleges and universities with early childhood teacher education programs. The state-wide Early Childhood articulation agreement mandates that all ECED coursework is accepted as transfer credit by NNMC and DTE. |
| 22 | What plans is the plan for the delivery of courses modalities (e.g., distance education, face to face, hybrid, others)?  Please provide an analysis of the competition that the program will have based on the selected delivery modality.<br><br>Coursework will be delivered online asynchronously with in-person and/or virtual orientation meetings for students.<br><br>Competition for the program includes other institutions that offer online learning ECED coursework. However, the offered sequence provided across 8-week semesters at NNMC gives the college an advantage. There is no current competition for the CDC in a dual language delivery model. |
| 23 | Describe the standards and practices that will be implemented for Prior Learning Assessment (PLA) within this program.<br><br>When appropriate and available, DTE can and will provide opportunities for students to turn prior learning into college credit through the following means:<br><br>**Descriptions and narratives of prior learning:** explanations of real-world experiences that meet course learning objectives and competencies.<br>**Supplementary documents**: such as resumes, certificates, teaching artifacts, work samples, letters of recommendations, among other items, that establish candidate proficiency.<br><br>Prior knowledge is also assessed through individual assessments embedded in courses. Results from these assessments allow course instructors to tailor educational interventions, modify curriculum. |
| 24 | Describe the membership of the External Advisory Committee and the role that they have played in the development of Curriculum and Program-Level Student Learning Outcomes. |

DTE hosts an external advisory committee twice a year. Members of the committee, which include program directors, school principals, superintendents, and community members will be invited to provide feedback on the development and implementation of this new program at the next convening of the committee. DTE will work with the committee on continuous quality improvement initiatives.

| 25 | Please indicate if this program falls within the umbrella of another program currently offered (for example, if the new program is an associate degree that consists of a subset of courses already offered by one or more bachelor programs, or whether the program is the result of a combination of courses already offered by the institution through other programs). Please indicate if a new CIP code is needed or already exists under the CIP codes approved for NNMC.<br><br>The certificate program is a subset of ECED academic coursework already developed and in place under the AA and BA in ECED.<br><br>The CIP code for the NNMC ECED program is: **13.121.** |
|----|----|

| | **ASSESSMENT** |
|----|----|
| 26 | Plan for program assessment and evaluation of program-level student learning outcomes. Provide this section in Appendix B (Part II)<br><br>See Appendix B (part II) – Program Assessment & Evaluation of Program-level SLOs |
| | **SUPPORT AND SUSTAINABILITY** |
| 27 | Describe the faculty will serve in this program and their credentials. Please describe if new faculty is needed. If no new faculty members are needed, please describe how the current faculty will serve this program and what will be the impact in the current areas that those faculty members are serving<br><br>Current faculty and adjunct faculty will support the certificate program. Dedicated adjunct faculty have been teaching the English version of the courses for several years. Average enrollment in ECED lower division courses average 15 student per course. Spring 2025 sections of their courses will assume new students. DTE has Spanish speaking faculty and adjunct faculty dedicated to teaching sections in Spanish. |
| 28 | Describe precisely facility needs including, but not limited to identifying the office space for full-time faculty, adjunct faculty, administrative assistants. Identify the classrooms, labs, and instrumentation that this program will be required<br><br>Courses are offered online. There is no immediate need for additional office space, classroom or lab space or additional equipment. |
| 29 | Describe the annual budget for this program for the first five years, the projected enrollment per year (including new headcounts part-time, full-time, graduates, dropouts), and the projected revenue. Include spreadsheets and explain clearly the assumptions. Please provide this section in Appendix C.<br><br>Projected cost projections are based on Gray Associates projections through 2022. The Gross Revenue to Instructional Cost Ratio = 1.18 indicating a positive revenue to cost ratio. As program enrollment continues to grow, cost projections will also grow but they are relatively stable as the revenue continues to out perform costs as students can be absorbed in existing sections.<br><br>See Appendix C (Part II)– Gray Associate Economic Score Card_Annual Budget, Projected Enrollment & Projected Revenue |
| 30 | Describe the plans for sustainability (including a five-year enrollment projection with revenue and cost projections)<br><br>Sustainability will be achieved through ongoing department recruitment efforts as well as collaboration with community employers and school districts. Projected cost projections are based on Gray Associates projections through 2022. The Gross Revenue to Instructional Cost Ratio = 1.18 indicating a positive revenue to cost ratio. As program enrollment |

continues to grow, cost projections will also grow but they are relatively stable as the revenue continues to out perform costs as students can be absorbed in existing sections.

Increased scholarships through the NM ECECD and its goal of having degreed teachers in NM PreK classrooms as well as Head Start requirements for degreed teachers indicate a robust and steady influx of prospective students. DTE is projecting to realize 6-8% enrollment increases in the next couple years based on the fall 2022 and 2024 Term I enrollment. The increase is based on Enrollment Statistics for First of Term 2024 of 64 unduplicated majors. This would indicate an almost 40% increase over the projected numbers for Fall 2024.

| | |
|---|---|
| 31 | Describe the strategic enrollment plan for the program and how it is aligned with the college strategic enrollment plan<br><br>DTE baseline enrollment data is based on the fall 2019 Unduplicated Declared Program Majors Enrollment Statistics Report Fall 2019. In the fall of 2019, there were 88 unduplicated majors enrolled across all licensure programs. The numbers reflect a 5.6% increase from the spring 2019 enrollment numbers. It was determined by reviewing the baseline data that a projected 5% student yearly increase would allow for a steady student enrollment increase while also simultaneously building the supports necessary to develop and maintain strong healthy student and faculty services.<br><br>**See Appendix C Part (III) Strategic Plan** |
| 32 | Explain what external agencies (other than the Higher Education Department, the Higher Learning Commission, the U.S. Department of Education) need to approve (or must be notified) before the implementation of the program<br><br>No additional approvals are needed at this time as the coursework is already developed and falls under the ECED AA coursework and degree path. |

CDC

# Northern New Mexico College
## New Degree Program
## Signature Approval Form
## Spring 2023

| First Phase of Approvals Academic Departments Collects Signatures | | | | |
|---|---|---|---|---|
| **Office of the Provost / 1st Review** | / / Approval to Implement / / Approval Pending Additional Planning | / Denial | Sign _Mary Adams_ | |
| Justification | | | Date 7/12/24 | |
| **External Advisory Committee Chair** | / ✗ / Yes / | / No | Sign _Jenny Castillo_ | |
| Justification | | | Sign _Heather W. Lynnea_ | |
| **Educational Policy Committee Chair** | / ✗ / Yes / | / No | Sign 12-14-24 | |
| Justification | | | Date | |
| **Curriculum Committee Chair** | / ✗ / Yes / | / No | Robert Tierney | |
| Justification | | | Date 12-14-24 | |
| **Faculty Senate President** | / ✗ / Yes / | / No | Sign _J. Buly_ | |
| Justification | | | Date 11 Feb 2025 | |
| Second Phase of Approvals Academic Department Collects Signatures | | | | |
| **Office of the Provost / 2nd Review** | ✓ / Approval to Implement / / Approval Pending Additional Planning | / Denial | Sign _Ivan Lopez_ | |
| Justification | | | Date 2/12/25 | |
| **Librarian** _Martin L. Shupla_ | / (Yes) / | / No | Sign _Martin Shupla_ | |
| Justification | | | Date 2/12/2025 | |
| **Assessment Office** _Courtney Bruch_ | / / Yes / | / No | Sign 2/13/25 | |
| Justification | | | Date | |
| **Registrar** | / (Yes) / | / No | Sign | |
| Justification | | | Date | |
| **Financial Aid** _TiTo_ | / / (Yes) / | / No | Sign _Sandra Adams_ | |
| Justification | | | Date 12/13/24 | |
| **Distance Ed Director** | / / Yes ✓ / | / No | Sign _Farjahan Shawon_ | |
| Justification | | | Date | |

✓

| | | | | | |
|---|---|---|---|---|---|
| **Facilities Director** | / ✓ | / Yes | / | / No | Sign [signature] |
| Justification | | | | | Date 2-12-2025 |
| **Institutional Research** | / ✓ | / Yes | / | / No | Sign Carmella Sanchez |
| Justification | | | | | Date 2/12/2025 |
| **Human Resources** | / ✓ | / Yes | / | / No | Sign [signature] Stephanie A Sandoval |
| Justification | | | | | Date 2/12/2025 |
| **VP for Finance and Administration** | / | / Yes | / | / No | Sign [signature] |
| Justification | | | | | Date 2/13/2025 |
| **Office of the Provost** | / Y | / Approval to Implement / / Approval Pending Additional Planning | | / Denial | Sign [signature] |
| Justification | | | | | Date 2/13/25 |

| FINAL APPROVALS | | |
|---|---|---|
| Provost Office Collects Signatures | | |
| **Office of the President /** | / Approval to Implement / / Approval Pending Additional Planning | / Denial | Sign |
| Justification for approval or denial | | Date |
| **Board of Regents** | / / Approval / / Approval Pending Additional Planning | / Denial | Sign |
| Justification for approval or denial | | Date |
| **Mandatory Meeting: Initiator of the Program Proposal calls for a meeting with the Office of the Provost, HLC ALO, Registrar, Institutional Effectiveness, and Financial Aid** | | Date |
| Feedback to Institution | | |
| | | |

Appendix A (Part I) - CDC Degree Sheet

# NORTHERN NEW MEXICO COLLEGE

## DEGREE SHEET /Department of Teacher Education

Name:

Eagle ID:

Eagle Email:

Phone:

## CHILD DEVELOPMENT CERTIFICATE

The College of Education is accredited by the New Mexico Public Education Department, these programs of study lead to teacher certification. Completion of either certificate program qualifies the individual to apply for the corresponding New Mexico certification

**Child Development Certificate -** certificate meets the entry-level professional requirements for teachers working in a classroom setting with preschool children.

| CHILD DEVELOPMENT CERTIFICATE | SEMESTER | | GRADE |
|---|---|---|---|
| | Complete | In Progress | INITIAL & DATE |
| ECED 1110 Child Growth, Development and Learning (3) | | | |
| ECED 1120 Guiding Young Children (3) | | | |
| ECED 1125 Assessment of Children & Evaluation of Programs (3) | | | |
| ECED 1130 Family and Community Collaboration (3) | | | |
| **TOTAL CREDITS 12** | | | |
| **ADVISOR APPROVAL** | **DATE** | | |

NOTES:

|  |
|---|
|  |
|  |

| **Final Degree Check Completed** |
|---|
| _____ |
| Program Advisor |
| _____ |
| Date |

Appendix A (Part II) - Curriculum Efficiency Analysis

**Fall Semester**

Term 1 — ECED 1110 Child Growth, Development & Learning

Term 2 — ECED 1120 Guiding Young Children

**Spring Semester**

Term 1 — ECED 1130 Family and Community Collaboration

Term 2 — ECED 1125 Assessment of Children & Evaluation of Programs

*Department of Teacher Education*

# NORTHERN New Mexico College

### ECED 1110 Desarrollo y crecimiento infantil

**Semestre enseñado:**                                                     **Horas de Crédito:  3**
**Tiempo y lugar:**
**Información de instructor:**

| Instructor: | Información de comunicación: |
|---|---|
|  |  |

**Libro requerido:** Charlesworth, R. (2017). *Understanding Child Development (10ᵗʰ edition)*. Stanford CT, Cengage Learning.
**Materiales o Lecturas Requeridas:** Pautas de aprendizaje temprano de NM. PED
**Requisito de correo electrónico:**
Todos los estudiantes asistiendo a Northern New Mexio College (NNMC por sus siglas en inglés) deben de usar su cuenta de correo electrónico de NNMC cuando se comunican electrónicamente sobre negocio relacionado de NNMC. Si tienen problemas, por favor contactar el departamento de Tecnología Internet (IT por sus siglas en inglés) al 505.747.2259.

**Asistencia**
Asistencia es requerida para todas las sesiones de clase. Asistencia se medirá en archivos de discusiones para colegas del curso. Clases de educación son basadas en competencias, significando que los estudiantes deben de cumplir Competencias del estado de Nuevo México. Cualquier ausencia durante el periodo completo de clases requerirá trabajo adicional comparable a la discreción del instructor. Número de horas de instructor/estudiante es 300 minutos por semana por un curso de 8 semanas (3 horas de crédito).

**Descripción de Curso de Catalogo:** Este curso básico sobre el crecimiento, el desarrollo y el aprendizaje de los niños pequeños, desde la etapa prenatal hasta los ocho años, proporciona a los estudiantes la base teórica para convertirse en profesionales competentes de la primera infancia. El curso incluye conocimientos sobre cómo crecen, se desarrollan y aprenden los niños pequeños. Las principales teorías del desarrollo infantil se integran con todos los dominios del desarrollo, incluidos los biológicos-físicos, sociales, culturales, emocionales, cognitivos y del lenguaje. Se enfatiza el papel del adulto en el apoyo al crecimiento, desarrollo y aprendizaje de cada niño.  (3,3T+0L).

**Objetivos del curso:**
1. Articular una comprensión integral de las etapas del desarrollo, los procesos y las teorías del crecimiento, el desarrollo y el aprendizaje.
2. Establecer conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde el nacimiento hasta los ocho años.
3. Explicar los métodos de enseñanza y las interacciones basadas en relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas.

**Competencias de Maestro de Primer Nivel de Nuevo México**
A:  Crecimiento, desarrollo y aprendizaje infantil: Los cimientos para todo aprendizaje se establecen durante la primera infancia. Los dominios biológico-físicos, sociales, culturales, emocionales, cognitivos y lingüísticos están inherentemente entrelazados en el crecimiento y el desarrollo. Los profesionales de la primera infancia deben entender este proceso de desarrollo y el papel del adulto en apoyar el crecimiento, el desarrollo y el aprendizaje de cada niño. **A.1, A.2, A.3, A.4, A.7, A.8, A.9, A.10, A.11**

**Marco Conceptual del Departamento de Educación de Maestro (DTE por sus siglas en inglés)**

El Marco Conceptual del Departamento de Educación de Northern New Mexico College representa el conocimiento, habilidades y disposiciones que todos los candidatos maestros deben mostrar durante el programa y como maestros practicantes. La instrucción en cada clase debe de reflejar el Marco Conceptual en los temas, tareas, discusiones y lecturas del curso.

## Principio de Conocimiento

6. Profesionalismo: el candidato maestro administra el entorno educativo de una manera que promueve el comportamiento positivo de los estudiantes y un entorno seguro y saludable.

7. Diversidad: el candidato maestro reconoce la diversidad de los estudiantes y crea un ambiente propicio para la promoción de la participación positiva y el autoconcepto de los estudiantes.

8. Profesionalismo: el candidato maestro demuestra voluntad para examinar e implementar cambios según corresponda.

## Normas Profesionales y Competencias de NAEYC para Educadores de la Primera Infancia

**Estándar 1**: Desarrollo Infantil y Aprendizaje en Contexto 1a, 1b, 1c, 1d

**Estándar 4**: Prácticas de enseñanza apropiadas desde el punto de vista del desarrollo, la cultura y el lenguaje 4a, 4b, 4c

| Tarea/Evaluación | Competencias NMPED/ Marco conceptual | Competencias Profesionales de NAEYC | Punto Valor | Puntos totales |
|---|---|---|---|---|
| Publicaciones en el foro de discusión Compañeros de clase: responda a por lo menos dos compañeros de clase para tener una discusión reflexiva. | A. 1, 2, 3, 4, 7, 8, 9, 10, 11 DTE CF- KP 6, 7, 8 | Estándar 1 y 4 | 5 @ 4 pts. | 20 pts. |
| Tareas Actividad de Aplicación de Conocimiento #1: Completa un diagrama de Venn que compare y contraste dos de los 8 niveles de edad presentados en el texto. Actividad #2: Desarrolle una tabla que incluya al menos 4 ejemplos de competencia sensorial infantil y explique por qué algunos bebés pueden tener desafíos con estas competencias. Actividad #3: Haga un folleto informativo de una página para los padres que explique consejos útiles para apoyar el desarrollo y la diversidad del lenguaje. Actividad de Aplicación de Conocimiento Actividad #4: Escenario: redacte un informe de progreso informal que podría escribir a uno de los padres. El informe debe abordar tanto los | A. 1, 2, 3, 4, 7, 8, 9, 10, 11 DTE CF- KP 6, 7, 8 | Estándar 1 & 4 | 4 @ 5 pts. | 20 pts. |

| Tarea/Evaluación | Competencias NMPED/ Marco conceptual | Competencias Profesionales de NAEYC | Punto Valor | Puntos totales |
|---|---|---|---|---|
| comportamientos positivos como los "negativos" que haya observado, teniendo cuidado de evitar cualquier indicio de desaprobación o acusación e incluir recomendaciones sobre cómo los padres pueden apoyar al niño. | | | | |
| Proyecto Final: Identifique a un niño que esté experimentando un desafío específico del desarrollo. Explique el desafío y desarrolle un plan para apoyar aún más su desarrollo. Este plan debe ayudarlo a superar el desafío y proporcionar consejos a los padres mientras apoyan al niño. | A. 1, 2, 3, 4, 7, 8, 9, 10, 11 DTE CF- KP 6, 7, 8 | Estándar 1 y 4 | 1 @ 60 pts. | 60 pts. |
| Puntos toales | | | **TOTAL** | 100 PTS. |

| Fecha | Objetivo semanal | Tema del curso Lecturas | Tareas |
|---|---|---|---|
| Semana 1 | 1. Articular una comprensión integral de las etapas del desarrollo, los procesos y las teorías del crecimiento, el desarrollo y el aprendizaje. 2. Establecer conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación de la primera infancia desde el nacimiento hasta los ocho años de edad. 3. Explicar los métodos de enseñanza y las interacciones basadas en relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas. | **Tema: Estudiar al niño pequeño** Bebés típicos y atípicos; Niños; niños de tres, cuatro y cinco años; y de seis a ocho años. La historia de la teoría del desarrollo infantil, definir el término teoría e identificar los tipos de teorías y cómo podrían aplicarse. **Leer Capitulo 1** | Publicación de discusión # 1: Identifique y describa cómo está utilizando una teoría del desarrollo en sus interacciones con los niños. Responder al menos a dos compañeros de clase Introducciones, repaso del programa de estudios y expectativas del curso |
| Semana 2 | 1. Establecer conexiones entre las teorías del | **Tema: Factores que afectan el aprendizaje** Cómo se aplican los puntos de vista de | Actividad de Aplicación de Conocimiento #1: |

| Fecha | Objetivo semanal | Tema del curso Lecturas | Tareas |
|-------|------------------|-------------------------|--------|
| | crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde el nacimiento hasta los ocho años. 2. Explicar los métodos de enseñanza y las interacciones basadas en relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas. | los principales teóricos al papel del adulto en el aprendizaje. Cómo los maestros apoyan el pensamiento, el aprendizaje y la resolución de problemas de los niños. Los factores socioculturales que afectan al aprendizaje. **Leer Capitulo 3** | Completar un diagrama de Venn que compare y contraste dos de los 8 niveles de edad presentados en el texto. |
| Semana 3 | 1. Articular una comprensión integral de las etapas del desarrollo, los procesos y las teorías del crecimiento, el desarrollo y el aprendizaje. 2. Establecer conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde el nacimiento hasta los ocho años. | **Tema: Infancia: Teoría, Medio Ambiente** Las teorías de Erikson, Freud, Piaget, Vygotsky, Skinner, Bandura, Rogers y Maslow aplicadas a la infancia. Ejemplos de competencia sensorial infantil y explicar por qué las competencias sensoriales de algunos bebés pueden no estar tan bien desarrolladas como las de otros bebés. **Leer Capitulo 5** | Publicación de discusión # 2: Comparar y contrastar dos teorías seleccionadas sobre el desarrollo infantil. Explique sus contribuciones a la comprensión de los niños y a la atención a la diversidad. Actividad de Aplicación de Conocimiento #2: Desarrolle una tabla que incluya al menos 4 ejemplos de competencia sensorial infantil y explique por qué algunos bebés pueden tener desafíos con estas competencias. |
| Semana 4 | 1. Articular una comprensión integral de las etapas del desarrollo, los procesos y las teorías del crecimiento, el desarrollo y el aprendizaje. 2. Establecer conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde | **Tema: Desarrollo cognitivo y afectivo infantil El niño pequeño: desarrollo de la autonomía** Cómo progresa el aprendizaje y el desarrollo cognitivo durante la infancia. Las interacciones importantes entre adultos y niños durante la infancia. Principales puntos de vista teóricos sobre los niños pequeños. Influencias de los adultos en el desarrollo afectivo de los niños | Publicación de discusión # 3: Comparar y contrastar dos teorías seleccionadas sobre el desarrollo infantil. Explique sus contribuciones a la comprensión de los niños y a la atención a la diversidad. |

| Fecha | Objetivo semanal | Tema del curso Lecturas | Tareas |
|---|---|---|---|
| | el nacimiento hasta los ocho años. 3. Explicar los métodos de enseñanza y las interacciones basadas en las relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y la diferencias y necesidades diversas. | pequeños y las características típicas del temperamento de los niños pequeños. **Leer Capítulos 6 y 7** | |
| Semana 5 | 1. Articular una comprensión integral de las etapas del desarrollo, los procesos y las teorías del crecimiento, el desarrollo y el aprendizaje. 2. Establecer conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde el nacimiento hasta los ocho años. 3. Explicar los métodos de enseñanza y las interacciones basadas en relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas. | **Tema:** **El sistema cognitivo, el desarrollo de conceptos y la inteligencia** **Desarrollo del lenguaje oral y escrito** La cognición, el sistema cognitivo y las teorías del desarrollo cognitivo de Piaget y Vygotsky. Las teorías de Piaget y Vygotsky para la práctica docente apropiada al desarrollo. Principales reglas lingüísticas y puntos de vista actuales sobre cómo se aprende el idioma. **Leer Capítulos 9 y 10** | Publicación de discusión # 4: Discuta qué reglas del idioma cree que tuvieron el mayor impacto en su aprendizaje del idioma y explique los puntos de vista actuales para esas reglas elegidas. |
| Semana 6 | 1. Establezca conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde el nacimiento hasta los ocho años. 2. Explique los métodos de enseñanza y las interacciones basadas en relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas. | **Tema: Cómo los adultos enriquecen el desarrollo del lenguaje y los conceptos** Enfoques que los adultos pueden adoptar para ampliar el desarrollo del lenguaje oral de los niños. Importantes responsabilidades de los adultos en apoyo de la diversidad lingüística. **Leer Capítulo 11** | Actividad #3: Haga un folleto informativo de una página para los padres que explique consejos útiles para apoyar el desarrollo y la diversidad del lenguaje. |

| Fecha | Objetivo semanal | Tema del curso Lecturas | Tareas |
|---|---|---|---|
| Semana 7 | 1. Explicar los métodos de enseñanza y las interacciones basadas en relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas. | **Tema: Cómo los adultos apoyan el desarrollo afectivo** Prácticas apropiadas para el desarrollo de NAEYC Ventajas de las técnicas de orientación apropiadas para el desarrollo. Cómo los adultos pueden apoyar a los niños en tiempos de crisis. **Leer - Capítulo 13** | Publicación de discusión #5: Explique las herramientas que los adultos pueden usar para apoyar a un niño que está pasando por una crisis. Actividad #4: redacte un informe de progreso informal que podría escribir a un padre. El informe debe abordar tanto los comportamientos positivos como los "negativos" que haya observado, teniendo cuidado de evitar cualquier indicio de desaprobación o acusación e incluir recomendaciones sobre cómo los padres pueden apoyar al niño. |
| Semana 8 | 1. Articular una comprensión integral de las etapas del desarrollo, los procesos y las teorías del crecimiento, el desarrollo y el aprendizaje. 2. Establecer conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde el nacimiento hasta los ocho años. 3. Explicar los métodos de enseñanza y las interacciones basadas en relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas. | **Tema: Atando todo junto** Desafíos comunes del desarrollo que los niños pueden enfrentar. Planes para apoyar el desarrollo de un niño en la superación de desafíos. Recomendaciones de los padres para apoyar a los niños cuando enfrentan desafíos. | Proyecto Fin de Carrera: Si actualmente está trabajando con estudiantes, identifique a un niño que esté experimentando un desafío específico del desarrollo. Explique el desafío y desarrolle un plan para apoyar aún más su desarrollo. Este plan debe ayudarlo a superar el desafío y proporcionar consejos a los padres mientras apoyan al niño. Si actualmente no está trabajando con estudiantes, se le proporcionará un escenario. |

**Calificaciones:**

| | | |
|---|---|---|
| A+ 100 - 97 | A 96 - 93 | A- 92 - 90 |
| B+ 89 - 87 | B 86 - 83 | B- 82 - 80 |
| C+ 79 - 77 | C 76 - 73 | C- 72 - 70 |
| D+ 69 - 67 | D 66 - 63 | D- 62 - 60 |
| F 59 – 0 | | |

**Tareas tardes**

Las tareas deben de ser entregas en la fecha indica en el plan de estudios. Cualquier excepción es la discreción del profesor y debe de ser acordada con anticipación.

**Estudiante con incapacidades**

Northern New Mexico College reconoce su responsabilidad para crear un clima institucional donde los estudiantes con incapacidades pueden sobresalir. De acuerdo con la Sección 504 del Acto de Rehabilitación y Acto de Americanos con Incapacidades, si usted tiene una incapacidad documentada, usted puede pedir acomodaciones para obtener acceso igual y para promover su aprendizaje en esta clase. Por favor contactar el Centro de Recurso al 505.747.2152 para investigar sobre acomodaciones apropiadas. Después que su elegibilidad sea determinada, se le dará una carta que puede presentar a sus instructores que les dejará saber cómo ayudarle de mejor manera.

**Póliza de incompleto de NNMC**

La calificación de "I" se da para trabajo de curso que no pudo ser cumplido por circunstancias más allá del control del estudiante. Esto significa una enfermedad grave o accidente y no planificación mal hecha. Si una crisis significante previene cumplir a tiempo los requisitos del curso, por favor hacer una cita con su instructor. Cuando un incompleto se ha otorgado, es la responsabilidad del ESTUDIANTE para cumplir el trabajo de acuerdo con los parámetros del plazo. Si no cumple con el trabajo, la "I" se convierte automáticamente en "F" cuando el plazo vence.

**Ética Académica**

La deshonestidad en conexión con los exámenes o tareas del curso puede ser razón por la expulsión del Colegio. El plagiario es el tipo más común de deshonestidad académica. El plagiario consiste de cualquier representación del trabajo de otra persona como de uno sin reconocimiento apropiado. Los ejemplos incluyen, pero no son limitados a 1. Someter como trabajo propio un ensayo que incluye una parte copiada de un libro o artículo sin identificar la selección citada y/o fuentes. 2. Presentar las ideas de un autor como si fueran sus propias ideas o usar trabajo de otro estudiante con su nombre como autor. Cuando el instructor sospecha un estudiante de deshonestidad académica, el instructor abordará la situación con el estudiante. Si el problema no es solucionado a la satisfacción del instructor, el incidente se reportará al Director para acción. Los estudiantes están responsables de referir al Manual de Estudiante para pólizas y procedimientos específicos.

*Department of Teacher Education*
# NORTHERN New Mexico College

**EDUC 1110**                                                                                          **Syllabus**

**Course Name:** EDUC 1110 Child Growth Development & Learning
**Semester Taught:** Fall
**Credit Hours:** 3                                                    **Time, and Place:** Online

**Instructor Information:**

| Instructor: | Communication Information: | Office Hours: |
|---|---|---|
| | | |

**Required Text:** Charlesworth, R. (2017). *Understanding Child Development (10$^{th}$ edition)*. Stanford CT, Cengage Learning.

**Required Materials or Readings:** NM Early Learning Guidelines. CYFD.

**E-mail Requirement:** All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

**Attendance:** Attendance is required for all class sessions. Since this is an online class, attendance will be measured in discussion posts to classmates and completing assignments on time. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full-term classes will require comparable make-up work at the discretion of the instructor. Number of Instructor/Student hours: Asynchronous 300 minutes a week for an 8-week 3 credit hr. course.

**Catalog Course Description:** 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. (3,3T+0L).

**Course Objectives:**
1. Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning.
2. Make connections between theories of growth, development, and learning and early childhood education practices from birth through age eight.
3. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs.

*New Mexico Entry-Level Teacher Competencies (Early Childhood)*
A: Child growth, development, and learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning. **A.1, A.2, A.3, A.4, A.7, A.8, A.9, A.10, A.11**

*COE's Conceptual Framework* - The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.
Knowledge Principle-
6. Professionalism- the teacher candidate manages the educational setting in a manner that promotes positive student

behavior and a safe and healthy environment.

**NAEYC Professional Standards and Competencies for Early Childhood Educators**
**Standard 1**: Child Development and Learning in Context 1a, 1b, 1c, 1d
**Standard 4**: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices 4a, 4b, 4c

| Assignment/Assessment | NMPED Competencies/ Conceptual Framework | NAEYC Professional Competencies | Point Value | Points Earned |
|---|---|---|---|---|
| Discussion Board Posts Classmates- Respond to at least two classmates to have a reflective discussion. | A. 1, 2, 3, 4, 7, 8, 9, 10, 11 COE CF- KP 6, 7, 8 | Standard 1 & 4 | 5 @ 5 pts. | 25 pts. |
| Assignments- Knowledge Application Activity #1: Complete a Venn diagram that compares and contrasts two of the 8 age levels presented in the text. Knowledge Application Activity #2: Develop a chart that includes at least 4 examples of infant sensory competence and explain why some infants may have challenges with these competencies. Knowledge Application Activity #3: Make a one-page informational flyer for parents that explains helpful tips to support language development and diversity. Knowledge Application Activity #4: Student Scenario- Draft an informal progress report that you might write to a parent. The report should address both the positive and "negative" behaviors you have observed, being careful to avoid any hint of disapproval or accusation and include recommendations for how the parents can support the child. | A. 1, 2, 3, 4, 7, 8, 9, 10, 11 COE CF- KP 6, 7, 8 | Standard 1 & 4 | 4 @ 10 pts. | 40 pts. |
| Final Project: Identify a child that is experiencing a specific developmental challenge. Explain the challenge and develop a plan to further | A. 1, 2, 3, 4, 7, 8, 9, 10, 11 COE CF- KP 6, 7, 8 | Standard 1 & 4 | 1 @ 50 pts. | 50 pts. |

| Assignment/Assessment | NMPED Competencies/ Conceptual Framework | NAEYC Professional Competencies | Point Value | Points Earned |
|---|---|---|---|---|
| support their development. This plan should help him/her overcome the challenge and provide tips to parents as they support the child. | | | | |
| All Course Assignments | | | **TOTAL** | 115 PTS. |

| Date | Weekly Objective | Course Topic Readings | Assignments/ Due Date |
|---|---|---|---|
| Week #1 08/19-8/25 | 4. Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning.<br>5. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight.<br>6. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs. | **Topic: Studying the Young Child** Typical and atypical infants; toddlers; three-, four-, and five-year-olds; and six-through eight-year-olds. The history of child development theory, define the term theory, and identify types of theories and how they might be applied.<br><br>**Readings- Chapter 1** | Due 8/24/24: Discussion Post #1: Identify and Describe How You are Using a Development Theory in your Interactions with Children.<br><br>Due 8/25/24: Attendance and Participation (Respond to at least two classmates).<br><br>Introductions, Review Syllabus and Course Expectations |
| Week #2 8/26-9/1 | 1. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight.<br>2. Explain teaching methods and relationship-based interactions that are grounded in developmentally | **Topic: Factors Affecting Learning** How major theorists' views apply to the adult role in learning. How teachers support children's thinking, learning, and problem solving. The sociocultural factors that affect learning.<br><br>**Readings- Chapter 3** | 9/1/2024 Knowledge Application Activity #1: Complete a Venn diagram that compares and contrasts two of the 8 age levels presented in the text. |

| Date | Weekly Objective | Course Topic Readings | Assignments/ Due Date |
|---|---|---|---|
| | appropriate practice, cultural sensitivity, and individual differences and diverse needs. | | |
| Week #3 9/2-9/8 | 3. Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning. 4. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight. | **Topic: Infancy: Theory, Environment** The theories of Erikson, Freud, Piaget, Vygotsky, Skinner, Bandura, Rogers, and Maslow as applied to infancy. Examples of infant sensory competence and explain why the sensory competencies of some infants may not be as well developed as those of other infants. **Readings- Chapter 5** | 09/07/2024 Complete Discussion Post #2: Compare and contrast two selected theories of child development. Explain their contributions to understanding children, and attention to diversity. 9/8/2024: Knowledge Application Activity #2: Develop a chart that includes at least 4 examples of infant sensory competence and explain why some infants may have challenges with these competencies. Attendance and Participation: |
| Week #4 9/9-9/15 | 1. Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning. 2. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight. 3. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, | **Topic:** **Infant Cognitive and Affective Development** **The Toddler: Autonomy Development** How cognitive learning and development progress during infancy. The important adult-child interactions during infancy. Major theorists' viewpoints on toddlers. Adult influences on toddler affective development and typical toddler temperament characteristics. **Readings- Chapters 6 and 7** | 09/14/2024 Complete Discussion Post #3: Compare and contrast two selected theories of child development. Explain their contributions to understanding children, and attention to diversity. 9/15/2024: Attendance and Participation |

| Date | Weekly Objective | Course Topic Readings | Assignments/ Due Date |
|------|------------------|----------------------|------------------------|
| | cultural sensitivity, and individual differences and diverse needs. | | |
| Week #5 9/16-9/22 | 1. Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning.<br>2. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight.<br>3. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs. | **Topic:**<br>**The Cognitive System, Concept Development, and Intelligence**<br>**Oral and Written Language Development**<br>Cognition, the cognitive system, and Piaget's and Vygotsky's theories of cognitive development.<br>Piaget's and Vygotsky's theories to developmentally appropriate teaching practice.<br>Major language rules and current viewpoints about how language is learned.<br><br>**Readings- Chapters 9 & 10** | 9/21/2024 Complete Discussion Post #4: Discuss what language rules you think had the most impact on your language learning and explain the current viewpoints for those chosen rules.<br><br>9/22/2024 Attendance and Participation |
| Week #6 9/23-9/29 | 1. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight.<br>2. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs. | **Topic: How Adults Enrich Language and Concept Development**<br><br>Approaches that adults can take to expand children's oral language development.<br>Important adult responsibilities in support of language diversity.<br><br>**Readings- Chapter 11** | 9/29/2024 Knowledge Application Activity #3: Make a one-page informational flyer for parents that explains helpful tips to support language development and diversity. |
| Week #7 9/30-10/6 | 1. Explain teaching methods and relationship-based interactions that are | **Topic: How Adults Support Affective Development**<br>NAEYC's Developmentally Appropriate Practices for adult decision making. | 10/5/2024: Discussion Post #5: Explain the tools adults can use to support a child going |

| Date | Weekly Objective | Course Topic Readings | Assignments/ Due Date |
|---|---|---|---|
| | grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs. | Advantages of developmentally appropriate guidance techniques. How adults can support children in times of crisis. **Readings- Chapter 13** | through a crisis. 10/6/2024 Knowledge Application Activity #4: Student Scenario- Draft an informal progress report that you might write to a parent. The report should address both the positive and "negative" behaviors you have observed, being careful to avoid any hint of disapproval or accusation and include recommendations for how the parents can support the child. Attendance and Participation |
| Week #8 10/7-10/11 | 1. Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning. 2. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight. 3. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs. | **Topic: Tying it All Together** Common developmental challenges that children may face. Plans to support a child's development in overcoming challenges. Parent recommendations for supporting children when they face challenges. **Readings- None** | All assignments due on 10/11 by midnight. 10/11/2024 Final Project: If you are currently working with students, identify a child that is experiencing a specific developmental challenge. Explain the challenge and develop a plan to further support their development. This plan should help him/her overcome the challenge and provide tips to parents as they support the child. If you are not currently working with students, a scenario will be provided to you. |

**Grading:**

| | | |
|---|---|---|
| A+ 100 - 97 | A 96 - 93 | A- 92 - 90 |
| B+ 89 - 87 | B 86 - 83 | B- 82 - 80 |
| C+ 79 - 77 | C 76 - 73 | C- 72 - 70 |
| D+ 69 - 67 | D 66 - 63 | D- 62 - 60 |
| F 59 – 0 | | |

**Late Work:** Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

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**Counseling and Student Support Services (CASSC):** are available year-round on-campus, or virtually (as needed) for NNMC students. Counseling services are provided by licensed professional counselors. All services are **FREE** for students and are **confidential**. No record of counseling is contained in any academic, educational, or job placement file. Counseling is an opportunity to solve problems and learn new skills. Students can utilize counseling services to address issues such as depression, anxiety, stress, PTSD, anger management and alcohol and drug concerns. Students may also meet with a counselor if they are interested in off-campus resources and referrals. In addition to offering students help through counseling services, CASSC also assists students with addressing socio-economic stressors by connecting students with various community resources such as housing, food, childcare, and much more.

**NNMC Incomplete Policy:** The grade of 'I' is given for coursework that could not be completed due to circumstances beyond the student's control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT'S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the 'I' automatically becomes an 'F' when the deadline passes.

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*Department of Teacher Education*

# NORTHERN New Mexico College

## ECED 1120 Guiando a Los Niños Pequeños

| | |
|---|---|
| **Semestre enseñado:** | **Horas de Crédito: 3** |
| **Tiempo y lugar:** | |
| **Información de instructor:** | |

| Instructor: | Información de comunicación: |
|---|---|

**Libro Requerido**
Gartrell, Dan. (2020). A Guidance Guide for Early Childhood Leaders: Strengthening Relationships with Children, Families, and Colleagues. Redleaf Press. 978-160-554-6889

**Materiales o Lecturas Requeridas:** Pautas de aprendizaje temprano de NM. PED

## Requisito de correo electrónico:

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## Asistencia

Asistencia es requerida para todas las sesiones de clase. Asistencia se medirá en archivos de discusiones para colegas del curso. Clases de educación son basadas en competencias, significando que los estudiantes deben de cumplir Competencias del estado de Nuevo México. Cualquier ausencia durante el periodo completo de clases requerirá trabajo adicional comparable a la discreción del instructor. Número de horas de instructor/estudiante es 300 minutos por semana por un curso de 8 semanas (3 horas de crédito).

**Descripción de Curso de Catalogo:** Este curso explora varias teorías de la orientación infantil y las aplicaciones prácticas de cada una. Proporciona métodos apropiados para el desarrollo de los niños pequeños y estrategias y sugerencias eficaces para facilitar interacciones sociales positivas. Se presentarán estrategias para prevenir comportamientos desafiantes a través del uso del entorno, las rutinas y el horario. Se hace hincapié en ayudar a los niños a convertirse en aprendices responsables de sí mismos, competentes, independientes y cooperativos, e incluir a las familias como parte del enfoque de orientación. (3, 3T+0L).

**Resultados del curso:**
1.      Utilizar la evaluación y la evaluación para aplicar técnicas de orientación apropiadas para el desarrollo y culturalmente relevantes para apoyar a los niños con habilidades de autorregulación y resolución de problemas.
2.      Articular la filosofía de orientación de su aula con respeto por las diversas familias y prácticas culturales.
3.      Aplicar el conocimiento sobre el crecimiento y desarrollo infantil, la salud mental y física y el desarrollo socioemocional para apoyar las técnicas de orientación positiva en el aula.

**Competencias de Maestro de Primer Nivel de Nuevo México**
A: Crecimiento, desarrollo y aprendizaje infantil: Las bases para todo aprendizaje se establecen durante la primera infancia. Los dominios biológico-físicos, sociales, culturales, emocionales, cognitivos y lingüísticos están inherentemente entrelazados en el crecimiento y el desarrollo. Los profesionales de la primera infancia deben entender este proceso de desarrollo y el papel del adulto en apoyar el crecimiento, el desarrollo y el aprendizaje de cada niño. **A.6, A.7, A.10, A.11.**

B: Salud, seguridad y nutrición: Los profesionales de la primera infancia promueven la salud física y mental y la nutrición adecuada y proporcionan un entorno emocional y físicamente seguro para los niños pequeños en colaboración con sus familias. Las buenas prácticas de salud, seguridad y nutrición proporcionan la base para el desarrollo y el

aprendizaje. Una buena nutrición es apropiada e importante para el desarrollo integral de los niños pequeños y sus familias. Las comidas y los refrigerios fomentan la buena nutrición y los hábitos alimenticios. Un entorno seguro previene y reduce las lesiones de los niños pequeños que recién comienzan a reconocer situaciones peligrosas. **B.1.**

C: Colaboración familiar y comunitaria: Los profesionales de la primera infancia están comprometidos con las prácticas centradas en la familia. Mantienen una relación abierta, amistosa y cooperativa con la familia de cada niño, fomentando la participación familiar y apoyando la relación del niño con su familia. Se honra a las diversas culturas e idiomas representativos de las familias en las comunidades de Nuevo México. **C.1, C.4, C.7.**

E: Entorno de aprendizaje e implementación del currículo: La enseñanza y el aprendizaje con niños pequeños es un proceso complejo integrado en las relaciones. Estas relaciones de enseñanza y aprendizaje proporcionan el andamiaje para construir conjuntamente significados sobre uno mismo, los demás y el mundo. Los profesionales de la primera infancia utilizan sus conocimientos sobre el desarrollo infantil, sus conocimientos sobre el desarrollo óptimo y el aprendizaje de todos los niños desde el nacimiento hasta los ocho años. Además, el uso de las observaciones se basa en una comprensión profunda de las familias, las culturas y las comunidades de los niños. Los profesionales de la primera infancia fomentan la resolución de problemas, el pensamiento crítico y la competencia académica y social de los niños pequeños dentro de un entorno de aprendizaje desafiante y de apoyo. Estas experiencias desafiantes de enseñanza y aprendizaje fomentan la confianza de los niños en sí mismos como aprendices competentes. **E.3, E.7.**

F: Evaluación de los niños y evaluación de los programas: Los profesionales de la primera infancia deben desarrollar el conocimiento de diversos métodos de evaluación, incluyendo habilidades de observación. Utilizan la documentación continua apropiada y reportan información a las familias y a los profesionales. La evaluación adecuada de la primera infancia responde a las diferencias culturales y lingüísticas. Incluye información de múltiples fuentes, por ejemplo, observaciones, listas de verificación, entrevistas y medidas estandarizadas formales e informales en diversos entornos para tomar decisiones educativas sobre los niños. Los datos de la evaluación recopilados de múltiples fuentes que tienen un gran impacto en los niños deben ser realizados por un equipo de familiares, maestros y otros profesionales. Además, los profesionales de la primera infancia participan en una evaluación sistemática y continua de sus programas. **F.9.**

**Marco Conceptual del Departamento de Educación de Maestro (DTE por sus siglas en inglés)**
El Marco Conceptual del Departamento de Educación de Northern New Mexico College representa el conocimiento, habilidades y disposiciones que todos los candidatos maestros deben mostrar durante el programa y como maestros practicantes. La instrucción en cada clase debe de reflejar el Marco Conceptual en los temas, tareas, discusiones y lecturas del curso.

**Principio de conocimiento**
4. Aprendizaje: el candidato a profesor comprende los principios de crecimiento, desarrollo y aprendizaje de los estudiantes, y los aplica adecuadamente.

**Descripciones de las tareas/alineación:**

| Tarea/Evaluación | Competencias de Maestros de NMPED | Conocimiento, habilidad o disposición | | Valor en puntos |
|---|---|---|---|---|
| Discusiones en línea | A6, A7, A10, A11, B1, C1, C4, C7, E3, E7, F9 Objetivos 1, 2, 3 | K4 | 8 @ 5 pts | 40 pts |
| Reflexión Lectura del capítulo | A6, A7, A10, A11, B1, C1, C4, C7, E3, E7, F9 Objetivos 1, 2, 3 | K4 | 3@ 5 pts | 15 pts |
| Lección de aprendizaje emocional y plan de lección. Desarrollar una lección y enseñar una lección que demuestre habilidades de aprendizaje emocional a | A6, A7, A10, A11, B1, E3, E7 Objetivos 1, 2 | K4 | 1 @ 15pts | 15 pts |

| los niños pequeños | | | | | |
|---|---|---|---|---|---|
| Presentación en Power Point sobre estrategias positivas para promover el desarrollo socioemocional en el aula | A6, A7, A10, A11, E3, E7 Objetivos 2, 3 | | K4 | 1 @ 10 pts | 10 pts |
| Desarrollo de un plan de apoyo conductual Proyecto Final: Observar el comportamiento de un niño y determinar los factores desencadenantes y las consecuencias del comportamiento. Desarrollar estrategias para abordar los comportamientos. | A6, A7, A10, A11, B1, C1, C4, C7, E3, E7, F9 Objetivos 1, 2, 3 | | K4 | 1@ 20pts | 20 pts |
| PUNTOS TOTALES | | | | | 100 pts |

**Fechas del curso, temas, tareas:**

| Fecha | Tema/ Capítulo de texto | Tarea |
|---|---|---|
| Semana 1 | Introducción a la tradición de la guía. Capítulo 1 Apoyar bases emocionales sólidas en los niños | Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque |
| Semana 2 | El concepto de comportamiento erróneo – Capítulo 2 Relaciones positivas entre maestros y niños – Capítulo 3 | Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque 1 página de reflexión sobre la lectura de capítulos |
| Semana 3 | Hacer conexiones emocionales saludables. Capítulo 4 Prácticas apropiadas para el desarrollo. Capítulo 5 | Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque Aprendizaje emocional Lección y plan de lección Desarrollar una lección y enseñar una lección que demuestre habilidades de aprendizaje emocional a los niños pequeños |
| Semana 4 | Técnicas de orientación. Capítulo 6 y 7 | Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque/ Presentación de enfoques de crianza 1 página de reflexión sobre la lectura de capítulos |
| Semana 5 | Gestión de conflictos.  Capítulo 8 Estrategias de resolución de problemas. Capítulo 9 | Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque 1 página de reflexión sobre la lectura de capítulos |
| Semana 6 | Creación de entornos para comportamientos pro-sociales. Capítulo 10 Manejo de comportamientos desafiantes – F&A capítulo 11 | Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque Presentación en Power Point sobre estrategias positivas para promover el desarrollo socioemocional en el aula |
| Semana 7 | Comunicación con los padres; el desarrollo de asociaciones. Capítulo 12 | Discusión en línea: Seguir 1 página de reflexión sobre la lectura de capítulos |
| Semana 8 | Atándolo todo junto | Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque Desarrollo de un plan de apoyo conductual Proyecto Final: Observar el comportamiento de |

| | | un niño y determinar los factores desencadenantes y las consecuencias del comportamiento. Desarrolle estrategias para abordar los comportamientos. |
|---|---|---|

## Calificaciones

| | | |
|---|---|---|
| A+ 100 - 97 | A 96 - 93 | A- 92 - 90 |
| B+ 89 - 87 | B 86 - 83 | B- 82 - 80 |
| C+ 79 - 77 | C 76 - 73 | C- 72 - 70 |
| D+ 69 - 67 | D 66 - 63 | D- 62 - 60 |
| F 59 - 0 | | |

## Tareas tardes

Las tareas deben de ser entregas en la fecha indica en el plan de estudios. Cualquier excepción es la discreción del profesor y debe de ser acordada con anticipación.

## Estudiante con incapacidades

Northern New Mexico College reconoce su responsabilidad para crear un clima institucional donde los estudiantes con incapacidades pueden sobresalir. De acuerdo con la Sección 504 del Acto de Rehabilitación y Acto de Americanos con Incapacidades, si usted tiene una incapacidad documentada, usted puede pedir acomodaciones para obtener acceso igual y para promover su aprendizaje en esta clase. Por favor contactar el Centro de Recurso al 505.747.2152 para investigar sobre acomodaciones apropiadas. Después que su elegibilidad sea determinada, se le dará una carta que puede presentar a sus instructores que les dejará saber cómo ayudarle de mejor manera.

## Póliza de incompleto de NNMC

La calificación de "I" se da para trabajo de curso que no pudo ser cumplido por circunstancias más allá del control del estudiante. Esto significa una enfermedad grave o accidente y no planificación mal hecha. Si una crisis significante previene cumplir a tiempo los requisitos del curso, por favor hacer una cita con su instructor. Cuando un incompleto se ha otorgado, es la responsabilidad del ESTUDIANTE para cumplir el trabajo de acuerdo con los parámetros del plazo. Si no cumple con el trabajo, la "I" se convierte automáticamente en "F" cuando el plazo vence.

## Ética Académica

La deshonestidad en conexión con los exámenes o tareas del curso puede ser razón por la expulsión del Colegio. El plagiario es el tipo más común de deshonestidad académica. El plagiario consiste de cualquier representación del trabajo de otra persona como de uno sin reconocimiento apropiado. Los ejemplos incluyen, pero no son limitados a 1. Someter como trabajo propio un ensayo que incluye una parte copiada de un libro o artículo sin identificar la selección citada y/o fuentes. 2. Presentar las ideas de un autor como si fueran sus propias ideas o usar trabajo de otro estudiante con su nombre como autor. Cuando el instructor sospecha un estudiante de deshonestidad académica, el instructor abordará la situación con el estudiante. Si el problema no es solucionado a la satisfacción del instructor, el incidente se reportará al Director para acción. Los estudiantes están responsables de referir al Manual de Estudiante para pólizas y procedimientos específicos.

*Department of Teacher Education*

# NORTHERN New Mexico College

**Course**

**Name:**ECED 1120 GUIDING YOUNG CHILDREN          **Credit Hours:** 3

**Semester Taught:**

                              **Time and Place:**  Bb- Online

**Instructor Information:**

| Instructor: | Communication Information: | Office Hours: |
|---|---|---|
|  |  |  |

**Required Text:**
Gartrell, Dan. (2020). A Guidance Guide for Early Childhood Leaders:  Strengthening Relationships with Children, Families, and Colleagues. Redleaf Press.  978-160-554-6889

**Required Materials or Readings:** NM Early Learning Guidelines. CYFD.

**E-mail Requirement:**  All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

**Attendance:**  Attendance is required for all class sessions. Since this is a hybrid class, attendance will be also measured in discussion posts to classmates and completing assignments on time.  Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor. Asynchronous 300 minute a week for an 8-week 3 credit hr. course.

**Catalog Course Description:** This course explores various theories of child guidance and the practical applications of each. It provides developmentally appropriate methods for guiding young 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. (3, 3T+0L).

**Course Level Outcomes:**
1.      Use assessment and evaluation to apply developmentally appropriate and culturally relevant guidance techniques to support children with self-regulation and problem-solving skills.
2.      Articulate the guidance philosophy of your classroom with respect for diverse families and cultural practices.
3.      Apply knowledge of child growth and development, mental and physical health, and socio-emotional development to support positive guidance techniques in a classroom setting.

**NM Teacher Competencies (InTASC) and Department of Education's Conceptual Framework.**

*New Mexico Entry Level Teacher Competencies (InTASC):*
A:  Child growth, development and learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning. **A.6, A.7,**

**A.10, A.11.**

B: Health, safety and nutrition: Early childhood professionals promote physical and mental health and appropriate nutrition and provide an emotionally and physically safe environment for young children in partnership with their families. Sound health, safety, and nutritional practices provide the foundation for development and learning. Good nutrition is appropriate and important to the total development of young children and their families. Meals and snacks encourage good nutrition and eating habits. A safe environment prevents and reduces injuries for young children who are only beginning to recognize dangerous situations. **B.1.**

C: Family and community collaboration: Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and cooperative relationship with each child's family, encouraging family involvement, and supporting the child's relationship with his or her family. The diverse cultures and languages representative of families in New Mexico's communities are honored. **C.1, C.4, C.7.**

E: Learning environment and curriculum implementation: Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners. **E.3, E.7.**

F: Assessment of children and evaluation of programs: Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate ongoing documentation and report information to families and professionals. Appropriate early childhood assessment is responsive to cultural and linguistic differences. It includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measure in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, ongoing evaluation of their programs. **F.9.**

**NM Teacher Competencies and Department of Education's Conceptual Framework.**
**Knowledge Principle-**
4. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

**Assignment Descriptions/ Alignment:**

| Assignment/Assessment | NMPED Teacher Competencies | Knowledge Skill | | Point Value |
|---|---|---|---|---|
| Online Discussions | A6, A7, A10, A11, B1, C1, C4, C7, E3, E7, F9 Objectives 1, 2, 3 | K4 | 8 @ 15 pts | 40 pts |
| Reflection Chapter reading Weeks 4, 5, 7 | A6, A7, A10, A11, B1, C1, C4, C7, E3, E7, F9 Objectives 1, 2, 3 | K4 | 3@ 15 points | 45 pts |

| | | | | |
|---|---|---|---|---|
| Emotional Learning Lesson and lesson plan. Develop a lesson and teach a lesson that demonstrate emotional learning skills to young children (Week 3) | A6, A7, A10, A11, B1, E3, E7 Objectives 1, 2 | K4 | 1 @ 15pts | 15 pts |
| Power point presentation on positive strategies for promoting socio-emotional development in the classroom (Week 6) | A6, A7, A10, A11, E3, E7 Objectives 2, 3 | K4 | 1 @ 20 pts | 20 pts |
| Development of Behavior support plan Final project: Observe a child behavior and determine the triggers and consequences for behavior. Develop strategies to address the behaviors. (Week 8) | A6, A7, A10, A11, B1, C1, C4, C7, E3, E7, F9 Objective 1, 2, 3 | K4 | 1@ 15pts | 25 pts |
| TOTAL POINTS | | | | 145 pts |

### Course Dates, Topics, Assignments:

| Date | Topic/ Text Chapter | Assignment |
|---|---|---|
| WEEK 1 | Introduction to the guidance tradition. Chapter 1 Supporting strong emotional foundations in children | Online Discussion: Follow Guidelines and rubric: Focus questions |
| WEEK 2 | The concept of mistaken behavior – Chapter 2 Positive teacher child relationships – Chapter 3 | Online Discussion: Follow Guidelines and rubric: Focus questions 1 page reflection on chapter reading |
| WEEK 3 | Making healthy emotional connections. Chapter 4 Developmentally appropriate practices. Chapter 5 | Online Discussion: Follow Guidelines and rubric: Focus questions Emotional Learning Lesson and lesson plan Develop a lesson and teach a lesson that demonstrate emotional learning skills to young children |
| WEEK 4 | Guidance techniques. Chapter 6 and 7 | Online Discussion: Follow Guidelines and rubric: Focus questions/ Parenting approaches presentation 1 page reflection on chapter reading |
| WEEK 5 | Conflict management. Chapter 8 Problem solving strategies. Chapter 9 | Online Discussion: Follow Guidelines and rubric: Focus questions 1 page reflection on chapter reading |
| WEEK 6 | Creating environments for pro-social behaviors. Chapter 10 Managing challenging behaviors – F&A chapter 11 | Online Discussion: Follow Guidelines and rubric: Focus questions Power point presentation on positive strategies for promoting socio-emotional development in the classroom |
| WEEK 7 | Communication with parents; | Online Discussion: Follow |

| | developing partnerships. Chapter 12 | 1 page reflection on chapter reading |
|---|---|---|
| WEEK 8 | Tying it all together | Online Discussion: Follow Guidelines and rubric:  Focus questions Development of Behavior support plan<br>Final project: Observe a child behavior and determine the triggers and consequences for behavior.  Develop strategies to address the behaviors. |

**Grading:**

| | | |
|---|---|---|
| A+ 100 - 97 | A 96 - 93 | A- 92 - 90 |
| B+ 89 - 87 | B 86 - 83 | B- 82 - 80 |
| C+ 79 - 77 | C 76 - 73 | C- 72 - 70 |
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*Department of Teacher Education*

# NORTHERN New Mexico College

ECED 1130 La Familia y Colaboración Comunitaria

**Semestre enseñado:**                                                    **Horas de Crédito:  3**

**Tiempo y lugar:**

## Información de instructor:

| Instructor: | Información de comunicación: |
|---|---|
|  |  |

## Libro requerido:

Robles, W., & Beck, V. (2019). *Teaching young children in multicultural classrooms: Issues, concepts, and strategies (5th ed.). Clifton Park, NY: Delmar Cengage Learning.* ISBN- 978-133-756-6070

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### Descripción de Curso de Catalogo

Este curso básico examina la participación de las familias y comunidades de fondos cultural y lingüísticamente diversos en programas de educación temprana. Se discute maneras de establecer relaciones colaborativas con familias en escuelas preescolares y primarias. Las metas y deseos de las familias para sus hijos se apoyarán a través estrategias culturalmente responsivas.

## Resultados de Nivel de Curso

1. Identificar y demonstrar métodos de comunicación profesionales y efectivos con las familias cultural y lingüísticamente diversas.
2. A través la reflexión, identificar biases y cómo los biases pueden afectar las relaciones con los niños y sus familias.
3. Aplicar conocimiento de las estructuras diversas de familia y los valores culturales a través un enfoque basado en las fortalezas para crear un salón de clase seguro y receptor para las familias y comunidad.
4. Usar recursos comunitarios para apoyar a las familias y niños cultural y lingüísticamente diversos.

### Competencias de Maestro de Primer Nivel de Nuevo México

## C. Colaboración de familia y comunidad

Los profesionales del campo de la educación temprana son comprometidos la prácticas centradas en familia. Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and cooperative relationship with each child's family, encouraging family involvement, and supporting the child's relationship with his or her family. The diverse cultures and languages representative of families in New Mexico's communities are honored.  C.1, C.2, C.3, C.4, C.5, C.6, C.9, C.11, C.12, C.13.

## E: Learning environment and curriculum implementation

Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners.  E.14.

## G:  Professionalism

Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities in New Mexico. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in on-going professional development to enhance their knowledge and skills. **G.6.**

## DTE's Conceptual Framework

The Conceptual Framework of the Department of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

### Knowledge Principle

5. Assessment: the teacher candidate effectively utilizes student assessment techniques and procedures.
6. Professionalism- the teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
8. Professionalism- the teacher candidate demonstrates a willingness to examine and implement change as appropriate.
9. Collaboration- the teacher candidate works productively with colleagues, parents and community.

## Assignment Descriptions/ Alignment

| Assignment/Assessment | NMPED Teacher Competencies | Knowledge, Skill or Disposition | | Point Value |
|---|---|---|---|---|
| Blackboard Discussion<br>Respond to discussion board prompt | C. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13<br>E.14<br>G. 6<br>Objectives- 1, 2, 3, 4 | K5, 6, 7, 8, 9 | 8@ 15pts | 120 pts |
| Chapter Responses: each week you will write a response to prompts from the chapter assigned. | C. 1, 6, 7, 8, 9, 10, 11<br>G. 6<br>Objectives 4 | K.5, 6, 7, 8, 9 | 8@30 | 240 pts |
| 2 projects:<br>   1.  My Family History<br>Write a 2 to 4-page, double-spaced report using the APA format to describe a minimum of four generations of your family starting with you. Include languages and year of birth/death of | C. 1, 2, 3, 7, 9, G. 6<br>Objectives 1, 2, 3 | K5, 6, 7, 8, 9 | 2@ 50 points each | 100pts |

| Assignment/Assessment | NMPED Teacher Competencies | Knowledge, Skill or Disposition | | Point Value |
|---|---|---|---|---|
| ancestral generations. For the summation, write a paragraph stating how history impacted the language of each generation.<br>2.     Develop a presentation on a topic that impacts the community such as health, nutrition, family literacy or screen time. You can do this as a bulletin board, three fold poster or PowerPoint. | | | | |
| Final Project Develop Family Engagement Calendar that is Culturally Appropriate How these activities impact the family, early childhood children, language and the community? | C. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13<br>E.14<br>G. 6<br>Objective 1, 2, 3 | K5, 6, 7, 8, 9 | 1@ 20 pts | 50pts |
| TOTAL POINTS | | | | 510pts |

## Course Dates, Topics, Assignments

| Date | Topic/Text Topic | Assignment |
|---|---|---|
| Week 1 | Understanding Families<br>Chapter 1 Living in Diversity: The Intricate Nature of Our Society | **Discussion Board 1**: Respond to post and to a peer.<br>**Chapter Response**: Respond to prompt<br>**Project 1**: start due end of Week 2 |
| Week 2 | Understanding Families<br>Chapter 2 The Nature of Culture, the Nature of People<br>Chapter 3 Families in Our Classrooms: Many Ways, many voices | **Discussion Board 2**: Respond to post and to a peer.<br>**Chapter Response**: Respond to prompt<br>**Project 1**: due |
| Week 3 | Understanding Families<br>Chapter 4 Who is the child? Developmental Characteristic of young Children in a diverse Society | **Discussion Board 3**: Respond to post and to a peer.<br>**Chapter Response**: Respond to prompt |
| Week 4 | Multicultural Education<br>Chapter 5 Tracing the beginnings of multicultural education<br>Chapter 6 Approaches to Multicultural Education | **Discussion Board 4**: Respond to post and to a peer.<br>**Chapter Response**: Respond to prompt<br>**Project 2:** Start |
| Week 5 | Chapter 7 Classrooms, where Words Become Action | **Discussion Board 5**: Respond to post and to a peer.<br>**Chapter Response**: Respond to prompt<br>**Project 2:** Due |
| Week 6 | Chapter 8 Language Diversity in the classroom: working with Young Dual Language Learners | **Discussion Board 6**: Respond to post and to a peer.<br>**Chapter Response:** Respond to Prompt |
| Week 7 | Engaging Families<br>Chapter 9 Activities and Resources for Multicultural Teaching: A world of Possibilities! | **Discussion Board 7**: Respond to post and to a peer.<br>**Chapter Response**: Respond to prompt |
| Week 8 | Inviting Community Participation | **Discussion Board 8**: Respond to post and to a peer. |

| Date | Topic/Text Topic | Assignment |
|------|------------------|------------|
|      |                  | **Chapter Response**: Respond to prompt |
|      |                  | **Final Project** Develop an activity on Family Traditions |

## Grading

| | | |
|---|---|---|
| A+ 100 - 97 | A 96 - 93 | A- 92 - 90 |
| B+ 89 - 87 | B 86 - 83 | B- 82 - 80 |
| C+ 79 - 77 | C 76 - 73 | C- 72 - 70 |
| D+ 69 - 67 | D 66 - 63 | D- 62 - 60 |
| F 59 - 0 | | |

## Late Work

Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

## Students with Disabilities

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## NNMC Incomplete Policy

The grade of 'I' is given for course work that could not be completed due to circumstances beyond the student's control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT'S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the 'I' automatically becomes an 'F' when the deadline passes.

## Academic Ethics

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own without proper acknowledgment. Examples include but are limited to 1) submitting as one's work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author's ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student's attention. If the problem is not resolved to the instructor's satisfaction, the incident will be reported to the Dean for follow-up action.

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*Department of Teacher Education*
# NORTHERN New Mexico College

ECED 1130 Family and Community Collaboration

Semester Taught:  Spring                                        Credit Hours:  3
Time and Place: Blackboard

## Instructor Information

| Instructor: | Communication Information: |
|---|---|
|  |  |

## Required Text
Robles, W., & Beck, V. (2019). *Teaching young children in multicultural classrooms: Issues, concepts, and strategies (5th ed.). Clifton Park, NY: Delmar Cengage Learning.* ISBN- 978-133-756-6070

## E-mail Requirement
All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

## Attendance
Attendance is required for all class sessions. Attendance will be measured in discussion posts to classmates and completing assignments on time.  Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor. Number of Instructor/Student hours: Asynchronous 300 minutes a week for an 8-week 3 credit hr. course.

## Catalog Course Description
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.  (3, 3T+0L). Asynchronous 300 minutes a week for an 8-week 3 credit hr. course.

## Course Level Outcomes
5. Identify and demonstrate methods of effective and professional communication with linguistically and culturally diverse families.
6. Identify biases and how biases could affect relationships with children and families through self-reflection.
7. Apply knowledge of diverse family structures and cultural values through a strengths-based approach to create a safe welcoming classroom environment for families and community.
8. Use community resources to support linguistically and culturally diverse families and children.

## New Mexico Entry Level Teacher Competencies
### C. Family and community collaboration
Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and cooperative relationship with each child's family, encouraging family involvement, and supporting the

child's relationship with his or her family. The diverse cultures and languages representative of families in New Mexico's communities are honored.  C.1, C.2, C.3, C.4, C.5, C.6, C.9, C.11, C.12, C.13.

## E:  Learning environment and curriculum implementation
Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners.  E.14.

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## Assignment Descriptions/ Alignment

| Assignment/Assessment | NMPED Teacher Competencies | Knowledge Principal | | Point Value |
|---|---|---|---|---|
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| Chapter Responses: each week you will write a response to prompts from the chapter | C. 1, 6, 7, 8, 9, 10, 11 | K.5, 6, 7, 8, 9 | 8@30 | 240 pts |

| Assignment/Assessment | NMPED Teacher Competencies | Knowledge Principal | | Point Value |
|---|---|---|---|---|
| assigned. | G. 6 Objectives 4 | | | |
| 2 projects:<br>2. My Family History<br>Write a 2 to 4-page, double-spaced report using the APA format to describe a minimum of four generations of your family starting with you. Include languages and year of birth/death of ancestral generations. For the summation, write a paragraph stating how history impacted the language of each generation.<br>2. Develop a presentation on a topic that impacts the community such as health, nutrition, family literacy or screen time. You can do this as a bulletin board, three fold poster or PowerPoint. | C. 1, 2, 3, 7, 9,<br>G. 6 Objectives 1, 2, 3 | K5, 6, 7, 8, 9 | 2@ 50 points each | 100pts |
| Final Project Develop Family Engagement Calendar that is Culturally Appropriate How these activities impact the family, early childhood children, language and the community? | C. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 E.14 G. 6 Objective 1, 2, 3 | K5, 6, 7, 8, 9 | 1@ 20 pts | 50pts |
| TOTAL POINTS | | | | 510pts |

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| Date | Topic/Text Topic | Assignment |
|------|------------------|------------|
| | Children in a diverse Society | |
| Week 4 | Multicultural Education Chapter 5 Tracing the beginnings of multicultural education Chapter 6 Approaches to Multicultural Education | **Discussion Board 4**: Respond to post and to a peer. **Chapter Response**: Respond to prompt **Project 2:** Start |
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| | | |
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*Department of Teacher Education*
# NORTHERN New Mexico College

ECED 1125
Evaluación de Niños y Programas

Semestre enseñado:                                                                                       Horas de
Crédito:  3
Tiempo y lugar:

Información de instructor:

| Instructor: | Información de comunicación: |
|---|---|
| | |

Libro Requerido:
Bohart, H., & Procopio, R. (2018). *Spotlight on young children: Observations and assessments*. NAEYC.
ISBN- 978-193-811-3345

Recursos suplementales:
Reportes investigadores, artículos de diario, publicaciones de gobierno: recursos en línea.

Requisito de correo electrónico:
Todos los estudiantes asistiendo a Northern New Mexio College (NNMC por sus siglas en inglés) deben de
usar su cuenta de correo electrónico de NNMC cuando se comunican electrónicamente sobre negocio
relacionado de NNMC. Si tienen problemas, por favor contactar el departamento de Tecnología Internet (IT
por sus siglas en inglés) al 505.747.2259.

Asistencia
Asistencia es requerida para todas las sesiones de clase. Asistencia se medirá en archivos de discusiones
para colegas del curso. Clases de educación son basadas en competencias, significando que los estudiantes
deben de cumplir Competencias del estado de Nuevo México. Cualquier ausencia durante el periodo
completo de clases requerirá trabajo adicional comparable a la discreción del instructor. Número de horas
de instructor/estudiante es 300 minutos por semana por un curso de 8 semanas (3 horas de crédito).

**Descripción de Curso de Catalogo**
Este curso básico familiariza a los estudiantes con una variedad de métodos e instrumentos de evaluación
culturalmente apropiados, incluso observación sistemática del desarrollo típico y no típico de niños. Este
curso aborda el desarrollo y uso de instrumentos de evaluación formativos y sumativos e instrumentos de
evaluación para asegurar cualidad comprensiva del entorno escolar para los niños, sus familias y la
comunidad. Estudiantes desarrollarán habilidades para evaluar el proceso de evaluación e involucrar a otros
maestros, profesionales y familias en el proceso. (3, 3T+0L).
Resultados de Nivel de Curso
1.  Usar observación auténtica como el base para evaluación y crecimiento y desarrollo.
2.  Identificar y describir evaluación que es de edad, lingüística y culturalmente apropiada para los niños
    pequeños.

3. Identificar procedimientos de IFSP e IEP y los roles multi-disciplinarios de equipos en servir a los niños en el proceso de evaluación.
4. Describir los efectos de factores culturales y socioeconómicos en la evaluación y temas éticos y legales claves en la evaluación.

**Competencias de Maestro de Primer Nivel de Nuevo México**
**F: Evaluación de niños y programas**
Profesionales del campo de la educación temprana deben de desarrollar conocimiento de enfoques de evaluación diversos, incluso habilidades observacionales. Ellos usan documentación apropiada y continua y reportan información a las familia y profesionales. Evaluación apropiada de los niños es responsiva a las diferencias culturales y lingüísticas. Incluye información de fuentes múltiples, e.g., observaciones, listas de chequeo, entrevistas y ambos mediciones formales e informales estandarizadas en lugares diversos para hacer decisiones educativas sobre los niños. Las decisiones basadas en los datos de evaluación recolectados de fuentes múltiples que tienen un impacto mayor en los niños debe de ser hechas por un equipo de miembros de familia, maestros y otros profesionales. Adicionalmente, los profesionales del campo de la educación temprana participan en evaluación continua y sistemática de sus programas. F.1, F.2, F.3, F.4, F.5, F.6, F.7, F.8, F.9, F.10, F.11, F.12.

**Marco Conceptual del Departamento de Educación de Maestro (DTE por sus siglas en inglés)**
El Marco Conceptual del Departamento de Educación de Northern New Mexico College representa el conocimiento, habilidades y disposiciones que todos los candidatos maestros deben mostrar durante el programa y como maestros practicantes. La instrucción en cada clase debe de reflejar el Marco Conceptual en los temas, tareas, discusiones y lecturas del curso.

**Principio de Conocimiento**
3. Enseñar: el maestro candidato comunica con y obtiene comentarios (feedback) de estudiantes en una manera que mejorar el conocimiento y aprendizaje estudiantil.
5. Evaluación: el maestro candidato utiliza efectivamente técnicas y procedimientos de evaluación estudiantil.
7. Diversidad: el maestro candidato reconoce la diversidad estudiantil y cree una atmósfera conducible (condusive) a la promoción de autoconcepto y involucramiento estudiantil positivo.

Descripción de Tarea/Aliñamiento

| Tarea/Evaluación | Competencias NM ECE | Conocimiento, Habilidad o Disposición | | Valor de puntos |
|---|---|---|---|---|
| Discusión de Blackboard Responder al tema de discusión y dos co- aprendices | F1, F4, F8, Objetivos 2, 4 | K3, K5, K7, | 8@5 pts | 40 pts |
| **Tarea #1**: Ir a newmexicokids.org y encontrar el reglamento de licenciatura de la niñez temprana de NM que obligan (govern) a los programas (basados en centros). Seleccionar al menos 5 regulaciones y escribir un ensayo de análisis crítico de 1 página de longitud, doble espacio, sobre cómo las regulaciones | F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objetivos 1, 2, 3, 4 | K3, K5, K7, | 10 pts | 10 pts |

| Tarea/Evaluación | Competencias NM ECE | Conocimiento, Habilidad o Disposición | | Valor de puntos |
|---|---|---|---|---|
| hacen una diferencia en la cualidad de programación. | | | | |
| **Tarea #2:** Desarrollar una lista de formularios de inscripción, cuestionarios/encuestas de familia, recursos de comunidad, fondos de conocimiento para desarrollar perfiles estudiantiles holísticas. | F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objetivos 1, 2, 3, 4 | K3, K5, K7, | | 10 pts |
| **Tarea #3:** Desarrollar un plan educativo o actividad para un grupo de edad especifico basado en datos de evaluación que apoya el aprendizaje. | F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objetivos 1, 2, 3, 4 | K3, K5, K7, | | 10 pts |
| **Tarea #4:** Hacer una lista de 7 a 10 agencias comunitarias que brindan servicios de evaluación, como Child Find, Visitas a Casa para edades 0 a 4. | F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objetivos 1, 2, 3, 4 | K3, K5, K7, | | 10 pts |
| Examen Final | F1, F8, F9, F10 Objetivos 1, 2, 3, 4 | K3, K5, K7, | 1 @20 pts | 20 pts |
| Puntos Totales: | | | | 100 pts |

## Cronograma: Fechas, Temas y Tareas del curso

| Fechas | Temas/Capítulo de Libro | Tarea |
|---|---|---|
| SEMANA 1 | Introducción al curso Sistemas efectivos de la niñez temprana Mandatorios estatales y nacionales: Licenciatura, regulaciones, Estándares Nacionales y Estatales (NAC, NAEYC, Head Start, FOCUS)<br><br>Leer: Capítulo 1 | 1.　Archivar presentación de estudiante en Blackboard.<br>2.　Revisar el plan de estudios.<br>3.　**Discusión 1:** Responder a dos colegas. Comparar y contrastar dos recursos de acreditación en relación a los estanderes de evaluación de niños (e.g., NAC, NAEYC, Head Start, FOCUS).<br>4.　**Tarea 1.**<br>5.　Examen Pre y Post de conocimiento previo. |
| SEMANA 2 | Componentes principales de programación de cualidad<br>•　Interacciones de maestro/niño (apoyo socio-emocional) | 1.　**Discusión 2:** Responder a dos colegas. Ver el video en Youtube de un maestro de la educación temprana. ¿Qué herramientas usan para evaluar? ¿Cada cuándo las usan?　¿Cómo |

| Fechas | Temas/Capítulo de Libro | Tarea |
|---|---|---|
| | • Entorno (organización de salón, gestión de comportamiento, horario, etc. <br> • Apoyo instruccional (currículo, etc.) <br> • Infraestructura y liderazgo de programa. <br><br> Leer: Capítulo 2 | evalúan su programa, currículo y niños? ¿Cómo incorporan a las familias? <br> 2. Examen Pre y Post de conocimiento previo. |

| Fechas | Temas/Capítulo de Libro | Tarea |
|---|---|---|
| SEMANA 3 | Definir la evaluación <br> • Propósitos y tipos de evaluaciones <br> • Definiciones de terminología <br> • Lo apropiado en la evaluación de los niños. <br> • Realibilidad y valididad. <br><br> Leer: Capítulo 3 | 1. **Discusión 3:** Responder a dos colegas. Discutir la importancia de usar evaluación apropiada para los niños. <br> 2. Examen Pre y Post de conocimiento previo. |
| SEMANA 4 | Evaluación a través las edades <br> • Bebé/Toddler <br> • Preescolar <br> • Escuela Primaria (K-tercer grado) <br> o Exámenes estandarizados <br><br> Leer: Capítulo 4 | 1. **Discusión 4:** Responder a dos colegas. Discutir: ¿Qué se puede aprender de un niño por analizar artefactos? <br> 2. **Tarea 2.** <br> 3. Examen Pre y Post de conocimiento previo. |
| SEMANA 5 | Evaluación culturalmente responsivo <br> • La influencia de las diferencias culturales y lingüísticas sobre el aprendizaje y resultados de evaluación. <br> • Elegir herramientas que son apropiadas cultural y lingüísticamente. <br><br> Leer: Capítulo 5 | 1. **Discusión 5:** Revisar herramientas para los bebés y toddlers, niños preescolares y de primaria o una escala de evaluación ambiental. Criticar si son apropiados cultural y lingüísticamente. <br> 2. **Tarea 3.** <br> 3. Examen Pre y Post de conocimiento previo. |
| SEMANA 6 | Evaluación y Currículo <br> • Usar datos de evaluación para planificar currículo apropiado <br><br> Leer: Capítulo 6 | 1. **Discusión 6:** Discutir la importancia de la objetividad en las observaciones, las reflexiones semanales para inferir y planificar. <br> 2. **Tarea 4.** <br> 3. Examen Pre y Post de conocimiento previo. |

| SEMANA 7 | Incluir a las Familias <ul><li>Las familias y la evaluación</li><li>Las familias como líderes</li><li>Derechos de padres de familia</li><li>Child Find</li></ul>Leer: Capítulo 7 | 1. **Discusión 7:** Compartir sus ideas para cuestiones que pueden preguntar a los padres de familia si deseñarían una encuesta o entrevista para aprender sobre las familias y sus esperanzas para el aprendizaje y desarrollo de sus hijos.<br>2. **Tarea 5.**<br>3. Examen Pre y Post de conocimiento previo. |
|---|---|---|

| SEMANA 8 | Temas éticos y legales <ul><li>Mandatorios nacionales y estatales</li><li>La confiabilidad</li><li>Protocolos para el mantenimiento de récords y archivos.</li></ul> | 1. **Discusión 8:** Compartir protocoles y pólizas para el mantenimiento de récords y archivos<br>2. **Examen final** |
|---|---|---|

## Calificación

| | | |
|---|---|---|
| A+ 100 - 97 | A 96 - 93 | A- 92 - 90 |
| B+ 89 - 87 | B 86 - 83 | B- 82 - 80 |
| C+ 79 - 77 | C 76 - 73 | C- 72 - 70 |
| D+ 69 - 67 | D 66 - 63 | D- 62 – 60 |
| F 59 – 0 | | |

## Tareas tardes

Las tareas deben de ser entregas en la fecha indica en el plan de estudios. Cualquier excepción es la discreción del profesor y debe de ser acordada con anticipación.

## Estudiante con incapacidades

Northern New Mexico College reconoce su responsabilidad para crear un clima institucional donde los estudiantes con incapacidades pueden sobresalir. De acuerdo con la Sección 504 del Acto de Rehabilitación y Acto de Americanos con Incapacidades, si usted tiene una incapacidad documentada, usted puede pedir acomodaciones para obtener acceso igual y para promover su aprendizaje en esta clase. Por favor contactar el Centro de Recurso al 505.747.2152 para investigar sobre acomodaciones apropiadas. Después que su elegibilidad sea determinada, se le dará una carta que puede presentar a sus instructores que les dejará saber cómo ayudarle de mejor manera.

## Póliza de incompleto de NNMC

La calificación de "I" se da para trabajo de curso que no pudo ser cumplido por circunstancias más allá del control del estudiante. Esto significa una enfermedad grave o accidente y no planificación mal hecha. Si una crisis significante previene cumplir a tiempo los requisitos del curso, por favor hacer una cita con su instructor. Cuando un incompleto se ha otorgado, es la responsabilidad del ESTUDIANTE para cumplir el trabajo de acuerdo con los parámetros del plazo. Si no cumple con el trabajo, la "I" se convierte automáticamente en "F" cuando el plazo vence.

## Éticas Académicas

La deshonestidad en conexión con los exámenes o tareas del curso puede ser razón por la expulsión del Colegio. El plagiario es el tipo más común de deshonestidad académica. El plagiario consiste de cualquier representación del trabajo de otra persona como de uno sin reconocimiento apropiado. Los ejemplos incluyen, pero no son limitados a 1. Someter como trabajo propio un ensayo que incluye una parte copiada de un libro o artículo sin identificar la selección citada y/o fuentes. 2. Presentar las ideas de un autor como si fueran sus propias ideas o usar trabajo de otro estudiante con su nombre como autor. Cuando el instructor sospecha un estudiante de deshonestidad académica, el instructor abordará la situación con el estudiante. Si el problema no es solucionado a la satisfacción del instructor, el incidente se reportará al Director para acción. Los estudiantes están responsables de referir al Manual de Estudiante para pólizas y procedimientos específicos.

*Department of Teacher Education*

# NORTHERN New Mexico College

ECED 1125 Assessment of Children and Evaluation of Programs

Semester Taught:  Spring
Time and Place: Blackboard

Credit Hours:  3

## Instructor Information

| Instructor: | Communication Information: |
| --- | --- |
| | |

## Required Text
Bohart, H., & Procopio, R. (2018). *Spotlight on young children: Observations and assessments*. NAEYC. ISBN- 978-193-811-3345

## Supplemental Resources
Research reports, journal articles, Government publications:  WEB resources

## E-mail Requirement
All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business.  If you are having trouble please contact IT at 505-747-2259

## Attendance
Attendance is required for all class sessions.      Attendance will be measured in discussion posts to classmates and completing assignments on time.  Education classes are competency-based, meaning that students must meet New Mexico State Competencies.  Any absence during full term classes will require comparable make-up work at the discretion of the instructor.  Number of Instructor/Student hours-Synchronous 300 minutes a week for an 8-week 3 credit hr. course.

## Catalog Course Description
This basic course familiarizes students with a variety of culturally appropriate assessment methods and instruments, including systematic observation of typically and on-typically developing children. The course addresses the development and the 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. (3, 3T+0L).

## Course Level Outcomes
5.      Use authentic observation as the foundation for assessment and growth and development.
6.      Identify and describe age, culturally, and linguistically appropriate assessment tools for young children.
7.      Identify IFSP and IEP procedures and the roles of multidisciplinary teams in serving children in the process of evaluation.
8.      Describe the effects of cultural and socio-economic factors on evaluation and key legal and ethical issues in assessment.

# New Mexico Entry Level Teacher Competencies

## F: Assessment of children and evaluation of programs

Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate ongoing documentation and report information to families and professionals. Appropriate early childhood assessment is responsive to cultural and linguistic differences. It includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measures in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, ongoing evaluation of their programs. F.1, F.2, F.3, F.4, F.5, F.6, F.7, F.8, F.9, F.10, F.11, F.12.

# DTE's Conceptual Framework

The Conceptual Framework of the Department of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

## Knowledge Principle

3. Teaching: the teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

5. Assessment: the teacher candidate effectively utilizes student assessment techniques and procedures.

7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

# Assignment Descriptions/Alignment

| Assignment/Assessment | NM ECE Competencies | Knowledge Skill or Disposition | | Point Value |
|---|---|---|---|---|
| Blackboard Discussion Respond to discussion board prompt and to one co-learner | F1, F4, F8, Objectives 2, 4 | K3, K5, K7, | 8@5 pts | 40 pts |
| Assignment #1 Go to newmexicokids.org and find NM Early Childhood licensing regulations that govern (center-based) programs. Select 5 regulations and write a 1-page double-spaced paper critical analysis about how the regulations make a difference in quality programming. | F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objectives 1, 2, 3, 4 | K3, K5, K7, | 10 pts | 10 pts |
| Assignment #2 Develop a list of in-take informs, family surveys/questionnaires, community resources, funds of knowledge to develop holistic profiles of students. | F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objectives 1, 2, 3, 4 | K3, K5, K7, | | 10 pts |
| Assignment #3 Develop a lesson plan or activity for a specific age group or child that supports learning based on assessment data. | F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objectives 1, 2, 3, 4 | K3, K5, K7, | | 10 pts |
| Assignment #4 Compile a list of 7-10 agencies and contacts for local Child Find, Home Visiting, and other screenings services for birth to 4 | F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objectives 1, 2, 3, 4 | K3, K5, K7, | | 10 pts |

| Assignment/Assessment | NM ECE Competencies | Knowledge Skill or Disposition | | Point Value |
|---|---|---|---|---|
| Final Exam | F1, F8, F9, F10 Objectives 1, 2, 3, 4 | K3, K5, K7, | 1 @20 pts | 20 pts |
| Total Points | | | | 100 pts |

## Schedule: Course Dates, Topics, Assignments

| Dates | Topic/Text Chapter | Assignment |
|---|---|---|
| WEEK 1 | Introduction to Course Effective Early Childhood Systems National and state mandates: Licensing Regulations, National and State Accreditation Standards (NAC, NAEYC, Head Start Performance Standards, FOCUS) Textbook Reading: Chapter 1 | Post **introduction** on Blackboard; Syllabus review and acknowledgement **Discussion Board 1**: Respond to post and to a peer. Compare and contrast two of the accreditation resources in regard to child assessment Standards (NAC, NAEYC, Head Start Performance Standards, FOCUS) **Assignment #1** **Prior Knowledge (Pre and Post Assessment)** |
| WEEK 2 | Core Components of Quality Programming • Educator/child interactions (social-emotional support) • Environment (classroom organization, behavior management, schedules, etc.) • Instructional support (scaffolding, curriculum, etc.) • Program leadership and infrastructure Textbook Reading: Chapter 2 | **Discussion Board 2:** Respond to post and to a peer. View the YouTube video on the early childhood educator. What assessment tools or means do they use for assessment? How often do they use them? How do they evaluate their program, curriculum, children? How do they incorporate families? **Prior Knowledge (Pre and Post Assessment)** |

| WEEK 3 | Defining Assessment • Purposes and types of assessments • Definitions of terminology • Developmentally appropriateness in assessment of children • Validity & Reliability Textbook Reading: Chapter 3 | **Discussion Board 3 / Assignment #2** Respond to post and to a peer. Discuss the importance of using developmentally appropriate assessments? **Prior Knowledge (Pre and Post Assessment)** |
|---|---|---|
| WEEK 4 | Assessment across ages • Infant/Toddler • Preschool • School age (K-3rd grade) o Standardized tests Textbook Reading: Chapter 4 | **Discussion Board 4:** Respond to post and to a peer. Discuss what you can learn about a child by analyzing the artifacts. **Assignment #2** |

| WEEK 5 | Culturally Responsive Assessment<br>• Influence of cultural and linguistic difference on learning and assessment outcomes<br>• Choosing tools that are culturally and linguistically appropriate | **Discussion Board 5:** Review assessment tools for infant/toddlers, preschoolers or school age or an environmental rating scale and critique whether or not they are developmentally and culturally appropriate.<br><br>Textbook Reading: Chapter 5<br><br>**Assignment #3**<br><br>**Prior Knowledge (Pre and Post Assessment)** |
|--------|--------|--------|
| WEEK 6 | Assessment & Curriculum<br>• Assessment, developmentally appropriate curriculum and planning | **Discussion Board 6:** Discuss the importance of objectivity in observations, weekly reflection, inferring and planning.<br>Textbook Reading: Chapter 6<br>**Assignment #4**<br>**Prior Knowledge (Pre and Post Assessment)** |
| WEEK 7 | Including Families<br>• Families and assessment<br>• Families as team leaders<br>• Parent rights<br>• Screening and Child Find | **Discussion Board 7:** Share your ideas on information you could ask families if you were to design questions for an interview<br>Textbook Reading: Chapter 7<br>**Assignment #5** |

| Week 8 | Ethical Issues<br>• Legal issues<br>• National & State mandates<br>• Confidentiality<br>• Record Keeping Procedures | **Discussion Board 8:** Share record keeping procedures and/or policies for program and classrooms.<br><br>**Final Exam** |
|--------|--------|--------|

## Grading

| | | |
|---|---|---|
| A+ 100 - 97 | A 96 - 93 | A- 92 - 90 |
| B+ 89 - 87 | B 86 - 83 | B- 82 - 80 |
| C+ 79 - 77 | C 76 - 73 | C- 72 - 70 |
| D+ 69 - 67 | D 66 - 63 | D- 62 – 60 |
| F 59 – 0 | | |

## Late Work

Your work is due on the date indicated on the syllabus. Any Exceptions are at the discretion of the professor and must be agreed to in advance.

## Students with Disabilities

Northern New Mexico College recognizes its responsibility for creating institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. If you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact the Resource Center at 505-747-2152 to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

## NNMC Incomplete Policy

The grade of "I" is given for course work that could not be completed due to circumstances beyond the student's control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT'S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work. The "I" automatically becomes an "F" when the deadline passes.

## Academic Ethics

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own without proper acknowledgement. Examples include but are limited to 1.) Submitting as one's work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources. 2) Presenting an author's ideas as though they were your own original ideas, or 30 using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student's attention. If the problem is not resolved to the instructor's satisfaction, the incident will be reported to the Dean for follow-up action. Students are responsible for referring to the Student Handbook for specific policies and procedures.

# Appendix B (Part I) – CDC Curriculum Competency Alignment and Matrix

New Mexico Child Development Certificate & Early Childhood Professional Certificate
Competency Alignment
New Mexico Public Education Early Childhood Competencies
Department of Teacher Education Conceptual Framework-Knowledge Principles
InTASC Competencies
NAEYC Professional Standards & Competencies

In 2001, for the revitalization of teacher preparation programs at Northern New Mexico College, a workgroup of educators, representing of the communities of Northern New Mexico, developed a Conceptual Framework. The framework included eight knowledge principles deemed essential to the professional practice of educators. The group then took the knowledge principals and aligned them to New Mexico Public Education Department Early Childhood educator competencies. In 2018, the New Mexico Public Education Department (NMPED) updated the Early Childhood competencies, and again, the DTE aligned the knowledge principals taken from the Conceptual Framework. In 2024, the NMPED and the newly formed Early Childhood Education Care Department (ECECD) began work to align the 2018 NMPED competencies with the InTASC and NAEYC competencies in preparation for national accreditation efforts begin state-wide by NAEYC. The DTE again updated the alignment of competencies with the Conceptual Framework.

## Alignment of competencies to DTE Knowledge Principles.

| NMPED Early Childhood Competencies | DTE Knowledge Principle | InTASC Competencies | NAEYC Professional Standards & Competencies |
|---|---|---|---|
| H. Knowledge of content: Early childhood teachers demonstrate content knowledge and knowledge of child development and learning both in terms of academic disciplines and interdisciplinary integration. Early childhood professionals demonstrate content knowledge including, but not limited to, the arts, literacy, mathematics, social studies, science, and technology. Early childhood teachers understand that children's initial experiences with these content areas form the foundation for later understanding and success. Thus, early childhood teachers develop, implement, and evaluate a content-rich, integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. | 1. Curriculum The teacher candidate demonstrates knowledge of the content area and approved curriculum. | D. Content knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make these aspects of the discipline accessible and meaningful to learners to assure mastery of the content. | Standard 5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum: Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about |

| | | | curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child. |
|---|---|---|---|
| D. Developmentally appropriate content: Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and in term of interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children's initial experiences with these content areas form the foundation for later understanding and success.<br><br>I. Curriculum and content knowledge | 2. Instruction<br>The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught. | G. Planning for instruction: The teacher plans the instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and NMPED pedagogy, as knowledge of learners and the community context.<br><br>H. Instructional strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices: Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning. |
| F. Assessment of children & evaluation of programs: Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate ongoing documentation and report information to families and professionals. Appropriate early childhood assessment is responsive to cultural and linguistic differences. It includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measures in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, | 3. Assessment<br>The teacher candidate effectively utilizes student assessment techniques and procedures. | F. Assessment: The teacher understands and uses multiple measures of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. | Standard 3. Child Observation, Documentation, and Assessment: Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children's |

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| teachers, and other professionals. In addition, early childhood professionals engage in systematic, ongoing evaluation of their programs. | | | progress and, based on the findings, to plan learning experiences. |
| E. Learning environment & curriculum implementation: Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of developmentally appropriate practices, and their content knowledge to design, implement, and evaluate experiences that promote optimal development and learning for all children from birth to eight years. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners. | 4. Teaching The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding. | C. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.<br><br>E. Application of content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. | Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices: Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning. |
| A. Child growth, development, & learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning. | 5. Learning The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately. | A. Learner development: The teacher candidate understands how children and youth learn and develop and can provide learning opportunities that support their intellectual, social and personal development. | Standard 1. Child Development and Learning in Context: Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and |

| | | | society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities. |
| --- | --- | --- | --- |
| B. Health, safety, nutrition: Early childhood professionals promote physical and mental health and appropriate nutrition and provide an emotionally and physically safe environment for young children in partnership with their families. Sound health, safety, and nutritional practices provide the foundation for development and learning. Good nutrition is critical to the overall development of young children. Meals and snacks encourage good nutrition and eating habits. A safe environment prevents and reduces injuries for young children who are only beginning to recognize dangerous situations. | 6. Diversity The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept. | B. Learning differences: The teacher candidate understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities. | Standard 6. Professionalism as an Early Childhood Educator: Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession. |
| G. Professionalism: Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities in New Mexico. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in ongoing professional development to enhance their knowledge and skills. | 7. Professionalism The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment. The teacher candidate demonstrates a willingness to examine and implement change as appropriate. | I. Professional learning & ethical practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. | Standard 6. Professionalism as an Early Childhood Educator: Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood |

| C. Family & community collaboration: Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and collaborative relationship with each child's family, encouraging family involvement, and supporting the child's relationship with their family. The diverse cultures and languages representative of families in New Mexico's communities are honored. | 8. Collaboration The teacher candidate works productively with colleagues, parents and community. | J. Leadership & collaboration: Leadership and collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. | profession.<br><br>Standard 2. Family–Teacher Partnerships and Community Connections: Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies. |
|---|---|---|---|

| PREFIX: ECED | 1110 | 1120 | 1125 | 1130 |
|---|---|---|---|---|
| **Competencies- I, A, M** | I | I | I | I |
| **A. Child growth, development and learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning.** | | | | |
| A1. Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice. | I | | | |
| A2. 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. | I | | | |
| A3. Demonstrate knowledge of the significance of individual differences in development and learning. Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays and specific disabilities. | I | | | |
| A4. Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities. | I | | | |

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| A5. 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. | | | | |
| A6. 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. | | I | | |
| A7. Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. | I | I | | |
| A 8. Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. | I | | | |
| A9. Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. | I | | | |
| A10. Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways. | I | I | | |
| AB11. Use appropriate guidance to support the development of self-regulatory capacities in young children. | I | I | | |
| **B. Health, safety and nutrition: Early childhood professionals promote physical and mental health and appropriate nutrition and provide an emotionally and physically safe environment for young children in partnership with their families. Sound health, safety, and nutritional practices provide the foundation for development and learning. Good nutrition is appropriate and important to the total development of young children and their families. Meals and snacks encourage good nutrition and eating habits. A safe environment prevents and reduces injuries for young children who are only beginning to recognize dangerous situations.** | | | | |
| B1. Recognize and respond to each child's physical health, intellectual and emotional well-being, and nutritional and safety needs. | | I | | |
| B2. Articulate and understanding of the indoor and outdoor learning environments that provide opportunities for children to put into practice healthy behaviors (physically, socially, and emotionally). | | | | |
| B3. Use appropriate health appraisal and management procedures and makes referrals when necessary. | | | | |
| B4. 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. | | | | |
| B5. 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. | | | | |
| B6. Provide a consistent daily schedule for rest/sleep, as developmentally appropriate. | | | | |
| B7. Implement health care and educational activities for children and families based on health and nutritional information that is responsive to diverse cultures. | | | | |
| BE8. 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. | | | | |

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|---|---|---|---|---|
| **C. Family and community collaboration: Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and cooperative relationship with each child's family, encouraging family involvement, and supporting the child's relationship with his or her family. The diverse cultures and languages representative of families in New Mexico's communities are honored.** | | | | |
| C1. Demonstrate knowledge and skill in building positive, reciprocal relationships with families. | | I | | I |
| C2. Articulate an understanding of a safe and welcoming environment for families and community members. | | | | I |
| C3 Develop and maintain ongoing contact with families through a variety of communication strategies. | | | | I |
| C4. Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices. | | I | | I |
| C5. Articulate understanding of the complexity and dynamics of family systems | | | | I |
| C6. Demonstrate understanding of the importance of families as the primary educator of their child. | | | | I |
| C7. Demonstrate the ability to incorporate the families' desires and goals for their children into classroom or intervention strategies. | · | I | | I |
| C8. Develop partnerships with family members to promote early literacy in the home. | | | | I |
| C9. Involve families and community members in contributing to the learning environment. | | | | I |
| C10. Establish partnerships with community members in promoting literacy. | | | | I |
| C11. Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations. | | | | I |
| C12. 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. | | | | I |
| C13. 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, native and English language instruction, and economic assistance. | | | | I |
| **E. Learning environment and curriculum implementation: Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of developmentally appropriate practices, and their content knowledge to design, implement, and evaluate experiences that promote optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive** | | | | |

| | | | | |
|---|---|---|---|---|
| and challenging learning environment. **These challenging teaching and learning experiences build children's confidence in themselves as competent learners.** | | | | |
| E1. Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities. | | | | |
| E2. 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. | | | | |
| E3. Demonstrate knowledge and skill in the use of developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in developing positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults. | | I | | |
| E4. 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. | | | | |
| E5. Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. | | | | |
| E6. Plan blocks of interrupted time for children to persist at self-chosen activities, both indoors and out. | | | | |
| E7. 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. | | I | | |
| E8. 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. | | | | |
| E9 Create and manage a literacy-rich environment that is responsive to each child's unique path of development. | | | | |
| E10. Use a variety of language strategies during adult-child and child-child interactions and facilitate communication and dialogue of expressive language and thought. | | | | |
| E11. Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of emergent literacy skills. | | | | |
| E12. Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology. | | | | |
| E13. Demonstrate the ability to work collaboratively with educational assistants, volunteers, and others to individualize the curriculum and to meet program goals. | | | | |
| E14. Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals. | | | | I |
| **F. Assessment of children and evaluation of programs: Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate ongoing documentation and report information to families and professionals. Appropriate early childhood assessment is responsive to cultural and linguistic differences. It includes** | | | | |

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| **information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measures in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, ongoing evaluation of their programs.** | | | | |
| F1. 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. | | | I | |
| F2. Demonstrate knowledge of maintaining appropriate records of children's development and behavior that safeguard confidentiality and privacy. | | | I | |
| F3. 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). | | | I | |
| F4. Demonstrate understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning on assessment outcomes. | | | I | |
| F5. 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. | | | I | |
| F6. Articulate an understanding of the distinctions and definitions of assessment concepts (e.g., authentic, screening, diagnostic assessment, standardized, testing, accountability assessment). | | | I | |
| F7. 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. | | | I | |
| F8. 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. | | | I | |
| F9. Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development or intervention planning. | | I | I | |
| F10. Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families. | | | I | |
| F11. Demonstrate knowledge and use of program evaluation to ensure comprehensive quality of the total environment for children, families, and the community. | | | I | |
| F12. Use both self and collaborative evaluations as part of ongoing program evaluations. | | | I | |
| **G. Professionalism: Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities in New Mexico. Professionals make decisions based upon knowledge of early** | | | | |

| | | | | |
|---|---|---|---|---|
| **childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in one-going professional development to enhance their knowledge and skills.** | | | | |
| G1. Adhere to early childhood professional codes of ethical conduct and issues of confidentiality. | | | | |
| G2. Demonstrate knowledge of federal, state, and local regulations regarding programs and services for children birth through eight years of age. | | | | |
| G3. Demonstrate understanding of conditions of children, families, and professionals; 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. | | | | |
| G4. Demonstrate critical reflection of one's own professional and educational practices from community, state, national, and global perspectives. | | | | |
| G5. Demonstrate understanding of the early childhood profession, its multiple, historical, philosophical and social foundations, and how these foundations influence current thought and practice. | | | | |
| G6. Demonstrate a commitment to leadership and advocacy for excellence in programs and services for young children and their families. | | | | I |
| G7. Demonstrate knowledge in technology resources to engage in ongoing professional development. | | | | |

# Appendix B (Part II) - Program Assessment & Evaluation of Program-level Student Learning Outcomes, Child Development Certificate

## Introduction

The New Mexico Public Education Department (NMPED) developed statutes that guide school personnel for licensure. These statues are the standards used for the Program Student Learning Outcomes (PSLOs) in the College of Education at Northern New Mexico College. The Department of Teacher Education at Northern New Mexico College developed the Conceptual Framework Competencies. These departmental competencies incorporate the entry-level skills that prepare teacher candidates. While the formal data collected will highlight criterion established by NMPED as its program student learning outcomes, it is important to include the Conceptual Framework Competencies, given that they embrace the knowledge, skills and dispositions that the Department of Teacher Education at Northern New Mexico College is committed to developing in every teacher candidate. The Northern New Mexico College Student Learning Outcomes are similar in scope and are also included and aligned with the Program Student Learning Outcomes and the Conceptual Framework.

## Data Collection Plan

All of the Professional Certificate courses are included in the data collection plan. Assessment measures chosen are required key assignments for these courses and are diversified in order to connect the theoretical component of education to the practical aspect of teaching and learning. Each assessment measure will use a rubric as the assessment tool. Each rubric is distinctive and was created to measure the learning objectives for each course. For purposes of program student learning outcomes, the Benchmark is 75% of students will score 75% or greater on the assignment rubric.

During the first departmental meeting in fall, the Chair will discuss with faculty the assessment plan, measurement instruments, and implementation. Faculty will submit their assessment results on a departmental form and send electronically to the Assessment Coordinator or the Chair. The deadline date for fall and spring submissions will align with the NNMC date for assessment submissions. Data will be collected at the end of each semester.

At the first or second departmental meeting held in fall or spring, faculty will give an update on their data results for the previous semester. For example, faculty may highlight the activity implemented, the success of the activity, and if the activity needs to be strengthened/corrected for deficiencies for future offerings of the course.

At the first or second departmental meeting held in fall or spring, faculty will give an update on their data results for the previous semester. For example, faculty may highlight the activity implemented, the success of the activity, and if the activity needs to be strengthened/corrected for deficiencies for future offerings of the course.

## Data Sampling

Data will be collected only from students enrolled in the class for credit.

## Definitions of Performance

Data will be presented in histograms/table and submitted as part of the Annual Report.

## Storage

Data will be stored in the MyDepart(s) O/Education drive and printed as needed.

**Assessment Cycle: Child Development Certificate**

| Course | | | AA Early Childhood Education | Assessment Cycle |
|--------|---|---|------------------------------|------------------|
| ECED | 1110 | Child Growth, Development and Learning (3) | X | Fall 2025 |
| ECED | 1120 | Guiding Young Children (3) | X | Fall 2025 |
| ECED | 1125 | Assessment of Children & Evaluation of Programs (3) | X | Spring 2025 |
| ECED | 1130 | Family and Community Collaboration (3) | X | Spring 2025 |

## Contents of the report

Each section begins with the program student learning outcomes followed by the curriculum map and the educational activities for outcomes achievements for each degree/certificate offered in the Department of Teacher Education. The Department of Teacher Education offers an Associate of Arts in Early Childhood Education and the Bachelor of Arts in Early Childhood Education.

<div align="center">

**Associate of Arts in Early Childhood Education**
**Program Learning Outcomes**
**AND**
**Alignment with Conceptual Framework**

</div>

A. **PSLO**: Child growth, development, and learning: Foundations for all learning are established during early childhood.
Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning.

B. **PSLO**: Health, safety and nutrition: Early childhood professionals promote physical and mental health and appropriate
nutrition and provide an emotionally and physically safe environment for young children in partnership with their families. Sound health, safety, and nutritional practices provide the foundation for development and learning. Good nutrition is critical to the overall development of young children. Meals and snacks encourage good nutrition and eating habits. A safe environment prevents and reduces injuries for young children who are only beginning to recognize dangerous situations.

C. **PSLO**: Family and community collaboration: Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and collaborative relationship with each child's family, encouraging family involvement, and supporting the child's relationship with their family. The diverse cultures and languages representative of families in New Mexico's communities are honored.

D. **PSLO**: Developmentally appropriate content: Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and in terms of interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children's initial experiences with these content areas form the foundation for later understanding and success.

E. **PSLO**: Learning environment and curriculum implementation: Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of developmentally appropriate

practices, and their content knowledge to design, implement, and evaluate experiences that promote optimal development and learning for all children from birth to eight years. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners.

F. **PSLO**: Assessment of children and evaluation of programs: Early childhood professionals must develop knowledge of
diverse assessment approaches, including observational skills. They use appropriate ongoing documentation and report information to families and professionals. Appropriate early childhood assessment is responsive to cultural and linguistic differences. It includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measures in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, ongoing evaluation of their programs.

G. **PSLO:** Professionalism: Professionalism is built upon individual integrity, responsibility, and ethical practices that
demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities in New Mexico. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in ongoing professional development to enhance their knowledge and skills.

H. PSLO: Knowledge of Content: Early childhood teachers demonstrate content knowledge and knowledge of child
development and learning both in terms of academic disciplines and interdisciplinary integration. Early childhood professionals demonstrate content knowledge including, but not limited to, the arts, literacy, mathematics, social studies, science, and technology. Early childhood teachers understand that children's initial experiences with these content areas form the foundation for later understanding and success. Thus, early childhood teachers develop, implement, and evaluate a content-rich, integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values.

I. Curriculum and content knowledge
**DTE Conceptual Framework**: Knowledge Principal: 3) Teaching, 4) Learning; Disposition Principal: 1) Belief that all students can learn.

### Curriculum Map – Professional Certificate
### 100/200 Level Courses

| Program Outcome/ Course Competency | A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|---|
| Conceptual Framework:<br>Knowledge: 1-8<br>Skill: 1-2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| Disposition: 1-2 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| ECED 1110 Child Growth, Development and Learning | Program Outcome/Competency Conceptual Framework | A- Child growth, development and learning KP- 3, 4, 5, 6, 7; S-1, 2; D-2, 3 | | | | | | | |
| ECED 1120 Guiding Young Children | Program Outcome/Competency Conceptual Framework | A- Child growth, development and learning; B: Health, safety and nutrition; C: Family and community collaboration; E: Learning environment and curriculum implementation; F: Assessment of children and evaluation of programs KP- 4; D-3 | | | | | | | |
| ECED 1125 Assessment of Children & Evaluation of Programs | Program Outcome/Competency Conceptual Framework | F: Assessment of children and evaluation of KP- 3, 5, 7; S-2; D-2 | | | | | | | |
| ECED 1130 Family and Community Collaboration | Program Outcome/Competency Conceptual Framework | C. Family and community collaboration; E: Learning environment and curriculum implementation; G: Professionalism KP- 5, 6, 7, 8, 9; S-1, 2; D-3 | | | | | | | |

## Educational Activities for Outcome Achievements – Associate of Arts- Early Childhood Education

| Course | Assessment Measure | Outcomes per class | Assessment Tool | Methodology |
|---|---|---|---|---|
| ECED 1110 Child Growth, Development and Learning | Mini Case-Study | **Benchmark:** 75% of students will score 75% or greater on the assignment grading rubric | Rubric | Students will develop a case-study articulating the developmental stages observed |
| ECED 1115 Health, Safety, and Nutrition | Power point presentation | **Benchmark:** 75% of students will score 75% or greater on the assignment rubric | Rubric | Students will research and summarize a health issue and referral process |
| ECED 1120 Guiding Young Children | Case Study | **Benchmark:** 75% of students will score 75% or greater on the assignment rubric | Rubric | Students will research and summarize a behavioral issue and support plan |
| ECED 1125 Assessment of Children & Evaluation of Programs | Research Paper | **Benchmark:** 75% of students will score 75% or greater on the assignment rubric | Rubric | Students will research and develop a critique on a NAYEYC position paper |

| ECED 1130 Family and Community Collaboration | Family/Community Partnership Plan to promote early literacy | **Benchmark:** 75% of students will score 75% or greater on the assignment rubric | Rubric | Students will investigate and develop a family/school/community plan to promote literacy |
|---|---|---|---|---|

# Appendix C – Annual Budget, Projected Enrollment & Projected Revenue

*Filters:* Year: 19-20, 20-21, and 21-22, Program: Early Childhood, Award : AA and BA



Gross Revenue to Instructional Cost Ratio = 1.18

# Appendix D – Gray Associates Score Card for CIP Code 13.121

CIP: 13.1210 Early Childhood Education/ Teaching

Market: New Mexico     Award Level: Bachelors and Below     Select Program

## CIP: 13.1210 Early Childhood Education/ Teaching

Market: New Mexico     Total Score: 30     Percentile: 98
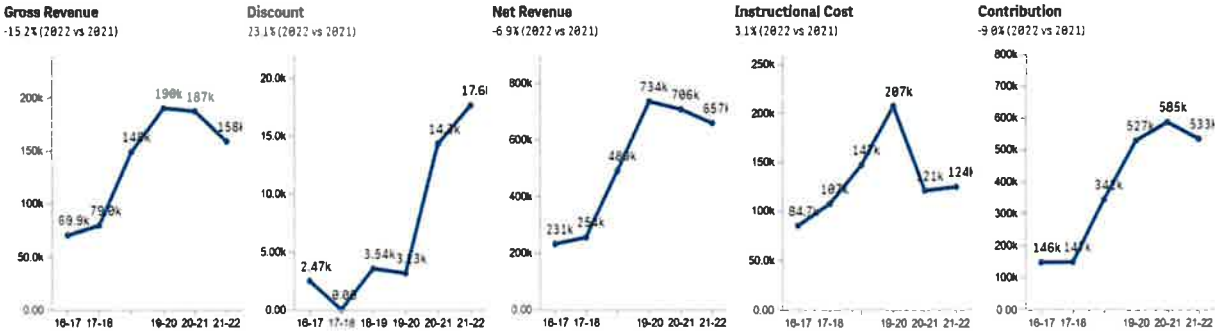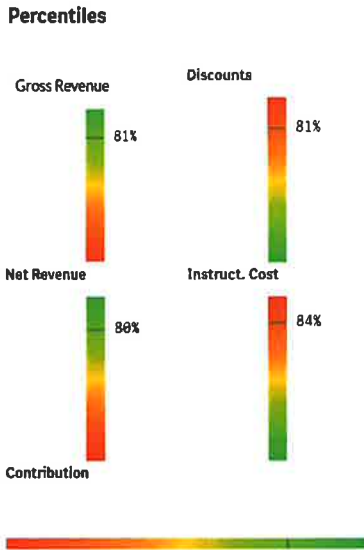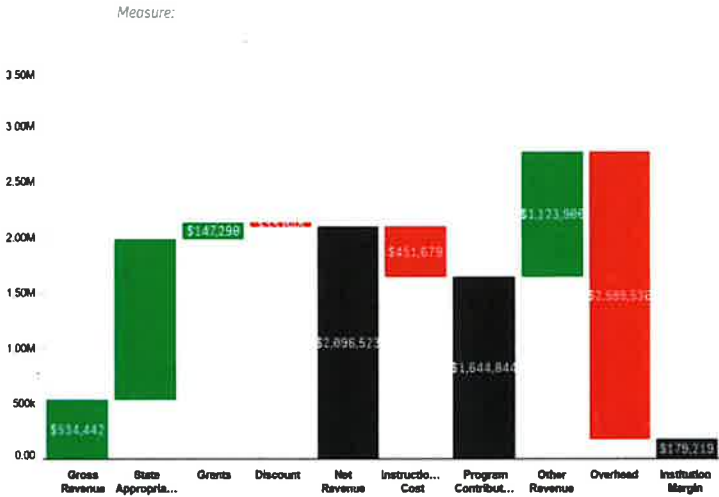
### Student Demand
Score: 24   Percentile: 99

| Category | Pctl | Criterion | Value | Score |
|---|---|---|---|---|
| Size | 99 | Google Search Volume (3 Months)* | 2,626 | 8 |
| | 95 | International Page Views (12 Months) | 1,292 | NS |
| | 94 | New Student Enrollment Volume (12 Mo.) | 431 | 8 |
| | 99 | On-ground Completions at In-Market Institutions | 303 | NS |
| | 99 | Online Completions by In-Market Students | 59 | NS |
| | 99 | Sum of On-ground and Online Completions | 392 | 8 |
| | 99 | Google Search YoY Change (Units)* | 671 | 2 |
| Growth | 0 | New Student Enrollment Vol. YoY Change (Units) | 25 | 2 |
| | 2 | Completion Volume YoY Change (Units) | 19 | 0 |
| | 87 | Google Search YoY Change (%)* | 34% | 0 |
| | 53 | New Student Enrollment Vol. YoY Change (%) | 6% | 0 |
| | 48 | Completion Volume YoY Change (%) | 5% | 0 |

### Employment*
Score: 11   Percentile: 91

| Category | Pctl | Criterion | Value | Score |
|---|---|---|---|---|
| Size/ Direct Prep | 106 | Job Postings Total (12 Months)* | 967 | 6 |
| | 97 | BLS Current Employment* | 4,653 | 7 |
| | 99 | BLS Annual Job Openings* | 376 | 2 |
| Size: ACS Bach Outcomes | 89 | Job Postings Total (12 Months)* | 60 | NS |
| | 95 | BLS Current Employment* | 728 | NS |
| Growth (Direct Prep) | 47 | BLS 1-Year Historical Growth* | -2.6% | 0 |
| | 53 | BLS 3-Year Historic Growth (CAGR)* | 2.4% | 0 |
| | 31 | BLS 10-Year Future Growth (CAGR)* | 0.0% | NS |
| Saturation (Direct Prep) | 39 | Job Postings per Graduate* | 2.4 | -2 |
| | 50 | BLS Job Openings per Graduate* | 0.9 | 0 |
| Wages (Direct Prep) | 26 | BLS Tenth-Percentile Wages* | $29,255 | 0 |
| | 19 | BLS Mean Wages* | $45,513 | NS |
| | 5 | Wages (Age < 30) | $34,463 | -1 |
| | 0 | Wages (Age 30-60) | $49,510 | -1 |
| National American Community Survey | 53 | % with Any Graduate Degree | 41% | NS |
| | 88 | % with Masters | 36% | NS |
| Bachelor's Degree Outcomes | 28 | % with Doct/Prof Degree | 5% | NS |
| | 30 | % Unemp. (Age <30)** | 2% | 0 |
| | 73 | % Unemp. (Age 30-60)** | 2% | 0 |
| | 109 | % in Direct Prep Jobs | 65% | NS |

### Competitive Intensity
Score: -5   Percentile: 0

| Category | Pctl | Criterion | Value | Score |
|---|---|---|---|---|
| Volume of In-Market Competition | 99 | Campuses with Graduates** | 22 | -1 |
| | 95 | Campuses with Grads YoY Change (Units)** | 0 | 0 |
| | 99 | Institutions with Online In-Market Students** | 8 | NS |
| In-Market Program Sizes | 72 | Average Program Completions | 15 | 0 |
| | 52 | Median Program Completions | 0 | 0 |
| | 41 | YoY Median Prog Compl. Change (Units) | -2 | 0 |
| | 42 | YoY Median Prog. Compl. Change (%) | -29% | 0 |
| In-Market Saturation | 96 | Google Search * Cost per Click** | $25 | -1 |
| | 58 | Google Completion Index** | 0.21 | 0 |
| National Online Competition | 99 | National Online Institutions (Units)** | 206 | NS |
| | 87 | Nat'l Online % of Institutions | 18% | 0 |
| | 86 | Nat'l Online % of Completions | 21% | 0 |

### Degree Fit:
Score: 0   Percentile: 50

| Category | Pctl | Criterion | Value | Score |
|---|---|---|---|---|
| NHEBI | 81 | Cost Index** | 104% | NS |
| Nat'l 2 Year | 15 | Student Faculty Index | 74% | NS |

### National Completions by Level
Score: 0

| Award Level | Completions (National) | Completions (Market) | Enrollment (Market) |
|---|---|---|---|
| Certificate | 23% | 25% | 14% |
| Associates | 24% | 49% | 56% |
| Bachelors | 42% | 22% | 14% |
| Postbaccalaureate Certificate | 1% | 0% | 7% |
| Masters | 11% | 3% | 5% |
| Post-masters Certificate | 0% | 0% | 4% |
| Doctoral | 0% | 0% | 0% |
| Unknown | 0% | 0% | 0% |

### National Workforce Ed. Attainment
Score: 0

| Award Level | BLS Educational Attainment |
|---|---|
| No College | 7% |
| Some College | 11% |
| Associates | 8% |
| Bachelors | 39% |
| Masters | 32% |
| Doctoral | 3% |

**CIP Description:**
A program that prepares individuals to teach students ranging in age from infancy through eight years (grade three), depending on the school system or state regulations. Includes preparation to teach all relevant subject matter.

** Color Scale in Reverse

Percentile (Reverse) | <0? | 02+ | 05+ | 10+ | 30+ | 60+

Total Percentile | 0 | 20+ | 40+ | 70+ | 90+ | 95+ | 98+ | 100
Total Score | -50 | -4 | 4 | 12 | 18 | 22 | 29 | 47

GRAY ASSOCIATES

# Northern New Mexico College New Degree
## Program Approval Form
## Version Fall 2022

| | Type in the designated areas. Please do not alter any element of the form. | | | |
|---|---|---|---|---|
| 1 | Initiator: | Dr. Sandra Rodriguez | | Date:12.3.24 |
| 2 | Subject area: | Early Childhood Education | | |
| 3 | Academic division: | Department of Teacher Education | | |
| 4 | Proposed title for New Curriculum Program: Early Childhood Professional Certificate (ECPC) | | | |
| 5 | To begin: Spring | Semester: | 2025 | Academic Year: | 2024-2025 |
| 6 | Degree or certificate to be offered: Certificate | | | |
| 7 | Provide the Program Catalog Description | | | |

**7** (continued)

This certificate is earned with the completion of 29 credits in early childhood education. The program's coursework is focused on the social and developmental needs of young students ranging from age three to third grade. Upon successful completion of these courses, the student will be able to apply for the state-issued certificate.

The Early Childhood Education (ECED) program is a stackable program, ECPC to AA to BA. This competency-based program is aligned to the New Mexico's Early Childhood Education & Development Articulation Catalog of Courses and Programs (2020). The 29 credits of professional course requirements plus an additional 31 credits in general education will earn the student an Associates of Arts in Early Childhood Education.

**8** Please provide a tentative timeline for program implementation (including a **Gantt Chart**)

| | 2024 | | | | 2025 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
| Planning | ■ | ■ | | | | | | | | | | | | | |
| Approval Process | | | ■ | ■ | | | | | | | | | | | |
| Recruitment | ■ | ■ | ■ | | | | | | | | | | | | |
| Translation, Design & Development of Course Materials | ■ | ■ | ■ | ■ | | | | | | | | | | | |
| Implementation | | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Evaluation & Revision | | | | | | | | ■ | ■ | ■ | ■ | | | | ■ |

**NEED**

**9** Describe and provide evidence that the program is needed by the local and regional community (including job availability data) and provide evidence that there is student demand for the program. Respond to what are opportunities, external to the College, that support the new program (e.g., employer data, demographics, numbers of prospective students, market trends for the field, etc.)?
Provide the Score Cards from Gray Associates for the related CIP codes for this program in Appendix D.

In N.M., children aged 6 and under are 7.5 percent of the population. That equates to more than 158,000 children (NM Workforce Solutions, 2023). This has driven the need for childcare services for working parents. There are more than 440 childcare facilities employing almost 6,000 early childhood educators/teachers at any given time (NM Workforce Solutions, 2023). These facilities are needing competent, culturally responsive teachers.

The turnover rate in the childcare market averages between 25 and 30 percent annually, in line with national figures (NM ECED, 2021). This means that there is a perpetual need to train new childcare teachers.

NM early childhood facilities (family care, center care programs) are licensed and/or accredited by the NM Early Childhood Education and Care Department (NM ECECD). It is a state requirement that childcare administrators and teachers complete the
Child Development Certificate if the childcare facility is to qualify for and maintain accreditation at the 5-star level.

See Appendix D – Gray Associates Score Card for CIP Code 13.121

| 10 | Provide evidence and explain how the degree/credential proposed (bachelor vs associate vs certificate) is the correct fit for the program proposed. Provide the complete degree sheet of the program in Appendix A (Part I). Additionally, provide the Curriculum Efficiency Analysis in Appendix A (Part II). |
|---|---|

The proposed certificate program is designed from the existing academic coursework already in place as part of the Associate of Art in Early Childhood Education degree. The only change to the existing program is in its implementation; course work will be offered through a dual language model.

The dual language implementation model will support Spanish-speaking students as they transition to traditional English only academic coursework. It is the mission of the DTE to celebrate "the uniqueness of northern New Mexico's multicultural, multilingual students, communities, and pueblos". This certificate program will support the mission by providing Spanish-speaking students with coursework through a dual language model to support their mastery of oral and written English.

NNMC Department of Teacher Education has the online capabilities, faculty and staff to fill the above needs. The NM ECECD has invested heavily in teacher professional development. Potential students in this new certificate program would be supported by state scholarships. It is the NM ECECD's goal to have degreed teachers in state-funded childcare facilities. Upon completion of the certificate(s) program, students can be guided and supported to complete an AA and/or BA in ECED at NNMC.

See Appendix A (Part I) - ECPC Degree Sheet
See Appendix A (Part II) - Curriculum Efficiency Analysis

| 11 | What are the College's strengths that would support offering the program (e.g., trained staff, facilities, adequate budget, sustainability, etc.)? |
|---|---|

The College and DTE have the following strengths, capacities to launch this program
- Bilingual faculty and adjunct faculty certified in online course creation and implementation.
- Dedicated bilingual staff to support student registration, orientation.
- External funding sources (NM ECECD & PED)
- Strong infrastructure – Eagle email, Blackboard, financial and other NNMC student services.

| 12 | What are the College's weaknesses that must be overcome to offer the program? |
|---|---|

None.

| 14 | What are the threats external to the College that would need to be dealt with (e.g., demographic shifts, new regulations, new infrastructure, etc.)? |
|---|---|

DTE anticipates minimal external threats to the College. While a shift in market hiring could occur, this would be preceded by notable environmental indicators. DTE would have forewarning to make changes in professional pathways offered.

| 15 | Describe how the program fits with College's mission, strategic goals, and strategic initiatives |
|---|---|

The ECPC Program supports the College's mission, "an inclusive, student-centered teaching and learning community, dedicated to excellence, empowering students, and transforming lives." The ECPC program aligns with the college's strategic goals and initiatives by preparing highly qualified educators through a "culturally responsive", "personalized experience", and "building partnerships that enhance student and institutional success and community well-being".

**CURRICULUM**

| 16 | Program mission |
|---|---|

To prepare the highest quality teachers in partnership with New Mexico school districts and communities by celebrating the uniqueness of northern New Mexico's multicultural, multilingual students, communities and pueblos.

| 17 | Provide the program objectives, provide the curricular degree sheet, and syllabi for all courses (syllabi are needed before it goes to the Undergraduate Curriculum Committee) |
|---|---|

**Program Objectives**
1. Develop and deliver early childhood courses in an online dual language format
2. Recruit, enroll and retain 15-20 students per cohort
3. Assist students in applying and obtaining their NM ECPC
4. Advise and support students in continuing on to complete the ECED AA/BA degrees

See Appendix A (Part I) - ECPC Degree Sheet
See Appendix A (Part III) - ECPC Course Syllabi

| 18 | List the Program-level Student Learning Outcomes |
|---|---|

Child Development Certificate- Student Learning Outcomes
1. Child growth, development and learning
2. Health, safety and nutrition
3. Family and community collaboration
4. Developmentally appropriate content & Curriculum and content knowledge
5. Learning environment and curriculum implementation
6. Assessment of children and evaluation of programs
7. Professionalism
8. Knowledge of content

| 19 | Curriculum matrix (outcomes by courses in the major). Provide this as Appendix B (Part I) |
|---|---|

See Appendix B (Part I) – ECPC Curriculum Competency Alignment and Matrix

| 20 | Describe the coordination with other College programs |
|---|---|

Interdepartmental collaboration with education faculty to support student success and possible continuation with stackable AA and BA early childhood degree programs.

| 21 | Explain the articulation agreements that the program will have with programs offered by other institutions |
|---|---|

NNMC and DTE have articulation agreements with other in-state colleges and universities with early childhood teacher education programs. The state-wide Early Childhood articulation agreement mandates that all ECED coursework is accepted as transfer credit by NNMC and DTE.

| 22 | What plans is the plan for the delivery of courses modalities (e.g., distance education, face to face, hybrid, others)? Please provide an analysis of the competition that the program will have based on the selected delivery modality. |
|---|---|

Coursework will be delivered online asynchronously with in-person and/or virtual orientation meetings for students.

Competition for the program includes other institutions that offer online learning ECED coursework. However, the offered sequence provided across 8-week semesters at NNMC gives the college an advantage. There is no current competition for the ECPC in a dual language delivery model.

| 23 | Describe the standards and practices that will be implemented for Prior Learning Assessment (PLA) within this program. |
|---|---|

When appropriate and available, DTE can and will provide opportunities for students to turn prior learning into college credit through the following means:

**Descriptions and narratives of prior learning:** explanations of real-world experiences that meet course learning objectives and competencies.
**Supplementary documents**: such as resumes, certificates, teaching artifacts, work samples, letters of recommendations, among other items, that establish candidate proficiency.

Prior knowledge is also assessed through individual assessments embedded in courses. Results from these assessments allow course instructors to tailor educational interventions, modify curriculum.

| 24 | Describe the membership of the External Advisory Committee and the role that they have played in the development of Curriculum and Program-Level Student Learning Outcomes. |
|---|---|

DTE hosts an external advisory committee twice a year. Members of the committee, which include program directors, school principals, superintendents, and community members will be invited to provide feedback on the development and implementation of this new program at the next convening of the committee. DTE will work with the committee on continuous quality improvement initiatives.

| 25 | Please indicate if this program falls within the umbrella of another program currently offered (for example, if the new program is an associate degree that consists of a subset of courses already offered by one or more bachelor programs, or whether the program is the result of a combination of courses already offered by the institution through other programs). Please indicate if a new CIP code is needed or already exists under the CIP codes approved for NNMC. |
|---|---|

The certificate program is a subset of ECED academic coursework already developed and in place under the AA and BA in ECED.

The CIP code for the NNMC ECED program is: **13.121.**

| **ASSESSMENT** | |
|---|---|
| 26 | Plan for program assessment and evaluation of program-level student learning outcomes. Provide this section in Appendix B (Part II)

See Appendix B (part II) – ECPC Program Assessment & Evaluation of Program-level SLOs |
| **SUPPORT AND SUSTAINABILITY** | |
| 27 | Describe the faculty will serve in this program and their credentials. Please describe if new faculty is needed. If no new faculty members are needed, please describe how the current faculty will serve this program and what will be the impact in the current areas that those faculty members are serving

Current faculty and adjunct faculty will support the certificate program. Dedicated adjunct faculty have been teaching the English version of the courses for several years. Average enrollment in ECED lower division courses average 15 student per course. Spring 2025 sections of their courses will assume new students. DTE has Spanish speaking faculty and adjunct faculty dedicated to teaching sections in Spanish. |
| 28 | Describe precisely facility needs including, but not limited to identifying the office space for full-time faculty, adjunct faculty, administrative assistants. Identify the classrooms, labs, and instrumentation that this program will be required

Courses are offered online. There is no immediate need for additional office space, classroom or lab space or additional equipment. |
| 29 | Describe the annual budget for this program for the first five years, the projected enrollment per year (including new headcounts part-time, full-time, graduates, dropouts), and the projected revenue. Include spreadsheets and explain clearly the assumptions. Please provide this section in Appendix C.

Projected cost projections are based on Gray Associates projections through 2022. The Gross Revenue to Instructional Cost Ratio = 1.18 indicating a positive revenue to cost ratio. As program enrollment continues to grow, cost projections will also grow but they are relatively stable as the revenue continues to outperform costs as students can be absorbed in existing sections.

Appendix C – Annual Budget, Projected Enrollment & Projected Revenue |
| 30 | Describe the plans for sustainability (including a five-year enrollment projection with revenue and cost projections)

Sustainability will be achieved through ongoing department recruitment efforts as well as collaboration with community employers and school districts. Projected cost projections are based on Gray Associates projections through 2022. The Gross Revenue to Instructional Cost Ratio = 1.18 indicating a positive revenue to cost ratio. As program enrollment continues to grow, cost projections will also grow but they are relatively stable as the revenue continues to outperform costs as students can be absorbed in existing sections. |

Increased scholarships through the NM ECECD and its goal of having degreed teachers in NM PreK classrooms as well as Head Start requirements for degreed teachers indicate a robust and steady influx of prospective students. DTE is projecting to realize 6-8% enrollment increases in the next couple years based on the fall 2022 and 2024 Term I enrollment. The increase is based on Enrollment Statistics for First of Term 2024 of 64 unduplicated majors. This would indicate an almost 40% increase over the projected numbers for Fall 2024.

| 31 | Describe the strategic enrollment plan for the program and how it is aligned with the college strategic enrollment plan<br><br>DTE baseline enrollment data is based on the fall 2019 Unduplicated<br>Declared Program Majors Enrollment Statistics Report Fall 2019. In the fall of 2019, there were 88 unduplicated majors enrolled across all licensure programs. The numbers reflect a 5.6% increase from the spring 2019 enrollment numbers. It was determined by reviewing the baseline data that a projected 5% student yearly increase would allow for a steady student enrollment increase while also simultaneously building the supports necessary to develop and maintain strong healthy student and faculty services. |
| --- | --- |
| 32 | Explain what external agencies (other than the Higher Education Department, the Higher Learning Commission, the U.S. Department of Education) need to approve (or must be notified) before the implementation of the program<br><br>No additional approvals are needed at this time as the coursework is already developed and falls under the ECED AA coursework and degree path. |

*Professional artifact*

# Northern New Mexico College
## New Degree Program
## Signature Approval Form
## Spring 2023

| First Phase of Approvals<br>Academic Departments Collects Signatures | | | | |
|---|---|---|---|---|
| **Office of the Provost** /<br>**1st Review** / | / Approval to Implement /<br>/ Approval Pending Additional Planning | | / Denial | Sign *Mary Nass...*<br>Date 7/12/24 |
| Justification | | | | |
| **External Advisory Committee Chair** / | / Yes / | | / No | Sign *Fanny Castillo* |
| Justification | | | | Sign *Heather G. Tiurrue* |
| **Educational Policy Committee Chair** / | / Yes / | | / No | Sign<br>12-14-24 |
| Justification | | | | Date |
| **Curriculum Committee Chair** / | / Yes / | | / No | Sign *Robert Tierney* |
| Justification | | | | Date 12-14-24 |
| **Faculty Senate President** / X | / Yes / | | / No | Sign *(signature)* |
| Justification | | | | Date 11 Feb 2025 |

| Second Phase of Approvals<br>Academic Department Collects Signatures | | | | |
|---|---|---|---|---|
| **Office of the Provost** /<br>**2nd Review** / | / Approval to Implement /<br>/ Approval Pending Additional Planning | | / Denial | Sign *(signature)*<br>Date 2/12/2... |
| Justification | | | | |
| **Librarian** *Martin L. Shupla* | / | (Yes) / | / No | Sign *Martin Shupla*<br>Date 2/12/2025 |
| Justification | | | | |
| **Assessment Office** *Courtney Bruch* | / Yes / | | / No | Sign 2/13/25 |
| Justification | | | | Date |
| **Registrar** | / | (Yes) / | / No | Sign *(signature)*<br>Date 2/12/25 |
| Justification | | | | |
| **Financial Aid** / X | /(Yes) / | | / No | Sign *Sondra Adams* |
| Justification | | | | Date |
| **Distance Ed Director** | / | / Yes / | / No | Sign *Farjahan Shawon* |
| Justification | | | | Date |

| Facilities Director | / | ✓ | / Yes | / | | / No | Sign |
|---|---|---|---|---|---|---|---|
| Justification | | | | | | | Date 2-12-2025 |
| Institutional Research | / | ✓ | / Yes | / | | / No | Sign Carmella Sanchez |
| Justification | | | | | | | Date 2/12/2025 |
| Human Resources | / | ✓ | / Yes | / | | / No | Sign |
| Justification | | | | | | | Date 2/12/2025 |
| VP for Finance and Administration | / | | / Yes | / | | / No | Sign |
| Justification | | | | | | | Date 2/13/2025 |
| Office of the Provost | / | ✓ | / Approval to Implement / / Approval Pending Additional Planning | | / Denial | | Sign |
| Justification | | | | | | | Date 2 13 25 |

**FINAL APPROVALS**
**Provost Office Collects Signatures**

| Office of the President / | / Approval to Implement / / Approval Pending Additional Planning | / Denial | Sign |
|---|---|---|---|
| Justification for approval or denial | | | Date |
| Board of Regents / / | / Approval / / Approval Pending Additional Planning | / Denial | Sign |
| Justification for approval or denial | | | Date |
| Mandatory Meeting: Initiator of the Program Proposal calls for a meeting with the Office of the Provost, HLC ALO, Registrar, Institutional Effectiveness, and Financial Aid | | | Date |

**Feedback to Institution**

| |
|---|
| |

# NORTHERN NEW MEXICO COLLEGE

## DEGREE SHEET /Department of Teacher Education

Name:

Eagle ID:

Eagle Email:

Phone:

## EARLY CHILDHOOD PROFESSIONAL CERTIFICATE

The College of Education is accredited by the New Mexico Public Education Department, these programs of study lead to teacher certification. Completion of either certificate program qualifies the individual to apply for the corresponding New Mexico certification

**Early Childhood Professional Certificate - (Birth – Grade 3) -** certificate includes the foundational coursework needed to apply for a New Mexico Professional Certificate

| EARLY CHILDHOOD PROFESSIONAL CERTIFICATE | SEMESTER | | GRADE | | |
|---|---|---|---|---|---|
| | Complete | In Progress | INITIAL & DATE | | |
| ECED 1110 Child Growth, Development and Learning (3) | | | | | |
| ECED 1115 Health, Safety, and Nutrition (2) | | | | | |
| ECED 1120 Guiding Young Children (3) | | | | | |
| ECED 1125 Assessment of Children & Evaluation of Programs (3) | | | | | |
| ECED 1130 Family and Community Collaboration (3) | | | | | |
| ECED 2110 Professionalism (2) | | | | | |
| ECED 2115 Introduction to Language, Literacy and Reading (3) | | | | | |
| ECED 2120 Curriculum Development through Play, Birth through age 4 (3) Co-requisite ECED 2121 | | | | | |
| ECED 2121 Practicum-Birth through Age 4 (2) Co-requisite ECED 2120 | | | | | |
| ECED 2130 Curriculum Development & Implementation Age 3 through Grade 3 (3) Co-requisite ECED 2131 | | | | | |
| ECED 2131 Practicum – Age 3 through Grade 3 (2) Co-requisite ECED 2130 | | | | | |
| **TOTAL CREDITS 29** | | | | | |
| **ADVISOR APPROVAL** | **DATE** | | | | |

NOTES:

**Final Degree Check Completed**

_____

Program Advisor

_____

Date

# Appendix A (Part II) - Curriculum Efficiency Analysis

| 1st Fall Term | Term 1 | ECED 1110 Child Growth, Development & Learning |
| | Term 2 | ECED 1120 Guiding Young Children |

| 1st Spring Term | Term 1 | ECED 1130 Family and Community Collaboration |
| | | ECED 2115 Introduction to Language, Literacy & Reading |
| | Term 2 | ECED 1115 Health, Safety, & Nutrition |

| 2nd Fall Term | Term 1 | ECED 2120 Curriculum Development Through Play, Birth-Age 4 |
| | | ECED 2121 Practicum Birth-Age 4 |
| | Term 2 | ECED 2110 Professionalism |

| 2nd Spring Term | Term 1 | ECED 2130 Curriculum Development & Implementation Age 3-Grade 3 |
| | | ECED 2131 Practicum Age 3-Grade 3 |
| | Term 2 | ECED 1125 Assessment of Children & Evaluation of Programs |

*Department of Teacher Education*
# NORTHERN New Mexico College

## ECED 1110 Desarrollo y crecimiento infantil

**Semestre enseñado:**                                                                      **Horas de Crédito:  3**
**Tiempo y lugar:**
**Información de instructor:**

| Instructor: | Información de comunicación: |
|---|---|
|  |  |

**Libro requerido:** Charlesworth, R. (2017). *Understanding Child Development (10th edition)*. Stanford CT, Cengage Learning.
**Materiales o Lecturas Requeridas:** Pautas de aprendizaje temprano de NM. PED
**Requisito de correo electrónico:**
Todos los estudiantes asistiendo a Northern New Mexio College (NNMC por sus siglas en inglés) deben de usar su cuenta de correo electrónico de NNMC cuando se comunican electrónicamente sobre negocio relacionado de NNMC. Si tienen problemas, por favor contactar el departamento de Tecnología Internet (IT por sus siglas en inglés) al 505.747.2259.

## Asistencia
Asistencia es requerida para todas las sesiones de clase. Asistencia se medirá en archivos de discusiones para colegas del curso. Clases de educación son basadas en competencias, significando que los estudiantes deben de cumplir Competencias del estado de Nuevo México. Cualquier ausencia durante el periodo completo de clases requerirá trabajo adicional comparable a la discreción del instructor. Número de horas de instructor/estudiante es 300 minutos por semana por un curso de 8 semanas (3 horas de crédito).

**Descripción de Curso de Catalogo:** Este curso básico sobre el crecimiento, el desarrollo y el aprendizaje de los niños pequeños, desde la etapa prenatal hasta los ocho años, proporciona a los estudiantes la base teórica para convertirse en profesionales competentes de la primera infancia. El curso incluye conocimientos sobre cómo crecen, se desarrollan y aprenden los niños pequeños. Las principales teorías del desarrollo infantil se integran con todos los dominios del desarrollo, incluidos los biológicos-físicos, sociales, culturales, emocionales, cognitivos y del lenguaje. Se enfatiza el papel del adulto en el apoyo al crecimiento, desarrollo y aprendizaje de cada niño.  (3,3T+0L).

## Objetivos del curso:
1.  Articular una comprensión integral de las etapas del desarrollo, los procesos y las teorías del crecimiento, el desarrollo y el aprendizaje.
2.  Establecer conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde el nacimiento hasta los ocho años.
3.  Explicar los métodos de enseñanza y las interacciones basadas en relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas.

## Competencias de Maestro de Primer Nivel de Nuevo México
A:  Crecimiento, desarrollo y aprendizaje infantil: Los cimientos para todo aprendizaje se establecen durante la primera infancia. Los dominios biológico-físicos, sociales, culturales, emocionales, cognitivos y lingüísticos están inherentemente entrelazados en el crecimiento y el desarrollo. Los profesionales de la primera infancia deben entender este proceso de desarrollo y el papel del adulto en apoyar el crecimiento, el desarrollo y el aprendizaje de cada niño. **A.1, A.2, A.3, A.4, A.7, A.8, A.9, A.10, A.11**

## Marco Conceptual del Departamento de Educación de Maestro (DTE por sus siglas en inglés)
El Marco Conceptual del Departamento de Educación de Northern New Mexico College representa el conocimiento, habilidades y disposiciones que todos los candidatos maestros deben mostrar durante el programa y como maestros practicantes. La instrucción en cada clase debe de reflejar el Marco Conceptual en los temas, tareas, discusiones y lecturas

del curso.

**Principio de Conocimiento**
6. Profesionalismo: el candidato maestro administra el entorno educativo de una manera que promueve el comportamiento positivo de los estudiantes y un entorno seguro y saludable.
7. Diversidad: el candidato maestro reconoce la diversidad de los estudiantes y crea un ambiente propicio para la promoción de la participación positiva y el autoconcepto de los estudiantes.
8. Profesionalismo: el candidato maestro demuestra voluntad para examinar e implementar cambios según corresponda.

**Normas Profesionales y Competencias de NAEYC para Educadores de la Primera Infancia**
**Estándar 1**: Desarrollo Infantil y Aprendizaje en Contexto 1a, 1b, 1c, 1d
**Estándar 4**: Prácticas de enseñanza apropiadas desde el punto de vista del desarrollo, la cultura y el lenguaje 4a, 4b, 4c

| Tarea/Evaluación | Competencias NMPED/ Marco conceptual | Competencias Profesionales de NAEYC | Punto Valor | Puntos totales |
|---|---|---|---|---|
| Publicaciones en el foro de discusión<br>Compañeros de clase: responda a por lo menos dos compañeros de clase para tener una discusión reflexiva. | A. 1, 2, 3, 4, 7, 8, 9, 10, 11<br>DTE CF- KP 6, 7, 8 | Estándar 1 y 4 | 5 @ 4 pts. | 20 pts. |
| Tareas<br>Actividad de Aplicación de Conocimiento #1:<br>Completa un diagrama de Venn que compare y contraste dos de los 8 niveles de edad presentados en el texto.<br><br>Actividad #2: Desarrolle una tabla que incluya al menos 4 ejemplos de competencia sensorial infantil y explique por qué algunos bebés pueden tener desafíos con estas competencias.<br><br>Actividad #3: Haga un folleto informativo de una página para los padres que explique consejos útiles para apoyar el desarrollo y la diversidad del lenguaje.<br>Actividad de Aplicación de Conocimiento<br>Actividad #4: Escenario: redacte un informe de progreso informal que podría escribir a uno de los padres. El informe debe abordar tanto los comportamientos positivos como los "negativos" que haya observado, teniendo cuidado de evitar cualquier indicio de desaprobación o acusación e incluir recomendaciones sobre | A. 1, 2, 3, 4, 7, 8, 9, 10, 11<br>DTE CF- KP 6, 7, 8 | Estándar 1 & 4 | 4 @ 5 pts. | 20 pts. |

| Tarea/Evaluación | Competencias NMPED/ Marco conceptual | Competencias Profesionales de NAEYC | Punto Valor | Puntos totales |
|---|---|---|---|---|
| cómo los padres pueden apoyar al niño. | | | | |
| Proyecto Final: Identifique a un niño que esté experimentando un desafío específico del desarrollo. Explique el desafío y desarrolle un plan para apoyar aún más su desarrollo. Este plan debe ayudarlo a superar el desafío y proporcionar consejos a los padres mientras apoyan al niño. | A. 1, 2, 3, 4, 7, 8, 9, 10, 11 DTE CF- KP 6, 7, 8 | Estándar 1 y 4 | 1 @ 60 pts. | 60 pts. |
| Puntos toales | | | **TOTAL** | 100 PTS. |

| Fecha | Objetivo semanal | Tema del curso Lecturas | Tareas |
|---|---|---|---|
| Semana 1 | 1. Articular una comprensión integral de las etapas del desarrollo, los procesos y las teorías del crecimiento, el desarrollo y el aprendizaje.<br>2. Establecer conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación de la primera infancia desde el nacimiento hasta los ocho años de edad.<br>3. Explicar los métodos de enseñanza y las interacciones basadas en relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas. | **Tema: Estudiar al niño pequeño** Bebés típicos y atípicos; Niños; niños de tres, cuatro y cinco años; y de seis a ocho años. La historia de la teoría del desarrollo infantil, definir el término teoría e identificar los tipos de teorías y cómo podrían aplicarse.<br><br>**Leer Capitulo 1** | Publicación de discusión # 1: Identifique y describa cómo está utilizando una teoría del desarrollo en sus interacciones con los niños.<br><br>Responder al menos a dos compañeros de clase<br><br>Introducciones, repaso del programa de estudios y expectativas del curso |
| Semana 2 | 1. Establecer conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde el nacimiento hasta los ocho años.<br>2. Explicar los métodos de enseñanza y las interacciones basadas en | **Tema: Factores que afectan el aprendizaje** Cómo se aplican los puntos de vista de los principales teóricos al papel del adulto en el aprendizaje. Cómo los maestros apoyan el pensamiento, el aprendizaje y la resolución de problemas de los niños. Los factores socioculturales que afectan al aprendizaje.<br><br>**Leer Capitulo 3** | Actividad de Aplicación de Conocimiento #1: Completar un diagrama de Venn que compare y contraste dos de los 8 niveles de edad presentados en el texto. |

| Fecha | Objetivo semanal | Tema del curso Lecturas | Tareas |
|-------|------------------|-------------------------|--------|
| | | relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas. | |
| Semana 3 | 1. Articular una comprensión integral de las etapas del desarrollo, los procesos y las teorías del crecimiento, el desarrollo y el aprendizaje.<br>2. Establecer conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde el nacimiento hasta los ocho años. | **Tema: Infancia: Teoría, Medio Ambiente**<br><br>Las teorías de Erikson, Freud, Piaget, Vygotsky, Skinner, Bandura, Rogers y Maslow aplicadas a la infancia. Ejemplos de competencia sensorial infantil y explicar por qué las competencias sensoriales de algunos bebés pueden no estar tan bien desarrolladas como las de otros bebés.<br><br>**Leer Capitulo 5** | Publicación de discusión # 2: Comparar y contrastar dos teorías seleccionadas sobre el desarrollo infantil. Explique sus contribuciones a la comprensión de los niños y a la atención a la diversidad.<br><br>Actividad de Aplicación de Conocimiento #2: Desarrolle una tabla que incluya al menos 4 ejemplos de competencia sensorial infantil y explique por qué algunos bebés pueden tener desafíos con estas competencias. |
| Semana 4 | 1. Articular una comprensión integral de las etapas del desarrollo, los procesos y las teorías del crecimiento, el desarrollo y el aprendizaje.<br>2. Establecer conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde el nacimiento hasta los ocho años.<br>3. Explicar los métodos de enseñanza y las interacciones basadas en las relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y la diferencias y necesidades diversas. | **Tema:**<br>**Desarrollo cognitivo y afectivo infantil**<br>**El niño pequeño: desarrollo de la autonomía**<br>Cómo progresa el aprendizaje y el desarrollo cognitivo durante la infancia. Las interacciones importantes entre adultos y niños durante la infancia. Principales puntos de vista teóricos sobre los niños pequeños. Influencias de los adultos en el desarrollo afectivo de los niños pequeños y las características típicas del temperamento de los niños pequeños.<br><br>**Leer Capítulos 6 y 7** | Publicación de discusión # 3: Comparar y contrastar dos teorías seleccionadas sobre el desarrollo infantil. Explique sus contribuciones a la comprensión de los niños y a la atención a la diversidad. |
| Semana 5 | | **Tema:** | Publicación de |

| Fecha | Objetivo semanal | | Tema del curso Lecturas | Tareas |
|---|---|---|---|---|
| | 1. | Articular una comprensión integral de las etapas del desarrollo, los procesos y las teorías del crecimiento, el desarrollo y el aprendizaje. | **El sistema cognitivo, el desarrollo de conceptos y la inteligencia** **Desarrollo del lenguaje oral y escrito** La cognición, el sistema cognitivo y las teorías del desarrollo cognitivo de Piaget y Vygotsky. | discusión # 4: Discuta qué reglas del idioma cree que tuvieron el mayor impacto en su aprendizaje del idioma y explique los puntos de vista actuales para esas reglas elegidas. |
| | 2. | Establecer conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde el nacimiento hasta los ocho años. | Las teorías de Piaget y Vygotsky para la práctica docente apropiada al desarrollo. Principales reglas lingüísticas y puntos de vista actuales sobre cómo se aprende el idioma. **Leer Capítulos 9 y 10** | |
| | 3. | Explicar los métodos de enseñanza y las interacciones basadas en relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas. | | |
| Semana 6 | 1. | Establezca conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde el nacimiento hasta los ocho años. | **Tema: Cómo los adultos enriquecen el desarrollo del lenguaje y los conceptos** Enfoques que los adultos pueden adoptar para ampliar el desarrollo del lenguaje oral de los niños. Importantes responsabilidades de los adultos en apoyo de la diversidad lingüística. **Leer Capítulo 11** | Actividad #3: Haga un folleto informativo de una página para los padres que explique consejos útiles para apoyar el desarrollo y la diversidad del lenguaje. |
| | 2. | Explique los métodos de enseñanza y las interacciones basadas en relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas. | | |
| Semana 7 | 1. | Explicar los métodos de enseñanza y las interacciones basadas en relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas. | **Tema: Cómo los adultos apoyan el desarrollo afectivo** Prácticas apropiadas para el desarrollo de NAEYC Ventajas de las técnicas de orientación apropiadas para el desarrollo. Cómo los adultos pueden apoyar a los niños en tiempos de crisis. **Leer - Capítulo 13** | Publicación de discusión #5: Explique las herramientas que los adultos pueden usar para apoyar a un niño que está pasando por una crisis. Actividad #4: redacte un informe de progreso informal que podría escribir a un padre. El informe debe abordar tanto los |

| Fecha | Objetivo semanal | Tema del curso Lecturas | Tareas |
|---|---|---|---|
| | | | comportamientos positivos como los "negativos" que haya observado, teniendo cuidado de evitar cualquier indicio de desaprobación o acusación e incluir recomendaciones sobre cómo los padres pueden apoyar al niño. |
| Semana 8 | 1. Articular una comprensión integral de las etapas del desarrollo, los procesos y las teorías del crecimiento, el desarrollo y el aprendizaje.<br>2. Establecer conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde el nacimiento hasta los ocho años.<br>3. Explicar los métodos de enseñanza y las interacciones basadas en relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas. | **Tema: Atando todo junto**<br>Desafíos comunes del desarrollo que los niños pueden enfrentar.<br>Planes para apoyar el desarrollo de un niño en la superación de desafíos.<br>Recomendaciones de los padres para apoyar a los niños cuando enfrentan desafíos. | Proyecto Fin de Carrera:<br>Si actualmente está trabajando con estudiantes, identifique a un niño que esté experimentando un desafío específico del desarrollo. Explique el desafío y desarrolle un plan para apoyar aún más su desarrollo. Este plan debe ayudarlo a superar el desafío y proporcionar consejos a los padres mientras apoyan al niño.<br>Si actualmente no está trabajando con estudiantes, se le proporcionará un escenario. |

**Calificaciones:**

| | | |
|---|---|---|
| A+ 100 - 97 | A 96 - 93 | A- 92 - 90 |
| B+ 89 - 87 | B 86 - 83 | B- 82 - 80 |
| C+ 79 - 77 | C 76 - 73 | C- 72 - 70 |
| D+ 69 - 67 | D 66 - 63 | D- 62 - 60 |
| F 59 – 0 | | |

**Tareas tardes**

Las tareas deben de ser entregas en la fecha indica en el plan de estudios. Cualquier excepción es la discreción del profesor y debe de ser acordada con anticipación.

**Estudiante con incapacidades**

Northern New Mexico College reconoce su responsabilidad para crear un clima institucional donde los estudiantes con incapacidades pueden sobresalir. De acuerdo con la Sección 504 del Acto de Rehabilitación y Acto de Americanos con Incapacidades, si usted tiene una incapacidad documentada, usted puede pedir acomodaciones para obtener acceso igual y para promover su aprendizaje en esta clase. Por favor contactar el Centro de Recurso al 505.747.2152 para investigar sobre acomodaciones apropiadas. Después que su elegibilidad sea determinada, se le dará una carta que puede presentar a sus instructores que les dejará saber cómo ayudarle de mejor manera.

**Póliza de incompleto de NNMC**

La calificación de "I" se da para trabajo de curso que no pudo ser cumplido por circunstancias más allá del control del estudiante. Esto significa una enfermedad grave o accidente y no planificación mal hecha. Si una crisis significante previene cumplir a tiempo los requisitos del curso, por favor hacer una cita con su instructor. Cuando un incompleto se ha otorgado, es la responsabilidad del ESTUDIANTE para cumplir el trabajo de acuerdo con los parámetros del plazo. Si no cumple con el trabajo, la "I" se convierte automáticamente en "F" cuando el plazo vence.

**Ética Académica**

La deshonestidad en conexión con los exámenes o tareas del curso puede ser razón por la expulsión del Colegio. El plagiario es el tipo más común de deshonestidad académica. El plagiario consiste de cualquier representación del trabajo de otra persona como de uno sin reconocimiento apropiado. Los ejemplos incluyen, pero no son limitados a 1. Someter como trabajo propio un ensayo que incluye una parte copiada de un libro o artículo sin identificar la selección citada y/o fuentes. 2. Presentar las ideas de un autor como si fueran sus propias ideas o usar trabajo de otro estudiante con su nombre como autor. Cuando el instructor sospecha un estudiante de deshonestidad académica, el instructor abordará la situación con el estudiante. Si el problema no es solucionado a la satisfacción del instructor, el incidente se reportará al Director para acción. Los estudiantes están responsables de referir al Manual de Estudiante para pólizas y procedimientos específicos.

*Department of Teacher Education*

# NORTHERN New Mexico College

**EDUC 1110**                                                                                              **Syllabus**

**Course Name:** EDUC 1110 Child Growth Development & Learning
**Semester Taught:** Fall
**Credit Hours:** 3                                                          **Time, and Place:** Online

**Instructor Information:**

| Instructor: | Communication Information: | Office Hours: |
|---|---|---|
|  |  |  |

**Required Text:** Charlesworth, R. (2017). *Understanding Child Development (10ᵗʰ edition)*. Stanford CT, Cengage Learning.

**Required Materials or Readings:** NM Early Learning Guidelines. CYFD.

**E-mail Requirement:** All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

**Attendance:** Attendance is required for all class sessions. Since this is an online class, attendance will be measured in discussion posts to classmates and completing assignments on time. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full-term classes will require comparable make-up work at the discretion of the instructor. Number of Instructor/Student hours: Asynchronous 300 minutes a week for an 8-week 3 credit hr. course.

**Catalog Course Description:** 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. (3,3T+0L).

**Course Objectives:**
1. Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning.
2. Make connections between theories of growth, development, and learning and early childhood education practices from birth through age eight.
3. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs.

*New Mexico Entry-Level Teacher Competencies (Early Childhood)*
A: Child growth, development, and learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning. **A.1, A.2, A.3, A.4, A.7, A.8, A.9, A.10, A.11**

*COE's Conceptual Framework* - The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.
Knowledge Principle-
6. Professionalism- the teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

**NAEYC Professional Standards and Competencies for Early Childhood Educators**
**Standard 1**: Child Development and Learning in Context 1a, 1b, 1c, 1d
**Standard 4**: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices 4a, 4b, 4c

| Assignment/Assessment | NMPED Competencies/ Conceptual Framework | NAEYC Professional Competencies | Point Value | Points Earned |
|---|---|---|---|---|
| Discussion Board Posts Classmates- Respond to at least two classmates to have a reflective discussion. | A. 1, 2, 3, 4, 7, 8, 9, 10, 11 COE CF- KP 6, 7, 8 | Standard 1 & 4 | 5 @ 5 pts. | 25 pts. |
| Assignments- Knowledge Application Activity #1: Complete a Venn diagram that compares and contrasts two of the 8 age levels presented in the text. Knowledge Application Activity #2: Develop a chart that includes at least 4 examples of infant sensory competence and explain why some infants may have challenges with these competencies. Knowledge Application Activity #3: Make a one-page informational flyer for parents that explains helpful tips to support language development and diversity. Knowledge Application Activity #4: Student Scenario- Draft an informal progress report that you might write to a parent. The report should address both the positive and "negative" behaviors you have observed, being careful to avoid any hint of disapproval or accusation and include recommendations for how the parents can support the child. | A. 1, 2, 3, 4, 7, 8, 9, 10, 11 COE CF- KP 6, 7, 8 | Standard 1 & 4 | 4 @ 10 pts. | 40 pts. |
| Final Project: Identify a child that is experiencing a specific developmental challenge. Explain the challenge and develop a plan to further support their development. This plan should help him/her overcome the challenge and provide tips to | A. 1, 2, 3, 4, 7, 8, 9, 10, 11 COE CF- KP 6, 7, 8 | Standard 1 & 4 | 1 @ 50 pts. | 50 pts. |

| Assignment/Assessment | NMPED Competencies/ Conceptual Framework | NAEYC Professional Competencies | Point Value | Points Earned |
|---|---|---|---|---|
| parents as they support the child. | | | | |
| All Course Assignments | | | **TOTAL** | 115 PTS. |

| Date | Weekly Objective | Course Topic Readings | Assignments/ Due Date |
|---|---|---|---|
| Week #1 08/19-8/25 | 4. Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning.<br>5. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight.<br>6. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs. | **Topic: Studying the Young Child** Typical and atypical infants; toddlers; three-, four-, and five-year-olds; and six-through eight-year-olds. The history of child development theory, define the term theory, and identify types of theories and how they might be applied.<br><br>**Readings- Chapter 1** | Due 8/24/24: Discussion Post #1: Identify and Describe How You are Using a Development Theory in your Interactions with Children.<br><br>Due 8/25/24: Attendance and Participation (Respond to at least two classmates).<br><br>Introductions, Review Syllabus and Course Expectations |
| Week #2 8/26-9/1 | 1. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight.<br>2. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs. | **Topic: Factors Affecting Learning** How major theorists' views apply to the adult role in learning. How teachers support children's thinking, learning, and problem solving. The sociocultural factors that affect learning.<br><br>**Readings- Chapter 3** | 9/1/2024 Knowledge Application Activity #1: Complete a Venn diagram that compares and contrasts two of the 8 age levels presented in the text. |

| Date | Weekly Objective | Course Topic Readings | Assignments/ Due Date |
|---|---|---|---|
| Week #3 9/2-9/8 | 3. Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning. 4. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight. | **Topic: Infancy: Theory, Environment** The theories of Erikson, Freud, Piaget, Vygotsky, Skinner, Bandura, Rogers, and Maslow as applied to infancy. Examples of infant sensory competence and explain why the sensory competencies of some infants may not be as well developed as those of other infants. **Readings- Chapter 5** | 09/07/2024 Complete Discussion Post #2: Compare and contrast two selected theories of child development. Explain their contributions to understanding children, and attention to diversity. 9/8/2024: Knowledge Application Activity #2: Develop a chart that includes at least 4 examples of infant sensory competence and explain why some infants may have challenges with these competencies. Attendance and Participation: |
| Week #4 9/9-9/15 | 1. Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning. 2. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight. 3. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs. | **Topic: Infant Cognitive and Affective Development The Toddler: Autonomy Development** How cognitive learning and development progress during infancy. The important adult-child interactions during infancy. Major theorists' viewpoints on toddlers. Adult influences on toddler affective development and typical toddler temperament characteristics. **Readings- Chapters 6 and 7** | 09/14/2024 Complete Discussion Post #3: Compare and contrast two selected theories of child development. Explain their contributions to understanding children, and attention to diversity. 9/15/2024: Attendance and Participation |
| Week #5 9/16-9/22 | 1. Articulate a comprehensive | **Topic: The Cognitive System, Concept Development, and Intelligence** | 9/21/2024 Complete Discussion Post #4: Discuss what |

| Date | Weekly Objective | Course Topic Readings | Assignments/ Due Date |
|------|------------------|----------------------|----------------------|
| | understanding of developmental stages, processes, and theories of growth, development, and learning.<br>2. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight.<br>3. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs. | **Oral and Written Language Development**<br>Cognition, the cognitive system, and Piaget's and Vygotsky's theories of cognitive development.<br>Piaget's and Vygotsky's theories to developmentally appropriate teaching practice.<br>Major language rules and current viewpoints about how language is learned.<br><br>**Readings- Chapters 9 & 10** | language rules you think had the most impact on your language learning and explain the current viewpoints for those chosen rules.<br><br>9/22/2024<br>Attendance and Participation |
| Week #6 9/23-9/29 | 1. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight.<br>2. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs. | **Topic: How Adults Enrich Language and Concept Development**<br><br>Approaches that adults can take to expand children's oral language development.<br>Important adult responsibilities in support of language diversity.<br><br>**Readings- Chapter 11** | 9/29/2024<br>Knowledge Application Activity #3: Make a one-page informational flyer for parents that explains helpful tips to support language development and diversity. |
| Week #7 9/30-10/6 | 1. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs. | **Topic: How Adults Support Affective Development**<br>NAEYC's Developmentally Appropriate Practices for adult decision making.<br>Advantages of developmentally appropriate guidance techniques.<br>How adults can support children in times of crisis.<br><br>**Readings- Chapter 13** | 10/5/2024:<br>Discussion Post #5: Explain the tools adults can use to support a child going through a crisis.<br>10/6/2024<br>Knowledge Application Activity #4: Student Scenario-Draft an informal progress report that you might write to a parent. The report should address both |

| Date | Weekly Objective | Course Topic Readings | Assignments/ Due Date |
|---|---|---|---|
| | | | the positive and "negative" behaviors you have observed, being careful to avoid any hint of disapproval or accusation and include recommendations for how the parents can support the child.

Attendance and Participation |
| Week #8 10/7-10/11 | 1. Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning. 2. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight. 3. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs. | **Topic: Tying it All Together** Common developmental challenges that children may face. Plans to support a child's development in overcoming challenges. Parent recommendations for supporting children when they face challenges.

**Readings- None** | All assignments due on 10/11 by midnight.

10/11/2024 Final Project: If you are currently working with students, identify a child that is experiencing a specific developmental challenge. Explain the challenge and develop a plan to further support their development. This plan should help him/her overcome the challenge and provide tips to parents as they support the child. If you are not currently working with students, a scenario will be provided to you. |

**Grading:**

A+ 100 - 97        A 96 - 93        A- 92 - 90
B+ 89 - 87         B 86 - 83        B- 82 - 80
C+ 79 - 77         C 76 - 73        C- 72 - 70
D+ 69 - 67         D 66 - 63        D- 62 - 60
F 59 – 0

**Late Work:** Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

**Students with Disabilities:** Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please call the Accessibility and Resource Center at 505-747-2152 to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

**Counseling and Student Support Services (CASSC):** are available year-round on-campus, or virtually (as needed) for NNMC students. Counseling services are provided by licensed professional counselors. All services are **FREE** for students and are **confidential**. No record of counseling is contained in any academic, educational, or job placement file. Counseling is an opportunity to solve problems and learn new skills. Students can utilize counseling services to address issues such as depression, anxiety, stress, PTSD, anger management and alcohol and drug concerns. Students may also meet with a counselor if they are interested in off-campus resources and referrals. In addition to offering students help through counseling services, CASSC also assists students with addressing socio-economic stressors by connecting students with various community resources such as housing, food, childcare, and much more.

**NNMC Incomplete Policy:** The grade of 'I' is given for coursework that could not be completed due to circumstances beyond the student's control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT'S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the 'I' automatically becomes an 'F' when the deadline passes.

**Academic Ethics:** Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own without proper acknowledgment. Examples include but are limited to 1) submitting as one's work a paper that includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author's ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student's attention. If the problem is not resolved to the instructor's satisfaction, the incident will be reported to the Dean for follow-up action.

Students are responsible for referring to the Student Handbook for specific policies and procedures.

*Department of Teacher Education*

# NORTHERN New Mexico College

## ECED 1120 Guiando a Los Niños Pequeños

**Semestre enseñado:**　　　　　　　　　　　　　　　　　　　　　　**Horas de Crédito:  3**
**Tiempo y lugar:**
**Información de instructor:**

| **Instructor:** | **Información de comunicación:** |
|---|---|
| | |

### Libro Requerido
Gartrell, Dan. (2020). A Guidance Guide for Early Childhood Leaders:  Strengthening Relationships with Children, Families, and Colleagues. Redleaf Press.  978-160-554-6889

**Materiales o Lecturas Requeridas:** Pautas de aprendizaje temprano de NM. PED

## Requisito de correo electrónico:
Todos los estudiantes asistiendo a Northern New Mexio College (NNMC por sus siglas en inglés) deben de usar su cuenta de correo electrónico de NNMC cuando se comunican electrónicamente sobre negocio relacionado de NNMC. Si tienen problemas, por favor contactar el departamento de Tecnología Internet (IT por sus siglas en inglés) al 505.747.2259.

## Asistencia
Asistencia es requerida para todas las sesiones de clase. Asistencia se medirá en archivos de discusiones para colegas del curso. Clases de educación son basadas en competencias, significando que los estudiantes deben de cumplir Competencias del estado de Nuevo México. Cualquier ausencia durante el periodo completo de clases requerirá trabajo adicional comparable a la discreción del instructor. Número de horas de instructor/estudiante es 300 minutos por semana por un curso de 8 semanas (3 horas de crédito).

**Descripción de Curso de Catalogo:** Este curso explora varias teorías de la orientación infantil y las aplicaciones prácticas de cada una. Proporciona métodos apropiados para el desarrollo de los niños pequeños y estrategias y sugerencias eficaces para facilitar interacciones sociales positivas. Se presentarán estrategias para prevenir comportamientos desafiantes a través del uso del entorno, las rutinas y el horario. Se hace hincapié en ayudar a los niños a convertirse en aprendices responsables de sí mismos, competentes, independientes y cooperativos, e incluir a las familias como parte del enfoque de orientación. (3, 3T+0L).

### Resultados del curso:
1.　　　Utilizar la evaluación y la evaluación para aplicar técnicas de orientación apropiadas para el desarrollo y culturalmente relevantes para apoyar a los niños con habilidades de autorregulación y resolución de problemas.
2.　　　Articular la filosofía de orientación de su aula con respeto por las diversas familias y prácticas culturales.
3.　　　Aplicar el conocimiento sobre el crecimiento y desarrollo infantil, la salud mental y física y el desarrollo socioemocional para apoyar las técnicas de orientación positiva en el aula.

### Competencias de Maestro de Primer Nivel de Nuevo México
A: Crecimiento, desarrollo y aprendizaje infantil: Las bases para todo aprendizaje se establecen durante la primera infancia. Los dominios biológico-físicos, sociales, culturales, emocionales, cognitivos y lingüísticos están inherentemente entrelazados en el crecimiento y el desarrollo. Los profesionales de la primera infancia deben entender este proceso de desarrollo y el papel del adulto en apoyar el crecimiento, el desarrollo y el aprendizaje de cada niño. **A.6, A.7, A.10, A.11.**

B: Salud, seguridad y nutrición: Los profesionales de la primera infancia promueven la salud física y mental y la nutrición adecuada y proporcionan un entorno emocional y físicamente seguro para los niños pequeños en colaboración con sus familias. Las buenas prácticas de salud, seguridad y nutrición proporcionan la base para el desarrollo y el aprendizaje. Una buena nutrición es apropiada e importante para el desarrollo integral de los niños pequeños y sus familias. Las comidas y los refrigerios fomentan la buena nutrición y los hábitos alimenticios. Un entorno seguro previene y reduce las lesiones de los niños pequeños que recién comienzan a reconocer situaciones peligrosas. **B.1.**

C: Colaboración familiar y comunitaria: Los profesionales de la primera infancia están comprometidos con las prácticas centradas en la familia. Mantienen una relación abierta, amistosa y cooperativa con la familia de cada niño, fomentando la participación familiar y apoyando la relación del niño con su familia. Se honra a las diversas culturas e idiomas representativos de las familias en las comunidades de Nuevo México. **C.1, C.4, C.7.**

E: Entorno de aprendizaje e implementación del currículo: La enseñanza y el aprendizaje con niños pequeños es un proceso complejo integrado en las relaciones. Estas relaciones de enseñanza y aprendizaje proporcionan el andamiaje para construir conjuntamente significados sobre uno mismo, los demás y el mundo. Los profesionales de la primera infancia utilizan sus conocimientos sobre el desarrollo infantil, sus conocimientos sobre el desarrollo óptimo y el aprendizaje de todos los niños desde el nacimiento hasta los ocho años. Además, el uso de las observaciones se basa en una comprensión profunda de las familias, las culturas y las comunidades de los niños. Los profesionales de la primera infancia fomentan la resolución de problemas, el pensamiento crítico y la competencia académica y social de los niños pequeños dentro de un entorno de aprendizaje desafiante y de apoyo. Estas experiencias desafiantes de enseñanza y aprendizaje fomentan la confianza de los niños en sí mismos como aprendices competentes. **E.3, E.7.**

F: Evaluación de los niños y evaluación de los programas: Los profesionales de la primera infancia deben desarrollar el conocimiento de diversos métodos de evaluación, incluyendo habilidades de observación. Utilizan la documentación continua apropiada y reportan información a las familias y a los profesionales. La evaluación adecuada de la primera infancia responde a las diferencias culturales y lingüísticas. Incluye información de múltiples fuentes, por ejemplo, observaciones, listas de verificación, entrevistas y medidas estandarizadas formales e informales en diversos entornos para tomar decisiones educativas sobre los niños. Los datos de la evaluación recopilados de múltiples fuentes que tienen un gran impacto en los niños deben ser realizados por un equipo de familiares, maestros y otros profesionales. Además, los profesionales de la primera infancia participan en una evaluación sistemática y continua de sus programas. **F.9.**

**Marco Conceptual del Departamento de Educación de Maestro (DTE por sus siglas en inglés)**
El Marco Conceptual del Departamento de Educación de Northern New Mexico College representa el conocimiento, habilidades y disposiciones que todos los candidatos maestros deben mostrar durante el programa y como maestros practicantes. La instrucción en cada clase debe de reflejar el Marco Conceptual en los temas, tareas, discusiones y lecturas del curso.

**Principio de conocimiento**
4. Aprendizaje: el candidato a profesor comprende los principios de crecimiento, desarrollo y aprendizaje de los estudiantes, y los aplica adecuadamente.

**Descripciones de las tareas/alineación:**

| Tarea/Evaluación | Competencias de Maestros de NMPED | Conocimiento, habilidad o disposición | | Valor en puntos |
|---|---|---|---|---|
| Discusiones en línea | A6, A7, A10, A11, B1, C1, C4, C7, E3, E7, F9 Objetivos 1, 2, 3 | K4 | 8 @ 5 pts | 40 pts |
| Reflexión Lectura del capítulo | A6, A7, A10, A11, B1, C1, C4, C7, E3, E7, F9 Objetivos 1, 2, 3 | K4 | 3@ 5 pts | 15 pts |
| Lección de aprendizaje emocional y plan de lección. Desarrollar una lección y enseñar una lección que demuestre habilidades de aprendizaje emocional a los niños pequeños | A6, A7, A10, A11, B1, E3, E7 Objetivos 1, 2 | K4 | 1 @ 15pts | 15 pts |
| Presentación en Power Point sobre estrategias positivas para promover el desarrollo socioemocional en el aula | A6, A7, A10, A11, E3, E7 Objetivos 2, 3 | K4 | 1 @ 10 pts | 10 pts |

| | | | | |
|---|---|---|---|---|
| Desarrollo de un plan de apoyo conductual Proyecto Final: Observar el comportamiento de un niño y determinar los factores desencadenantes y las consecuencias del comportamiento. Desarrollar estrategias para abordar los comportamientos. | A6, A7, A10, A11, B1, C1, C4, C7, E3, E7, F9 Objetivos 1, 2, 3 | K4 | 1@ 20pts | 20 pts |
| PUNTOS TOTALES | | | | 100 pts |

**Fechas del curso, temas, tareas:**

| Fecha | Tema/ Capítulo de texto | Tarea |
|---|---|---|
| Semana 1 | Introducción a la tradición de la guía. Capítulo 1 Apoyar bases emocionales sólidas en los niños | Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque |
| Semana 2 | El concepto de comportamiento erróneo – Capítulo 2 Relaciones positivas entre maestros y niños – Capítulo 3 | Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque 1 página de reflexión sobre la lectura de capítulos |
| Semana 3 | Hacer conexiones emocionales saludables. Capítulo 4 Prácticas apropiadas para el desarrollo. Capítulo 5 | Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque Aprendizaje emocional Lección y plan de lección Desarrollar una lección y enseñar una lección que demuestre habilidades de aprendizaje emocional a los niños pequeños |
| Semana 4 | Técnicas de orientación. Capítulo 6 y 7 | Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque/ Presentación de enfoques de crianza 1 página de reflexión sobre la lectura de capítulos |
| Semana 5 | Gestión de conflictos. Capítulo 8 Estrategias de resolución de problemas. Capítulo 9 | Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque 1 página de reflexión sobre la lectura de capítulos |
| Semana 6 | Creación de entornos para comportamientos pro-sociales. Capítulo 10 Manejo de comportamientos desafiantes – F&A capítulo 11 | Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque Presentación en Power Point sobre estrategias positivas para promover el desarrollo socioemocional en el aula |
| Semana 7 | Comunicación con los padres; el desarrollo de asociaciones. Capítulo 12 | Discusión en línea: Seguir 1 página de reflexión sobre la lectura de capítulos |
| Semana 8 | Atándolo todo junto | Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque Desarrollo de un plan de apoyo conductual Proyecto Final: Observar el comportamiento de un niño y determinar los factores desencadenantes y las consecuencias del comportamiento. Desarrolle estrategias para abordar los comportamientos. |

**Calificaciones**

| | | |
|---|---|---|
| A+ 100 - 97 | A 96 - 93 | A- 92 - 90 |
| B+ 89 - 87 | B 86 - 83 | B- 82 - 80 |
| C+ 79 - 77 | C 76 - 73 | C- 72 - 70 |
| D+ 69 - 67 | D 66 - 63 | D- 62 - 60 |
| F 59 - 0 | | |

## Tareas tardes

Las tareas deben de ser entregas en la fecha indica en el plan de estudios. Cualquier excepción es la discreción del profesor y debe de ser acordada con anticipación.

## Estudiante con incapacidades

Northern New Mexico College reconoce su responsabilidad para crear un clima institucional donde los estudiantes con incapacidades pueden sobresalir. De acuerdo con la Sección 504 del Acto de Rehabilitación y Acto de Americanos con Incapacidades, si usted tiene una incapacidad documentada, usted puede pedir acomodaciones para obtener acceso igual y para promover su aprendizaje en esta clase. Por favor contactar el Centro de Recurso al 505.747.2152 para investigar sobre acomodaciones apropiadas. Después que su elegibilidad sea determinada, se le dará una carta que puede presentar a sus instructores que les dejará saber cómo ayudarle de mejor manera.

## Póliza de incompleto de NNMC

La calificación de "I" se da para trabajo de curso que no pudo ser cumplido por circunstancias más allá del control del estudiante. Esto significa una enfermedad grave o accidente y no planificación mal hecha. Si una crisis significante previene cumplir a tiempo los requisitos del curso, por favor hacer una cita con su instructor. Cuando un incompleto se ha otorgado, es la responsabilidad del ESTUDIANTE para cumplir el trabajo de acuerdo con los parámetros del plazo. Si no cumple con el trabajo, la "I" se convierte automáticamente en "F" cuando el plazo vence.

## Ética Académica

La deshonestidad en conexión con los exámenes o tareas del curso puede ser razón por la expulsión del Colegio. El plagiario es el tipo más común de deshonestidad académica. El plagiario consiste de cualquier representación del trabajo de otra persona como de uno sin reconocimiento apropiado. Los ejemplos incluyen, pero no son limitados a 1. Someter como trabajo propio un ensayo que incluye una parte copiada de un libro o artículo sin identificar la selección citada y/o fuentes. 2. Presentar las ideas de un autor como si fueran sus propias ideas o usar trabajo de otro estudiante con su nombre como autor. Cuando el instructor sospecha un estudiante de deshonestidad académica, el instructor abordará la situación con el estudiante. Si el problema no es solucionado a la satisfacción del instructor, el incidente se reportará al Director para acción. Los estudiantes están responsables de referir al Manual de Estudiante para pólizas y procedimientos específicos.

*Department of Teacher Education*
## NORTHERN New Mexico College

**Course**                                                                                      **Name:**ECED
1120 GUIDING YOUNG CHILDREN          **Credit Hours:** 3
**Semester Taught:**

**Time and Place:**  Bb- Online

**Instructor Information:**

| Instructor: | Communication Information: | Office Hours: |
|---|---|---|
|  |  |  |

**Required Text:**
Gartrell, Dan. (2020). A Guidance Guide for Early Childhood Leaders:  Strengthening Relationships with Children, Families, and Colleagues. Redleaf Press.  978-160-554-6889

**Required Materials or Readings:** NM Early Learning Guidelines. CYFD.

**E-mail Requirement:**  All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

**Attendance:**  Attendance is required for all class sessions. Since this is a hybrid class, attendance will be also measured in discussion posts to classmates and completing assignments on time.  Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor. Asynchronous 300 minute a week for an 8-week 3 credit hr. course.

**Catalog Course Description:** This course explores various theories of child guidance and the practical applications of each. It provides developmentally appropriate methods for guiding young 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. (3, 3T+0L).

**Course Level Outcomes:**
1.      Use assessment and evaluation to apply developmentally appropriate and culturally relevant guidance techniques to support children with self-regulation and problem-solving skills.
2.      Articulate the guidance philosophy of your classroom with respect for diverse families and cultural practices.
3.      Apply knowledge of child growth and development, mental and physical health, and socio-emotional development to support positive guidance techniques in a classroom setting.

**NM Teacher Competencies (InTASC) and Department of Education's Conceptual Framework.**

*New Mexico Entry Level Teacher Competencies (InTASC):*
A:  Child growth, development and learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning. **A.6, A.7, A.10, A.11.**
B:   Health, safety and nutrition:  Early childhood professionals promote physical and mental health and

appropriate nutrition and provide an emotionally and physically safe environment for young children in partnership with their families. Sound health, safety, and nutritional practices provide the foundation for development and learning. Good nutrition is appropriate and important to the total development of young children and their families. Meals and snacks encourage good nutrition and eating habits. A safe environment prevents and reduces injuries for young children who are only beginning to recognize dangerous situations. **B.1.**

C: Family and community collaboration: Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and cooperative relationship with each child's family, encouraging family involvement, and supporting the child's relationship with his or her family. The diverse cultures and languages representative of families in New Mexico's communities are honored. **C.1, C.4, C.7.**

E: Learning environment and curriculum implementation: Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners. **E.3, E.7.**

F: Assessment of children and evaluation of programs: Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate ongoing documentation and report information to families and professionals. Appropriate early childhood assessment is responsive to cultural and linguistic differences. It includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measure in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, ongoing evaluation of their programs. **F.9.**

**NM Teacher Competencies and Department of Education's Conceptual Framework.**
**Knowledge Principle-**
4. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

## Assignment Descriptions/ Alignment:

| Assignment/Assessment | NMPED Teacher Competencies | Knowledge Skill | | Point Value |
|---|---|---|---|---|
| Online Discussions | A6, A7, A10, A11, B1, C1, C4, C7, E3, E7, F9 Objectives 1, 2, 3 | K4 | 8 @ 15 pts | 40 pts |
| Reflection Chapter reading Weeks 4, 5, 7 | A6, A7, A10, A11, B1, C1, C4, C7, E3, E7, F9 Objectives 1, 2, 3 | K4 | 3@ 15 points | 45 pts |
| Emotional Learning Lesson and lesson plan. Develop a lesson and teach a lesson that demonstrate emotional learning skills to young children | A6, A7, A10, A11, B1, E3, E7 Objectives 1, 2 | K4 | 1 @ 15pts | 15 pts |

| (Week 3) | | | | | |
|---|---|---|---|---|---|
| Power point presentation on positive strategies for promoting socio-emotional development in the classroom (Week 6) | A6, A7, A10, A11, E3, E7 Objectives 2, 3 | | K4 | 1 @ 20 pts | 20 pts |
| Development of Behavior support plan Final project: Observe a child behavior and determine the triggers and consequences for behavior. Develop strategies to address the behaviors. (Week 8) | A6, A7, A10, A11, B1, C1, C4, C7, E3, E7, F9 Objective 1, 2, 3 | | K4 | 1@ 15pts | 25 pts |
| TOTAL POINTS | | | | | 145 pts |

### Course Dates, Topics, Assignments:

| ate | Topic/ Text Chapter | Assignment |
|---|---|---|
| ΓEEK 1 | Introduction to the guidance tradition. Chapter 1 Supporting strong emotional foundations in children | Online Discussion: Follow Guidelines and rubric: Focus questions |
| ΓEEK 2 | The concept of mistaken behavior – Chapter 2 Positive teacher child relationships – Chapter 3 | Online Discussion: Follow Guidelines and rubric: Focus questions 1 page reflection on chapter reading |
| ΓEEK 3 | Making healthy emotional connections. Chapter 4 Developmentally appropriate practices. Chapter 5 | Online Discussion: Follow Guidelines and rubric: Focus questions Emotional Learning Lesson and lesson plan Develop a lesson and teach a lesson that demonstrate emotional learning skills to young children |
| ΓEEK 4 | Guidance techniques. Chapter 6 and 7 | Online Discussion: Follow Guidelines and rubric: Focus questions/ Parenting approaches presentation 1 page reflection on chapter reading |
| ΓEEK 5 | Conflict management. Chapter 8 Problem solving strategies. Chapter 9 | Online Discussion: Follow Guidelines and rubric: Focus questions 1 page reflection on chapter reading |
| ΓEEK 6 | Creating environments for pro-social behaviors. Chapter 10 Managing challenging behaviors – F&A chapter 11 | Online Discussion: Follow Guidelines and rubric: Focus questions Power point presentation on positive strategies for promoting socio-emotional development in the classroom |
| ΓEEK 7 | Communication with parents; developing partnerships. Chapter 12 | Online Discussion: Follow 1 page reflection on chapter reading |
| ΓEEK 8 | Tying it all together | Online Discussion: Follow Guidelines and rubric: Focus questions Development of Behavior support plan Final project: Observe a child behavior and determine the triggers and consequences for |

| | | behavior. Develop strategies to address the behaviors. |
|---|---|---|

**Grading:**

| | | |
|---|---|---|
| A+ 100 - 97 | A 96 - 93 | A- 92 - 90 |
| B+ 89 - 87 | B 86 - 83 | B- 82 - 80 |
| C+ 79 - 77 | C 76 - 73 | C- 72 - 70 |
| D+ 69 - 67 | D 66 - 63 | D- 62 - 60 |
| F 59 - 0 | | |

**Late Work:**  Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

**Students with Disabilities:**  Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class.  Please call the Accessibility and Resource Center at 505-747-2152 to inquire about appropriate accommodations.  After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

**NNMC Incomplete Policy:**  The grade of 'I' is given for course work that could not be completed due to circumstances beyond the student's control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT'S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the 'I' automatically becomes an 'F' when the deadline passes.

**Academic Ethics:**  Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College.  Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own without proper acknowledgment. Examples include but are limited to 1) submitting as one's work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author's ideas as though they were your own original ideas, or 3) using work by another student with your name as the author.  When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student's attention. If the problem is not resolved to the instructor's satisfaction, the incident will be reported to the Dean for follow-up action.

Students are responsible for referring to the Student Handbook for specific policies and procedures.

*Department of Teacher Education*

# NORTHERN New Mexico College

ECED 1130 La Familia y Colaboración Comunitaria

Semestre enseñado:

Tiempo y lugar:

Horas de Crédito: 3

## Información de instructor:

| Instructor: | Información de comunicación: |
|---|---|
|  |  |

## Libro requerido:

Robles, W., & Beck, V. (2019). *Teaching young children in multicultural classrooms: Issues, concepts, and strategies (5th ed.). Clifton Park, NY: Delmar Cengage Learning.* ISBN- 978-133-756-6070

## Requisito de correo electrónico:

Todos los estudiantes asistiendo a Northern New Mexio College (NNMC por sus siglas en inglés) deben de usar su cuenta de correo electrónico de NNMC cuando se comunican electrónicamente sobre negocio relacionado de NNMC. Si tienen problemas, por favor contactar el departamento de Tecnología Internet (IT por sus siglas en inglés) al 505.747.2259.

## Asistencia

Asistencia es requerida para todas las sesiones de clase. Asistencia se medirá en archivos de discusiones para colegas del curso. Clases de educación son basadas en competencias, significando que los estudiantes deben de cumplir Competencias del estado de Nuevo México. Cualquier ausencia durante el periodo completo de clases requerirá trabajo adicional comparable a la discreción del instructor. Número de horas de instructor/estudiante es 300 minutos por semana por un curso de 8 semanas (3 horas de crédito).

### Descripción de Curso de Catalogo

Este curso básico examina la participación de las familias y comunidades de fondos cultural y lingüísticamente diversos en programas de educación temprana. Se discute maneras de establecer relaciones colaborativas con familias en escuelas preescolares y primarias. Las metas y deseos de las familias para sus hijos se apoyarán a través estrategias culturalmente responsivas.

## Resultados de Nivel de Curso

1. Identificar y demonstrar métodos de comunicación profesionales y efectivos con las familias cultural y lingüísticamente diversas.
2. A través la reflexión, identificar biases y cómo los biases pueden afectar las relaciones con los niños y sus familias.
3. Aplicar conocimiento de las estructuras diversas de familia y los valores culturales a través un enfoque basado en las fortalezas para crear un salón de clase seguro y receptor para las familias y comunidad.
4. Usar recursos comunitarios para apoyar a las familias y niños cultural y lingüísticamente diversos.

### Competencias de Maestro de Primer Nivel de Nuevo México

## C. Colaboración de familia y comunidad

Los profesionales del campo de la educación temprana son comprometidos la prácticas centradas en familia. Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and cooperative relationship with each child's family, encouraging family involvement, and supporting the child's relationship with his or her family. The diverse cultures and languages representative of families in New Mexico's communities are honored. C.1, C.2, C.3, C.4, C.5, C.6, C.9, C.11, C.12, C.13.

## E: Learning environment and curriculum implementation

Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of

children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners. E.14.

## G: Professionalism

Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities in New Mexico. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in on-going professional development to enhance their knowledge and skills. **G.6.**

## DTE's Conceptual Framework

The Conceptual Framework of the Department of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

## Knowledge Principle

5. Assessment: the teacher candidate effectively utilizes student assessment techniques and procedures.
6. Professionalism- the teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
8. Professionalism- the teacher candidate demonstrates a willingness to examine and implement change as appropriate.
9. Collaboration- the teacher candidate works productively with colleagues, parents and community.

## Assignment Descriptions/ Alignment

| Assignment/Assessment | NMPED Teacher Competencies | Knowledge, Skill or Disposition | | Point Value |
|---|---|---|---|---|
| Blackboard Discussion<br>Respond to discussion board prompt | C. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13<br>E.14<br>G. 6<br>Objectives- 1, 2, 3, 4 | K5, 6, 7, 8, 9 | 8@ 15pts | 120 pts |
| Chapter Responses: each week you will write a response to prompts from the chapter assigned. | C. 1, 6, 7, 8, 9, 10, 11<br>G. 6<br>Objectives 4 | K.5, 6, 7, 8, 9 | 8@30 | 240 pts |
| 2 projects:<br>   1. My Family History<br>Write a 2 to 4-page, double-spaced report using the APA format to describe a minimum of four generations of your family starting with you. Include languages and year of birth/death of ancestral generations. For the summation, write a paragraph stating how history impacted the language of each generation.<br>2.    Develop a presentation on a topic that impacts the community such as health, nutrition, family literacy or screen time. You can do this as a bulletin board, three fold poster or | C. 1, 2, 3, 7, 9, G. 6<br>Objectives 1, 2, 3 | K5, 6, 7, 8, 9 | 2@ 50 points each | 100pts |

| Assignment/Assessment | NMPED Teacher Competencies | Knowledge, Skill or Disposition | | Point Value |
|---|---|---|---|---|
| PowerPoint. | | | | |
| Final Project Develop Family Engagement Calendar that is Culturally Appropriate How these activities impact the family, early childhood children, language and the community? | C. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 E.14 G. 6 Objective 1, 2, 3 | K5, 6, 7, 8, 9 | 1@ 20 pts | 50pts |
| TOTAL POINTS | | | | 510pts |

## Course Dates, Topics, Assignments

| Date | Topic/Text Topic | Assignment |
|---|---|---|
| Week 1 | Understanding Families Chapter 1 Living in Diversity: The Intricate Nature of Our Society | **Discussion Board 1**: Respond to post and to a peer. **Chapter Response**: Respond to prompt **Project 1**: start due end of Week 2 |
| Week 2 | Understanding Families Chapter 2 The Nature of Culture, the Nature of People Chapter 3 Families in Our Classrooms: Many Ways, many voices | **Discussion Board 2**: Respond to post and to a peer. **Chapter Response**: Respond to prompt **Project 1**: due |
| Week 3 | Understanding Families Chapter 4 Who is the child? Developmental Characteristic of young Children in a diverse Society | **Discussion Board 3**: Respond to post and to a peer. **Chapter Response**: Respond to prompt |
| Week 4 | Multicultural Education Chapter 5 Tracing the beginnings of multicultural education Chapter 6 Approaches to Multicultural Education | **Discussion Board 4**: Respond to post and to a peer. **Chapter Response**: Respond to prompt **Project 2:** Start |
| Week 5 | Chapter 7 Classrooms, where Words Become Action | **Discussion Board 5**: Respond to post and to a peer. **Chapter Response**: Respond to prompt **Project 2:** Due |
| Week 6 | Chapter 8 Language Diversity in the classroom: working with Young Dual Language Learners | **Discussion Board 6**: Respond to post and to a peer. **Chapter Response:** Respond to Prompt |
| Week 7 | Engaging Families Chapter 9 Activities and Resources for Multicultural Teaching: A world of Possibilities! | **Discussion Board 7**: Respond to post and to a peer. **Chapter Response**: Respond to prompt |
| Week 8 | Inviting Community Participation | **Discussion Board 8**: Respond to post and to a peer. **Chapter Response**: Respond to prompt **Final Project** Develop an activity on Family Traditions |

## Grading

| | | |
|---|---|---|
| A+ 100 - 97 | A 96 - 93 | A- 92 - 90 |
| B+ 89 - 87 | B 86 - 83 | B- 82 - 80 |
| C+ 79 - 77 | C 76 - 73 | C- 72 - 70 |
| D+ 69 - 67 | D 66 - 63 | D- 62 - 60 |
| F 59 - 0 | | |

## Late Work

Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

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## Academic Ethics

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*Department of Teacher Education*
# NORTHERN New Mexico College

ECED 1130 Family and Community Collaboration

Semester Taught:  Spring

Credit Hours:  3

Time and Place: Blackboard

## Instructor Information

| Instructor: | Communication Information: |
|---|---|
| | |

## Required Text
Robles, W., & Beck, V. (2019). *Teaching young children in multicultural classrooms: Issues, concepts, and strategies (5th ed.).* Clifton Park, NY: Delmar Cengage Learning. ISBN- 978-133-756-6070

## E-mail Requirement
All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

## Attendance
Attendance is required for all class sessions. Attendance will be measured in discussion posts to classmates and completing assignments on time.  Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor. Number of Instructor/Student hours: Asynchronous 300 minutes a week for an 8-week 3 credit hr. course.

## Catalog Course Description
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.  (3, 3T+0L). Asynchronous 300 minutes a week for an 8-week 3 credit hr. course.

## Course Level Outcomes
5.  Identify and demonstrate methods of effective and professional communication with linguistically and culturally diverse families.
6.  Identify biases and how biases could affect relationships with children and families through self-reflection.
7.  Apply knowledge of diverse family structures and cultural values through a strengths-based approach to create a safe welcoming classroom environment for families and community.
8.  Use community resources to support linguistically and culturally diverse families and children.

## New Mexico Entry Level Teacher Competencies
### C. Family and community collaboration
Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and cooperative relationship with each child's family, encouraging family involvement, and supporting the child's relationship with his or her family. The diverse cultures and languages representative of families in New Mexico's communities are honored.  C.1, C.2, C.3, C.4, C.5, C.6, C.9, C.11, C.12, C.13.

**E:** Learning environment and curriculum implementation

Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners. **E.14.**

**G:** Professionalism

Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities in New Mexico. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in on-going professional development to enhance their knowledge and skills. **G.6.**

## DTE's Conceptual Framework

The Conceptual Framework of the Department of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

### Knowledge Principle

5. Assessment: the teacher candidate effectively utilizes student assessment techniques and procedures.
6. Professionalism- the teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
8. Professionalism- the teacher candidate demonstrates a willingness to examine and implement change as appropriate.
9. Collaboration- the teacher candidate works productively with colleagues, parents and community.

## Assignment Descriptions/ Alignment

| Assignment/Assessment | NMPED Teacher Competencies | Knowledge Principal | | Point Value |
|---|---|---|---|---|
| Blackboard Discussion<br>Respond to discussion board prompt | C. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13<br>E.14<br>G. 6<br>Objectives- 1, 2, 3, 4 | K5, 6, 7, 8, 9 | 8@ 15pts | 120 pts |
| Chapter Responses: each week you will write a response to prompts from the chapter assigned. | C. 1, 6, 7, 8, 9, 10, 11<br>G. 6<br>Objectives 4 | K.5, 6, 7, 8, 9 | 8@30 | 240 pts |

| Assignment/Assessment | NMPED Teacher Competencies | Knowledge Principal | | Point Value |
|---|---|---|---|---|
| 2 projects:<br>   2. My Family History<br>Write a 2 to 4-page, double-spaced report using the APA format to describe a minimum of four generations of your family starting with you. Include languages and year of birth/death of ancestral generations. For the summation, write a paragraph stating how history impacted the language of each generation.<br>2.      Develop a presentation on a topic that impacts the community such as health, nutrition, family literacy or screen time. You can do this as a bulletin board, three fold poster or PowerPoint. | C. 1, 2, 3, 7, 9,<br>G. 6<br>Objectives 1, 2, 3 | K5, 6, 7, 8, 9 | 2@ 50 points each | 100pts |
| Final Project Develop Family Engagement Calendar that is Culturally Appropriate<br>How these activities impact the family, early childhood children, language and the community? | C. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13<br>E.14<br>G. 6<br>Objective 1, 2, 3 | K5, 6, 7, 8, 9 | 1@ 20 pts | 50pts |
| TOTAL POINTS | | | | 510pts |

## Course Dates, Topics, Assignments

| Date | Topic/Text Topic | Assignment |
|---|---|---|
| Week 1 | Understanding Families Chapter 1 Living in Diversity: The Intricate Nature of Our Society | **Discussion Board 1**: Respond to post and to a peer.<br>**Chapter Response**: Respond to prompt<br>**Project 1**: start due end of Week 2 |
| Week 2 | Understanding Families Chapter 2 The Nature of Culture, the Nature of People<br>Chapter 3 Families in Our Classrooms: Many Ways, many voices | **Discussion Board 2**: Respond to post and to a peer.<br>**Chapter Response**: Respond to prompt<br>**Project 1**: due |
| Week 3 | Understanding Families Chapter 4 Who is the child? Developmental Characteristic of young Children in a diverse Society | **Discussion Board 3**: Respond to post and to a peer.<br>**Chapter Response**: Respond to prompt |
| Week 4 | Multicultural Education Chapter 5 Tracing the beginnings of multicultural education | **Discussion Board 4**: Respond to post and to a peer.<br>**Chapter Response**: Respond to prompt<br>**Project 2**: Start |

| Date | Topic/Text Topic | Assignment |
|------|------------------|------------|
|  | Chapter 6 Approaches to Multicultural Education |  |
| Week 5 | Chapter 7 Classrooms, where Words Become Action | **Discussion Board 5**: Respond to post and to a peer.<br>**Chapter Response**: Respond to prompt<br>**Project 2**: Due |
| Week 6 | Chapter 8 Language Diversity in the classroom: working with Young Dual Language Learners | **Discussion Board 6**: Respond to post and to a peer.<br>**Chapter Response**: Respond to Prompt |
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submitting as one's work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author's ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student's attention. If the problem is not resolved to the instructor's satisfaction, the incident will be reported to the Dean for follow-up action.

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*Department of Teacher Education*
# NORTHERN New Mexico College

ECED 1125                                                                                                   Evaluación de
Niños y Programas

Semestre enseñado:                                                                                          Horas de
Crédito: 3
Tiempo y lugar:

Información de instructor:

| Instructor: | Información de comunicación: |
|---|---|
|  |  |

## Libro Requerido:
Bohart, H., & Procopio, R. (2018). *Spotlight on young children: Observations and assessments.* NAEYC.
ISBN- 978-193-811-3345

## Recursos suplementales:
Reportes investigadores, artículos de diario, publicaciones de gobierno: recursos en línea.

## Requisito de correo electrónico:
Todos los estudiantes asistiendo a Northern New Mexio College (NNMC por sus siglas en inglés) deben de usar su cuenta de correo electrónico de NNMC cuando se comunican electrónicamente sobre negocio relacionado de NNMC. Si tienen problemas, por favor contactar el departamento de Tecnología Internet (IT por sus siglas en inglés) al 505.747.2259.

## Asistencia
Asistencia es requerida para todas las sesiones de clase. Asistencia se medirá en archivos de discusiones para colegas del curso. Clases de educación son basadas en competencias, significando que los estudiantes deben de cumplir Competencias del estado de Nuevo México. Cualquier ausencia durante el periodo completo de clases requerirá trabajo adicional comparable a la discreción del instructor. Número de horas de instructor/estudiante es 300 minutos por semana por un curso de 8 semanas (3 horas de crédito).

## Descripción de Curso de Catalogo
Este curso básico familiariza a los estudiantes con una variedad de métodos e instrumentos de evaluación culturalmente apropiados, incluso observación sistemática del desarrollo típico y no típico de niños. Este curso aborda el desarrollo y uso de instrumentos de evaluación formativos y sumativos e instrumentos de evaluación para asegurar cualidad comprensiva del entorno escolar para los niños, sus familias y la comunidad. Estudiantes desarrollarán habilidades para evaluar el proceso de evaluación e involucrar a otros maestros, profesionales y familias en el proceso. (3, 3T+0L).

## Resultados de Nivel de Curso
1. Usar observación auténtica como el base para evaluación y crecimiento y desarrollo.
2. Identificar y describir evaluación que es de edad, lingüística y culturalmente apropiada para los niños pequeños.
3. Identificar procedimientos de IFSP e IEP y los roles multi-disciplinarios de equipos en servir a los niños en el proceso de evaluación.

4. Describir los efectos de factores culturales y socioeconómicos en la evaluación y temas éticos y legales claves en la evaluación.

**Competencias de Maestro de Primer Nivel de Nuevo México**
**F: Evaluación de niños y programas**
Profesionales del campo de la educación temprana deben de desarrollar conocimiento de enfoques de evaluación diversos, incluso habilidades observacionales. Ellos usan documentación apropiada y continua y reportan información a las familia y profesionales. Evaluación apropiada de los niños es responsiva a las diferencias culturales y lingüísticas. Incluye información de fuentes múltiples, e.g., observaciones, listas de chequeo, entrevistas y ambos mediciones formales e informales estandarizadas en lugares diversos para hacer decisiones educativas sobre los niños. Las decisiones basadas en los datos de evaluación recolectados de fuentes múltiples que tienen un impacto mayor en los niños debe de ser hechas por un equipo de miembros de familia, maestros y otros profesionales. Adicionalmente, los profesionales del campo de la educación temprana participan en evaluación continua y sistemática de sus programas. F.1, F.2, F.3, F.4, F.5, F.6, F.7, F.8, F.9, F.10, F.11, F.12.

**Marco Conceptual del Departamento de Educación de Maestro (DTE por sus siglas en inglés)**
El Marco Conceptual del Departamento de Educación de Northern New Mexico College representa el conocimiento, habilidades y disposiciones que todos los candidatos maestros deben mostrar durante el programa y como maestros practicantes. La instrucción en cada clase debe de reflejar el Marco Conceptual en los temas, tareas, discusiones y lecturas del curso.

**Principio de Conocimiento**
3. Enseñar: el maestro candidato comunica con y obtiene comentarios (feedback) de estudiantes en una manera que mejorar el conocimiento y aprendizaje estudiantil.
5. Evaluación: el maestro candidato utiliza efectivamente técnicas y procedimientos de evaluación estudiantil.
7. Diversidad: el maestro candidato reconoce la diversidad estudiantil y cree una atmósfera conducible (condusive) a la promoción de autoconcepto y involucramiento estudiantil positivo.

Descripción de Tarea/Aliñamiento

| Tarea/Evaluación | Competencias NM ECE | Conocimiento, Habilidad o Disposición | | Valor de puntos |
|---|---|---|---|---|
| Discusión de Blackboard Responder al tema de discusión y dos co- aprendices | F1, F4, F8, Objetivos 2, 4 | K3, K5, K7, | 8@5 pts | 40 pts |
| **Tarea #1**: Ir a newmexicokids.org y encontrar el reglamento de licenciatura de la niñez temprana de NM que obligan (govern) a los programas (basados en centros). Seleccionar al menos 5 regulaciones y escribir un ensayo de análisis crítico de 1 página de longitud, doble espacio, sobre cómo las regulaciones hacen una diferencia en la cualidad de programación. | F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objetivos 1, 2, 3, 4 | K3, K5, K7, | 10 pts | 10 pts |

| Tarea/Evaluación | Competencias NM ECE | Conocimiento, Habilidad o Disposición | | Valor de puntos |
|---|---|---|---|---|
| **Tarea #2:** Desarrollar una lista de formularios de inscripción, cuestionarios/encuestas de familia, recursos de comunidad, fondos de conocimiento para desarrollar perfiles estudiantiles holísticas. | F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objetivos 1, 2, 3, 4 | K3, K5, K7, | | 10 pts |
| **Tarea #3:** Desarrollar un plan educativo o actividad para un grupo de edad especifico basado en datos de evaluación que apoya el aprendizaje. | F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objetivos 1, 2, 3, 4 | K3, K5, K7, | | 10 pts |
| **Tarea #4:** Hacer una lista de 7 a 10 agencias comunitarias que brindan servicios de evaluación, como Child Find, Visitas a Casa para edades 0 a 4. | F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objetivos 1, 2, 3, 4 | K3, K5, K7, | | 10 pts |
| Examen Final | F1, F8, F9, F10 Objetivos 1, 2, 3, 4 | K3, K5, K7, | 1 @20 pts | 20 pts |
| Puntos Totales: | | | | 100 pts |

Cronograma: Fechas, Temas y Tareas del curso

| Fechas | Temas/Capítulo de Libro | Tarea |
|---|---|---|
| SEMANA 1 | Introducción al curso Sistemas efectivos de la niñez temprana Mandatorios estatales y nacionales: Licenciatura, regulaciones, Estándares Nacionales y Estatales (NAC, NAEYC, Head Start, FOCUS)<br><br>Leer: Capítulo 1 | 1. Archivar presentación de estudiante en Blackboard.<br>2. Revisar el plan de estudios.<br>3. **Discusión 1:** Responder a dos colegas. Comparar y contrastar dos recursos de acreditación en relación a los estanderes de evaluación de niños (e.g., NAC, NAEYC, Head Start, FOCUS).<br>4. **Tarea 1.**<br>5. Examen Pre y Post de conocimiento previo. |
| SEMANA 2 | Componentes principales de programación de cualidad<br>• Interacciones de maestro/niño (apoyo socio-emocional)<br>• Entorno (organización de salón, gestión de comportamiento, horario, etc. | 1. **Discusión 2:** Responder a dos colegas. Ver el video en Youtube de un maestro de la educación temprana. ¿Qué herramientas usan para evaluar? ¿Cada cuándo las usan? ¿Cómo evalúan su programa, currículo y niños? ¿Cómo incorporan a las familias?<br>2. Examen Pre y Post de conocimiento previo. |

| Fechas | Temas/Capítulo de Libro | Tarea |
|---|---|---|
| | •     Apoyo instruccional (currículo, etc.)<br>•     Infraestructura y liderazgo de programa.<br><br>Leer: Capítulo 2 | |

| Fechas | Temas/Capítulo de Libro | Tarea |
|---|---|---|
| SEMANA 3 | Definir la evaluación<br>•     Propósitos y tipos de evaluaciones<br>•     Definiciones de terminología<br>•     Lo apropiado en la evaluación de los niños.<br>•     Realibilidad y valididad.<br><br>Leer: Capítulo 3 | 1.     **Discusión 3:** Responder a dos colegas. Discutir la importancia de usar evaluación apropiada para los niños.<br>2.     Examen Pre y Post de conocimiento previo. |
| SEMANA 4 | Evaluación a través las edades<br>•     Bebé/Toddler<br>•     Preescolar<br>•     Escuela Primaria (K-tercer grado)<br>o     Exámenes estandarizados<br><br>Leer: Capítulo 4 | 1.     **Discusión 4:** Responder a dos colegas. Discutir: ¿Qué se puede aprender de un niño por analizar artefactos?<br>2.     **Tarea 2.**<br>3.     Examen Pre y Post de conocimiento previo. |
| SEMANA 5 | Evaluación culturalmente responsivo<br>•     La influencia de las diferencias culturales y lingüísticas sobre el aprendizaje y resultados de evaluación.<br>•     Elegir herramientas que son apropiadas cultural y lingüísticamente.<br><br>Leer: Capítulo 5 | 1.     **Discusión 5:** Revisar herramientas para los bebés y toddlers, niños preescolares y de primaria o una escala de evaluación ambiental. Criticar si son apropiados cultural y lingüísticamente.<br>2.     **Tarea 3.**<br>3.     Examen Pre y Post de conocimiento previo. |
| SEMANA 6 | Evaluación y Currículo<br>•     Usar datos de evaluación para planificar currículo apropiado<br><br>Leer: Capítulo 6 | 1.     **Discusión 6:** Discutir la importancia de la objetividad en las observaciones, las reflexiones semanales para inferir y planificar.<br>2.     **Tarea 4.**<br>3.     Examen Pre y Post de conocimiento previo. |

| SEMANA 7 | Incluir a las Familias <ul><li>Las familias y la evaluación</li><li>Las familias como líderes</li><li>Derechos de padres de familia</li><li>Child Find</li></ul> Leer: Capítulo 7 | 1. **Discusión 7:** Compartir sus ideas para cuestiones que pueden preguntar a los padres de familia si deseñarían una encuesta o entrevista para aprender sobre las familias y sus esperanzas para el aprendizaje y desarrollo de sus hijos. <br>2. **Tarea 5.** <br>3. Examen Pre y Post de conocimiento previo. |
|---|---|---|

| SEMANA 8 | Temas éticos y legales <ul><li>Mandatorios nacionales y estatales</li><li>La confiabilidad</li><li>Protocolos para el mantenimiento de récords y archivos.</li></ul> | 1. **Discusión 8:** Compartir protocoles y pólizas para el mantenimiento de récords y archivos <br>2. **Examen final** |
|---|---|---|

## Calificación

| | | |
|---|---|---|
| A+ 100 - 97 | A 96 - 93 | A- 92 - 90 |
| B+ 89 - 87 | B 86 - 83 | B- 82 - 80 |
| C+ 79 - 77 | C 76 - 73 | C- 72 - 70 |
| D+ 69 - 67 | D 66 - 63 | D- 62 – 60 |
| F 59 – 0 | | |

## Tareas tardes

Las tareas deben de ser entregas en la fecha indica en el plan de estudios. Cualquier excepción es la discreción del profesor y debe de ser acordada con anticipación.

## Estudiante con incapacidades

Northern New Mexico College reconoce su responsabilidad para crear un clima institucional donde los estudiantes con incapacidades pueden sobresalir. De acuerdo con la Sección 504 del Acto de Rehabilitación y Acto de Americanos con Incapacidades, si usted tiene una incapacidad documentada, usted puede pedir acomodaciones para obtener acceso igual y para promover su aprendizaje en esta clase. Por favor contactar el Centro de Recurso al 505.747.2152 para investigar sobre acomodaciones apropiadas. Después que su elegibilidad sea determinada, se le dará una carta que puede presentar a sus instructores que les dejará saber cómo ayudarle de mejor manera.

## Póliza de incompleto de NNMC

La calificación de "I" se da para trabajo de curso que no pudo ser cumplido por circunstancias más allá del control del estudiante. Esto significa una enfermedad grave o accidente y no planificación mal hecha. Si una crisis significante previene cumplir a tiempo los requisitos del curso, por favor hacer una cita con su instructor. Cuando un incompleto se ha otorgado, es la responsabilidad del ESTUDIANTE para cumplir el trabajo de acuerdo con los parámetros del plazo. Si no cumple con el trabajo, la "I" se convierte automáticamente en "F" cuando el plazo vence.

## Éticas Académicas

La deshonestidad en conexión con los exámenes o tareas del curso puede ser razón por la expulsión del Colegio. El plagiario es el tipo más común de deshonestidad académica. El plagiario consiste de cualquier representación del trabajo de otra persona como de uno sin reconocimiento apropiado. Los ejemplos incluyen, pero no son limitados a 1. Someter como trabajo propio un ensayo que incluye una parte copiada de un libro o artículo sin identificar la selección citada y/o fuentes. 2. Presentar las ideas de un autor como si fueran sus propias ideas o usar trabajo de otro estudiante con su nombre como autor. Cuando el instructor sospecha un estudiante de deshonestidad académica, el instructor abordará la situación con el estudiante. Si el problema no es solucionado a la satisfacción del instructor, el incidente se reportará al Director para acción. Los estudiantes están responsables de referir al Manual de Estudiante para pólizas y procedimientos específicos.

*Department of Teacher Education*
# NORTHERN New Mexico College

ECED 1125 Assessment of Children and Evaluation of Programs

Semester Taught:  Spring                              Credit Hours:  3
Time and Place: Blackboard

## Instructor Information

| Instructor: | Communication Information: |
|---|---|
|  |  |

## Required Text
Bohart, H., & Procopio, R. (2018). *Spotlight on young children: Observations and assessments*. NAEYC. ISBN- 978-193-811-3345

## Supplemental Resources
Research reports, journal articles, Government publications:  WEB resources

## E-mail Requirement
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Attendance is required for all class sessions.        Attendance will be measured in discussion posts to classmates and completing assignments on time.  Education classes are competency-based, meaning that students must meet New Mexico State Competencies.  Any absence during full term classes will require comparable make-up work at the discretion of the instructor.  Number of Instructor/Student hours-Synchronous 300 minutes a week for an 8-week 3 credit hr. course.

## Catalog Course Description
This basic course familiarizes students with a variety of culturally appropriate assessment methods and instruments, including systematic observation of typically and on-typically developing children. The course addresses the development and the 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. (3, 3T+0L).

## Course Level Outcomes
5.       Use authentic observation as the foundation for assessment and growth and development.
6.       Identify and describe age, culturally, and linguistically appropriate assessment tools for young children.
7.       Identify IFSP and IEP procedures and the roles of multidisciplinary teams in serving children in the process of evaluation.
8.       Describe the effects of cultural and socio-economic factors on evaluation and key legal and ethical issues in assessment.

## New Mexico Entry Level Teacher Competencies
F:   Assessment of children and evaluation of programs
Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate ongoing documentation and report information to families and professionals. Appropriate early childhood assessment is responsive to cultural and linguistic differences. It includes information from multiple sources,

e.g., observations, checklists, interviews, and both formal and informal standardized measures in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, ongoing evaluation of their programs. F.1, F.2, F.3, F.4, F.5, F.6, F.7, F.8, F.9, F.10, F.11, F.12.

## DTE's Conceptual Framework
The Conceptual Framework of the Department of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

### Knowledge Principle
3. Teaching: the teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
5. Assessment: the teacher candidate effectively utilizes student assessment techniques and procedures.
7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

## Assignment Descriptions/Alignment

| Assignment/Assessment | NM ECE Competencies | Knowledge Skill or Disposition | | Point Value |
|---|---|---|---|---|
| Blackboard Discussion Respond to discussion board prompt and to one co-learner | F1, F4, F8, Objectives 2, 4 | K3, K5, K7, | 8@5 pts | 40 pts |
| Assignment #1 Go to newmexicokids.org and find NM Early Childhood licensing regulations that govern (center-based) programs. Select 5 regulations and write a 1-page double-spaced paper critical analysis about how the regulations make a difference in quality programming. | F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objectives 1, 2, 3, 4 | K3, K5, K7, | 10 pts | 10 pts |
| Assignment #2 Develop a list of in-take informs, family surveys/questionnaires, community resources, funds of knowledge to develop holistic profiles of students. | F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objectives 1, 2, 3, 4 | K3, K5, K7, | | 10 pts |
| Assignment #3 Develop a lesson plan or activity for a specific age group or child that supports learning based on assessment data. | F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objectives 1, 2, 3, 4 | K3, K5, K7, | | 10 pts |
| Assignment #4 Compile a list of 7-10 agencies and contacts for local Child Find, Home Visiting, and other screenings services for birth to 4 | F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objectives 1, 2, 3, 4 | K3, K5, K7, | | 10 pts |
| Final Exam | F1, F8, F9, F10 Objectives 1, 2, 3, 4 | K3, K5, K7, | 1 @20 pts | 20 pts |
| Total Points | | | | 100 pts |

## Schedule: Course Dates, Topics, Assignments

| Dates | Topic/Text Chapter | Assignment |
|---|---|---|
| WEEK 1 | Introduction to Course<br>Effective Early Childhood Systems<br>National and state mandates: Licensing Regulations, National and State Accreditation Standards (NAC, NAEYC, Head Start Performance Standards, FOCUS)<br>Textbook Reading: Chapter 1 | Post **introduction** on Blackboard; Syllabus review and acknowledgement<br>**Discussion Board 1**: Respond to post and to a peer. Compare and contrast two of the accreditation resources in regard to child assessment Standards (NAC, NAEYC, Head Start Performance Standards, FOCUS)<br>**Assignment #1**<br>**Prior Knowledge (Pre and Post Assessment)** |
| WEEK 2 | Core Components of Quality Programming<br>•     Educator/child interactions (social-emotional support)<br>•     Environment (classroom organization, behavior management, schedules, etc.)<br>•     Instructional support (scaffolding, curriculum, etc.)<br>•     Program leadership and infrastructure<br>Textbook Reading: Chapter 2 | **Discussion Board 2**: Respond to post and to a peer. View the YouTube video on the early childhood educator. What assessment tools or means do they use for assessment? How often do they use them? How do they evaluate their program, curriculum, children? How do they incorporate families?<br><br>**Prior Knowledge (Pre and Post Assessment)** |
| WEEK 3 | Defining Assessment<br>•     Purposes and types of assessments<br>•     Definitions of terminology<br>•     Developmentally appropriateness in assessment of children<br>•     Validity & Reliability<br>Textbook Reading: Chapter 3 | **Discussion Board 3 / Assignment #2**<br>Respond to post and to a peer. Discuss the importance of using developmentally appropriate assessments?<br><br>**Prior Knowledge (Pre and Post Assessment)** |
| WEEK 4 | Assessment across ages<br>•     Infant/Toddler<br>•     Preschool<br>•     School age (K-3rd grade)<br>o     Standardized tests<br>Textbook Reading: Chapter 4 | **Discussion Board 4**: Respond to post and to a peer. Discuss what you can learn about a child by analyzing the artifacts.<br><br>**Assignment #2** |
| WEEK 5 | Culturally Responsive Assessment<br>•     Influence of cultural and linguistic difference on learning and assessment outcomes<br>•     Choosing tools that are culturally and linguistically appropriate | **Discussion Board 5**: Review assessment tools for infant/toddlers, preschoolers or school age or an environmental rating scale and critique whether or not they are developmentally and culturally appropriate.<br><br>Textbook Reading: Chapter 5<br><br>**Assignment #3**<br><br>**Prior Knowledge (Pre and Post Assessment)** |

| WEEK 6 | Assessment & Curriculum<br><br>• Assessment, developmentally appropriate curriculum and planning | **Discussion Board 6:** Discuss the importance of objectivity in observations, weekly reflection, inferring and planning.<br>Textbook Reading: Chapter 6<br>**Assignment #4**<br>**Prior Knowledge (Pre and Post Assessment)** |
| --- | --- | --- |
| WEEK 7 | Including Families<br><br>• Families and assessment<br>• Families as team leaders<br>• Parent rights<br>• Screening and Child Find | **Discussion Board 7:** Share your ideas on information you could ask families if you were to design questions for an interview<br>Textbook Reading: Chapter 7<br>**Assignment #5** |

| Week 8 | Ethical Issues<br><br>• Legal issues<br>• National & State mandates<br>• Confidentiality<br>• Record Keeping Procedures | **Discussion Board 8:** Share record keeping procedures and/or policies for program and classrooms.<br><br>**Final Exam** |
| --- | --- | --- |

## Grading

| | | |
| --- | --- | --- |
| A+ 100 - 97 | A 96 - 93 | A- 92 - 90 |
| B+ 89 - 87 | B 86 - 83 | B- 82 - 80 |
| C+ 79 - 77 | C 76 - 73 | C- 72 - 70 |
| D+ 69 - 67 | D 66 - 63 | D- 62 – 60 |
| F 59 – 0 | | |

## Late Work

Your work is due on the date indicated on the syllabus. Any Exceptions are at the discretion of the professor and must be agreed to in advance.

## Students with Disabilities

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## NNMC Incomplete Policy

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## Academic Ethics

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own without proper acknowledgement. Examples include but are limited to 1.) Submitting as one's work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources. 2) Presenting an author's ideas as though they were your own original ideas, or 30 using work by another student

with your name as the author.  When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student's attention.  If the problem is not resolved to the instructor's satisfaction, the incident will be reported to the Dean for follow-up action. Students are responsible for referring to the Student Handbook for specific policies and procedures.

*Department of Teacher Education*
# NORTHERN New Mexico College

ECED

Semestre enseñado:                                                    Horas de Crédito:  3
Tiempo y lugar:
Información de instructor:

| Instructor: | Información de comunicación: |
|---|---|
|  |  |

## Spanish translations of the syllabi for the following courses are in progress:

ECED   1115   Health, Safety, and Nutrition
ECED   2110   Professionalism
ECED   2115   Introduction to Language, Literacy and Reading
ECED   2120   Curriculum Development through Play, Birth through age 4
ECED   2121   Practicum - Birth through Age 4
ECED   2130   Curriculum Development & Implementation, Age 3 through Grade 3
ECED   2131   Practicum – Age 3 through Grade 3

*Department of Teacher Education*

# NORTHERN New Mexico College

## ECED 1115 Health, Safety and Nutrition

**Semester Taught**: Spring 2024                                                                 Credits: 2

Time and Place: March 18, 2024-May 10, 2024/ Blackboard Term 2

## Instructor Information:

| Instructor: | Communication Information: | Office Hours: |
|---|---|---|
|  |  |  |

Required Text:  Marotz, L. R., *Health, safety, and nutrition for the young child* (11th Ed.) (2020). ISBN: 978-035-704-0775. Boston, MA: Cengage Learning.

## Required Materials or Readings:

E-mail Requirement:  All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble, please contact IT at 505-747-2259.

Attendance:  Attendance is required for all class sessions.  Since this is an online class, attendance will be measured in discussion posts to classmates and completing assignments on time.  Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor. Number of Instructor/Student Hours: Synchronous 200 minutes a week for an 8-week 2 credit hr. course.

Catalog Course Description: 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. (2, 2T+0L).

## Course Level Outcomes:
1.  Demonstrate knowledge of resources for families with regard to all issues relating to health, safety and nutrition.
2.  Design a curriculum and program, both indoors and outdoors, that emphasizes the importance of health, safety and nutrition.
3.  Evaluate and explain the referral process when services and resources are needed by children and families.

New Mexico Entry Level Teacher Competencies
**B.**  Health, safety and nutrition:  Early childhood professionals promote physical and mental health and appropriate nutrition and provide an emotionally and physically safe environment for young children in partnership with their families. Sound health, safety, and nutritional practices provide the foundation for development and learning. Good nutrition is appropriate and important to the total development of young children and their families. Meals and snacks encourage good nutrition and eating habits. A safe environment prevents and reduces injuries for young children who are only beginning to recognize dangerous situations. **B1, B2, B3, B4, B5, B6, B7, B8.**

DTE's Conceptual Framework- the Conceptual Framework represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

Knowledge Principle

1. Curriculum- the teacher candidate demonstrates knowledge of the content area and approved curriculum.
2. Instruction- the teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.
3. Assessment- the teacher candidate effectively utilizes student assessment techniques and procedures.
5. Learning- the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.
6. Diversity- the teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
8. Collaboration- the teacher candidate works productively with colleagues, parents and community.

Assignment Descriptions/Assessment Alignment

| Assignment / Assessment | NMPED Teacher Competencies | Knowledge, Skill or Disposition | NNMC SLO | | Point Value |
|---|---|---|---|---|---|
| **Weekly Reflections** Complete the provided reflection prompt each week. Address all aspects of the reflection and include expectations provided in the grading rubric. Tips for completing an academic weekly reflection a) read assignment with diligence; b) develop scholarly notes; and c) reflect & quote the text with a high level of punctuation and thinking. | B1-8 Objectives 1, 2, 3 | K1, K2, K5, K3, K6 | 1 | 4 @ 9 points each | 36 pts |
| **Weekly Chapter Knowledge Checks** Knowledge of resources for families | B1-6 Objective 1 | K3, K5 | 1 | 1 weekly @ 5 points each | 35 pts |
| **Your Choice Final: Final Exam or Final Project** Exam Questions Covering Chapters 1-19 **OR** Power Point Presentation-15 slides on approved early childhood Health Issue and the referral process | B1-8 Objectives 1, 2, 3 | K1, K2, K8 | 1 | 1@50 points each but you are only completing one option | 50 pts |
| **Blackboard Participation & Attendance** | B1-8 Objectives 1, 2, 3 | K1, K2, K8 | 1 | 4 @ 5 points each | 20 pts |
| TOTAL POINTS | | | | | 141 |

Course Dates, Topics, Assignments

| Date | Topic/ Text Chapter | Assignment |
|---|---|---|
| **WEEK 1** | Introduction Promoting Children's Health  (Unit 1) Chapter 1 & Chapter 3 | Introduction & Welcome Sheet Read Chapters 1 and 3 Review Chapter PowerPoint Presentations |

| | | Post Online Reflection<br>Week 1 Participation and Attendance- Respond to at least two peer responses.<br>Knowledge Check Chapters 1 and 3 |
|---|---|---|
| **WEEK 2** | Promoting Children's Health (Unit 1)<br>Chapters 4 & Chapter 5 | Read Chapters 4 and 5<br>Review Chapter PowerPoint Presentations<br>Knowledge Check Chapters 4 and 5 |
| **WEEK 3** | Keeping Children Safe (Unit 2)<br>Chapter 7 & Chapter 8 | Read Chapters 7 and 8<br>Review Chapter PowerPoint Presentations<br>Post Online Reflection<br>Week 3 Participation and Attendance- Respond to at least two peer responses.<br>Knowledge Check Chapters 7 and 8 |
| **WEEK 4** | Keeping Children Safe (Unit 2)<br>Chapter 10 & Chapter 11 | Read Chapters 10 and 11<br>Review Chapter PowerPoint Presentations<br>Knowledge Check Chapters 10 and 11 |
| **WEEK 5** | Foods and Nutrients (Unit 3)<br>Chapter 12 & Chapter 14 | Read Chapters 12 and 14<br>Review Chapter PowerPoint Presentations<br>Post Online Reflection<br>Week 5 Participation and Attendance- Respond to at least two peer responses.<br>Knowledge Check Chapters 12 and 14 |
| **WEEK 6** | Nutrition and the Young Child (Unit 4)<br>Chapter 15 & Chapter 16 | Read Chapters 15 and 16<br>Review Chapter PowerPoint Presentations<br>Post Online Reflection<br>Knowledge Check Chapters 15 and 16 |
| **WEEK 7** | Nutrition and the Young Child (Unit 4)<br>Chapter 18 & Chapter 19 | Read Chapters 18 and 19<br>Review Chapter PowerPoint Presentation<br>Post Online Reflection<br>Week 7 Participation and Attendance- Respond to at least two peer responses.<br>Knowledge Check Chapters 18 and 19 |
| **WEEK 8**<br>**Short Week- All Assignments due by Friday at midnight** | Your Choice Final:<br>Final Project or Exam<br>You must choose one! | **Final Project or Final Exam**<br>**Final Project:**<br>Power Point Presentation-15 slides on approved early childhood Health Issue and the referral process<br><br>**OR**<br>Exam Questions Covering Course Chapters |

## Grading

| | | |
|---|---|---|
| A+ 100 - 97 | A 96 - 93 | A- 92 - 90 |
| B+ 89 - 87 | B 86 - 83 | B- 82 - 80 |
| C+ 79 - 77 | C 76 - 73 | C- 72 - 70 |
| D+ 69 - 67 | D 66 - 63 | D- 62 – 60 |
| F 59 – 0 | | |

## Written and Discussion Assignments

You will be evaluated on how well you understand the information gained in this course by demonstrating your understanding through participation in class and through course assignments. Grading rubrics will be provided under the "start here" tab in the BlackBoard course. You are encouraged to review the grading rubrics before beginning an assignment.

## Late Work

Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance. All assignments will be taken late however, a one-point deduction will be added to the grade due to lateness.

**Students with Disabilities:** Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please call the Accessibility and Resource Center 505-747-2152 to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

**Counseling and Student Support Services (CASSC):** are available year-round on-campus, or virtually (as needed) for NNMC students. Counseling services are provided by licensed professional counselors. All services are FREE for students and are confidential. No record of counseling is contained in any academic, educational, or job placement file. Counseling is an opportunity to solve problems and learn new skills. Students can utilize counseling services to address issues such as depression, anxiety, stress, PTSD, anger management and alcohol and drug concerns. Students may also meet with a counselor if they are interested in off-campus resources and referrals. In addition to offering students help through counseling services, CASSC also assists students with addressing socio-economic stressors through connecting students with various community resources such as housing, food, childcare and much more.

## NNMC Incomplete Policy

The grade of 'I' is given for course work that could not be completed due to circumstances beyond the student's control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT'S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the 'I' automatically becomes an 'F' when the deadline passes.

## Academic Ethics

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own without proper acknowledgment. Examples include but are limited to 1) submitting as one's work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author's ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student's attention. If the problem is not resolved to the instructor's satisfaction, the incident will be reported to the Dean for follow-up action.

Students are responsible for referring to the Student Handbook for specific policies and procedures.

*Department of Teacher Education*

# NORTHERN New Mexico College

**Course Name**: ECED 2110 PROFESSIONALISM          **Semester Taught**: Fall

Credit Hours: 2          Course, Time and Place: Web/Online

**Instructor Information:**

| Instructor: | Communication Information: | Office Hours: |
|---|---|---|
|  |  |  |

**Required Text:** Follari, M. L. (2015) *Foundation and Best Practices in Early Childhood Education: History, Theories, and Approaches to Learning* (4th Edition). Upper Saddle River, NJ: Prentice Hall. 978-013-474-7989

Required Materials or Readings:

**E-mail Requirement:** All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

**Attendance:** Attendance is required for all class sessions. Attendance will be measured in discussion posts to classmates and completing assignments on time. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor. Number of Instructor/Student hours: 2 credit hours equal 30 contact hours.

**Catalog Course Description:** 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. (2, 2T+0L). Asynchronous 200 minutes a week for an 8-week 2 credit hr. course.

Course Level Outcomes:

1. Demonstrate a commitment to the principles of professionalism and code of ethics in the field of early childhood education.
2. Identify the historical and theoretical foundations of early childhood education and demonstrate how these apply to current practice, theory and events in the field.
3. Demonstrate how to effectively advocate for families and children through understanding of public policy, legal issues, and current regulations.

NM Teacher Competencies (InTASC) and Department of Education's Conceptual Framework.

New Mexico Entry Level Teacher Competencies (InTASC):
B: Health, safety and nutrition:  Early childhood professionals promote physical and mental health and appropriate nutrition and provide an emotionally and physically safe environment for young children in partnership with their families. Sound health, safety, and nutritional practices provide the foundation for development and learning. Good nutrition is appropriate and important to the total development of young children and their families. Meals and snacks encourage good nutrition and eating habits. A safe environment prevents and reduces injuries for young children who are only beginning to recognize dangerous situations. **B.4.**
C: Family and community collaboration: Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and cooperative relationship with each child's family, encouraging family involvement, and supporting the child's relationship with his or her family. The diverse cultures and languages representative of families in New Mexico's communities are honored. **C.11.**
F: Assessment of children and evaluation of programs: Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate ongoing documentation and report information to families and professionals.

Appropriate early childhood assessment is responsive to cultural and linguistic differences. It includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measure in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, ongoing evaluation of their programs. **F.12.**

G. Professionalism: Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities in New Mexico. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in on-going professional development to enhance their knowledge and skills. **G.1, G.2, G.3, G.4, G.5, G.7.**

*DTE's Conceptual Framework* - The Conceptual Framework of the Department of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

Knowledge Principle-

6.      Professionalism- the teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7.      Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8.      Professionalism- the teacher candidate demonstrates a willingness to examine and implement change as appropriate.

Skills-

1. Utilization of technology-based tools to support student learning

Dispositions-

3. Ethical Behavior

Assignment Descriptions/Assessment Alignment:

| Assignment/Assessment | NMPED Teacher Competencies | Knowledge, Skill or Disposition | | Point Value |
|---|---|---|---|---|
| Reflection - Write a one-page, double-spaced reflection using the APA format. When reading: a) read assignment with diligence; b) develop scholarly notes; and c) reflect on the text with a high level of thinking. | B4, C11, F12, G1, 2, 3, 4, 5, 7 Objectives 1, 2, 3 | K 6,7,8 S1 D3 | 10 @ 3 pts | 30 pts |
| Research a current Early Childhood Multicultural or Linguistic Issue - Write a 3 to 4-page, double-spaced report using the APA format to describe a current Early Childhood Multicultural or Linguistic Issue | B4, C11, G1, 2, 3, 4, 5, 7 Objectives 2, 3 | K 6,7,8 S1 D3 | 1 @ 15 pts | 15 pts |
| Midterm Exam | B4, C 11, G1, 2, 3, 4, 5, 7 | K 6,7,8 S1 D3 | 1 @ 10 pts | 10 pts |
| Compare Curriculum Models for ECE Theorist Poster Power Point Presentation (15 slides) | C11, G1, 2, 3, 4, 5, 7, F12 Objectives 2, 3 | K 6,7,8 S1 D3 | 1 @ 15 pts | 15 pts |
| Attend an early childhood professional organization meeting or a community early childhood activity/report back to class | G2, G3, G4 Objectives 1, 3 | S1 D3 | 1@ 10 | 10 pts |
| Final Exam | B4, C11, G1, 2, 3, 4, 5, 7, Objectives 2, 3 | K 6,7,8 S1 D3 | 1 @ 20 pts | 20 pts |
| Total Points | | | | 100 |

## Course Dates, Topics, Assignments:

| Date | Topic/ Text Chapter | Assignment |
|---|---|---|
| WEEK 1 | Introduction to the Profession, Syllabus | Discussion |
| WEEK 2 | Introduction to the Profession | Online Discussion: Follow Guidelines and rubric: Focus questions/ Chapter 1, Reflection 1 |
| WEEK 3 | Foundations of Early Childhood Education | Online Discussion: Follow Guidelines and rubric: Focus questions/ Chapter 2, Reflection 2 |
| WEEK 4 | Foundations of Early Childhood Education | Online Discussion/ Chapter 3, Reflection 3 |
| WEEK 5 | Implementing Early Childhood Programs | Chapter 4, Reflection 4 |
| WEEK 6 | Implementing Early Childhood Programs | Online Discussion: Follow Guidelines and rubric: Focus questions/ Chapter 5, Reflection 5 |
| WEEK 7 | Assessment | Write a 3 to 4-page, double-spaced report using the APA format to describe a current Early Childhood Multicultural or Linguistic Issue |
| WEEK 8 | Assessment | Online Discussion: Follow Guidelines and rubric: Focus questions/ Midterm Exam |
| WEEK 9 | Assessment | Online Discussion: Follow Guidelines and rubric: Focus questions/ Chapter 6, Reflection 6 |

| WEEK 10 | Early Childhood Age Span | Compare Curriculum Models for ECE Theorist Poster Power Point Presentation (15 slides), Chapter 7 |
|---|---|---|
| WEEK 11 | Early Childhood Age Span | Online Discussion: Follow Guidelines and rubric: Focus questions/ Chapter 8, Reflection 7 |
| WEEK 12 | Early Childhood Age Span | Online Discussion: Follow Guidelines and rubric: Focus questions Chapter 9, Reflection 8 |
| WEEK 13 | Valuing Diversity and Community | Attend an early childhood professional organization meeting or a community early childhood activity/report back to class Chapter 10 |
| WEEK 14 | Valuing Diversity and Community | Online Discussion: Follow Guidelines and rubric: Focus questions/ Chapter 11, Reflection 9 |
| WEEK 15 | Guiding Children's Behavior | Online Discussion: Follow Guidelines and rubric: Focus questions/ Chapter 12, Reflection 10 |
| WEEK 16 | Guiding Children's Behavior | Online Discussion Wrap-up. |

**Grading:**

| | | |
|---|---|---|
| A+ 100 - 97 | A 96 - 93 | A- 92 - 90 |
| B+ 89 - 87 | B 86 - 83 | B- 82 - 80 |
| C+ 79 - 77 | C 76 - 73 | C- 72 - 70 |
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**Students with Disabilities:** Northern New Mexico College recognizes its responsibility for creating institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. If you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact the Resource Center at 505-747-2152 to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

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**Academic Ethics:** Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own.

Without proper acknowledgment. Examples include but are limited to 1) submitting as one's work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author's ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student's attention. If the problem is not resolved to the instructor's satisfaction, the incident will be reported to the Dean for follow-up action.

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*Department of Teacher Education*
# NORTHERN New Mexico College

ECED 2115 Introduction to Language, Literacy and Ready

Semester Taught:  Spring                          Credit Hours:  3
Time and Place:

Instructor Information

| Instructor: | Communication Information: | Office Hours: |
|---|---|---|
| | | |

Required Text:
J. Christie, B. Enz & C. Vukelich, (2014). *Teaching language and literacy: Preschool through the elementary grades, (5$^{th}$ Ed.)*. ISBN- 978-013-306-6814. Pearson.

Required Materials or Readings
Family Engagement, (2015-2023). University of New Mexico Early Childhood Services Center,
https://www.newmexicokids.org/quality-programs/child-care/family-engagement/

E-mail Requirement:  All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble, please contact IT at 505-747-2259.

Attendance:  Attendance is required for all class sessions. Attendance will be measured in discussion posts to classmates and completing assignments on time.  Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor. Number of Instructor/Student hours: Asynchronous 300 minutes a week for an 8-week 3 credit hr. course.

Catalog Course Description:  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, phonics, 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. (3,3T+0L).

## Course Level Objectives
1. Explore experiences and attitudes toward literacy learning that impact teaching and practices.
2. Explore a developmental approach to language acquisition, literacy development, and the components of literacy for children birth – 3$^{rd}$ grade.
3. Integrate the concepts that foster young children's oral language development, phonemic awareness, phonics, fluency, vocabulary, and comprehension skills.
4. Examine and synthesize literacy learning activities based on developmentally, culturally and linguistically appropriate reading and writing resources that reflect and promote community and home traditions.

New Mexico Entry Level Teacher Competencies
A. Child growth, development and learning
Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning.  A.7, A.8, A.9,

## C. Family and community collaboration

Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and cooperative relationship with each child's family, encouraging family involvement, and supporting the child's relationship with his or her family. The diverse cultures and languages representative of families in New Mexico's communities are honored. C.8, C.10.

## D. Developmentally appropriate content

Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children's initial experiences with these content areas form the foundation for later understanding and success. D.4, D.7.

## E. Learning environment and curriculum implementation

Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners. E.9, E.10, E.11.

## DTE's Conceptual Framework

The Conceptual Framework of the Department of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

## Knowledge Principle

1. Curriculum: the teacher candidate demonstrates knowledge of the content area and approved curriculum.
2. Instruction: the teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.
3. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

## Assignment Descriptions/ Alignment

| Assignment/Assessment | Course Objectives NMPED Early Childhood Competencies Conceptual Framework | Point Value | Points Earned |
|---|---|---|---|
| Discussion Board-Discussion Boards-Provide an opportunity to reflect on background knowledge and to connect new concepts | Course Objectives- 1-4 Early Childhood Competencies: D, E COE CF- KP 1, 2, 4 | 5@ 6 pts. | 30 pts |
| #1 Assignment Strategy Toolbox- Oral language development, phonemic awareness, phonics | Course Objectives- 1-3 Early Childhood Competencies: D, E COE CF- KP 1, 2, 3 | 1 @ 15 pts. | 15 pts |
| #2 Assignment- (20 books) Library Toolbox- developmentally, culturally and linguistically appropriate children's books- Age 3 to Grade 3 | Course Objectives- 1-3 Early Childhood Competencies: D, E COE CF- KP 1, 2, 3 | 1 @ 20 pts. | 20 pts |
| #3 Assignment Strategy Toolbox- Fluency, vocabulary, comprehension | Course Objectives- 1-3 Early Childhood Competencies: D, E COE CF- KP 1, 2, 3 | 1 @ 15 pts. | 15 pts |

| Assignment/Assessment | Course Objectives NMPED Early Childhood Competencies Conceptual Framework | Point Value | Points Earned |
|---|---|---|---|
| Final Project- Family & community Resources https://www.newmexicokids.org/quality-programs/child-care/family-engagement/ Examine and synthesize available resources for teaching reading and writing as integrated skills to support family and community involvement | Course Objectives- 1-4 Early Childhood Competencies: D, E COE CF- KP 1, 2, 3 | 1 @ 20 pts. | 20 pts |
| **Total Points** | | | 100 |

## Course Dates, Topics, Assignments

| Week | Topics Weekly Objective | Readings | Assignments Dates |
|---|---|---|---|
| Week #1 1/16/24 | Welcome- Introduction, course syllabus, assignments, Bb expectations  Course Objectives- 1, 2 Students will explore experiences and attitudes toward literacy learning that impact teaching and practices. Students will explore a developmental approach to language acquisition, literacy development, and the components of literacy for children birth – 3rd grade. | **Readings:** Christie, Enz & Vukelich: Pgs.4-21 (Chapter 1) **Topics**: Chapter 1- *Foundations of Language and Literacy* **Discussion Board-** -Students Introductions -Establish background knowledge and making new connections through application and reflection | Discussion #1 Introductions Course expectations Reflective practice  Opens: 1/16/2024 Due: 1/21/24 |
| WEEK #2 1/22/24 | Course Objectives- 2, 3 Students will explore a developmental approach to language acquisition, literacy development, and the components of literacy for children birth – 3rd grade.  Students will integrate the concepts that foster young children's oral language development. | **Readings:** Christie, Enz & Vukelich: Pgs.22-86 **Topics:** Chapter 2- *Oral Language Development*  **Topics**: Chapter 3- *Family Literacy*  **Discussion Board-** -Establish background knowledge and making new connections through application and reflection | Discussion #2 Reflective practice  Opens: 1/22/2024 Due: 1/28/24 |
| WEEK #3 1/29/24 | Course Objectives- 2, 3 Students will explore a developmental approach to language acquisition, | **Readings:** Christie, Enz & Vukelich: Pgs. 87- 159 | #1 Assignment Strategy Toolbox- Oral language development, |

| Week | Topics / Weekly Objective | Readings | Assignments Dates |
|---|---|---|---|
| | literacy development, and the components of literacy for children birth – 3rd grade.<br><br>Students will integrate the concepts that foster young children's oral language development and phonemic awareness. | **Topics**: Chapter 4- *Facilitating Oral Language Learning*<br>Chapter 5- *Emergent Literacy Strategies*<br><br>**Discussion Board-**<br>-Students Introductions<br>-Establish background knowledge and making new connections through application and reflection | phonemic awareness, phonics<br><br><br>Discussion #3<br>Reflective practice<br><br><br>Opens:<br>1/29/2024<br>Due: 2/04/24 |
| WEEK #4<br><br>02/05/24 | Course Objectives- 3, 4<br>Students will integrate the concepts that foster young children's oral language development, phonemic awareness, and phonics.<br><br>Students will examine and synthesize literacy learning activities based on developmentally, culturally and linguistically appropriate reading and writing resources that reflect and promote community and home traditions. | **Readings:**<br>Christie, Enz & Vukelich:<br>Pgs. 160- 220<br>**Topics**: Chapter 6- *Teaching Early Reading and Writing*<br>Chapter 7- *Assessing Early Literacy: Finding Out What Young Children Know and Can Do*<br><br>**Discussion Board-**<br>-Students Introductions<br>-Establish background knowledge and making new connections through application and reflection | Discussion #4<br>Reflective practice<br><br><br>Opens:<br>2/05/2024<br>Due: 2/11/24 |
| WEEK #5<br><br>02/12/24 | Course Objectives- 3<br>Students will integrate the concepts that foster young children's oral language development, phonemic awareness, phonics, and fluency. | **Readings:**<br>Christie, Enz & Vukelich:<br>Pgs. 223-293<br>**Topics**: Chapter 8- *Beginning Reading Instruction: Helping Children Learn to Read*<br>Chapter 9- *Continuing Reading Instruction in Grades 3-5*<br><br>**Discussion Board-**<br>-Students Introductions<br>-Establish background knowledge and making new connections through application and reflection | #2 Assignment<br>Classroom Library-<br><br><br>Discussion #5<br>Reflective practice<br><br><br>Opens:<br>2/12/2024<br>Due: 2/18/24 |
| WEEK #6<br><br>02/19/24 | Course Objectives- 3<br>Students will integrate the concepts that foster young children's oral language development, phonemic awareness, phonics, fluency, and vocabulary. | **Readings:** Christie, Enz & Vukelich:<br>Pgs.294- 328<br>**Topics:**<br>Chapter 10- *Creating Writers: Teaching Children to Write Well* | #3 Assignment<br>Strategy Toolbox-<br><br><br>Opens:<br>2/19/2024<br>Due: 2/25/24 |

| Week | Topics<br><br>Weekly Objective | Readings | Assignments Dates |
|------|------|------|------|
| WEEK #7<br><br>02/26/24 | Course Objectives- 3, 4 Students will integrate the concepts that foster young children's oral language development, phonemic awareness, phonics, fluency, vocabulary, and comprehension.<br><br>Students will examine and synthesize a collection of literacy learning activities based on developmentally, culturally and linguistically appropriate reading and writing resources that reflect and promote community and home traditions. | **Readings:** Christie, Enz & Vukelich:<br>Pgs.329- 355<br>**Topics:**<br>Chapter 11- *Teaching the Mechanical Skills of Writing* | Final Project-<br><br><br>Opens:<br>2/26/2024<br>Due: 3/03/24 |
| WEEK #8<br>03/04/24 | Students will examine and synthesize a collection of literacy learning activities based on developmentally, culturally and linguistically appropriate reading and writing resources that reflect and promote community and home traditions. | **Wrap it up – Tying it all together- Analyzing the learning process** | **Final Project**<br><br>**Due: 3/06/24** |

Grading

| | | |
|------|------|------|
| A+ 100 - 97 | A 96 - 93 | A- 92 - 90 |
| B+ 89 - 87 | B 86 - 83 | B- 82 - 80 |
| C+ 79 - 77 | C 76 - 73 | C- 72 - 70 |
| D+ 69 - 67 | D 66 - 63 | D- 62 - 60 |
| F 59 - 0 | | |

Late Work Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

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*Department of Teacher Education*
# NORTHERN New Mexico College

**Course**
**Name:** 2120   Curriculum Development through Play, Birth through age 4

**Semester Taught:** Fall
**Credit Hours:**  3
**Course, Time and Place:** Blackboard
Instructor Information:

| Instructor: | Communication Information: | Office Hours: |
|---|---|---|
| | | |

**Required Text:**  Swim, T. J. (2017). *Infants and toddlers: Caregiving and Responsive Curriculum and teaching* (9th ed.). Belmont,CA: Wadsworth. (ISBN: 9781305501010)

**E-mail Requirement:** All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you have technical problems, contactEagle Techs: (505) 747-2224, eagle.tech@nnmc.edu

**Attendance:** Attendance is required for all class sessions. Attendance will be measured in discussion posts to classmates and completing assignments on time. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor. Asynchronous 300 minutes a week for an 8-week 3 credit hr. course.

**Catalog Course Description:** 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 IFSP is included. Curriculum development is all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four, is emphasized. *Co-requisite*: ECED 2121L (2,2T+0L).

## Course Objectives:

1. Explain how young children develop and learn with knowledge of the concepts, inquiry tools, andstructure of content areas appropriate for different developmental areas.
2. 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, andmake decisions.
3. Demonstrate knowledge of varying program models and learning environments that meet theindividual needs of all young children, including those with diverse abilities.
4. Design curricula and learning environments based on developmental observational assessment,children's interests and relevant content topics.

## NM Teacher Competencies (InTASC) and the Department of Teacher Education's Conceptual Framework.

A: Child growth, development and learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning.**A.11.**

D: Developmentally appropriate content: Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the arts, literacy, mathematics, physical
education, health, social studies, science, and technology. Children's initial experiences with thesecontent areas form the foundation for later understanding and success. **D.1, D.2, D.6.**

E: Learning environment and curriculum implementation: Teaching and learning with young children isa complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionalsuse their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourageyoung children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners. **E.1, E.2, E.4, E.5, E.6, E.7, E.8, E.11**

F. Assessment of children and evaluation of programs: Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate ongoing documentation and report information to families and professionals. Appropriate early childhoodassessment is responsive to cultural and linguistic differences. It includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measure in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, ongoingevaluation of their programs. **F.9.**

*COE's Conceptual Framework* - The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class mustreflect the Conceptual Framework in the course topics, assignments, discussions and readings.

## Knowledge Principle-

    1. Curriculum: the teacher candidate demonstrates knowledge of the content area and approvedcurriculum.

    2. Instruction: the teacher candidate appropriately utilizes a variety of teaching methods and resources foreach area taught.

4. Learning: the teacher candidate comprehends the principles of student growth, development andlearning, and applies them appropriately.

7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive tothe promotion of positive student involvement and self-concept.

9. Collaboration- the teacher candidate works productively with colleagues, parents and community.

## Skills-

2. Utilization of Planning and Assessment tools

## Dispositions-

    1. Fairness

    2. A belief that all students can learn

Assignment Descriptions/ Alignment:

| Assignment | NMPED Teacher Competencies | Knowledge, Skill or Disposition | | Point Value |
|---|---|---|---|---|
| Weekly discussions/reflections | D1, 2, 6 E.1, 2, 4, 5, 6, 7, 8, 11 F9 | K7 S2 D2 | 8 @ 6 pts | 48pts |

| Assignment | NMPED Teacher Competencies | Knowledge, Skill or Disposition | | Point Value |
|---|---|---|---|---|
| Situational Application of Knowledge Assignments | E 1, 2, 4, 5, 6, 7, 8, 11 Objectives 3, 4 | K1, 2, 4, 7 S2 D2 | 3 @ 10pts | 30 pts |
| Design a learning activity for one of the following content areas: literacy, numeracy, social studies, health/wellness and science for a group of infants, toddlers, or 3- 4-year-olds. These activities must be linguistically and culturally appropriate. Use the NM ELG as reference. Use the NNMC Lesson Plan Template, supplemental articles/reading material and provide artifacts. | E. 1, 2,4, 5, 6, 7, 8 11 F. 9 Objectives 1-4 | K1, 2, 4, 7, 9 S2 D2 | 1@22pts | 22 pts |
| TOTAL POINTS | | | | 100 pts |

## Course Dates, Topics, Assignments:

| Date | Topic/ Text Chapter | Assignment |
|---|---|---|
| WEEK 1 | **Part 1** Understanding the Foundations of Professional Educ. Chapter 1- Taking a Developmental Perspective Chapter 2- Physical and Cognitive /Language Development | **Introduction:** Introduce yourself, what you expect to learn, something about your educational experiences, and post. **#1 Discussion Board:** Post and respond to the following questions: A. What are supports and policies that foster meaningful relationships with children? B. What do schedules and high-quality care mean in relation to your work with children? |
| WEEK 2 | Chapter 3 - Social and Emotional Development Chapter 4- Attachment and the Three A's | **#2 Discussion Board:** Post and respond to the following question: A. Explain what primary care, continuity of care, and small group size mean. **Situational Application of Knowledge Assignment #1:** Read, *Reading Checkpoint* on page 20, and *Case Study-Trisha* on page 21. Write a response to the questions and post to the Discussion Board. |
| WEEK 3 | Chapter 5- Effective Preparation and Tools Part 2: Establishing a Positive Learning Environment Chapter 6- Building Relationships and Guiding Behaviors | **#3 Discussion Board:** Post and respond to the following question: A. What are the three A's? B. Describe the components of a positive learning environment with culturally responsive and respectful exchanges of ideas. |
| WEEK 4 | Chapter 7 Supportive Communication with Families and Colleagues Chapter 8- The Indoor and Outdoor Learning Environments | **#4 Discussion Board:** Post and respond to the following question: A. What are your responsibilities in terms of developing positive relationships with families? B. Reflection explanation—do your biases and judgments about families impact how children learn? **Situational Application of Knowledge Assignment #2:** Read, *Reading Checkpoint* on page 237, and *Case Study-Lukaz and Taylor* on |

| Date | Topic/ Text Chapter | Assignment |
|---|---|---|
| | | page 238. |
| WEEK 5 | Chapter 9- Designing the Curriculum<br>**Part 3** Developing Responsive Curriculum pg. 240<br>Chapter 10- Early Interventions | **#5 Discussion Board:** Post and respond to the following question:<br>A. What purpose does *learning about the interests of children* really mean when developing curriculum? |
| WEEK 6 | Chapter 11- Teaching Children Birth to Twelve Months<br>Chapter 12 – Teaching Children Twelve to Twenty-Four Months | **#6 Discussion Board:** Post and respond to the following question:<br>A. Describe developmentally appropriate practices (DAP).<br>**Situational Application of Knowledge Assignment #3:** Read, *Reading Checkpoint* on page 306, and *Case Study-Lennie Bites* on page 315-316. Make a graphic organizer (see example on page 235 in Chapter 9) of **all** that you learned from Chapters 10-12 and post to the Discussion Board Week 6. |
| WEEK 7 | Chapter 13- Teaching Children Twenty-Four to Thirty-Six Months<br>Chapter 14 Developing Appropriate Content | **#7 Discussion Board:** Post and respond to the following question:<br>A. Name some principles from the Reggio Emilia Approach (REA). Which principle do you find most interesting, and why? |
| WEEK 8<br>**Last week of the course.**<br>**All assignments due by Friday @ 5:00 pm** | End of Course Wrap Up | **#8 Discussion Board:** Post and respond to the following question:<br>A. Brain development, brain architecture, and literacy efforts mean what to you?<br>**Final Assignment post to Discussion Board Week 8** (no more than 5 PowerPoint slides or comparable alternative format, include images/drawings, etc.)**: Design** a learning activity for one of the following content areas: literacy, numeracy, social studies, health/wellness and science for a group of infants, toddlers, or 3- 4-year-olds. |

## Grading

| | | |
|---|---|---|
| A+ 4.33 Outstanding | A 4.00 Outstanding | A- 3.67 Outstanding |
| B+ 3.33 Above Average | B 3.00 Above Average | B- 2.67 Above Average |
| C+ 2.33 Average, Passing | C 2.00 Average, Passing | C- 1.67 Average, Passing |
| D+ 1.33 Below Passing | D 1.00 Below Passing | D- 0.67 Below Passing |
| F 0.00 Not Passing · | | |

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*Department of Teacher Education*
# NORTHERN New Mexico College

**Course Name**: ECED 2121L Curriculum Development Through Play – Birth through Age 4 (PreK)
**Practicum -**
**Semester Taught:** Fall **Credit Hours:** 2
**Course, Time and Place:** Blackboard **Placement Required**

**Instructor Information:**

| **Instructor:** | **Communication Information:** | **Office Hours:** |
| --- | --- | --- |
| | | |

**Required Text:** No text
**Required Materials or Readings:**

**E-mail Requirement:** All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you have technical problems, contact Eagle Techs: (505) 747-2224, eagle.tech@nnmc.edu

**Attendance:** Attendance is required for all class sessions. Attendance will be measured in discussion posts to classmates and completing assignments on time. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

**Catalog Course Description:** 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. As assigned by the instructor, you will be engaged in specific responsibilities for 75 hours in field and/or lab experiences. You must have a background check on file with the Department of Teacher Education. *Co-requisite*: ECED 2120 (Fall). (2, 2T+0L).

## Course Objectives:

1. Provide or facilitate a variety of activities that foster development of the whole child in the following areas: Physical/motor, social/emotional, language/cognitive and adaptive/living skills.
2. Based in observation and interactions with children, explain using a strengths-based perspective, how each child is unique and can be encouraged through diverse ways, including creative play.
3. Utilize a physical setting, schedule, routines, and transitions to provide quality experiences that promote children's development and learning.

**NM Teacher Competencies (InTASC), College of Education's Conceptual Framework, and the NNMC Student Learning Outcomes.**
*New Mexico Entry Level Teacher Competencies (InTASC):*

A: Child growth, development and learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning. **A.5.**
D. Developmentally appropriate content: Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the

arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children's initial experiences with these content areas form the foundation for later understanding and success. **D.5, D.7.**

E: Learning environment and curriculum implementation: Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners. **E.4, E.5, E.6, E.7, E.8.**

*COE's Conceptual Framework* - The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

**Knowledge Principle-**

1. Curriculum: the teacher candidate demonstrates knowledge of the content area and approved curriculum.

2. Instruction: the teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

3. Teaching: the teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

4. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. Professionalism- the teacher candidate demonstrates a willingness to examine and implement change as appropriate.

**Skills-**

2. Utilization of Planning and Assessment tools

**Dispositions-**

3. Ethical Behavior

| Assignment/Assessment | NMPED Teacher Competencies | Knowledge, Skill or Disposition | Point Value |
|---|---|---|---|
| Introductory letter: write a letter to your mentor teacher introducing yourself and thanking the teacher for the opportunity to complete the practicum in her/his classroom. | A.5 D5, D7, E 4, 5, 6 7, 8 Objectives 1,2, 3, 4 | K1, K4, K7, D2, S1 | 1 @10 pts 10 pts |
| Placement information form, plan to complete hours | | K8 D3 | 1 @5 pts 5 pts |
| Plan to complete the 75 hours of practicum | | K8 D3 | 1@10 pts 10 pts |
| Background check Confirmation | | K 8 D3 | 1 @ 5 pts 5 pts |
| Design a physical environment that encourages: active involvement, initiative, self-expression, creativity, and responsibility. The physical environment should include distinct blocks of time. | A.5 D5, D7, E 4, 5, 6 7, 8 Objectives 1, 3 | K3, K4, K7, D1, S1 | 1 @20 pts 20 pts |
| Dispositions Checklist (self-evaluation) | | K1, K7, D2, S1 | 1 @10 pts 10 pts |

| Reflective Practice- Write a one-page, double-spaced journal entry. Reflect on your practicum experience with a high level of thinking. | A.11<br>D. 2, 3, 4, 6<br>E. 1, 2, 4, 5, 6, 7, 12<br>F. 9 | K1, K4, D2, S2 | 1 @15 pts<br>15 pts |
| Attendance logs: Submit weekly attendance logs for all the hours of practicum until you complete at least 75 hours. You must submit one form for each week of practicum. You may submit each log at the end of the week or all logs at the end of the practicum. | | K8<br>D3 | 1 @ 25 pts<br>25 pts |
| Discussions: share your practicum observations with your classmates through classroom discussion posts | A.11<br>D. 2, 3, 4, 6<br>E. 1, 2, 4, 5, 6, 7, 12<br>F. 9 | K1, K4, D2, S2 | 5 @ 5 pts<br>25 pts. |
| TOTAL POINTS | | | 125 pts |

## Course Dates, Topics, Assignments:

| Date | Topic | Assignment |
|---|---|---|
| WEEK 1 | Introduction, Lab Experiences, Curriculum | Discussion -- Introduction: Introduce yourself, what you expect to learn, and something about your educational experiences.<br>Documentation:<br>Placement information form<br>Background check confirmation<br>Plan to complete practicum hours<br>Discussion: Activity--Play, nature, and the Reggio Emilia Approach |
| WEEK 2 -3 | Integrated Curriculum, Using Anti-bias Materials in the Classroom, Creative Expression of Children, Planning Blocks of Time for Learning | Discussion, Week 3: Activity—The environment as the third teacher<br><br>Observational notes sharing with peers |
| WEEK 4-5 | Curriculum for the Whole Child, How to Write a Lesson Plan, What Works for Delivering Curriculum? | Discussion, Week 5: —Planning with the interests of children in mind.<br>Observational notes sharing with peers |
| WEEK 6 – 7 | What are the Elements of a Good Lesson plan? Creating Meaningful Learning Environments, Why Are Observations Important? | Lesson Plan/Implementation of early literacy lesson<br>Discussion, Week 7: Activity—Reflective teaching, journaling, and the child as the protagonist.<br>Observational notes sharing with peers |
| WEEK 8<br>Last week of the course. **All assignments due by Friday @** | Professionalism, Professional Codes of Ethics/Conduct<br><br>Practicum Reflective Practice | Observational notes sharing with peers<br>Dispositions checklist (self-evaluation)<br>Attendance Logs<br>Reflective Journal |

| 5:00 pm | | |
|---------|---|---|

**Grading:**

| | | |
|---|---|---|
| A+ 100 - 97 | A 96 - 93 | A- 92 - 90 |
| B+ 89 - 87 | B 86 - 83 | B- 82 - 80 |
| C+ 79 - 77 | C 76 - 73 | C- 72 - 70 |
| D+ 69 - 67 | D 66 - 63 | D- 62 - 60 |
| F 59 - 0 | | |

| | A | B | C |
|---|---|---|---|
| **Familiarity with information** | Informative, Shows knowledge of the course material | Little information and/or shows little knowledge of course material | Lacks information and/or does not show knowledge of course material |
| **Completeness** | Includes all assignment requirements | Includes some of the assignment requirements | Includes a few of the assignment requirements |
| **Thought and Effort** | Demonstrates much thought and effort | Demonstrates some thought and effort | Demonstrates very little thought and effort |
| **Punctuation, grammar, and spelling** | Appropriate punctuation, grammar, and spelling | Some grammatical, punctuation, and spelling errors | Many grammatical, punctuation, and spelling errors |
| **Organization** | Ideas are logically organized, using APA style where required | Somewhat logically organized | Lacks organization |
| **Punctuality** | Submitted on time | Submitted up to 2 days late | Submitted up to four days late |

**Late Work:** Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

**Students with Disabilities:** Northern New Mexico College recognizes its responsibility for creating institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. If you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact the Resource Center at 505-747-2152 to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

**NNMC Incomplete Policy:** The grade of 'I' is given for course work that could not be completed due to circumstances beyond the student's control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT'S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the 'I' automatically becomes an 'F' when the deadline passes.

**Academic Ethics:** Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own without proper acknowledgment. Examples include but are limited to 1) submitting as one's worked a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author's ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student's attention. If the problem is not resolved to the instructor's satisfaction, the incident will be reported to the Dean for follow-up action.

Students are responsible for referring to the Student Handbook for specific policies and procedures.

*Department of Teacher Education*

# NORTHERN New Mexico College

ECED 2130 Curriculum Development and Implementation Age 3 through Grade 3

**Semester Taught: Spring**                 **Credit Hours: 3**
Time and Place: Blackboard

## Instructor Information

| Instructor: | Communication Information: |
|---|---|
|  |  |

**Required Text:** C. Eliason, L. Jenkins. (2016) *A Practical Guide to Early Childhood Curriculum* (10[th]ed.)
Pearson – ISBN 978-013-380-1293

**E-mail Requirement:** All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

**Attendance:** Attendance is required for all class sessions. Attendance will be measured in discussion posts to classmates and completing assignments on time. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor. Number of Instructor/Student hours: Asynchronous 300 minute a week for an 8-week 3 credit hr. course.

**Catalog Course Description:** The curriculum course focuses on developmentally appropriate curriculum content in early childhood programs in the early childhood years. 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 development of IEPs is included. *Co-requisite*: ECED 2131 (3,3T+0L).

## Course Level Outcomes:
1. Explain how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels.
2. 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.
3. Students will demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities.
4. Design curricula and learning environments based on developmental observational assessment, children's interests and relevant content topics.

## New Mexico Entry Level Teacher Competencies
### A. Child growth, development and learning
Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning. **A.11.**
### D. Developmentally appropriate content
Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and interdisciplinary integration. Their approach to curriculum

content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children's initial experiences with these content areas form the foundation for later understanding and success. **D.2, D.3, D.4, D.6.**

## E. Learning environment and curriculum implementation

Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners. **E.1, E.2, E.4, E.5, E.6, E.7, E.12.**

## F. Assessment of children and evaluation of programs

Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate ongoing documentation and report information to families and professionals. Appropriate early childhood assessment is responsive to cultural and linguistic differences. It includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measure in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, ongoing evaluation of their programs. **F.9.**

## DTE's Conceptual Framework

The Conceptual Framework of the Department of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

### Knowledge Principle

1. Curriculum: the teacher candidate demonstrates knowledge of the content area and approved curriculum.
3. Teaching: the teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.
positive student behavior and a safe and healthy environment.
7. Diversity: the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

### Skills

1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

### Dispositions

1. Fairness
2. A belief that all students can learn

## Assignment Descriptions/ Alignment

| Assignment/Assessment | NMPED Teacher Competencies | Knowledge, Skill or Disposition | Point Value |
|---|---|---|---|
| Chapter Reading, Reflection and Discussion Board: Reading Checkpoint | A.11 <br> D. 2, 3, 4, 6 <br> E. 1, 2, 4, 5, 6, 7, 12, <br> F. 9 <br> Objectives 1, 2, 3 | K1, K 3, K4, D2, S2 | 6@ 5pts =30 pts |
| **Assignment #1**-Language & Literacy | D. 2, 3, 4, 6 | K1, K4, K7, D2, | 1 @ 15pts =15 pts |

| | | | |
|---|---|---|---|
| Curriculum Implementation | E. 1, 4, 6, 8<br>Objectives 1, 2, 3, 4 | S1 | |
| **Assignment #2** -Design a physical environment that encourages: active involvement, initiative, self -expression, creativity, and responsibility. The physical environment should include distinct blocks of time. Power Point | E. 1, 2, 4, 5, 6<br>Objectives, 1, 2,3, 4 | K3, K4, K7, D1,<br>S1 | 1 @ 15pts =15 pts |
| **Assignment #3** -Science & Math Curriculum Implementation | D. 2, 3, 4, 6<br>E. 1, 4, 6, 8<br>Objectives 1, 2, 3, 4 | K1, K4, K7, D2,<br>S1 | 1 @ 20pts =20 pts |
| Final Project -Unit Plan on Inclusive Classroom-<br>Develop a thematic unit plan that includes opportunities for self-expression, exploration, and creative play. | A.11<br>D. 2, 3, 4, 6<br>E. 1, 2, 4, 5, 6, 7, 12<br>F. 9<br>Objectives 1, 2, 3, 4 | K1, K7, D2, S1 | 1 @20pts =20 pts |
| TOTAL POINTS | | | 100 pts |

## Course Dates, Topics, Assignments

| Date | Topic/ Text Chapter | Assignment |
|---|---|---|
| WEEK 1 | **PART 1 Introduction to ECED (pg.1)** Chapter 1 ECED & Developmentally Appropriate Practice | #1 Online Discussion: Follow Guidelines and rubric: Reading Checkpoint Questions & Reflective |
| WEEK 2 | Chapter 2 Family School and Community Partnerships<br>Chapter 3- Assessment<br>Chapter 4- Planning the Curriculum | #2 Online Discussion: Follow Guidelines and rubric: Reading Checkpoint Questions & Reflective |
| WEEK 3 | **PART 2 Personal & Social Development (pg.93)**<br>Chapter 5- Appreciation Differences<br>Chapter 6- Myself and Others | #3Online Discussion: Follow Guidelines and rubric: Reading Checkpoint Questions & Reflective<br>**Assignment #1**-Language & Literacy Curriculum Implementation |
| WEEK 4 | **PART 3 Cognitive and Literacy Development (pg.169)**<br>Chapter 7- Language Development<br>Chapter 8 -Literacy Development | **Assignment #2** -Design a physical environment that encourages: active involvement, initiative, self -expression, creativity, and responsibility. The physical environment should include distinct blocks of time. Power Point |
| WEEK 5<br><br>Cont'd<br>Week5 | **PART 4 Science & Math Development (pg.221)**<br>Chapter 9 Science & Math<br>Chapter 10 Physical Science | #4 Online Discussion: Follow Guidelines and rubric: Reading Checkpoint Questions & Reflective<br>**Assignment #3** -Science & Math Curriculum Implementation |
| WEEK 6 | Chapter 11- Earth & Space Science Experiences<br>Chapter 12- Life Science<br>Chapter 13- Mathematics | #5 Online Discussion: Follow Guidelines and rubric: Reading Checkpoint Questions & Reflective |
| WEEK 7 | **PART 5 Aesthetic & Creative Development. (pg.345)**<br>Chapter 14-Developmentally Appropriate content Chapter 15 – Creativity, Art, & Dramatic Activities | Final Project -Unit Plan on Inclusive Classroom-<br>Develop a thematic unit plan that includes opportunities for self-expression, exploration, and creative play. |
| WEEK 8 | Tying it all together | #6 Online Discussion: Follow Guidelines and rubric: Reflection on Learning Experience |

## Grading

| | | |
|---|---|---|
| A+ 100 - 97 | A 96 - 93 | A- 92 - 90 |
| B+ 89 - 87 | B 86 - 83 | B- 82 - 80 |
| C+ 79 - 77 | C 76 - 73 | C- 72 - 70 |
| D+ 69 - 67 | D 66 - 63 | D- 62 - 60 |
| F 59 - 0 | | |

## WRITTEN and DISSCUSSION ASSIGNMENTS You will be evaluated on how well you understand the information gained in this course by demonstrating your understanding through participation in class and through course assignments. The following rubric will be used to grade assignments

**Assignment Rubric**

| Rubric Criteria | A | B | C |
|---|---|---|---|
| Familiarity with information | Informative, Shows knowledge of course material | Little information and/or shows little knowledge of course material | Lacks information and/or does not show knowledge of course material |
| Completeness | Includes all assignment requirements | Includes some of the assignment requirements | Includes a few of the assignment requirements |
| Thought and Effort | Demonstrates much thought and effort | Demonstrates some thought and effort | Demonstrates very little thought and effort |
| Punctuation, grammar, and spelling | Appropriate punctuation, grammar, and spelling | Some grammatical, punctuation, and spelling errors | Many grammatical, punctuation, and spelling errors |
| Organization | Ideas are logically organized, using APA style where required | Somewhat logically organized | Lacks organization |
| Punctuality | Submitted on time | Submitted up to 2 days late | Submitted up to four days late |

## Late Work
Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

## Students with Disabilities
Northern New Mexico College recognizes its responsibility for creating institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. If you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact the Resource Center at 505-747-2152 to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

## NNMC Incomplete Policy
The grade of 'I' is given for course work that could not be completed due to circumstances beyond the student's control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT'S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the 'I' automatically becomes an 'F' when the deadline passes.

## Academic Ethics
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own without proper acknowledgment. Examples include but are limited to 1)

submitting as one's work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author's ideas as though they were your own original ideas, or 3) using work by another student with your name as the author.  When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student's attention. If the problem is not resolved to the instructor's satisfaction, the incident will be reported to the Dean for follow-up action.

Students are responsible for referring to the Student Handbook for specific policies and procedures.

*Department of Teacher Education*

# NORTHERN New Mexico College

ECED 2131 Practicum Curriculum Development and Implementation Age 3 through Grade 3

**Semester Taught:** Spring **Credit Hours:** 3
Time and Place: Blackboard

## Instructor Information

| Instructor: | Communication Information: |
|---|---|
| | |

**Required Text:** Practicum—No Textbook required

**Required Materials or Readings:** Available on Blackboard- *New Mexico Early Learning Guidelines Birth through Kindergarten* and *New Mexico Early Learning Guidelines \*Essential Indicators w/Rubrics Preschool to Kindergarten 2020.*

**E-mail Requirement:** All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

**Attendance:** Attendance is required for all class sessions. Attendance will be measured in discussion posts to classmates and completing assignments on time. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor. This is a practicum, hours required at an approved school site must be a minimum of 75 clock hours.

**Catalog Course Description:** 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. *Co-requisite:* ECED 2130 (2, 0T+2L).

## Course Level Outcomes
1. Provide or facilitate a variety of activities that foster development of the whole child in the following areas: Physical/motor, social/emotional, language/cognitive and adaptive/living skills.
2. Based in observation and interactions with children, explain using a strengths-based perspective, how each child is unique and can be encouraged through diverse ways, including creative play.
3. Utilize a physical setting, schedule, routines, and transitions to provide quality experiences that promote children's development and learning.
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.

## New Mexico Entry Level Teacher Competencies

### A. Child growth, development and learning
Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth,

development, and learning. **A.5.**

## D. Developmentally appropriate content

Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children's initial experiences with these content areas form the foundation for later understanding and success. **D.5, D.7.**

## E. Learning environment and curriculum implementation

Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners. **E.4, E.5, E.6, E.7, E.8.**

## DTE's Conceptual Framework

The Conceptual Framework of the Department of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

## Knowledge Principle

1. Curriculum: the teacher candidate demonstrates knowledge of the content area and approved curriculum.
3. Teaching: the teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.
positive student behavior and a safe and healthy environment.
7. Diversity: the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

## Skills

1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

## Dispositions

1. Fairness
2. A belief that all students can learn

## Assignment Descriptions/Assessment Alignment

| Assignment/Assessment | NMPED Teacher Competencies | Knowledge, Skill or Disposition | Point Value |
|---|---|---|---|
| Placement information form, plan to complete hours | | K8 D3 | 1 @5 pts 5 pts |
| Attendance log- minimum 75 clock hours | | K8 D3 | 1@10 pts 10 pts |
| Compose Introduction Letter - One-page letter to teacher, double-spaced adhering to professional boundaries, Competency G. | | K8 D3 | 1 @5pts 5 pts |
| Design a physical environment that encourages: active involvement, initiative, self-expression, creativity, and responsibility. The physical environment should include distinct blocks of time. | A.5 D5, D7, E 4, 5, 6 7, 8 Objectives 1, 3 | K3, K4, K7, D1, S1 | 1 @15 pts 15 pts |
| Science Lesson - Lesson plan including an introduction, summation and evaluation for a 30-minute early literacy lesson | A.5 D5, D7, E 4, 5, 6 7, 8 Objectives 1,2, 3, 4 | K1, K4, K7, D2, S1 | 1 @10 pts 10 pts |
| Dispositions Checklist (self, mentor, COE faculty) | | K1, K7, D2, S1 | 3 @10 pts 30 pts |
| Reflective Practice- Write a one-page, double-spaced journal entry. Reflect on your practicum experience with a high level of thinking. | A.11 D. 2, 3, 4, 6 E. 1, 2, 4, 5, 6, 7, 12 F. 9 | K1, K4, D2, S2 | 1 @25 pts 25 pts |
| TOTAL POINTS | | | 100 pts |

## Course Dates, Topics, Assignments

| Date | Topic/ Text Chapter | Assignment |
|---|---|---|
| WEEK 1-3 | Introduction, Lab Experiences, Curriculum | Placement information form Background check confirmation Plan to complete practicum hours |
| WEEK 2 -3 | Integrated Curriculum, Using Anti-bias Materials in the Classroom, Creative Expression of Children, Planning Blocks of Time for Learning | |
| WEEK 4-5 | Curriculum for the Whole Child, How to Write a Lesson Plan, What Works for Delivering Curriculum? | Design a physical environment that encourages: active involvement, initiative, self-expression, creativity, and responsibility. The physical environment should include distinct blocks of time. |
| WEEK 6 - 7 | What are the Elements of a Good Lesson plan? Creating Meaningful Learning Environments, Why Are Observations Important? | Science Lesson - Lesson plan including an introduction, summation and evaluation for a 30-minute early literacy lesson |
| WEEK 8 | Professionalism, Professional Codes of Ethics/Conduct Practicum Reflective Practice | Dispositions Checklist (self, mentor, COE faculty) Completed Attendance log Reflective Journal |

## Grading

A+ 100 - 97                          A 96 - 93                          A- 92 - 90

B+ 89 - 87        B 86 - 83        B- 82 - 80
C+ 79 - 77        C 76 - 73        C- 72 - 70
D+ 69 - 67        D 66 - 63        D- 62 - 60
F 59 – 0

## WRITTEN and DISSCUSSION ASSIGNMENTS...

You will be evaluated on how well you understand the information gained in this course by demonstrating your understanding through participation in practicum and through course assignments.

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| Assignment Criteria | A | B | C |
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| Completeness | Includes all assignment requirements | Includes some of the assignment requirements | Includes a few of the assignment requirements |
| Thought and Effort | Demonstrates much thought and effort | Demonstrates some thought and effort | Demonstrates very little thought and effort |
| Punctuation, grammar, and spelling | Appropriate punctuation, grammar, and spelling | Some grammatical, punctuation, and spelling errors | Many grammatical, punctuation, and spelling errors |
| Organization | Ideas are logically organized, using APA style where required | Somewhat logically organized | Lacks organization |
| Punctuality | Submitted on time | Submitted up to 2 days late | Submitted up to four days late |

**Late Work:** Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

**Students with Disabilities:** Northern New Mexico College recognizes its responsibility for creating institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. If you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact the Resource Center at 505-747-2152 to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

**NNMC Incomplete Policy:** The grade of 'I' is given for course work that could not be completed due to circumstances beyond the student's control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT'S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the 'I' automatically becomes an 'F' when the deadline passes.

**Academic Ethics:** Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own without proper acknowledgment. Examples include but are limited to 1) submitting as one's work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author's ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student's attention. If the problem is not resolved to the instructor's satisfaction, the incident will be reported to the Dean for follow-up action.
Students are responsible for referring to the Student Handbook for specific policies and procedures.

New Mexico Child Development Certificate & Early Childhood Professional Certificate
Competency Alignment
New Mexico Public Education Early Childhood Competencies
Department of Teacher Education Conceptual Framework-Knowledge Principles
InTASC Competencies
NAEYC Professional Standards & Competencies

In 2001, for the revitalization of teacher preparation programs at Northern New Mexico College, a workgroup of educators, representing of the communities of Northern New Mexico, developed a Conceptual Framework. The framework included eight knowledge principles deemed essential to the professional practice of educators. The group then took the knowledge principals and aligned them to New Mexico Public Education Department Early Childhood educator competencies. In 2018, the New Mexico Public Education Department (NMPED) updated the Early Childhood competencies, and again, the DTE aligned the knowledge principals taken from the Conceptual Framework. In 2024, the NMPED and the newly formed Early Childhood Education Care Department (ECECD) began work to align the 2018 NMPED competencies with the InTASC and NAEYC competencies in preparation for national accreditation efforts begin state-wide by NAEYC. The DTE again updated the alignment of competencies with the Conceptual Framework.

**Alignment of competencies to DTE Knowledge Principles.**

| NMPED Early Childhood Competencies | DTE Knowledge Principle | InTASC Competencies | NAEYC Professional Standards & Competencies |
|---|---|---|---|
| H. Knowledge of content: Early childhood teachers demonstrate content knowledge and knowledge of child development and learning both in terms of academic disciplines and interdisciplinary integration. Early childhood professionals demonstrate content knowledge including, but not limited to, the arts, literacy, mathematics, social studies, science, and technology. Early childhood teachers understand that children's initial experiences with these content areas form the foundation for later understanding and success. Thus, early childhood teachers develop, implement, and evaluate a content-rich, integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. | 1. Curriculum The teacher candidate demonstrates knowledge of the content area and approved curriculum. | D. Content knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make these aspects of the discipline accessible and meaningful to learners to assure mastery of the content. | Standard 5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum: Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about |

| | | | curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child. |
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| D. Developmentally appropriate content: Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and in term of interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children's initial experiences with these content areas form the foundation for later understanding and success.<br><br>I. Curriculum and content knowledge | 2. Instruction<br>The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught. | G. Planning for instruction: The teacher plans the instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and NMPED pedagogy, as knowledge of learners and the community context.<br><br>H. Instructional strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices: Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning. |
| F. Assessment of children & evaluation of programs: Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate ongoing documentation and report information to families and professionals. Appropriate early childhood assessment is responsive to cultural and linguistic differences. It includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measures in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, | 3. Assessment<br>The teacher candidate effectively utilizes student assessment techniques and procedures. | F. Assessment: The teacher understands and uses multiple measures of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. | Standard 3. Child Observation, Documentation, and Assessment: Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children's |

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| teachers, and other professionals. In addition, early childhood professionals engage in systematic, ongoing evaluation of their programs. | | | progress and, based on the findings, to plan learning experiences. |
| E. Learning environment & curriculum implementation: Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of developmentally appropriate practices, and their content knowledge to design, implement, and evaluate experiences that promote optimal development and learning for all children from birth to eight years. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners. | 4. Teaching The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding. | C. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.<br><br>E. Application of content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. | Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices: Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning. |
| A. Child growth, development, & learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning. | 5. Learning The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately. | A. Learner development: The teacher candidate understands how children and youth learn and develop and can provide learning opportunities that support their intellectual, social and personal development. | Standard 1. Child Development and Learning in Context: Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and |

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| | | | society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities. |
| B. Health, safety, nutrition: Early childhood professionals promote physical and mental health and appropriate nutrition and provide an emotionally and physically safe environment for young children in partnership with their families. Sound health, safety, and nutritional practices provide the foundation for development and learning. Good nutrition is critical to the overall development of young children. Meals and snacks encourage good nutrition and eating habits. A safe environment prevents and reduces injuries for young children who are only beginning to recognize dangerous situations. | 6. Diversity The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept. | B. Learning differences: The teacher candidate understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities. | Standard 6. Professionalism as an Early Childhood Educator: Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession. |
| G. Professionalism: Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities in New Mexico. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in ongoing professional development to enhance their knowledge and skills. | 7. Professionalism The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment. The teacher candidate demonstrates a willingness to examine and implement change as appropriate. | I. Professional learning & ethical practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. | Standard 6. Professionalism as an Early Childhood Educator: Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood |

| | | | profession. |
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| C. Family & community collaboration: Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and collaborative relationship with each child's family, encouraging family involvement, and supporting the child's relationship with their family. The diverse cultures and languages representative of families in New Mexico's communities are honored. | 8. Collaboration The teacher candidate works productively with colleagues, parents and community. | J. Leadership & collaboration: Leadership and collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. | Standard 2. Family–Teacher Partnerships and Community Connections: Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies. |

New Mexico Child Development Certificate Matrix
Early Childhood Professional Certificate Curriculum Matrix

| | NMPED: H KP-CF 1 InTasc: D NAEYC: 5 | NMPED: D & I KP-CF 2 InTasc: G & H NAEYC: 4 | NMPED: F KP-CF 3 InTasc: F NAEYC: 3 | NMPED: E KP-CF: 4 InTasc: C & E NAEYC: 4 | NMPED: A KP-CF 5 InTasc: A NAEYC: 1 | NMPED: B KP-CF: 6 InTasc: B NAEYC: 6 | NMPED: G KP-CF: 7 InTasc: I NAEYC: 6 | NMPED: C KP-CF: 8 InTasc: J NAEYC: 2 |
|---|---|---|---|---|---|---|---|---|
| ECED 1110 Child Growth, Development and Learning | | | | | X | | | |
| ECED 1115 Health, Safety, and Nutrition | | | | | | X | | |
| ECED 1120 Guiding Young Children | | X | | X | X | X | | X |
| ECED 1125 Assessment of Children & Evaluation of Programs | | X | | | | | | |
| ECED 1130 Family and Community Collaboration | | | | X | | | X | X |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| ECED 2110 Professionalism | | | X | | | X | X | X |
| ECED 2115 Introduction to Language, Literacy and Reading | | X | | X | X | | | X |
| ECED 2120 Curriculum Development through Play, Birth through age 4 | | X | X | X | X | | | |
| ECED 2121 Practicum-Birth through Age 4 | | X | | X | X | | | |
| ECED 2130 Curriculum Development & Implementation Age 3 through Grade 3 | | X | X | X | X | | | |
| ECED 2131 Practicum- Age 3 through Grade 3 | | X | | X | X | | | |

See Appendix B (part II) – ECPC Program Assessment & Evaluation of Program-level SLOs

**Introduction**
The New Mexico Public Education Department (NMPED) developed statutes that guide school personnel for licensure. These statues are the standards used for the Program Student Learning Outcomes (PSLOs) in the College of Education at Northern New Mexico College. The Department of Teacher Education at Northern New Mexico College developed the Conceptual Framework Competencies. These departmental competencies incorporate the entry-level skills that prepare teacher candidates. While the formal data collected will highlight criterion established by NMPED as its program student learning outcomes, it is important to include the Conceptual Framework Competencies, given that they embrace the knowledge, skills and dispositions that the Department of Teacher Education at Northern New Mexico College is committed to developing in every teacher candidate. The Northern New Mexico College Student Learning Outcomes are similar in scope and are also included and aligned with the Program Student Learning Outcomes and the Conceptual Framework.

**Data Collection Plan**
All of the Professional Certificate courses are included in the data collection plan. Assessment measures chosen are required key assignments for these courses and are diversified in order to connect the theoretical component of education to the practical aspect of teaching and learning. Each assessment measure will use a rubric as the assessment tool. Each rubric is distinctive and was created to measure the learning objectives for each course. For purposes of program student learning outcomes, the Benchmark is 75% of students will score 75% or greater on the assignment rubric.

During the first departmental meeting in fall, the Chair will discuss with faculty the assessment plan, measurement instruments, and implementation. Faculty will submit their assessment results on a departmental form and send electronically to the Assessment Coordinator or the Chair. The deadline date for fall and spring submissions will align with the NNMC date for assessment submissions. Data will be collected at the end of each semester.

At the first or second departmental meeting held in fall or spring, faculty will give an update on their data results for the previous semester. For example, faculty may highlight the activity implemented, the success of the activity, and if the activity needs to be strengthened/corrected for deficiencies for future offerings of the course.

At the first or second departmental meeting held in fall or spring, faculty will give an update on their data results for the previous semester. For example, faculty may highlight the activity implemented, the success of the activity, and if the activity needs to be strengthened/corrected for deficiencies for future offerings of the course.

**Data Sampling**
Data will be collected only from students enrolled in the class for credit.

**Definitions of Performance**
Data will be presented in histograms/table and submitted as part of the Annual Report.

**Storage**
Data will be stored in the MyDepart(s) O/Education drive and printed as needed.

**Assessment Cycle: Early Childhood Professional Certificate**

| Course | AA Early Childhood Education | Assessment Cycle |
|---|---|---|
| ECED 1110 Child Growth, Development and Learning | X | Fall 2025 |
| ECED 1120 Guiding Young Children | X | Fall 2025 |
| ECED 1130 Family and Community Collaboration | X | Spring 2025 |
| ECED 2115 Introduction to Language, Literacy and Reading | X | Spring 2025 |
| ECED 1115 Health, Safety, and Nutrition | X | Spring 2025 |
| ECED 2120 Curriculum Development through Play, Birth through age 4 | X | Fall 2026 |
| ECED 2121 Practicum-Birth through Age 4 | X | Fall 2026 |
| ECED 2110 Professionalism | X | Fall 2026 |
| ECED 2130 Curriculum Development & Implementation Age 3 through Grade 3 | X | Spring 2026 |
| ECED 2131 Practicum- Age 3 through Grade 3 | X | Spring 2026 |
| ECED 1125 Assessment of Children & Evaluation of Programs | X | Spring 2026 |

## Contents of the report

Each section begins with the program student learning outcomes followed by the curriculum map and the educational activities for outcomes achievements for each degree/certificate offered in the Department of Teacher Education. The Department of Teacher Education offers an Associate of Arts in Early Childhood Education and the Bachelor of Arts in Early Childhood Education.

**Associate of Arts in Early Childhood Education**
**Program Learning Outcomes**
**AND**
**Alignment with Conceptual Framework**

A. **PSLO**: Child growth, development, and learning: Foundations for all learning are established during early childhood.
Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning.

B. **PSLO**: Health, safety and nutrition: Early childhood professionals promote physical and mental health and appropriate
nutrition and provide an emotionally and physically safe environment for young children in partnership with their families. Sound health, safety, and nutritional practices provide the foundation for development and learning. Good nutrition is critical to the overall development of young children. Meals and snacks encourage good nutrition and eating habits. A safe environment prevents and reduces injuries for young children who are only beginning to recognize dangerous situations.

C. **PSLO**: Family and community collaboration: Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and collaborative relationship with each child's family, encouraging family involvement, and supporting the child's relationship with their family. The diverse cultures and languages representative of families in New Mexico's communities are honored.

D.  **PSLO**: Developmentally appropriate content: Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and in terms of interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children's initial experiences with these content areas form the foundation for later understanding and success.

E.  **PSLO**: Learning environment and curriculum implementation: Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of developmentally appropriate practices, and their content knowledge to design, implement, and evaluate experiences that promote optimal development and learning for all children from birth to eight years. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners.

F.  **PSLO**: Assessment of children and evaluation of programs: Early childhood professionals must develop knowledge of
    diverse assessment approaches, including observational skills. They use appropriate ongoing documentation and report information to families and professionals. Appropriate early childhood assessment is responsive to cultural and linguistic differences. It includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measures in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, ongoing evaluation of their programs.

G.  **PSLO:** Professionalism: Professionalism is built upon individual integrity, responsibility, and ethical practices that
    demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities in New Mexico. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in ongoing professional development to enhance their knowledge and skills.

H.  PSLO: Knowledge of Content: Early childhood teachers demonstrate content knowledge and knowledge of child
    development and learning both in terms of academic disciplines and interdisciplinary integration. Early childhood professionals demonstrate content knowledge including, but not limited to, the arts, literacy, mathematics, social studies, science, and technology. Early childhood teachers understand that children's initial experiences with these content areas form the foundation for later understanding and success. Thus, early childhood teachers develop, implement, and evaluate a content-rich, integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values.

I.  Curriculum and content knowledge

**DTE Conceptual Framework**: Knowledge Principal: 3) Teaching, 4) Learning; Disposition Principal: 1) Belief that all students can learn.

## Curriculum Map – Early Childhood Professional Certificate
### 100/200 Level Courses

| Program Outcome/ Course Competency | | A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Conceptual Framework:** **Knowledge: 1-8** **Skill: 1-2** **Disposition: 1-2** | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| ECED 1110 Child Growth, Development and Learning | Program Outcome/Competency Conceptual Framework | A: Child growth, development and learning KP- 3, 4, 5, 6, 7; S-1, 2; D-2, 3 | | | | | | | | | |
| ECED 1115 Health, Safety, and Nutrition | Program Outcome/Competency Conceptual Framework | B. Health, safety, nutrition KP- 1, 2, 3, 5, 6, 8 | | | | | | | | | |
| ECED 1120 Guiding Young Children | Program Outcome/Competency Conceptual Framework | A: Child growth, development and learning; B: Health, safety and nutrition; C: Family and community collaboration; E: Learning environment and curriculum implementation; F: Assessment of children and evaluation of programs KP- 4; D-3 | | | | | | | | | |
| ECED 1125 Assessment of Children & Evaluation of Programs | Program Outcome/Competency Conceptual Framework | F: Assessment of children and evaluation of KP- 3, 5, 7; S-2; D-2 | | | | | | | | | |
| ECED 1130 Family and Community Collaboration | Program Outcome/Competency Conceptual Framework | C: Family and community collaboration; E: Learning environment and curriculum implementation; G: Professionalism KP- 5, 6, 7, 8, 9; S-1, 2; D-3 | | | | | | | | | |
| ECED 2110 Professionalism | Program Outcome/Competency Conceptual Framework | B: Health, safety, nutrition; C: Family & community collaboration; F: Assessment of children & evaluation of programs; G: Professionalism KP- 6, 7, 8; S-1; D-3 | | | | | | | | | |
| ECED 2115 Introduction to Language, Literacy and Reading | Program Outcome/Competency Conceptual Framework | A: Child growth, development and learning; C: Family and community collaboration; D: Developmentally appropriate content; E: Learning environment and curriculum implementation KP-1, 2, 3 | | | | | | | | | |
| ECED 2120 Curriculum Development through Play, Birth through age 4 | Program Outcome/Competency Conceptual Framework | A: Child growth, development and learning; D: Developmentally appropriate content; E: Learning environment and curriculum implementation; F: Assessment of children and evaluation of programs KP-1, 2, 4, 7, 9; S-2; D-1, 2 | | | | | | | | | |

| ECED 2121 Practicum-Birth through Age 4 | Program Outcome/Competency Conceptual Framework | A: Child growth, development and learning; D: Developmentally appropriate content; E: Learning environment and curriculum implementation KP-1, 2, 3, 4, 7, 9; S-2; D-3 |
|---|---|---|
| ECED 2130 Curriculum Development & Implementation Age 3 through Grade 3 | Program Outcome/Competency Conceptual Framework | A: Child growth, development and learning; D: Developmentally appropriate content; E: Learning environment and curriculum implementation; F: Assessment of children and evaluation of programs KP-1, 3, 4, 7; S-1, 2; D-1, 2 |
| ECED 2131 Practicum-Age 3 through Grade 3 | Program Outcome/Competency Conceptual Framework | A: Child growth, development and learning; D: Developmentally appropriate content; E: Learning environment and curriculum implementation KP-1, 3, 4, 7; S-1, 2; D-1, 2 |

## Educational Activities for Outcome Achievements – Associate of Arts- Early Childhood Education

| Course | Assessment Measure | Outcomes per class | Assessment Tool | Methodology |
|---|---|---|---|---|
| ECED 1110 Child Growth, Development and Learning | Mini Case-Study | **Benchmark:** 75% of students will score 75% or greater on the assignment grading rubric | Rubric | Students will develop a case-study articulating the developmental stages observed |
| ECED 1115 Health, Safety, and Nutrition | Power point presentation | **Benchmark:** 75% of students will score 75% or greater on the assignment rubric | Rubric | Students will research and summarize a health issue and referral process |
| ECED 1120 Guiding Young Children | Case Study | **Benchmark:** 75% of students will score 75% or greater on the assignment rubric | Rubric | Students will research and summarize a behavioral issue and support plan |
| ECED 1125 Assessment of Children & Evaluation of Programs | Research Paper | **Benchmark:** 75% of students will score 75% or greater on the assignment rubric | Rubric | Students will research and develop a critique on a NAYEYC position paper |
| ECED 1130 Family and Community Collaboration | Family/Community Partnership Plan to promote early literacy | **Benchmark:** 75% of students will score 75% or greater on the assignment rubric | Rubric | Students will investigate and develop a family/school/community plan to promote literacy |
| ECED 2110 Professionalism | Philosophy of Education | **Benchmark:** 75% of students | Rubric | Students will develop a philosophy of education |

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| | | will score 75% or greater on the assignment rubric | | drawing from personal and professional experiences. |
| ECED 2115 Introduction to Language, Literacy and Reading | Family & community resources | ***Benchmark:*** 75% of students will score 75% or greater on the assignment rubric | Rubric | Students will examine and synthesize available resources for teaching reading and writing as integrated skills to support family and community involvement |
| ECED 2120 Curriculum Development through Play, Birth through age 4 | Content area learning activity | ***Benchmark:*** 75% of students will score 75% or greater on the assignment rubric | Rubric | Students will design a content area learning activity that is culturally and linguistically appropriate to selected student population. |
| ECED 2121 Practicum-Birth through Age 4 | Experiential reflections | ***Benchmark:*** 75% of students will score 75% or greater on the assignment rubric | Rubric | Students will submit a thoughtful weekly reflection of their experiences during their practicum. |
| ECED 2130 Curriculum Development & Implementation Age 3 through Grade 3 | Unit Plan | ***Benchmark:*** 75% of students will score 75% or greater on the assignment rubric | Rubric | Students will develop a thematic unit plan that includes opportunities for self-expression, exploration, and creative play. |
| ECED 2131 Practicum- Age 3 through Grade 3 | Experiential reflections | ***Benchmark:*** 75% of students will score 75% or greater on the assignment rubric | Rubric | Students will submit a thoughtful weekly reflection of their experiences during their practicum. |

# Appendix C – Annual Budget, Projected Enrollment & Projected Revenue

*Filters:* Year: 19-20, 20-21, and 21-22, Program: Early Childhood, Award : AA and BA



Gross Revenue to Instructional Cost Ratio = 1.18

# Appendix D – Gray Associates Score Card for CIP Code 13.121



CIP: 13.1210 Early Childhood Education/ Teaching

Market: New Mexico

Award Level: Bachelors and Below

Select Program

**CIP: 13.1210 Early Childhood Education/ Teaching**

Total Score: 30    Percentile: 98

**Student Demand** — Score: 24 Percentile: 99

**Market: New Mexico**

**Employment** — Score: 11 Percentile: 91

**Degree Fit:** Score: 0 Percentile: 50

**Competitive Intensity** — Score: -5 Percentile: 0

**National Workforce Ed. Attainment** — Score: 0

**CIP Description:**
A program that prepares individuals to teach students ranging in age from infancy through eight years (grade three), depending on the school system or state regulations. Includes preparation to teach all relevant subject matter.

# NORTHERN New Mexico College

## MEMORANDUM

**To:**       Board of Regents - Northern New Mexico College

**From:**    Dr. Larry Guerrero, Interim Provost and VP for Academic Affairs

**Date:**    March 28, 2025

**Re:**       Nursing Student Course Fees for Fall 2025

### *Issue:*
The Associate Degree Nursing (ADN) Program has been moving away from using textbooks and has adopted ATI comprehensive learning resources. Attached you will find information about the ADN program request to increase course fees for ATI standardized testing and comprehensive learning resources. The contract with ATI expires this month, which is why we are asking for formal approval of the new fees. At the same time, we are reducing the number of textbooks that we use.

### *Overview:*
The increase in student fees will be to cover the cost of ATI's complete learning package. The estimated additional cost per student will be approximately $257.50 per semester, ensuring full access to ATI's suite of tools. This increase will be offset by the elimination of traditional textbook costs.  By increasing student fees to support ATI's comprehensive learning platform, we can provide an innovative, cost-effective solution that enhances student success, streamlines educational costs, and improves NCLEX pass rates. Attached you will find a comprehensive list of student courses fees in the department of nursing & health sciences. The fees highlighted in red are new and need approval.

In addition to the nursing fees, approval is needed for fees associated with the phlebotomy clinical practicum course, specifically, a required student drug screen and student malpractice liability insurance.

### *Recommendation:*
I recommend the Board of Regents to approve the proposed student course fees effective Fall 2025.

921 Paseo de Oñate | Española, NM 87532 | Ph: 505 747.2100 | Fax: 505 747.2180
P.O. Box 160 | El Rito, NM 87530 | Ph: 575 581.4100 | Fax: 575 581.4140 | *www.nnmc.edu*
Northern is an equal opportunity and affirmative action employer.

Revised 3/17/2025

**Northern New Mexico College**
**Department of Nursing & Health Sciences**
**Course fees**
**Effective Fall 2025**

The following is a comprehensive list of nursing student's fees. Fees that are in red are either new or changed.

HLED 1115    $7 CPR cards and $16 for textbook for total of $21
HSCI 109     $27 CPR Cards and $23 textbook for total of $50
HSCI 160L    $15 Malpractice liability insurance. $50 Materials and Certification for EMT-Basic for a total of $65

NURS 1100L   $15 Student malpractice liability insurance
NURS 1113    $693.75 – ATI Resources (new fees $971)
NURS1113L    $15 Student malpractice liability insurance; $50 drug screening; $100 student uniform; $70 for student lab supply tote; for a total of $235
NURS 1125    $713.50 – ATI Resources (new fees $971)
NURS 1125L   No additional fees for ATI
NURS 2225    $713.50 – ATI Resources (new fees $971)
NURS 2225L   $15 Student malpractice liability insurance and $50 urine drug screen; for a total of $65
             No additional fees for ATI
NURS 2235    $713.50 – ATI Resources (new fees $971)
NURS 2235L   $45 Capital Challenge.
             No additional fees for ATI

NURS 4430    $15 Student malpractice liability insurance
NURS 4451    $15 Malpractice liability insurance

*PHLB 1104L   $15 Malpractice liability insurance. $50 Drug screen
*New program, clinical course fees)

**Proposal for Increased Student Fees to Support ATI Learning Resources**
**Submitted to the NNMC Board of Regents**

**Introduction**
The NNMC Associate Degree Nursing Program respectfully submits this proposal requesting an increase in student fees to facilitate the complete adoption of Assessment Technologies Institute (ATI) learning resources. This initiative will enhance nursing education by providing comprehensive, standardized learning tools while simultaneously eliminating the need for students to purchase traditional textbooks.

The Associate Degree Nursing Program began integrating ATI resources into the curriculum in the Fall of 2022, recognizing their value in enhancing student learning and success. Since then, ATI has become an essential component of nursing education, demonstrating significant benefits in student preparedness and performance. Notably, our nursing graduates have achieved a 100% NCLEX pass rate for the past two years, and we believe this success is related to the use of ATI resources.

**Rationale for the Proposal**

1. **Enhanced Learning Outcomes**
   ATI provides interactive, evidence-based learning resources that align with NCLEX preparation and clinical competencies. These tools offer personalized learning experiences and adaptive testing, improving student comprehension and retention.
2. **Cost Savings for Students**
   By fully integrating ATI resources into the curriculum, students will no longer be required to purchase expensive textbooks. The complete transition to ATI will result in predictable, streamlined costs included in student fees, potentially reducing the overall financial burden.
3. **Standardized Educational Tools**
   The adoption of ATI resources across all courses ensures that every student has access to the same high-quality materials. This standardization enhances curriculum consistency and facilitates better faculty support.
4. **Improved NCLEX Pass Rates**
   ATI's evidence-based learning resources have been shown to increase NCLEX pass rates by providing targeted remediation and practice assessments that closely mirror the exam format. The NNMC Nursing Department's 100% NCLEX pass rate over the past two years is a strong indicator of ATI's effectiveness in preparing students for success.

**Proposed Fee Structure**
We propose a reasonable increase in student fees to cover the cost of ATI's complete learning package. The estimated additional cost per student will be approximately $257.50 per semester, ensuring full access to ATI's suite of tools. This increase will be offset by the elimination of traditional textbook costs.

**Conclusion**
By increasing student fees to support ATI's comprehensive learning platform, we can provide an

innovative, cost-effective solution that enhances student success, streamlines educational costs, and improves NCLEX pass rates. We respectfully request the Board of Regents to approve this proposal, allowing the Associate Degree Nursing Program to move forward with full ATI adoption.

**Respectfully submitted,**


Melanie Colgan
ADN Program Director
3/17/2025

February 26, 2025

# Complete Partnership Renewal

- ATI Innovation and Enhancements
- Renewal Cost
- Next steps

NORTHERN
New Mexico
College

ati + 

**Complete Partnership**

**John Brooks**
Complete Account Executive

**Shannon Meijer**
Integration Specialist, Nurse Educator

**Larissa Bair**
NCLEX Services Manager

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# 2025 Complete Enhancements

# Launch: Nursing Academic Readiness Overview

## Complete Partnership Only

**Orientation**

- Introduction to ATI portal
- Meet your ATI educator
- Introductory survey

**Success Skills**

- Wellness strategies
  - Mental health simulation
- Creating a mindset
  - Experiences
  - Reflection
  - Professional identity
- Academic strategies
  - Test-taking skills
  - Study skills
  - Classroom skills

**Nursing Math Basics**

- Pre-assessment
- Introduction to med math
- Basic math
- Systems of measurements
- Post-assessment

**Nursing Terminology**

- Pre-assessment
- Medical terminology overview
- Common language
  - Prefixes
  - Suffixes
  - Root words
  - Abbreviations
- Post-assessment

**Anatomy & Physiology Review**

- Pre-assessment
- Anatomy & physiology tutorial
- Post-assessment

**Program Assessment & Evaluation**

- Final assessment
- Completion survey
- Program evaluation

**ATI educator will facilitate student's progression through modules for 4-6 weeks.**

ATI NURSING EDUCATION

NNMC achieved 87% license adoption in 2024!

Now up to 93% in 2025!



ati Engage® Series

FUNDAMENTALS

COMMUNITY &
PUBLIC HEALTH

MENTAL HEALTH

ADULT
MEDICAL-SURGICAL

MATERNAL, NEWBORN,
WOMEN'S HEALTH

PEDIATRICS

PHARMACOLOGY
Coming Fall
2025

NURSING
CONCEPTS
Coming Winter
2025

PATHOPHYSIOLOG
Coming Fall
2026

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EDUCATION

# Engage Series Roadmap

| 2022 | 2023 | 2024 | 2025 and Beyond |
|------|------|------|-----------------|
| Engage Mental Health | Engage Adult Medical-Surgical | Engage Maternal Newborn & Women's Health (PN Program) | Pharmacology |
| Engage Community & Public Health | | | Nursing Concepts |
| Engage Fundamentals 2.0 | | Engage Pediatrics (PN Program) | Pathophysiology |

Subject to change

ati NURSING EDUCATION
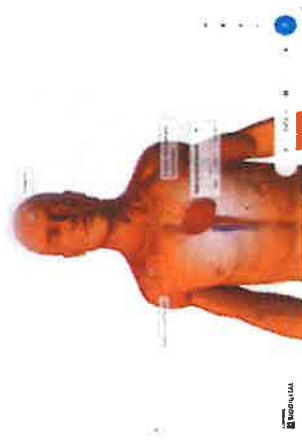
# Outcome: Increase student engagement.

pharmacology learning without textbooks

**Coming Fall 2025**

## Streamline pharmacology education

Connecting content to application by integrating case studies at beginning of each module which threads through content to give students real-life examples.

## Boost student confidence with diverse practice activities

Client education activities students can practice via case study video giving client education on new medications.

## Develop clinical judgment through interactive learning tools

Virtual applications aligned with module learning objectives along with clinical judgment cognitive functions. Podcast associated with each module.

*Elevate your pharmacology instruction with a solution that simplifies content delivery, bolsters student confidence, and sharpens pharmacology and clinical skills for real-world nursing excellence.*

**ati NURSING EDUCATION**

# Engage Pathophysiology



- 51 modules
- Very visual!
  - Whiteboard & Interactive Animations, GIFs, and Videos
- Connecting Content to Application
  - Virtual applications aligned with module learning objectives
  - Client education activities, students can practice via video giving client education on disease
- Modules aligned with Engage Pharm to support Pharm/Patho combined courses, or to be used together

ATI ENGAGE™ SERIES
PEDIATRICS
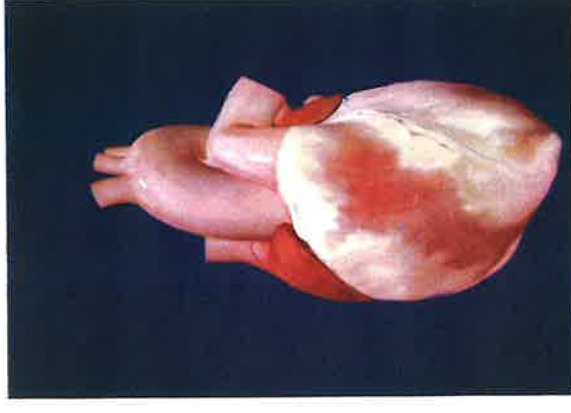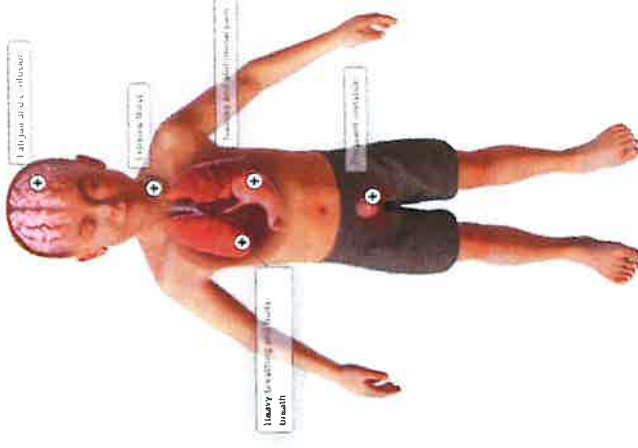
# Engage Series
## Educator Resources

**Ready-to-use educator resources**
- Lesson plans
- PowerPoints
- Clinical Judgment Case Studies with Concept Maps
- Discussion and Reflection Questions

**Educator Insights**
- Student proficiency
- Student preparedness

**Test Banks**
- NCLEX items per module with NGN items

Expert Chart

ATI® Engage Series Concept Map

ADMITTING DIAGNOSIS

ASSESSMENT FINDINGS

CLIENT PROBLEM 1: DESCRIPTION

CLIENT PROBLEM 1: INTERVENTIONS

CLIENT PROBLEM 2: DESCRIPTION

CLIENT PROBLEM 3: DESCRIPTION

CLIENT PROBLEM 3: INTERVENTIONS

POTENTIAL CLIENT OUTCOMES

SBAR
S – Situation
B – Background
A – Assessment
R – Recommend

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# Engage Series Textbook Crosswalks

Engage™ Pediatrics – Textbook Crosswalk

Engage Maternal, Newborn, and Women's Health – Textbook Crosswalk

## Pediatrics Crosswalk

| Engage™ Pediatrics (ATI Nursing Education) | Wong's Essentials of Pediatric Nursing 11th Edition (Elsevier) |
|---|---|
| **UNIT I: Overview of Pediatric Nursing** | |
| | Chapter 1: Perspectives of Pediatric Nursing |
| Module 1: Pediatric Nursing Today | |
| Module 2: Genetics and Genomics in Pediatric Nursing | Chapter 2: Family, Social, Cultural, and Religious Influences on Child Health Promotion |
| | Chapter 3: Developmental and Genetic Influences on Child Health Promotion |
| | Chapter 4: Communication and Physical Assessment of the Child and Family, Nutrition Section |
| Module 3: Health Assessment of Pediatric Clients | Chapter 5: Pain Assessment in Children |
| | Chapter 20: Pediatric Nursing Interventions and Skills |
| **UNIT II: Caring for Pediatric Clients Across the Lifespan** | |
| Module 4: Newborns- 2 to 28 Days | Chapter 7: Health Promotion of the Newborn and Family |
| | Chapter 8: Health Problems of Newborns |
| Module 5: Infants- 1 Month to 1 Year | Chapter 9: Health Promotion of the Infant and Family |
| | Chapter 10: Health Problems of Infants |
| | Chapter 11: Health Promotion of the Toddler and Family |
| Module 6: Toddlers- 1 to 3 Years | Chapter 13: Health Problems of Toddlers and Preschoolers |
| | Chapter 12: Health Promotion of the Preschooler and Family |
| Module 7: Preschoolers- 3 to 6 Years | Chapter 13: Health Problems of Toddlers and Preschoolers |
| Module 8: School-Age Children- 6 to 12 Years | Chapter 14: Health Promotion of the School Age Child and Family |

## Maternal, Newborn, and Women's Health Crosswalk

| Engage Maternal, Newborn, and Women's Health (ATI Nursing Education) | Maternal-Newborn Critical Components of Nursing Care 4th Edition (F.A. Davis) Durham |
|---|---|
| **UNIT I: Overview of Maternal, Newborn, and Women's Health Care** | |
| | Chapter 1: Trends and Issues |
| Module 1: Maternal Newborn Nursing Today | Chapter 2: Ethics and Standards of Practice Issues |
| Module 2: Family, Culture, and Environment | Chapter 5: The Psycho-Social-Cultural Aspects of Pregnancy |
| Module 3: Genetics and Genomics in Maternal Newborn Care | Chapter 3: Genetics, Conception, Fetal Development, and Reproductive Technology |
| **UNIT II: Reproductive and Women's Health** | |
| Module 4: Reproductive Health Promotion, Prevention, and Care | Chapter 18: Well Women's Health |
| Module 5: Reproductive Health Alterations | Chapter 19: Alterations in Women's Health |
| **UNIT III: Pregnancy and Fetal Development** | |
| Module 6: Fetal Lifespan | Chapter 3: Genetics, Conception, Fetal Development, and Reproductive Technology |
| | Chapter 6: Antepartal Tests |
| Module 7: Uncomplicated/Healthy Pregnancy | Chapter 4: Physiological Aspects of Pregnancy |
| Module 8: High-Risk Pregnancy | |
| Module 9: Complications of Pregnancy Hemorrhagic Disorders | Chapter 7: Complications of Pregnancy |
| Module 10: Complications of Pregnancy Hypertensive Disorders | Chapter 7: Complications of Pregnancy |
| Module 11: Complications of Pregnancy Endocrine Disorders | Chapter 7: Complications of Pregnancy |
| **UNIT IV: Labor and Birth** | |

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# Updated Engage Reporting

Supports educators in understanding:

- Did my students interact with the module?
  - Student performance summary of engagement within a module
- Which students met my assignment criteria?
  - Detailed history of test attempts and remediation time
- Which concepts are my students understanding?
  - Group performance on learning objectives and topics
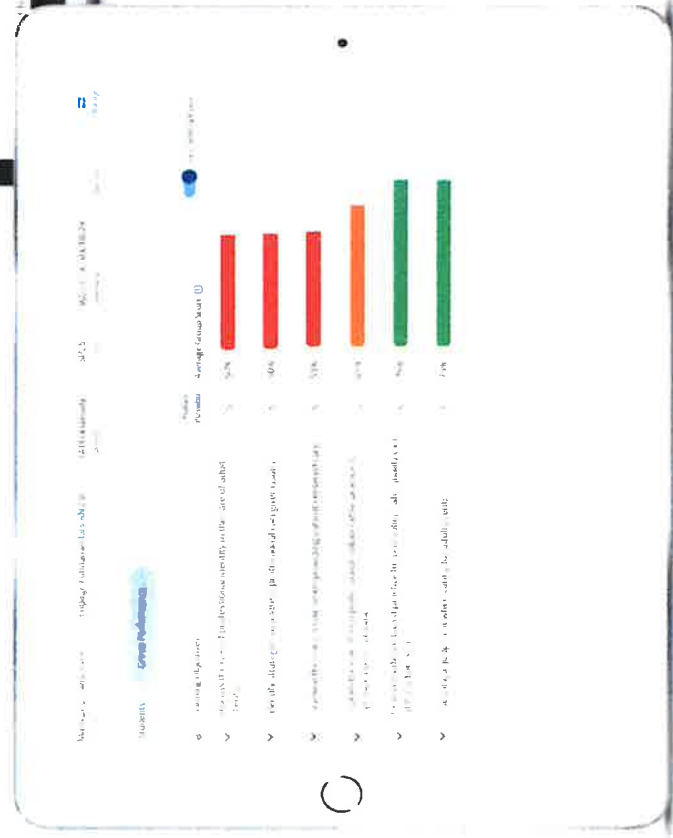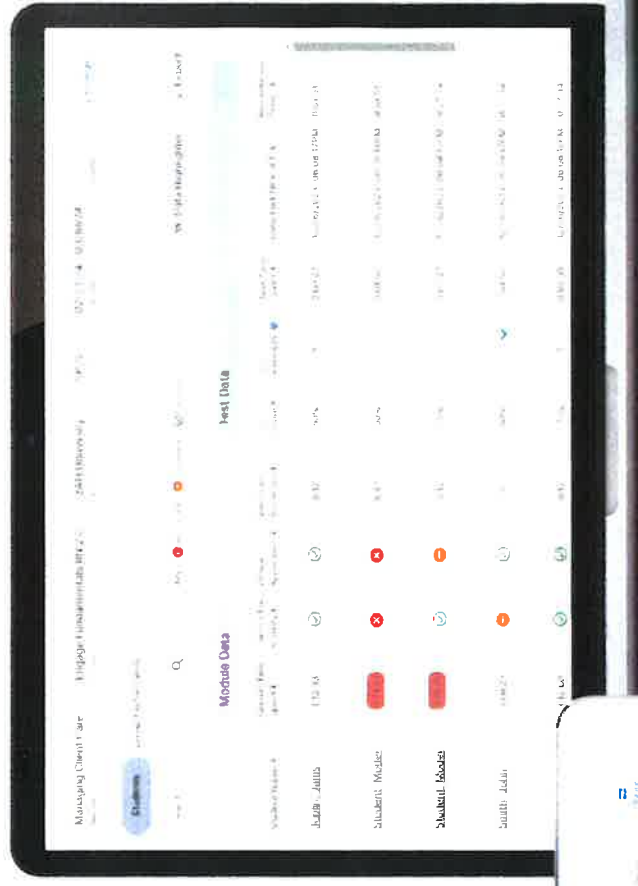


Release: Fall 2025 (subject to change)

## Introducing Claire AI™

Claire is the first AI-powered aide purpose-built for nurse educators. Integrated into our Custom Assessment Builder, Claire will save you time, streamline your item writing, and better prepare your students.
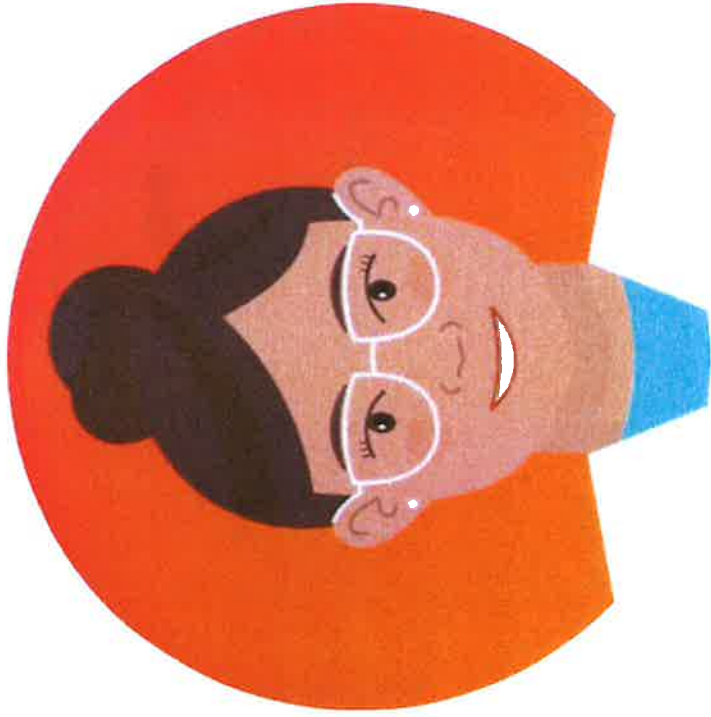
**Benefits of Custom Assessment Builder with Claire AI**

**Instantly saves time and effort**

**Provides more opportunity for teaching**

**Vast supply of content**

How Claire Works:

Claire guides you in creating content quickly by presenting simple prompts to help you write:

- Multiple response questions
- Multiple choice select-all-that-apply questions.

With Claire, you can say goodbye to toggling between multiple sources when constructing assessments.

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# CAB Assessment Generator  ● Create assessment with Claire

## Complete Partnership Only

Expanding Claire AI to save educators time by building full assessments, with multiple questions and multiple prompts at one time

**1** Choose assessment specifics
- Subject/prompt
- Outcome category
- Question types and counts

**2** Review questions, revise as needed

**3** Finalize and publish

What kind of assessment can I help you create?
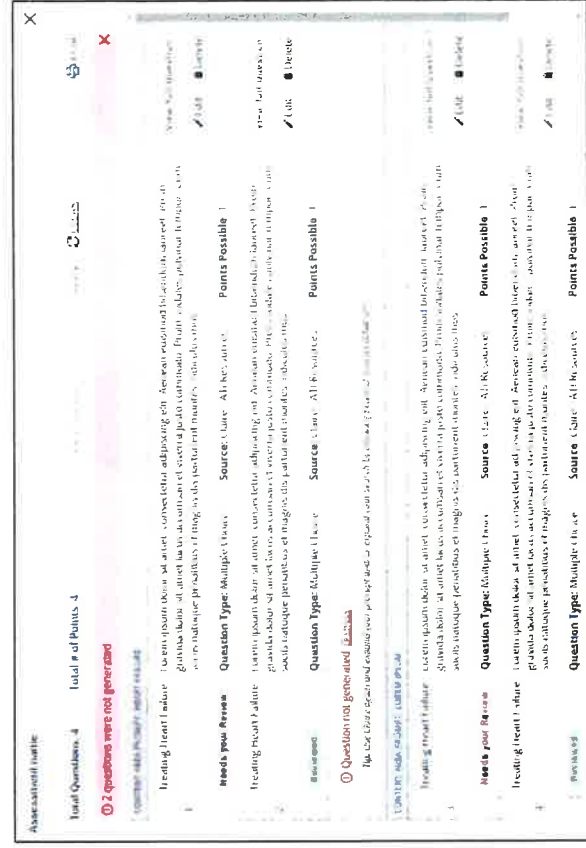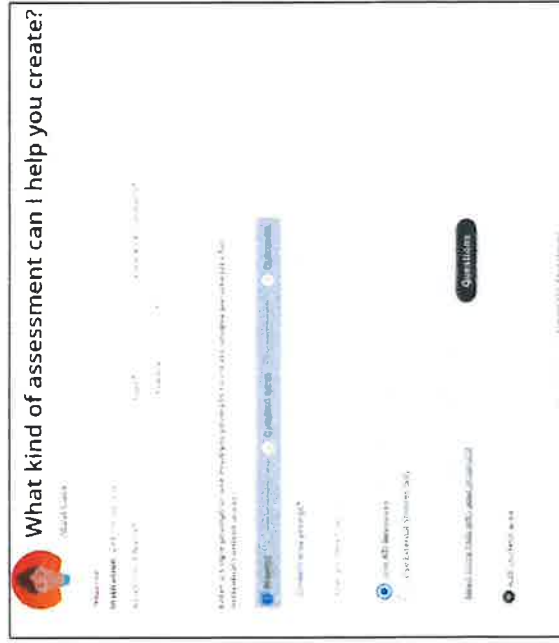
# Engage Virtual Mentor

- Virtual Mentor with Claire AI™ offers 24/7 personalized academic support. Guides the learner through following outputs:
  - summarize, explain, practice
  - Storybook, jingles
  - multiple choice
  - multiple response
  - creates flashcards
  - matching game
  - bowtie

- References Engage Content

- Provides educators with aggregated insights into student inquiries and learning trends

- Allows educators to tailor their instruction to better meet the needs of their students and improve educational outcomes.

Looking for complete clients to be pilot programs!
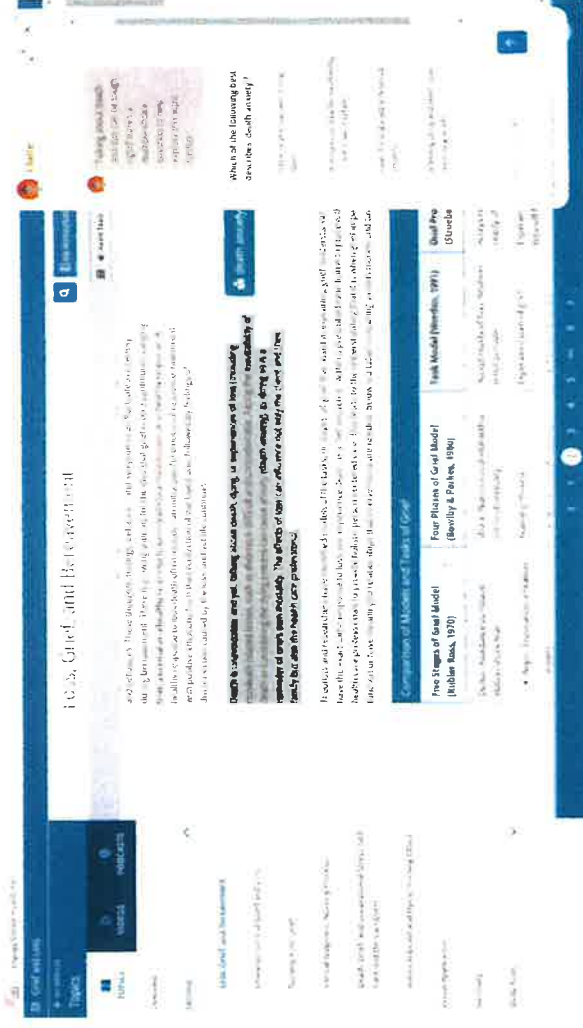


Can you write me a jingle about influenza?

Claire

Sure, here's a little jingle for you: 🎵 "When the sniffles and sneezes won't let you be, it's the flu knocking, can't you see? Get your vaccine, stay healthy and strong, so you can keep moving all day long! 🎵 How's that for a catchy tune?

# Flashcards with Claire AI™ – Core Nursing Solution

## NEW Flashcards Hub!

Generate flashcards with Claire AI!

- Build using one of three prompts:
  - Performance on a recent assessment (Missed Topics)
  - By content area(s)
  - Recently studied content (i.e. Recent Activity)
- Access to all:
  - Pre-made tutorial flashcards
  - Self-created flashcards
- Ability to create additional flashcards
- Quick access to flashcards for students via:
  - New "Flashcards Hub" Tab
  - Focused Review button on IPP

## Enhanced Tutorials Features:

- Students can now create their own flashcards within module content!
- More flashcards added to existing products
  - i.e., Engage series, Dosage Calc 4.0, PME 5.0, HA 3.0, NL 3.0, Skills

# Virtual-ATI Next Generation

We're listening . . . . .

It would be nice to have someone who is able to respond to students on the weekend when we have questions. Its hard when the only open messaging time for us through ATI is Monday through Friday.

Often the complaints I hear most often is the instructions are confusing and extended wait times for responses sometimes greater than 3 to 5 days.

Where we are headed...

Content structure to NCLEX outcomes vs nursing subject/courses

Student's Comp Predictor and CMS results are leveraged as a starting point

Adaptive dynamic platform, unique remediation path per student

Platform is self-paced, moving student through based on their performance without ATI Educator being the gate keeper

AI Virtual Mentor, break down rationales and provide support when ATI Educators are not available

Variety of media rich content – animations, videos, gifs, flashcards, etc

Students feel the remediation provided during Virtual ATI is the same for everyone and not individualized.

Typed open ended questions/answers are not an effective way of learning for most students. Increasing technology and including more case studies, osmosis videos and simulations along with testing can provide a better experience.

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# Learning Management System Integration

## Complete Partnership Only

## LMS Integration Launched in 2025

- Practice and Custom Assessments send the individual % score

- Pre/Post Module Test send the individual % score

- CMS Proctored Assessments send the Proficiency Value (0,1,2,3)

- Proctored Comprehensive Predictor Assessments send the Probability of Passing %

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# 2026 NCLEX Test Plan Change

## Content Mastery Series and Comprehensive Predictor

### Test Plan Change in 2026

- Test Security Continued Priority and Focus

- Increase item bank size and form count in rotation

- Content Mastery Series, Targeted Med-Surg and Comprehensive Predictor updates

- Review Module Updates

- NCLEX Services Assessment updates (Live Review, Test Taking Strategies, Capstone, and Virtual ATI)

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# ATI Consulting Reminder!

## Where can ATI support your nursing program?

### Receive 4 New Consulting Days With ATI Complete Renewal



## Consulting Solutions

*Cultivating excellence in nursing education through expert consultation*

At ATI, we want to be the first choice for all your nursing educational needs. That's why we created ATI Consulting Solutions — to offer nursing schools a broad range of relevant and timely consultations by our expert nurse consultants backed by years of experience and data.

Our consultants can create a plan tailored to the specific needs of your program. For your convenience, consulting offerings may be conducted virtually in 3-hour (1/2 day) or 6-hour (full day — may be virtual or in person) sessions. Continuing nursing professional development contact hours are available for select offerings. [1]

Complete clients receive complimentary consulting hours that can be used for contact hours — **a value of up to $20,000.**

### Support Data Repository

| Consulting Offering | Hours/Contact Hours |
| --- | --- |
| ATI Program Manager Consulting Support | Varied |

### Strengthen Accreditation Preparedness

| Consulting Offering | Hours/Contact Hours |
| --- | --- |
| Accreditation Support | Varied |
| Best Practices Using ATI Data in Program Evaluation | |
| Overview of Curriculum, or Accreditation Process | 3 (2.5) |
| Overview of Program Evaluation and Systematic Evaluation Plan | 6 (2+6) |

### Expand Curriculum Development

| Consulting Offering | Hours/Contact Hours |
| --- | --- |
| Incorporating Competencies into Curriculum to Meet the Needs of the 21st Century Nurse | 6-12* |
| Development of a Concept Based Curriculum that Meets the Needs of the 21st Century Nurse | 3-12* |
| Development of a Traditional Curriculum that Meets the Needs of the 21st Century Nurse | 3-12* |

www.atitesting.com | (800) 667-7531

### Elevate Faculty Role

| Consulting Offering | Hours/Contact Hours |
| --- | --- |
| Assessment & Evaluation of Student Learning | 3 (2.5) |
| Creating a Culture for Retention of Faculty and Students in Nursing Education | 3 (2.5) |
| Engaging Minds, Enhancing Skills. Active Learning Strategies in Nursing Education | 3 (2.5) |
| NCLEX® Item Writing | 3 (2.5) |
| Item Analysis / Test Blueprinting | 3 (2.5) |
| NCLEX® Case Study Development and Item Writing | 3 (2.5) |
| Practical Application Strategies for Artificial Intelligence in Nursing Education | 3 (2.5) |
| Promoting Inclusivity and Student Accountability through Effective Classroom Management | 3 (2.5) |

### Enhance Simulation Knowledge

| Consulting Offering | Hours/Contact Hours |
| --- | --- |
| Application of Healthcare Simulation Standards of Best Practice | 3 (2.5) |
| Designing Simulation Based Learning for Clinical Competency | 3 (2.5) |
| Pre-briefing and Debriefing for Clinical Judgment Across the Curriculum | 3 (2.5) |

[1] Length of workshop and contact hours awarded varies according to content delivered, the presentation, ATI Program Manager support as needed per data returned, data reduction tied to both accreditation and hour awarded, amount that benefits Core Competencies for Professional Nurse [3] location applicable some Rey the American Association colleges of Nursing which may be accessed at http://www.aacnnursing.org/Faculty/Download-Order

**To learn more about ATI's consulting solutions visit: atitesting.com/educator/solutions/consulting or contact your ATI representative**

# Redundancy Inventory Analysis

## Reduce Overall Student Cost

## Resource Redundancy Inventory

Prepared for Northern New Mexico College

ATI Complete RN Resources

NORTHERN New Mexico College

| Course | Current Required Resources | Author | List Price | ATI Resource Replacement |
|---|---|---|---|---|
| NURS 1106 Pharmacology | Pharmacology and the Nursing Process | Lilley + Collins | $125.99 | Pharmacology Made Easy<br>**Engage Pharmacology (Fall 2025)**<br>Swift River Simulations |
| | Mosby's Drug Guide for Nursing Students | Skidmore-Roth | $47.99 | **2025 Nursing Drug Handbook** |
| NURS 1113 Fundamentals | Ackley and Ladwig's Nursing Diagnosis Handbook | Makic + Martinez-Kratz | $77.99 | Nursing Diagnoses are not on the NCLEX Test Plan. ATI covers the Nursing Process and Clinical Judgment Measurement Model in the following solutions:<br>• Engage Fundamentals<br>• Nurse Logic |

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# Redundancy Inventory Analysis

## Reduce Overall Student Cost

| Course | Title | Author | Cost | ATI Product |
|---|---|---|---|---|
| **NURS 1114L Health Assessment** | Study Guide and Lab Manual for Physical Examination and Health Assessment | Jarvis | $50.99 | |
| | *Pocket Companion for Physical Examination and Health Assessment | Jarvis + Eckhardt | $65.99 | **HealthAssess** Skills Modules |
| **NURS 1119** | *Success in Practical/Vocational Nursing | Knecht | $65.99 | **Achieve** |
| **NURS 2217 Obstetrics** | Maternal Child Nursing Care | Perry, Cashio, Hockenberry, Lowdermilk + Wilson | $158.99 | **Engage Maternal Newborn + Women's Health** **Engage Pediatrics** HealthAssess Real Life Clinical Reasoning Scenarios Swift River Simulations |
| | Comprehensive Review for NCLEX-RN | Silvestri + Silvestri | $75.99 | BoardVitals Capstone Live Review Virtual ATI |

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# Redundancy Inventory Analysis

## Reduce Overall Student Cost

| NURS 2214 Psychiatric Nursing | | Engage Mental Health |
|---|---|---|
| Varcarolis' Essentials of Psychiatric Mental Health Nursing | Fosbre | **Engage Mental Health**<br>The Communicator<br>Real Life Clinical Reasoning Scenarios<br>Video Case Studies<br>Swift River Simulations |
| | $94.99 | |
| **Total** | **$698.92** | |

*Total potential savings through replacement with ATI Resources = $698.92*

Prepared by: ___ Cara Rigby, DNP, RN, CNE     Date: ___ February 11, 2025 ___

*Note: Costs for "Required Resources" are prices obtained from publisher website. While ATI may provide suggestions regarding the use of ATI materials, the decision to purchase these resources is that of your institution. ATI review modules are not intended to fully replace the program's textbooks.*

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# Northern NM College

ADN Program
April 26, 2025 – May 1, 2028

## New Resources

ATI Launch

Engage Med Surg
Engage Pediatrics
Engage Maternal Newborn
Engage Pharmacology

CAB Claire AI Item and
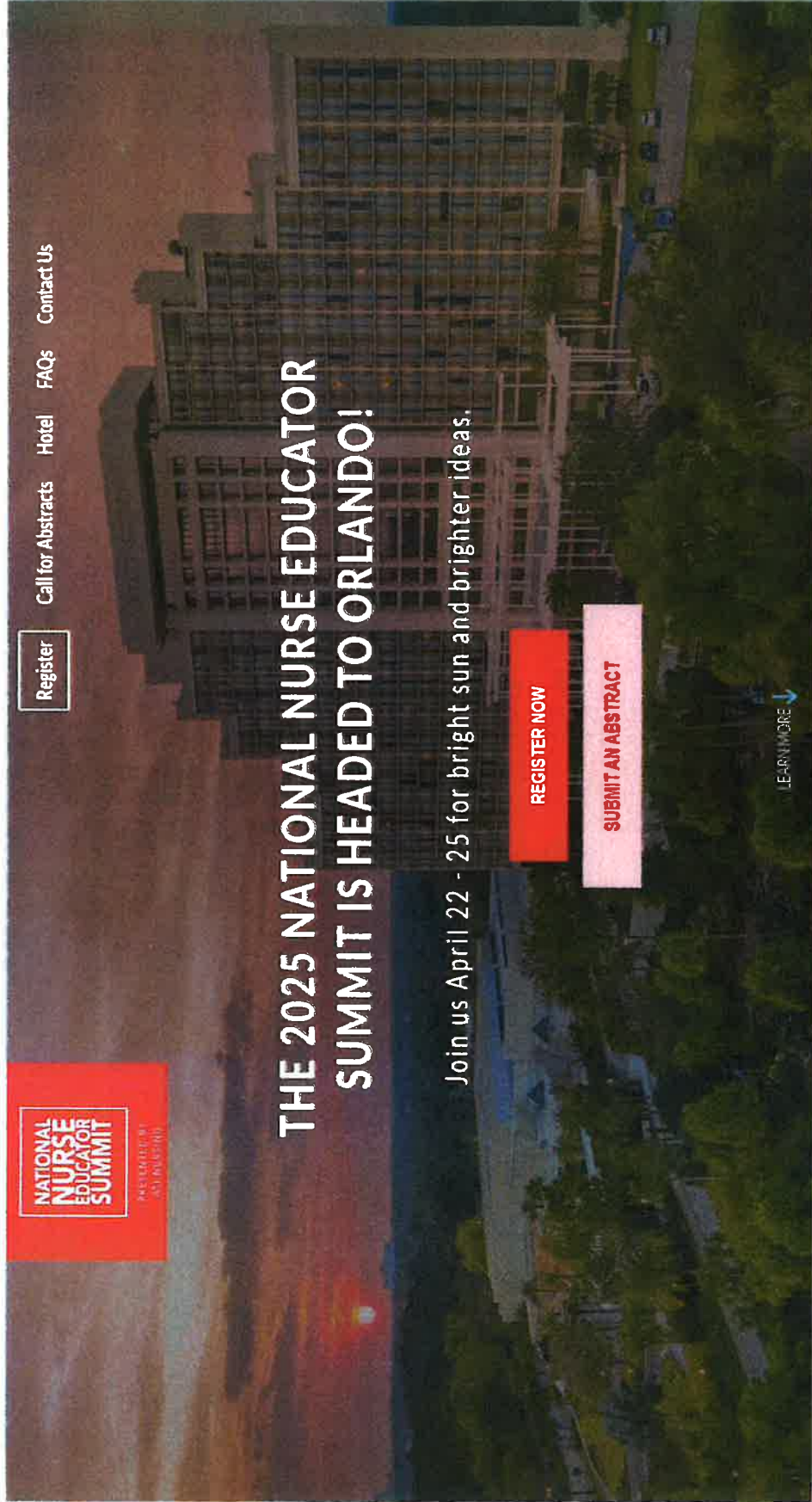Assessment Generator
Engage Virtual Mentor with Engage Series

LMS Integration
2026 NCLEX Test Plan

| Current ACC ADN Contract Price | |
|---|---|
| $2,834.25 per student | $713.50 per semester |

| ADN Current Resource Redundancy |
|---|
| $698.92 per student |

| 2025 Pricing (without Launch and CH) | 2025 Pricing (with Launch) |
|---|---|
| $3,884.00 | $4,201.00 |

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Thank you for your partnership.
We're honored to work with you.



**THE 2025 NATIONAL NURSE EDUCATOR SUMMIT IS HEADED TO ORLANDO!**

Join us April 22 - 25 for bright sun and brighter ideas.

REGISTER NOW

SUBMIT AN ABSTRACT

LEARN MORE

# NORTHERN New Mexico College

FISCAL YEAR 2025 (FY25) – BUDGET ADJUSTMENTS

Below are the budget adjustments made between November 2024 and March 2025.

| Budget Amendmet Type | Description | Amendment ID | Total |
|---|---|---|---|
| Budget Increase | Triad IT & Cybersecurity | NNBA-1000000292 | 376,675.00 |
| Budget Increase | Carl Perkins | NNBA-1000000293 | 215,950.00 |
| Budget Increase | INBRE | NNBA-1000000297 | 29,045.00 |
| Budget Increase | INBRE | NNBA-1000000298 | 81,250.00 |
| Budget Increase | SBDC | NNBA-1000000307 | 131,598.66 |
| Budget Increase | Triad CAD Program | NNBA-1000000308 | 140,075.00 |
| Budget Increase | INBRE | NNBA-1000000310 | 127,156.00 |
| Budget Increase | EMNRD | NNBA-1000000333 | 900,480.00 |
| Budget Increase | NAEYC | NNBA-1000000336 | 25,000.00 |
| Budget Increase | AE | NNBA-1000000337 | 15,702.31 |
| Budget Increase | NMPED Spanish Summer Immersion | NNBA-1000000344 | 10,000.00 |
| Budget Carry Forward | GOB 2020 | NNBA-1000000345 | 2,356,420.64 |
| Budget Increase | ER&R | NNBA-1000000347 | 5,000.00 |
| Budget Increase | Nursing Expansion | NNBA-1000000348 | 90,562.65 |
| Budget Increase | Dept of Cultural Affairs | NNBA-1000000349 | 9,089.50 |
| | | | 4,514,004.76 |