



Division of Education, Health, and Human Services

Document 1

Program Description

The Preprofessional Associate Degree Program is housed under the Early Childhood Multicultural Education (ECME) Program. The ECME program also offers certificate and associate degrees in Early Childhood Education Birth through Grade 3. All courses within the program articulate with two-year public institutions throughout New Mexico; having common course numbers, descriptions, and student learning outcomes. This commonality was completed by UNM-Gallup Faculty and approved by the New Mexico Early Childhood Higher Education Task Force in January 2014. At that time, the UNM-Gallup ECME program was reviewed by the Task Force, inclusive of the following components: Degree, UNM-Gallup Overview, Accreditation Information, Transferability of Credits, Assessment Data, Program Requirements, Catalog Course Descriptions, New Mexico Common Core Content, New Mexico Universal Catalog Courses, Faculty Resumes, Faculty Experience, and Student Practicum Experience.

In the next year, there is an anticipated change to the degree program which will also affect the Preprofessional Degree. The changes are due to changes made by UNM Albuquerque. This will include Early Childhood licensure coming under Individual Family & Community Education Department, with changes in courses required under general education. All ECME courses will remain the same. The two ECME preprofessional courses required will remain the same. Note that the Preprofessional Program requires two ECME courses, while all other courses fall under UNM core curriculum.

The Preprofessional Program under ECME is designed for students who wish to work in the field of education, or transfer to a four-year college or university to complete a Bachelor's degree in Elementary or Secondary Education or related field. This program addresses the general education competency areas required as partial fulfillment of the New Mexico Education licensure in Elementary and Secondary Education.

- Adapted from UNM Gallup Catalog

At UNM-Gallup our educational emphasis is on children's developmental progress toward competence, interdependence, socialization and the integration of content areas. Children and their teachers become an active learning community, connected to the larger community around them. This occurs within the context of relationships as teachers collaborate with families and children toward academic success.

- New Mexico's Universal Catalogue of Early Cared, Education and Family Support

Department Mission and Goals

The Preprofessional Program students will attain the highest level of academic knowledge, applied to learning and performance skills to ensure personal lives and careers, prepared to engage in a diverse, increasingly complex world.

- Adapted from (CED) (NMPED)

Goals

1. Adapt and support rigorous academic content and performance standards.
2. Prepare students for successful entrance into a bachelor's degree program.
 - a. Provide students skills for successful completion of the National Education Series Examination required for entry into the bachelor's program.
3. Assist students to incorporate understanding of developmental stages, processes, and theories of growth, development and learning into developmentally appropriate practice in diverse populations.

Relationship to Strategic Plan

The Preprofession Program mission and goals align with the UNM-Gallup Strategic Plan in that the program strives for instructional excellence, and provides a clear pathway for entry into a bachelor's degree. The program also serves the needs of students, enabling them to work toward obtaining employment in the educational field. The program also increases student use of technology through hybrid courses and social media.

Student Employment Placement Profile

Gallup McKinley County Schools currently has 70 job openings. UNM-Gallup has 60 students who stated they would go on to complete the bachelor's program if it is offered at UNM-Gallup.

We have no clear way to determine employment data. This is an area that needs improvement.

Profile of Graduate Transfers

We have students who transfer here from other universities, but very few that we hear about transferring to other universities. Once again, this is difficult data to obtain. Mostly this is

through word of mouth or working through advisors. Most students who begin the program do not transfer out and complete the program of study here at UNM-Gallup.

Other

It is very difficult to collect data as we have no methods in place to determine employment and transfers and to follow the students upon graduation. It is also difficult to desecrate data provided by the institutional researcher due to the fact that ECME, elementary, secondary and preprofessional students may be taking the same class together. The faculty need to keep better records of those students within their courses. Another difficulty is that we have preprofessional students for only two courses, after that we have no contact with students as they are taking core courses.

All faculty assisted in completing the Program Review. They met weekly over the past few months to collect data, discuss and complete the project. The work was shared equally by all faculty.

Document 2

Registrar summary indicating enrollment trends, etc.

Registrar/Enrollment History

Departmental Enrollment for past 5 years

	AA PREPROFESSIONAL					
Fall Semester:	2016	2015	2014	2013	2012	2011
Total Student Credit Hours	9	3	12	3	9	6
Total Course Enrollments	3	1	4	1	3	2
Spring Semester						
Total Student Credit Hours	12	12	24	6	18	6
Total Course Enrollments	2	2	4	1	3	1

	AA ELEMENTARY					
Fall Semester:	2016	2015	2014	2013	2012	2011
Total Student Credit Hours	6	3	9	3	6	6
Total Course Enrollments	2	1	3	1	2	2
Spring Semester						
Total Student Credit Hours	6	12	18	6	12	6
Total Course Enrollments	1	2	3	1	2	1

	AA SECONDARY					
Fall Semester:	2016	2015	2014	2013	2012	2011
Total Student Credit Hours	3	0	3	0	3	0
Total Course Enrollments	1	0	1	0	1	0
Spring Semester						
Total Student Credit Hours	6	0	6	0	6	0
Total Course Enrollments	1	0	1	0	1	0

Faculty/Courses/Sections Information

Fall semester only

Fall semester academic year	2015	2014	2013
Total full-time faculty	1	1	1
Total part-time faculty	0	0	0
% of student credit hours taught by full-time faculty	10%	10%	10%

**The remainder of the classes are taught by core curriculum instructors for this pre-professional program.*

**In Spring we would be teaching 20% of our time because an additional course is offered:*

Fall semester academic year	2015	2014	2013
Total full-time faculty	2	2	2
Total part-time faculty	0	0	0
% of student credit hours taught by full-time faculty	20%	20%	20%

Curriculum History

(Courses offered, date of first offering of each, how many sections were successfully offered)

2016 Spring semester			
Course Prefix	Course #	Name of course	Date 1 st offered
ECME	115	Guiding Young Children	1999
ECME	202	Introduction to Reading and Literacy Development	1999

2015 Fall semester			
Course Prefix	Course #	Name of course	Date 1 st offered
ECME	115	Guiding Young Children	1999
ECME	202	Introduction to Reading and Literacy Development	n/a

2015 Spring semester			
Course Prefix	Course #	Name of course	Date 1 st offered
ECME	115	Guiding Young Children	1999
ECME	202	Introduction to Reading and Literacy Development	1999

2014 Fall semester			
Course Prefix	Course #	Name of course	Date 1 st offered
ECME	115	Guiding Young Children	1999
ECME	202	Introduction to Reading and Literacy Development	n/a

2014 Spring semester			
Course Prefix	Course #	Name of course	Date 1 st offered
ECME	115	Guiding Young Children	1999
ECME	202	Introduction to Reading and Literacy Development	1999

2013 Fall semester			
Course Prefix	Course #	Name of course	Date 1 st offered
ECME	115	Guiding Young Children	1999
ECME	202	Introduction to Reading and Literacy Development	n/a

NUMBER OF PROGRAM GRADUATES BY ACADEMIC YEAR MARK

Academic Year	2015-16	2014-15	2013-14	2012-13	2011-12
AA Pre-Prof		3	6	5	6
AA Elementary				4	7
AA Secondary					1

Lewis Gambill

From: Mark Chisholm
Sent: Wednesday, September 28, 2016 12:11 PM
To: Ann Carter Sander
Cc: Irene Ellen Den Bleyker; Lewis Gambill
Subject: RE: Data request

Ann,

I just saw this. I'm on vacation this week with less access to data than when I'm at home. Can this wait until early next week?

Mark

From: Ann Carter Sander
Sent: Monday, September 26, 2016 10:56 AM
To: Mark Chisholm <markchis@unm.edu>
Cc: Irene Ellen Den Bleyker <iden@unm.edu>; Lewis Gambill <lgambill@unm.edu>
Subject: Data request

Hi Mark,

Thank you for all the information you sent. We are still working on this program review and need a little bit more information if you can locate it. Could you let us know the following:

Number of program graduates by academic year for:

- AA Pre-Professional
- AA Elementary
- AA Secondary

(for academic years 2015-16, 14-15, 13-14, 12-13 and 11-12)

Thank you for all of your help.

Regards,
Ann Sander, ECME



Name of Department: EDUCATION	Early Childhood Multicultural Education Spring 2016
Instructor Name	Dr. Lewis Gambill
Office Location	124-B Calvin Hall Center
Office Hours	Mondays(1:00–3:00), Tuesdays (2:00–4:00), Wednesdays (2:00–4:00) Fridays (2:00–3:00)
E-mail	lgambill@unm.edu
Telephone	(505) 863-7541
Class Meeting Days/Times	Fridays 10:00 – 12:45
Class Location	Calvin Hall Center 171
Title of Course	ECME 115 - Guiding Young Children
Credit Hours and Contact Hours	3 Credit Hours
Pre-requisites/co-requisites	None
Learning Objectives and Outcomes	<p>This course is part of the required program of study for an Associate of Arts degree in Early Childhood Education. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for ECE professionals. Upon completion of this course, students should be able to demonstrate the following competencies at the established level of proficiency:</p> <ul style="list-style-type: none"> • Use positive guidance to support the development of self-discipline and responsibility in children. (C.1) • Assist young children, as individually appropriate, in developing decision-making and interpersonal skills that enable them to make healthy choices and establish health-promoting behaviors. (H.3) • Demonstrate an understanding of the effects of family stress on the behavior of young children.(I.3) • Uses physical space, material, and resources for constructing a dynamic, secure, and enjoyable environment that encourages play, active exploration, and learning.

<p>(B.1)</p> <ul style="list-style-type: none"> • Support young children’s learning in all developmental areas by adapting to meet individual and special needs in an environment that is predictable but flexible. (C.1) • Provide opportunities to develop skills, understandings, choices, and judgments in individualized and co-operative ways. (D.1) • Demonstrate knowledge and skills in the use of developmentally appropriate guidance techniques and social interaction opportunities, which assist children in developing positive thoughts and feelings about themselves, self-control, and co-operative interaction with peers and adults. (A.2) • Utilize children’s input in the establishment of classroom rules, routines, and activities. (D.2) • Utilize modeling and various prompting techniques to facilitate children’s interactions within their environment. (F.2) • Demonstrate knowledge of the relationship among emotions, actions, and communication skills. (B.4) • Use a variety of language strategies during adult-child interactions and facilities dialogue between and among children to develop expressive language and thought. (D.4) • Assist children in identifying and expressing their feelings in culturally and socially acceptable ways. (E.4) • Demonstrate knowledge of the early childhood profession, including organizations and publications, and adheres to the professional code of ethics.(E.7) • Uses self-assessment techniques as part of the ongoing program evaluation. (I.7) • <i>OPTIONAL: From ISTE, National Education Technology Standards for Teachers: (1) Promote safe & healthy use of technology resources; (2) Use technology to support learner-centered strategies that address the diverse needs of students.</i>
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Academic Accommodations:

Students requesting support services from Accessibility Services are required to submit documentation of a disability to verify eligibility under the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and the University of New Mexico Policy 2310. ADA defines a disability as a substantial limitation of a major life function. The diagnostic report must

document a disability

Submission of documentation is not the same as the request for services. Request for services and/or reasonable accommodations must be initiated by the student once he/she is admitted to the University of New Mexico Gallup campus. The student must schedule an intake appointment with Accessibility Services so that support services and reasonable accommodations may be discussed. Reasonable accommodations cannot be implemented until the student's documentation is complete. Accessibility Services is responsible for the determination of reasonable accommodations. If you have questions or need an accommodation in the classroom, please contact;

Mary Lou Mraz,
Accessibility Resource Center
Gurley Hall 2210
863-7757
mloumraz@unm.edu

Academic Dishonesty:

Academic dishonesty" includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Any assignments in which plagiarism takes place will receive an automatic zero and infractions will be reported to the Director of Student Services. For plagiarism information, go to (<http://www.wikihow.com/Avoid-Plagiarism>).

Course Description:

This course explores various theories of child guidance and the practical application of each. It provides developmentally appropriate methods for guiding young children and effective strategies and suggestions for preventing and handling classroom

discipline issues. Positive discipline strategies for dealing with violence, aggression, anger, and stress will be explored. Emphasis is placed on helping children become self-responsible, competent, independent, and co-operative learners.

Teaching Methods: Lecture, Large & Small Group Interaction, Discussions, Library and On-Line Research, Visuals, Film & Audio, and possible Guest Speakers and Field Trips.

On-line communication via your UNM E-Mail account will be used. Your UNM e-mail is the official mode of communication between you and all parts of the university. Please check daily! It is possible to forward UNM e-mails to non-UNM accounts. Additional information is intended to be provided within the first two weeks of classes.

Evaluation/Grading Methods:

Grades will be based upon attendance, preparation, & participation, in class presentations, papers and projects, and mid-term and final exams. The majority of the ECME 115 assignments, quizzes, and exams will be submitted/uploaded to Canvas, which is an electronic learning management system. Canvas can be accessed via URL www.canvas.instructure.com. An in-class Canvas tutorial is intended to be provided within the first two weeks of classes.

Grading will be based on your performance of the following requirements:

Assignment	Point Value
Quizzes	150
Chapter "Student Activities"	75 {3 @ 25 points each}
"Practical Application Cases"	80 {4 @ 20 points each}
Speech	100
Literature PowerPoint	100
Child Rearing Practices	100
CYFD Website Exploration	50
Midterm Exam	150
Final Exam	150
Attendance, preparation, & participation	10 points per class meeting

Note: Grades for this class are based on percentages and not on accumulated points.

Letter Grades: A+ = 97% - 100%, A = 93% - 96%, A- = 90% - 92%, B+ = 87%-89%, B = 83% - 86%, B- = 80% - 82%, C+ = 77%-79%, C = 73% - 76%, C- = 70% - 72%, D+ = 67% - 69%, D = 63% - 66%, D- = 60% - 62%, F = Below 60%

Student Activities (St. Act.):

Include item questions/statements with responses. Responses do not need to be in a narrative format.

Chapter	Page	Activities
Three	97	Only one of the five activities
Five	155	Numbers 1 & 3 (both)
Eight	261	Numbers 3 or 4 (select only one activity)

Speech:

Write a speech that you could deliver to any of the following groups: (1) local school board, (2) Parent-Teacher organizations, or (3) early childhood teachers. The speech will be based on a topic from your textbook and be at least 400 words in length. Use 12 point font Arial or Times New Roman font and upload to Canvas. Your paper should also include the number of words in the document. Some students prefer to put the word count in the header or footer of the paper. To quickly find the number of words in a Word document, go to **Review** and click on **Word Count**. Failure to include the word count will result in point deductions for the assignment(s).

Writing Assignments (Format)

- FIRST LINE: Student's Name (Left justified)
- SECOND LINE: Blank
- THIRD LINE: Title (Centered)
- FOURTH LINE: Blank
- FIFTH LINE: Begin writing the paper

Use 12 point Arial or Times New Roman font and upload to Canvas. **(These assignments do not require a cover page or running header.** Please note that the required assignments are **not** graded by quantitative rubrics. What I expect to see reflected in your papers are: (a) relevant content; (b) adherence to the topic(s); (c) organization of the paper; and (d) the mechanics of writing.

IMPORTANT: Written assignments containing six or more writing errors will result in a point deduction. I *strongly* encourage students to visit the Lobo Learning Center to have assignments reviewed by the center's tutors prior to uploading documents for grading. Information regarding the Lobo Learning Center can be found at <http://www.gallup.unm.edu/vert/new-students/college.php> or by calling (505) 863-7689.

Literature PowerPoint:

Create a PowerPoint presentation highlighting at least ten (10) early childhood books that focus on feelings, multiculturalism, friendships, family diversity, and social/emotional topics. All categories must be included. Each slide should include an abstract, image of the book, and the classification category. An example will be provided in class.

CYFD Website Exploration:

Visit the CYFD website (<https://cyfd.org/>) and review the organization's information. Write a summary of your website exploration, which should be at least 200 words in length. Use 12 point font Arial or Times New Roman font and upload to Canvas. Your paper should also include the number of words in the document. Some students prefer to put the word count in the header or footer of the paper. To quickly find the number of words in a Word document, go to Review and click on Word Count. Failure to include the word count will result in point deductions for the assignment(s).

Child Rearing Practices:

Write a paper, 400 word minimum, that focuses on the child rearing practices/expectations within your culture. Include a statement of how your culture's practices are similar and different from other cultures. You must include a minimum of two cultures. Some internet resources are, but not limited to, :

- <http://everydaylife.globalpost.com/childrearing-practices-different-cultures-3410.html>
- <http://www.extension.umn.edu/family/families-with-teens/resources-parents/bicultural-parenting/background/>
- <http://hispaniclatinamericans.weebly.com/child-rearing.html>

- <http://www.nospank.net/deut2.htm>
- <http://www.eclectic-me.com/?p=20>

Use 12 point font Arial or Times New Roman font and upload to Canvas. Your paper should also include the number of words in the document. Some students prefer to put the word count in the header or footer of the paper. To quickly find the number of words in a Word document, go to **Review** and click on **Word Count**. Failure to include the word count in your paper will result in points being deducted from your assignment grade.

Writing Assignments (Format)

FIRST LINE: Student's Name (Left justified)
SECOND LINE: Blank
THIRD LINE: Title (Centered)
FOURTH LINE: Blank
FIFTH LINE: Begin writing the paper

Use 12 point font Arial or Times New Roman font and upload to Canvas. **(These assignments do not require a cover page).** Please note that the required assignments are **not** graded by quantitative rubrics. What I expect to see reflected in your papers are: (a) relevant content; (b) adherence to the topic(s); (c) organization of the paper; and (d) the mechanics of writing.

IMPORTANT: Written assignments containing six or more writing errors will result in a point deduction. I **strongly** encourage students to visit the Lobo Learning Center to have assignments reviewed by the center's tutors prior to uploading documents for grading. Information regarding the Lobo Learning Center can be found at <http://www.gallup.unm.edu/vert/new-students/college.php> or by calling (505) 863-7689.

Practical Application Cases (P.A. Case):

Include item questions/statements with your responses. Responses do not need to be in a narrative format. In other words, I do not expect a lengthy paper written in a formal paragraph format.

Chapter	Page(s)	Topic
Four	108	"The Mysterious Case of the Spinning Peg"
Six	168-169	"Thank Heaven for Sarah"
Seven	207	"William and the Nature Walk"
Nine	278	"Is a 'Really Good Spanking' Really Good?"

Required Text:

Miller, D.F. (2012). *Positive Child Guidance* (7th ed.). Belmont, CA: Wadsworth, Cengage Learning.

ISBN: 978-1-111-83340-4.

Assessment Methods: Presentations, Projects, Papers, Reviews, Records, Tests, and Class Preparation.

Attendance Policy:

Attendance and participation are a large part of the grade in the ECME courses. Classes are structured to be active and interactive – attendance cannot be “made up.” You must be physically present in order to earn attendance points. If you know in advance of a class meeting that you will be absent, it is important to inform [phone call/E-mail] me immediately. You are responsible for all work. I expect you to attend class regularly and to arrive on time. I will consider your overall attendance patterns in determining your final grade in the course. Absences due to medical issues, tribal obligations, bereavement, and family illness will be excused if proper documentation is provided. Excuses for absences for other should be requested in writing and will be considered on an individual basis. Failure to meet scheduled assignments, course deadlines, or presentations (unless prohibiting circumstances are serious, extreme, unavoidable, and documentable) will result in a zero for that assignment. It is the student’s responsibility to obtain all information, materials, and schedule changes that were presented in class. It is imperative that ECME students remain aware that they are enrolled in university courses and are held to university standards and expectations.

The ECME Program has a strict policy concerning attendance. The way the policy will be implemented for this course is as follows:

- The first unexcused absence does not carry a consequence.
- The second unexcused absence will most probably result in receiving an e-mail from me regarding attendance.
- The third unexcused absence will result in a letter grade reduction for the course.
- The fourth unexcused absence will result in being removed from the course. Missing four ECME absences is the equivalent of missing one month of school. Incompletes are granted on a case-by-case basis.
- ***A pattern of late arrivals or leaving class early could be considered as an absence and will result in the loss of points for attendance. Coming into class late is a disruption and distraction. Be in class on time and ready to learn!***

Electronics:

Cell phones, laptop computers, electronic notebooks, tablets, iPods, and other electronic devices are to be **TURNED OFF** before class begins. Basically, if the device has a power switch, it should be turned off. Infractions could impact your final grade. Leaving the classroom before the end of the class period to make and/or receive social phone calls could impact your attendance grade. The exception is if there is a justifiable reason that has been discussed with me prior to the beginning of class.

Texting while I am teaching or students are presenting will result in a conference with me and possible deduction of course points, which could impact your final grade. A break is provided during class that will provide you with time to make phone calls and send/ text messages. The use of cell phones during class instruction indicates a lack of professionalism. Also, book bags should **not** be on your table. They may be placed on the floor, in a chair near you, or on the back of your chair. At no time should they be on the table. The only items permitted on the tables are textbooks, paper notebooks, snacks/beverages, and instructional materials provided by the instructor. **Cell phones should not be visible unless charging.** The use of laptops, tablets, recording devices, cell phones, or any other electronic devices are prohibited in class unless I have met with the student to discuss the necessity of the aforementioned items.

Student Conduct:

Being in class and participating in the discussion and interacting with the instructor and other students is vital to your own learning. You are expected to act respectfully and responsibly in your interactions with everyone. It is important to respect the exchange of ideas that will occur as part of our class, as well as to practice professional behavior regarding personal information shared in our class. We can learn to passionately disagree, while being respectful listeners in a group. When talking about values, culture, and educational impacts, it is expected there will be disagreements and/or conflicts. It is how we manage these that make a difference in our lives and the lives of the children & families we work with.

Late Work:

Assignments are expected on their original due date, unless the time table is revised in the syllabus in class. It is important to keep up to date with class work and to be prepared. Doing late work makes this hard to achieve. **Mid-term and finals exams are not accepted late without approval.** This said, if you have a particular situation, *please meet with me* so that we can create a plan together if your circumstances warrant it.

The Canvas learning management system provides flexible submission dates for assignments. All assignments are **due** by 11:59 p.m. of the **designated due date**, however, I extend a ONE WEEK grace period for students to submit work without penalty, however, I will not accept assignments, quizzes, tests, or any other Canvas items any later than exactly one week after the due date. For example, if an assignment is due on 2/02/16 by 11:59 p.m., you may submit it no later than 11:59 p.m. on 2/09/16. Once the Canvas timer passes 11:59 p.m., you will not be permitted by the Canvas system to upload your documents/assignments. It is imperative that you know that I will not permit assignment uploads after the extended due dates. Extenuating circumstance will be considered. Due dates posted on Canvas are the most accurate. If in doubt about assignment criteria or due dates, refer to Canvas.

**ECME 115 Schedule
Spring 2016**

Date	Topic	Reading Discussions	Assignment(s) Due
Weeks 1-2	<u>Communication/Language (A.7, A.10, E.3)</u> <ul style="list-style-type: none"> • Introduction to guidance • Understanding challenging behaviors • Identify and describe family stressors that can impact children's behavior 		
1/22/16	Syllabus & orientation: What do children's behaviors tell us?		
1/29/16	Why guidance matters	Chapter 1	Quiz - Syllabus
Weeks 3 - 6	<u>Building Relationships (B.1, C.1, A.6)</u> <ul style="list-style-type: none"> • Attachment, bonding, and building relationships • Describe ways to form relationships with families to plan and guide children's behavior • Cultural and linguistic responsiveness in guiding children • Understanding each child's physical health, intellectual, & emotional well-being 		
2/05/16	Historical perspectives & guidance theories	Chapter 2	Quiz – Chapter #1
2/12/16	Understanding children's behavior – <i>infants and toddlers</i>	Chapter 3	Quiz – Chapter #2
2/19/16	<u>Guidance Techniques (E.3, E.7)</u> <ul style="list-style-type: none"> • Observing children's behavior • Maintaining records, observing, and documenting behavior 	Chapter 3 (continued)	<ul style="list-style-type: none"> • CYFD Website Exploration

ECME 115 – Guiding Young Children

2/26/16	How to observe children	Chapter 4	Quiz – Chapter #3 St. Act. #1 (Ch. 3)
Weeks 7-10	<p><u>Family Collaboration (C.4, C.7, A.6)</u></p> <ul style="list-style-type: none"> Understanding children learn best in the context of family, culture, & society Understanding families and the cultural differences among families when implementing their goals for their children into classroom strategies Identify community resources to assist families in advocating for children Describe the processes & procedures for referrals 		
3/04/16	Serving culturally diverse children & families <i>Respecting cultural differences</i>	Chapter 5	Quiz – Chapter #4
3/11/16	Midterm <i>(Chapters 1-4 and syllabus) (You may use your textbook and notes)</i>		P.A. Case #1 (Ch. 4) Quiz – Chapter 5
3/18/16	Spring Break – No class		
3/25/16	Understanding children with ability differences	Chapter 6	Literature PowerPoint (A.2)
Week 11	<p><u>Guidance Techniques (E.3, E.7)</u></p> <ul style="list-style-type: none"> Developing appropriate strategies for resolving conflicts Managing environment to guide children's positive interactions Designing daily schedules, transitions, & routines to facilitate positive behavior 		
4/01/16	Preventing Behavior Problems [PBP] – Designing DAP environments	Chapter 7	P.A. Case #2 (Ch. 6) Quiz – Chapter 6

<p>Weeks 12-16</p>	<p><u>Behavior Support Strategies (E.3, A.7, F.9)</u></p> <ul style="list-style-type: none"> • Positive guidance strategies • Specific guidance techniques & classroom management strategies for all children developing typically and atypically • Integrate classroom management techniques bridging home & school • Creating individualized positive guidance plans 		
<p>4/08/16</p>	<p>Building relationships through positive communication</p>	<p>Chapter 8</p>	<ul style="list-style-type: none"> • St. Act. #2 (Ch. 5) • P.A. Case #3 (Ch. 7) • Quiz – Chapter 7
<p>4/15/16</p>	<p>Fundamental causes of positive & negative behavior</p>	<p>Chapter 9</p>	<ul style="list-style-type: none"> • St. Act. #3 (Ch. 8) • Quiz – Chapter 8 • Child Rearing Practices (E.4)
<p>4/22/16</p>	<ul style="list-style-type: none"> • Positive Interventions - Effective guidance interventions • Parent Presentations 	<p>Chapters 10</p>	<ul style="list-style-type: none"> • P.A. Case #4 (Ch. 9) • Quiz – Chapter 9 • Speech (I.3)
<p>4/29/16</p>	<ul style="list-style-type: none"> • Mistaken Goals, Motivation, and Mindfulness 	<p>Chapter 11</p>	<ul style="list-style-type: none"> • Quiz – Chapter 10
<p>5/06/16</p>	<ul style="list-style-type: none"> • TBA or "Front of the Class" 		<ul style="list-style-type: none"> • Quiz – Chapter 11
<p>5/13/16</p>	<ul style="list-style-type: none"> • Final Exam (Chapters 5-11) (You may use your textbook and notes) 		

Discussion Topics

	Topic	Competencies
Weeks 1 - 2		
1		
2	Early childhood profession, professional organizations publications, and professional code of ethics.	E.7
Weeks 3 - 6		
3	The effects of family stress on the behavior of young children.	I.3
4	Using physical space, material, and resources for constructing a dynamic, secure, and enjoyable environment that encourages play, active exploration, and learning.	B.1
5	Utilizing children's input in the establishment of classroom rules, routines, and activities.	D.2
6	Assisting young children in developing decision-making and interpersonal skills that help them to make healthy choices and establish health-promoting behaviors.	H.3
6	Using a variety of language strategies during adult-child interactions to develop expressive language and thought.	D.4
Weeks 7 - 10		
7	Using positive guidance to support the	C.1

ECME 115 – Guiding Young Children

	development of self-discipline and responsibility in children.	
8	Providing opportunities to develop skills, understandings, choices, and judgment in individualized and co-operative ways.	D.1
9		
10	Using self-assessment techniques as part of the ongoing program evaluation.	I.7
Week 11		
11		
Weeks 12-14		
12	Demonstrating knowledge of the relationship among emotions, actions, and communication skills.	B.4
13	Utilizing modeling and various prompting techniques to facilitate children's interactions within their environment.	F.2
14		
Weeks 15-16		
15	Supporting young children's learning in all developmental areas by adapting to meet the individual and special needs in an environment that is predictable but flexible.	
16		

Student Code of Conduct

It is important for all students to be aware of conduct that will lead to disciplinary action by the University. In order to clarify the types of conduct which shall be considered to affect adversely the University's educational function, to disrupt community living on campus, or to interfere with the rights of others to pursue their education, to conduct their University duties and responsibilities or to participate in University activities, the Board of Regents hereby adopts the following Code of Conduct for students:

1. SCOPE

The University may take disciplinary action for an offense against the Code of Conduct when the offense occurs on University premises or at University-sponsored events, or when an offense which occurs off campus is such that in the judgment of the Director of Student Affairs failure to take disciplinary action is likely to interfere with the educational process or the orderly operation of the University, or endanger the health, safety or welfare of the University community.

The term "student" includes both full-time and part-time students pursuing undergraduate, graduate or professional studies.

2. MATTERS SUBJECT TO DISCIPLINARY ACTION

Appropriate disciplinary procedures and sanctions shall be applied to any student who commits, or attempts to commit, any of the following acts of misconduct:

- 2.1. Actions which have great potential for physically harming the person or property of others, including that of the University, or which actually result in physical harm, or which cause reasonable apprehension of physical harm.
- 2.2. Any type of sexual assault including rape.
- 2.3. Making false representations to the University, including forgery and unauthorized alteration of documents; unauthorized use of any University document or instrument of identification.
- 2.4. Academic dishonesty, including, but not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.
- 2.5. Substantially interfering with the freedom of expression, movement or activity of others.
- 2.6. Initiating or causing to be initiated any false report, warning or threat of fire, explosion or other emergency. Misusing or damaging fire safety equipment on University premises.
- 2.7. Theft of property or of services. Possession of property that is known to be stolen.
- 2.8. Failure to comply with the lawful directions of University officials, including campus police officers and other law enforcement

officials, acting in performance of their duties.

2.9. Willfully refusing or failing to leave the property of or any building or other facility owned, operated, or controlled by the University when requested to do so by a lawful custodian of the building, facility or property if the person is committing, threatens to commit or incites others to commit any act which would disrupt, impair, interfere with or obstruct the lawful mission, processes, procedures or functions of the University.

2.10. Unauthorized presence in or use of University premises, facilities or property, in violation of posted signs, when closed, or after normal operating hours.

2.11. Illegal use, possession, or distribution of any controlled substance, illegal drug or alcohol.

2.12. Use or possession of fireworks on University premises or at University-sponsored events, unless expressly authorized in writing by the President.

2.13. Use, possession or storage of any weapon on University premises or at University-sponsored activities, unless expressly authorized in writing by the President. Weapon includes, but is not limited to, firearms, ammunition, bombs, explosives, incendiary devices, or other dangerous weapons, substances or materials.

2.14. Misusing University computing resources by intentionally making or receiving, accessing, altering, using, providing or in any way tampering with files, disks, programs, passwords or hardware belonging to other computer users without their permission.

2.15. Violation of published or posted University regulations or policies.

2.16. Aid to others in committing or inciting others to commit any act mentioned above.

2.17. Action(s) or conduct which hinders, obstructs or otherwise interferes with the implementation or enforcement of the Code of Conduct including failure to appear before any of the University's disciplinary authorities and to testify as a witness when reasonably notified to do so by an appropriate University officer.

2.18. Any other acts or omissions which affect adversely University functions or University-sponsored activities, disrupt community living on campus, interfere with the rights of others to the pursuit of their education, or otherwise affect adversely the processes of the University.

2.19. Violating the terms of any disciplinary sanction imposed in accordance with this Code.

3. RIGHTS OF STUDENTS IN DISCIPLINARY MATTERS

Students' rights under the state and federal constitutions are specifically acknowledged and affirmed, including the rights of freedom of speech, freedom of association, freedom of religion, and due process. The provisions of this Code of Conduct shall be construed so as not to infringe upon these rights, as those rights are defined by law.

4. SANCTIONS

- 4.1. Any student who violates any of the rules set forth in Section 2 above, shall be subject to warning (verbal or written), disciplinary probation, suspension, expulsion, dismissal from University employment, or being barred from campus. Student sanctions imposed under this Code of Conduct shall be imposed pursuant to the Student Standards & Grievance Procedure, or its successor.
- 4.2. As used in this subsection:
 - 4.2.1. "Verbal warning" means an oral reprimand.
 - 4.2.2. "Written warning" means a written reprimand.
 - 4.2.3. "Disciplinary probation" means the establishment of a time period during which further acts of misconduct may or will result in more severe disciplinary sanctions depending on the conditions of the probation. Conditions of probation can include community service, attendance at workshops and/or seminars including but not limited to alcohol, drug or safety workshops and/or seminars, mandatory mental health evaluation and/or counseling or other educational sanctions.
 - 4.2.4. "Suspension" means losing student status for a period of time specified in the terms of the suspension. A suspension may commence immediately upon a finding of a violation or it may be deferred to a later time.
 - 4.2.5. "Expulsion" means losing student status for an indefinite period of time. Readmission may not be sought before the expiration of two years from the date of expulsion, and it is not guaranteed even after that time.
 - 4.2.6. "Dismissal" means termination of student employment, either for a stated time period or indefinitely.
 - 4.2.7. "Barred from campus" means being barred from all or designated portions of the University property or activities.
- 4.3. The sanction imposed shall be set based upon numerous factors, including the severity of the offense, the amount of harm created, the student's record, and sanctions imposed in recent years for similar offenses. In considering the harm created, there shall be taken into account whether any harm or injury was targeted against a person or group because of that person or group's race, color, religion, national origin, physical or mental handicap, age, sex, sexual preference, ancestry, or medical condition.



Name of Division and Program Semester	Education, Health and Human Service Early Childhood Multicultural Education Program <i>Spring 2016</i>
Instructor Name	Dr. Nayalin Pinho Feller
Office Location	Calvin Hall Center [CH] 124-C
Office Hours	Tuesday and Thursday (11am-12:30pm) and Friday (11am-1pm)
E-mail	nfeller@unm.edu
Telephone	505.863.7526
Class Meeting Days/Times	Mondays (4:00-6:30)
Location	Calvin Hall Center 121
Syllabus	
Title of Course:	ECME 202 Sec: 400 – Introduction to Reading and Literacy Development
Credit Hours and Contact Hours	3 Credits
Pre-requisites/co-requisites	None
Learning Objectives and Outcomes	<p style="text-align: center;">Learning Objectives and Outcomes</p> <p>Course Objectives: This course is part of the required program of study for an Associate of Arts degree in early childhood education in New Mexico. The following objectives are taken from the New Mexico State Department of Education’s Common Core Competencies for early childhood professional. Upon completion of this course students will be able to demonstrate the following competencies at the established level of proficiency:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. (A.7) • Demonstrate knowledge of the developmental sequence of language and literacy, including influence of culture and home factors. (A.8) • Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. (A.9) • Develop partnerships with family members to promote early literacy in the home. (C.8) • Establish partnerships with community members in promoting literacy. (C.10) • Demonstrate knowledge of the reading and writing components of

emergent literacy at each developmental level. (D.4)

- Provided and use anti-bias materials/literature and experiences in all content areas of the curriculum. (D.7)
- Create and manage a literacy-rich environment that is responsive to each child's unique path of development. (E.9)
- Use a variety of strategies during adult-child and child-child interactions and facilitate communication and dialogue of expressive language and thought. (E.10)
- Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of literacy skills. (E. 11)

OPTIONAL

The following objectives are taken from the International Society for Technology in Education, National Educational Technology Standards for Teachers. Upon completion of this course students will be able to demonstrate the following competencies:

1. Design developmentally appropriate learning opportunities that apply to technology-enhanced instructional strategies to support the diverse needs of learners
2. Apply current research on teaching and learning with technology when planning learning environments and experiences.
3. Use technology to support learner-centered strategies that address the diverse needs of students.
4. Identify and use technology resources that affirm diversity.

Disabilities Policy

In keeping with University of New Mexico policy (UNIVERSITY BUSINESS POLICIES AND PROCEDURES MANUAL: "POLICY 2310: ACADEMIC ADJUSTMENTS FOR STUDENTS WITH DISABILITIES") and defined sections: **Section 504** of the Rehabilitation Act of 1973, **Section 508**: The Rehabilitation Act Amendments of 1998, **ADA**: The Americans with Disabilities Act of 1990, and the **ADAA**: The American with Disabilities Act Amendments of 2008 - of providing equal access to individuals with disabilities, instructors are strongly encouraged to include a statement on their syllabus informing students that academic accommodations can be provided on the basis of disability if the student follows the protocol described. The following statement contains all of the elements that should be present. Instructors may want to make changes based on style preference or particular course content. It is strongly recommended that you also read this statement to the students at the start of each semester when reviewing course policies.

"In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet with Nayalin P. Feller privately.

**All conversations will be kept confidential (between student and instructor).
Students requesting any accommodations will also need to contact:**

STUDENT SERVICES – CAREER & ACCESSIBILITY RESOURCE CENTER (ARC)

By Appointment Only

Mary Lou Mraz, MEd, LMSW
UNM Student Success Specialist
Phone: (505) 863-7527
Location: Gurley Hall 2205 B
Email: mloumraz@unm.edu

FOR message:
Roy Phillips, Administrative Assistant
Phone: (505)863-7757
Advisement Counter
Location: Gurley Hall 2205

ARC will conduct an intake and, if appropriate, will provide an approved academic accommodation notification letter for you to bring to Nayalin P. Feller. At that point, I will review the letter with you and discuss these accommodations in relation to this course."

Early intervention can make all the difference in helping students achieve academic success. It also shows that the instructor made a good faith effort to inform students of their rights and responsibilities in this area, and that this effort was done in a timely manner.

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 phonemic awareness, literacy problem solving skills, fluency, vocabulary, comprehension, and language development. This course provides the foundation for early childhood professionals to become knowledgeable about literacy development in young children. An integrated language arts perspective and an interdisciplinary approach as it addresses developing writing, reading, and oral language in the home and school contexts will be addressed. Major instructional approaches and strategies to support children's emergent literacy and reading skills will be presented.

Course Outline

Teaching Methods

Lecture, large & small group interaction, discussions, demonstrations, library and on-line research, visuals, film, and possible guest speakers. Individual and cooperative assignments that may include off-campus interactions. Activities will be designed to allow learners to demonstrate critical thinking skills and to exhibit their writing abilities. This course will be web enhanced via Learn.

On-line communication via your UNM E-mail account will be used.

This is the university's official mode of communication

Please have regular & dependable access to this system. Check it frequently.

Evaluation/Grading Methods

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams, and in-class & out-of-class experiences. Grades will also be based upon attendance, preparation, & participation. **[Please note: You must receive a grade of C or better in all 100/200 level ECME courses for them to count toward preparation for student teaching, should you later decide to apply to a BA degree program in Education. Grades of C- or D will not be considered sufficient academic progress. Therefore, students in the circumstances would have to repeat the ECME course to receive a higher grade before being approved to enroll in student teaching.]**

Required Text(s) & Supporting Materials

Morrow, L. (2015). Literacy development in the early years: Helping children read and write (8th

ed.). New Jersey: Pearson.
ISBN: 0-13-357429-6

Required readings:

- 30 or more children’s books (at least 5 of which are chapter books)
- *La Linea*, by Ann Jaramillo or *Year of the Dog*, by Grace Lin or *Locomotion*, by Jacqueline Woodson or *The Absolute True Diary of a Part Time Indian*, by Sherman Alexie
- *Tuesday*, by David Wiesner or another wordless book of your choice
- Assigned articles

Grading Policy

Point Value

Attendance & Participation	(14 x 10)	140 points
Literacy Bag	(1 x 50)	50 points
Reading Records	(4 x 20)	80 points
Journals	(4 x 20)	80 points
Focus Questions	(10 x 10)	100 points
Book Authoring	(1 x 100)	100 points
Genre Study (Midterm)	(1 x 100)	100 points
Literacy Take Home Pack	(1 x 100)	100 points
Thematic Unit	(1 x 150)	150 points
Final Reflection	(1 x 100)	100 points

Grading Scale

Maximum points possible 1,000

Letter Grades: A = 1,000-900 B = 899-800 C = 799-700 D = 699-600 F = below 600 points

Late Work: *Assignments are expected on their original due date, unless the time table has been revised in class on the syllabus.* It is important to keep up to date with class work and to be prepared: doing late work makes this hard to achieve. All assignments are due on the date given and uploaded to Canvas. Assignments will be accepted up to one week past the due date without a point penalty. **No late assignments will be accepted after the 1 week grace period. Midterms & finals are not accepted late.** If your situation warrants it, the instructor may negotiate individually as needed.

Any assignments in which plagiarism takes place will receive an automatic zero in regards to points.

Learning projects OR “Getting the gray matter going”:

A) Literacy Bag

Many of the texts of teen years are not in books. On the first two days of classes we will share our bio boxes (no size requirement, small bags, boxes, handmade or decorated shoe boxes are fine) filled

with items that were special and meaningful to each of us during the years we grew up. Sharing pictures of friends and family is always relevant, but I'm also looking for artifacts that show the class who you were as a child/adolescent/adult.

B) Reading Records

- Extensive and intensive reading of children's books is the primary focus of this course. Record your reading on a resource of your choice (please see below). Your records will vary from brief annotations or categorizations to more extensive annotations and analysis of your reading. The major function of the record is for you to write down information you want for the future.
- The purpose of the course is to introduce you to new literature so try to read books that are new to you, not old favorites.
- The reading for this course should be done weekly. There may be some weeks when you read fewer books than others but this is not a project that you put off until it is due. This course is based on continuous reading of children's literature and you will greatly decrease your learning and participation in this class if you are not reading regularly throughout the course.
- The kinds of information included about books should include:
 - bibliographic information (author, title, illustrator, publisher, date, number of pages)
 - type of book format and literary genre
 - short summary of the main plot
 - subject headings that describe the content and the themes of the book
 - your response to the book (comments on connections, strengths, or concerns)
- Include poetry books in your reading record since poetry is so often overlooked in classrooms and libraries.
- You are expected to read a minimum of 30 books in a combination of picture books and chapter books (minimum of 5), reflecting a range of genres and age levels. You will:
 - **Read at least two picture books per week**, for a total of **25** minimum. This number includes fiction and informational texts. It also includes books we read together in class, as well as books set up during the book browses. One must be a pop-up book.
 - **Read at least one young adult or middle grade novel or informational book every two weeks**, totaling **5** minimum. You can choose one to be listened to in audio book format and one as a graphic novel.
 - **Maintain Reading Records**, which will be due four times during the semester. Bibliographic information in APA style, awards won, summary, short review, description of illustrations, comments and opinions, genre, and subject heading. This can be done in the following formats:
 - Journal, physical object
 - Journal, digital
 - Some other style (discuss with me)
- Focus on books for young children/primary-years, not adult novels.

C) Reflective journals

- Reflection is an important element in learning and in this class. The function of these weekly exercises is to provide you with an opportunity to reflect, respond, question, or comment about what you are reading. These exercises will vary from book to book. However, the focus will always be your personal responses to readings. The responses should not be a summary of the readings, but rather thinking about how what you are reading connects with you personally. The

work should help you prepare to contribute to discussions.

- You will make at least one entry every three weeks. The focus is on personal responses to books and learning activities. This is a chance for you to dig deep and reflect on what you read or experienced. **Aim for at least one typed page (400-500 words), single spaced with one inch margins, 12-point standard font. Please spell check and re-read your journal entries before turning them in.**
- Example of journal entries include:
 - your personal learning goals (revised mid-semester)
 - responses to books and articles to be discussed in literature circles (so you are ready to contribute to the discussion – classmates do not appreciate students who are not prepared!)
 - self evaluations
 - read aloud evaluations
 - literacy bag description (a bag containing minimally 5 significant books that reflect your literacy journey)

D) Focus Questions

For each chapter, you will respond to a set of focus questions which are attached at the end of the syllabus. You will need to bring these to class in order to get full points for it. These questions will be the basis for our discussions. Late responses will not be accepted for this assignment.

E) Genre study (Midterm)

Each student group will summarize a particular literary genre and present it to the class in the following way:

- Summarize the assigned genre filling in a chart with 4 sections: definition/description, types/characteristics, selection issues, and awards. No more than 1 sheet printed on each side.
- Select one poem to read aloud to the class and one picture book. Add to the handout a complete bibliographic info for both the poem and the picture book you chose. Presentation should be creative and no more than 15 minutes long. Read the poem and picture book well!
- Choose around 50 titles from the recommended books your instructor provided. Find and bring at least 5 of the books to class for a “browsing”. You will be responsible for checking out these titles from the resource if you choice (public library, main library) and then return them after we browse in class.

F) Book Authoring

Working with a child, create a book in which children supply the text, and if appropriate, the illustrations. The developmental level of the child should be considered. An example will be provided in class.

G) Take Home Literacy Pack

Create a “Literacy Pack” that students will take home to use with guardians. The pack should include:

1. Letter to the guardian(s) providing two reasons why reading is important and providing tips regarding two of the following: comprehension, vocabulary, phonics, or phonemic awareness.

2. Copy of the book
3. Activity sheet. Create an activity page to accompany the book.
4. Extension Activities. Create a "Tips" list for the guardian(s) to use for suggested extension activities.
5. Guardian feedback form. Create a form that will provide the guardian(s) with input regarding the pack.

*The pack should be in a notebook, folder, Ziplock bag, or another container for keeping the materials together.

H) Thematic Unit

Develop a unit of study around the theme promoting learning in all domains. The unit should incorporate children's books from multiple genres. Age appropriateness should be considered. Unit presentations should include a mini-lesson from the unit. A lesson plan format will be provided.

I) Children's Literacy Experiences Final Reflection

- The purpose of this reflection is to gather and organize the projects and resources from this class according to the course objectives.
- The reflection should include at least one paragraph for each section indicating how the different class assignments demonstrate how you have met the course objectives related to that section. Your reflection should be between 2-3 full pages.
- The sections of your reflection will include:

Responding as a Reader

- *Course objective:* You will gain a better understanding of yourself as a reader and of how to engage in personal and critical response to literature.
- *Required Artifacts:* All or the majority of your journal reflections.
- *Other possible artifacts include:* Projects and handouts in which you reflect on yourself as a reader and in-depth personal responses to the books you have read in this class. Possible artifacts include your literacy memory/map, literature log entries on your personal responses to literature, artistic responses to literature, reading interest/attitude surveys, etc.

Knowledge of Children's Literature

- *Course objective:* You will develop a broad knowledge of the various genres and types of books for children, including the major authors and illustrators of these books. You will be able to evaluate the literary quality and appropriateness of specific children's books. You will be familiar with the literary and artistic elements and how they interact to create an effective book for children.
- *Required Artifacts:* Reading records and reading record inventories
- *Other possible artifacts include:* Projects and handouts that reflect your knowledge of children's books and ability to evaluate the literary quality and appropriateness of these books. Includes the range of books which you read as part of the class and your ability to organize text sets of conceptually related books. Possible artifacts in this section include your reading records, inventories of your records, chapter responses, , etc.

Reference Sources

- *Course objective:* You will be familiar with the reference sources for information on children's literature and use these sources in researching books, authors, and issues.
- *Required Artifacts:* Genre Study
- *Other possible artifacts include:* Projects and handouts that reflect your knowledge and use of reference sources on children's literature and how to locate information on authors,

illustrators, and poets as well as books on particular themes or topics.

Literature Engagements with Children

- *Course objective:* You will examine the role of literature in the lives of children. You will explore ways to engage children with literature for both personal and academic purposes.
- *Required Artifacts:* Take Home Literacy Pack & Book Authoring
- *Other possible artifacts include:* Projects and handouts that reflect ways in which literature can be used with children. Possible artifacts in this section include read-aloud reflections, pen pal letters and reflections, literature response strategies, professional articles or handouts on the use of books with children, etc.

Social and Cultural Issues in Children's Development of Literacy

- *Course objective:* You will develop an awareness of social, multicultural and international issues as they connect to literature for children.
- *Required Artifacts:* Thematic Unit
- *Other possible artifacts include:* Projects and handouts that focus on specific cultural and social issues in children's literature such as censorship, stereotypes, and controversial books. Possible artifacts in this section include reflective journal entries and professional articles, final inquiries, projects or papers on these issues.

Student Conduct Policy: Being in class & participating in the discussion and interacting with the instructor & other students is vital to your own learning. You are expected to act respectfully and responsibly with everyone. It is important to respect the exchange of ideas that occur as part of our shared/lived classroom experiences. We will practice professional behavior regarding the information shared as some of it may be of a personal nature. ***Confidentiality – We will discuss this critical piece of professionalism together.*** Breaches of confidentiality, cheating, plagiarizing, or other irresponsible actions will be dealt with in accordance with the policies outlined in the *UNM-Gallup Student Handbook*. ***Note: A Student Complaint/Grievance starts with an informal process. Student is asked to meet first with (1) the faculty person, then (2) Division Chair (if necessary), then (3) Dean of Instruction (if necessary).***

Attendance Policy and policies on classroom behavior

Attendance & participation are a part of the grade for this class. Classes will be structured to be active & interactive – your engagement cannot be “made up”. You must be physically present in order to earn attendance points. If you know in advance of a class you will miss, it is important that you inform [phone/e-mail] me. This does not imply that you are excused from your work due; please check in before the next class to be up-to-date. Students are expected to be on time & to stay for entire class session in order to receive full attendance credit. A pattern of late arrivals or leaving class early will be considered as a partial absence.

The Early Childhood Multicultural Education Program has a strict policy concerning attendance. The way the Policy will be implemented for this course is as follows:

- The first and second missed classes will result in a warning to the student concerning the possible impact of future absences on the student's final grade
- The third absence will result in a letter grade reduction or the student being dropped from the class, or receiving a final grade below a C.
- The fourth absence will be just cause to drop the student from the class.

Being in class and participating in the discussion and interaction with the instructor and other students is not something that can be made up. Students are expected to be on time and to stay for

the entire class section in order to receive full attendance credit. A pattern of late arrivals or leaving class early will be considered as an absence.

- Cell phones, laptop computers, electronic notebooks, tablets, and other electronic devices are to be turned off before class begins. Basically, if the device has a power switch, it should be turned off. Infractions could impact your final grade. Leaving class before the end of the class period to make and/or receive phone calls could impact your attendance grade. The exception is if there is a justifiable reason that has been discussed with me prior to the beginning of class. Texting while I am teaching or students are presenting will result in a conference with me, which could impact your final grade. A break is provided during the class. During that time you are free to make phone calls and send text messages. Laptops will also be permitted if the class requires its use.

It goes without saying that the following behaviors are really, really irritating:

- Answering, speaking, or text messaging on cellular phones
- Laptop computer email correspondence, internet surfing, or working on non-course-related material
- Open or overt reading of material not related to the course
- Extended private conversations
- Sleeping in class



Inclement Weather Policy: Sign up for LOBO ALERTS! Text messages & E-mails sent to you!

Only under extreme conditions will the entire campus be closed. On days when the weather is bad, listen to local radio/TV stations for information. Be aware of the terms: *closure, delayed, cancellations*. *Note: UNM-Gallup does follow the Gallup-McKinley County Schools' closure/delay system.*

Course Schedule*

SESSION	TOPIC	READINGS	ASSIGNMENT DUE
1/25	Overview & Syllabus Review, Culture, Literacy, Diversity & Prior Knowledge		
2/1	Foundations of Early Literacy Development	Chapter 1	• FQ #1
2/8	Assessing Early Literacy Development	Chapter 2	• FQ #2

			<ul style="list-style-type: none"> • Reading Record #1
2/15	Literacy and Diversity: Meeting Needs of Children with Special Concerns	Chapter 3	<ul style="list-style-type: none"> • FQ #3 • Journal #1
2/29	Language and Vocabulary Development *Start work on midterm	Chapter 4	<ul style="list-style-type: none"> • FQ #4
3/7	Phonological Awareness, Phonemic Awareness, and Phonics	Chapter 5	<ul style="list-style-type: none"> • FQ #5 • Reading Record #2
3/14 through 3/20	Spring Break		<ul style="list-style-type: none"> • Journal #2
3/21	Genre Study Midterm Presentations		<ul style="list-style-type: none"> • Midterm Due (bring printed handouts and examples of books)
3/28	Developing Comprehension of Text	Chapter 6	<ul style="list-style-type: none"> • FQ #6 • Reading Record #3 • Book Authoring
4/4	Writing, Spelling, and Language Development	Chapter 7	<ul style="list-style-type: none"> • FQ #7 • Journal #3
4/11	Motivating Reading and Writing	Chapter 8	<ul style="list-style-type: none"> • FQ #8 • Take Home Literacy Pack
4/18	Organizing and Managing the Literacy Program	Chapter 9	<ul style="list-style-type: none"> • FQ #9 • Reading Record #4
4/25	Family Literacy Partnerships	Chapter 10	<ul style="list-style-type: none"> • FQ #10 • Journal #4
5/2	Thematic Unit Presentations		
5/9	Thematic Unit Presentations		<ul style="list-style-type: none"> • Final Reflection Due

**This course schedule is subject to change in accordance with the instructor's previous notice.*

***Readings are to be done prior to the week's Topic for discussion. In other words, you should come to class having already read the assigned chapters for the text.*

Chapter	Focus Questions	Due Date
One	<ol style="list-style-type: none"> 1. The emergent literacy and whole language philosophies are considered constructivist approaches to literacy instruction. Describe the characteristics of these constructivist approaches. 2. What does integrating the language arts using thematic 	2/1

	instruction mean?	
Two	<ol style="list-style-type: none"> 1. What are the pros and cons of authentic assessment and standardized measurement? 2. What do we mean when we speak about standards for early literacy development? 	2/8
Three	<ol style="list-style-type: none"> 1. What do we need to plan for children who are English language learner? 2. What is meant by early intervention programs? 	2/15
Four	<ol style="list-style-type: none"> 1. What is important to know about how the brain develops and how it relates to language and literacy development? 2. What strategies can teachers and parents carry out to encourage language development from preschool through third grade? 	2/29
Five	<ol style="list-style-type: none"> 1. Define and describe how the use of the following strategies enhances a child's knowledge about print: (1) environmental print, (2) Very Own Words, (3) language experience approach, (4) context and picture clues, and (5) high-frequency words. 2. Define the following terms: (1) phonemic awareness, (2) phonological awareness, (3) alphabetic principle, (4) phonics, (5) phoneme-grapheme correspondence, (6) digraphs, (7) consonant blends, (8) long and short vowel sounds, and (9) inflectional endings 	3/7
Six	<ol style="list-style-type: none"> 1. What experiences enhance a child's concepts about books? 2. Describe types of read-aloud experiences and how they are effectively carried out to promote comprehension. 	3/28
Seven	<ol style="list-style-type: none"> 1. What steps are involved in the process approach to writing? 2. What strategies will promote achievement in spelling? 	4/4
Eight	<ol style="list-style-type: none"> 1. What are the physical characteristics of well-designed literacy centers that motivate children's use of these spaces? 2. Describe strategies using children's literature that motivate interest in reading and writing. 	4/11
Nine	<ol style="list-style-type: none"> 1. Describe classroom environments that are rich in literacy materials and support optimal literacy instruction. 2. Describe a language arts block that incorporates all aspects of a balanced literacy program. 	4/18
Ten	<ol style="list-style-type: none"> 1. What are some concerns surrounding family literacy intervention programs with diverse, multicultural populations? 2. What activities are successful in getting families involved in literacy activities with their child at home and in school? 	4/25

RUBRIC for Children's Literacy Experiences Final Reflection

Responding as a Reader

Course objective: You will gain a better understanding of yourself as a reader and of how to engage in personal and critical response to literature.

Required Artifacts: All or the majority of your journal reflections.

Other possible artifacts include: Assignments related to responding to literature for class or small group discussions, etc.

3	2	1	0
<p>Journal reflections are complete and demonstrate growth, moving towards critical consideration (authenticity, literary and artistic elements, issues and themes).</p> <p>Is prepared, engaged, and contributes to discussions.</p> <p>Considers multiple interpretations in small group and whole class discussions of literature and in assignments</p>	<p>Journal reflections are complete and demonstrate growth; has initiated movement towards a critical consideration (authenticity, literary and artistic elements, issues and themes)</p> <p>Is prepared, engaged, and occasionally contributes to discussions</p> <p>Occasionally considers multiple interpretations in small group and whole class discussions of literature and in assignments</p>	<p>Majority of journal reflections are complete and demonstrate some growth and initial movement towards a critical consideration (authenticity, literary and artistic elements, issues and themes)</p> <p>Evidences limited preparation, engagement, and contributions to discussions.</p> <p>Considers singular interpretations in small group and whole class discussions of literature and in assignments</p>	<p>Journal reflections are incomplete and do not demonstrate growth, lacks critical consideration (authenticity, literary and artistic elements, issues and themes)</p> <p>Preparation or engagement is not evident and rarely contribute to discussions</p> <p>Contributes only personal opinions in small group and whole class discussions of literature and in assignments</p>

Knowledge of Children's Literature

Course objectives: You will develop a broad knowledge of the various genres and types of books for children, including the major authors and illustrators of these books. You will be able to evaluate the literary quality and appropriateness of specific children's books. You will be familiar with the literary and artistic elements and how they interact to create an effective book for children.

Required artifact: reading records and inventories

Other possible artifacts include: chapter responses, etc.

3	2	1	0
<p>Reading records are complete, demonstrating thoughtful comments that draw on information gained through readings and discussions.</p> <p>Books range across all or almost all formats, genres and multicultural or international categories.</p> <p>Comments on literary quality and appropriateness</p>	<p>Reading records are complete with many thoughtful entries.</p> <p>Books range from most formats, genres and multicultural or international categories.</p> <p>Comments occasionally on literary quality and appropriateness</p>	<p>Reading records are partially complete with brief summaries and basic comments.</p> <p>Some formats, genres and categories are represented in the analysis sheet.</p> <p>Comments rarely on literary quality and appropriateness</p>	<p>Records are incomplete with brief summaries and comments.</p> <p>A considerable number of formats, genres or categories are not represented.</p> <p>Does not comment on literary quality and appropriateness</p>

Reference Sources

Course objective: You will be familiar with the reference sources for information on children's literature and use these sources in researching books, authors, issues, etc.

Required artifact includes: Genre Project

Other possible artifacts include: author/illustrator projects, poetry handouts, professional articles that focus on children's literature as a field, etc.

3	2	1	0
Genre Study is complete and shows evidence of thorough research in reference sources.	Genre Study is complete and show evidence of research in reference sources.	Missing information in the genre study and minimal use of reference sources.	Missing the genre study.
Demonstrates careful use of multiple authoritative reference sources on assignments across the semester.	Demonstrates use of reference resources only when assigned.	Minimal use of reference sources in research for additional assignments.	Does not demonstrate use of references sources in additional assignments.

Literature Engagements with Children

Course objective: You will examine the role of literature in the lives of children. You will explore ways to engage children with literature for both personal and academic purposes.

Required artifact: Take Home Literacy Pack and Book Authoring

Other possible artifacts include: literature response strategies, professional articles or handouts on the use of books with children, professional conference reflections, etc.

3	2	1	0
All assignments are complete and show evidence of in-depth consideration of the role and use of literature with children. Includes strong use of professional sources.	All assignments are complete and show evidence of consideration of the role and use of literature with children. Some use of professional sources.	Assignments are incomplete with little evidence of consideration of the role and use of literature with children. Minimal use of professional sources.	Assignments are incomplete with no evidence of consideration of the role and use of literature with children. No use of professional sources.
Demonstrates careful critical thinking and inquiry about engaging children with literature across assignments during the semester.	Demonstrates critical thinking and inquiry about engaging children with literature only when assigned.	Demonstrates limited critical thinking and inquiry about engaging children with literature in assignments.	Does not demonstrate critical thinking and inquiry about engaging children with literature in assignments.

Social and Cultural Issues in Children's Development of Literacy

Course objective: You will develop an awareness of social, multicultural and international issues as they connect to literature for children.

Required artifact: Thematic Unit Project

Other possible artifacts include: journal reflections, professional articles, projects that center around social or cultural issues

3	2	1	0
<p>Evidence of critical thinking and multiple perspectives around an issue and in selection of books and artifacts. Demonstrates open-mindedness and complexity.</p> <p>Evidence of careful research around an issue</p> <p>Thinking collaboratively with peers to consider an issue.</p>	<p>Some consideration of critical thinking and multiple perspectives about an issue and in selection of books and artifacts</p> <p>Some evidence of research on an issue</p> <p>Some evidence of thinking collaboratively with peers about an issue</p>	<p>Limited demonstration of critical thinking and multiple perspectives around an issue and in book and artifact selection</p> <p>Little evidence of research of an issue</p> <p>Little evidence of thinking collaboratively with peers about an issue</p>	<p>Does not demonstrate awareness of multiple perspectives or critical thinking about an issue and in book and artifact selection.</p> <p>No evidence of research on an issue</p> <p>No evidence of thinking collaboratively with peers about an issue.</p>

Document 3

The ECME assessment plan incorporates 2 preprofessional courses, therefore, it should be noted the ECME 3 year program assessment plan incorporates goals and student outcomes for ECME 115 and ECME 202 as demonstrated in the narrative format. ECME 202 is incorporated in learning outcome 2 .C. "Demonstrate the ability to understand the major components of the I.E.P. and I.F.S.P through related assignments with 80% accuracy" and ECME 115 is demonstrated in learning outcome D.1 "Early childhood journal article review, oral presentation and written paper." The original assessment plan was completed and approved in 2008 and was updated in 2011, therefore, we have plans to update our program assessment by 2018.

ECME THREE YEAR ASSESSMENT PLAN

Program Goals and Learning Outcomes Assessment	Year 1 Courses for SLO Assessment Review A.1-B.3	Year 2 Courses for Assessment Review C.1-D.3	Year 3 Courses for Assessment Review E.1-F.2
Year	2010-2011	2011-2012	2012-2013
A.1	ECME 117, 117L, ECME 101		
A.2	ECME 217, 217L, ECME 117, 117L, ECME 115		
A.3	ECME 115, ECME 101, ECME 111		
B.1	ECME 103		
B.2	ECME 217, 217L		
B.3	ECME 217, 217L, ECME 115, ECME 103, ECME 101		
C.1		ECME 111, ECME 220	
C.2		ECME 111, ECME 220, ECME 230	
D.1		ECME 103, ECME 115	
D.2		ECME 103, ECME 115, ECME 111, ECME220	
D.3		ECME 103	
E.1			ECME 217, 217L, ECME 117, 117L, ECME 202
E.2			ECME 117, 117L, ECME 202, ECME 111, ECME 230

Updated: April 15, 2011

- Irene Den Bleyker

ECME THREE YEAR PROGRAM ASSESSMENT PLAN

		2010-2011	2011-2012	2012-2013
Program Goals & Learning Outcomes	Assessments	Year 1/ Courses	Year 2/ Courses	Year 3 / Courses
Program Goal 1 Student Learning Outcome: 1	Assessment A	ECME 101 ECME 115		
Program Goal 1 Student Learning Outcome: 1	Assessment B		ECME 117 ECME 117 L	
Program Goal 1 Student Learning Outcome: 1	Assessment C			ECME 217
Program Goal 1 Student Learning Outcome: 2	Assessment A	ECME 101 ECME 103		
Program Goal 1 Student Learning Outcome: 2	Assessment B		ECME 117 ECME 117 L	
Program Goal 1 Student Learning Outcome: 2	Assessment C			ECME 217
Program Goal 1 Student Learning Outcome: 3	Assessment A	ECME 101 ECME 103		
Program Goal 1 Student Learning Outcome: 3	Assessment B		ECME 117 ECME 117 L	
Program Goal 1 Student Learning Outcome: 3	Assessment C			ECME 217
Program Goal 2 Student Learning	Assessment A	ECME 101 ECME 103		

Outcome: 1				
Program Goal 2 Student Learning Outcome: 1	Assessment B		ECME 117 ECME 117L	
Program Goal 2 Student Learning Outcome: 1	Assessment C			
Program Goal 2 Student Learning Outcome: 2	Assessment A	ECME 101 ECME 103		
Program Goal 2 Student Learning Outcome: 2	Assessment B			
Program Goal 2 Student Learning Outcome: 2	Assessment C			ECME 217
Program Goal 2 Student Learning Outcome: 3	Assessment A			
Program Goal 2 Student Learning Outcome: 3	Assessment B		ECME 117	
Program Goal 2 Student Learning Outcome: 3	Assessment C			ECME 217
Program Goal 3 Student Learning Outcome: 1	Assessment A	ECME 101 ECME 103		
Program Goal 3 Student Learning Outcome: 1	Assessment B		ECME 117	
Program Goal 3 Student Learning Outcome: 1	Assessment C			ECME 217

Program Goal 3 Student Learning Outcome: 2	Assessment A	ECME 101 ECME 103		
Program Goal 3 Student Learning Outcome: 2	Assessment B		ECME 117	
Program Goal 3 Student Learning Outcome: 2	Assessment C			ECME 217
Program Goal 3 Student Learning Outcome: 3	Assessment A	ECME 101 ECME 103		
Program Goal 3 Student Learning Outcome: 3	Assessment B		ECME 117	
Program Goal 3 Student Learning Outcome: 3	Assessment C			ECME 217 ECME 217L

Updated: April 1, 2011

- Irene Den Bleyker

Narrative Format

Academic year: 2012 -2013

Department/Program: Education, Health, & Human Services: Education Program

Degree program(s): ECME AA, Paraprofessional AA Elementary & Secondary Education

Person(s) preparing report: Irene Den Bleyker, Anneke Lundberg, Lewis Gambill

Date submitted: November 11, 2013: Due November 13, 2013

- 1. List the student learning outcomes (SLOs) that were assessed during the academic year, including those for which data were gathered as well as those for which developmental work was done, such as the creation or piloting of assessment measures.**

Learning Outcome E1: Demonstrate knowledge of reading and writing components of literacy through related written and oral lesson plans with 80% accuracy. (ECME 217, 217 L, 117, 117L, 202)

Learning Outcome E.2: Demonstrate the ability to understand the major components of the IEP and ISEP through related assignments with 80 % accuracy. (ECME 117, 117L, 202, 230)

Learning Outcome E.3: Demonstrate knowledge of sequence of language including the influences of culture and home factors through related assignments at an 80th percentile of accuracy. (EMCE 217, 217L, 202, 101)

- 2. For each learning outcome, describe a) the measures used (at least one-half of the measures used are to be direct measures, and at least one direct measure must be used for each SLO), b) the sample of students from whom data were collected, c) the timetable for the collection, and d) the setting in which the measures were administered. (Find examples of direct measures at <http://www.unm.edu/~assess/ToolsAndTemplates.html>).**

E.1:

- Students completed written and oral literacy lesson plans. This data was collected from a random sample of ECME 202 students during the 6th week of the fall semester.
- Students in ECME 217 & 217L completed a written and oral Language Arts Mini-Lesson, which included a component of art, music, or drama as well. These lessons were conducted during the 5th week of class in Spring 2013; evaluations were done by a designed rubric and included two peer reviews as well as instructors score. Evaluation included literacy components, art/music/drama components, rational, objectives, and NM state standards for age level [PreK-3rd].

E.2:

- Students in ECME 217 & 217L submitted a four-paged *Best Practices and Special Needs Paper*, with an option of doing an Oral Report to their peers, during the 7th week of classes. Their reference was *The Principals of Child Development & Learning that Inform DAP*, with specific accommodations for a special needs child: gifted or exceptional. A rubric was provided by instructor to guide performance.

E.3:

- Students completed assignments dealing with the sequence of language and the influence of culture and family on literacy development during the 4th week of the fall semester. This data was collected from a random sampling of ECME 117 & 117L students.
 - During the 10th week of school, students in ECME 217 & 217L completed a reading journal assignment dealing with Family Involvement, answering a specific sequence of questions to guide their thinking about cross-cultural issues between the school and home. This data includes 100% of students enrolled during the Spring 2013 semester.
 - During the 12th week, students in ECME 217 & 217L completed a Thematic Mini- Unit based on cross-cultural awareness. These units incorporated culture as a standard in Social Studies curriculum for children Pre-K-3rd grade. This data includes 100% of students enrolled during Spring 2013.
 - During the 10th week, students in ECME 101 completed a Case Study in class discussion focused on *Families and Teachers: Partners in Education*. Ideas and nuances were presented orally to the entire class. This data includes 100% of students enrolled during the Fall 2012 semester.
 - During the 11th week, students in ECME 101 presented orally to the class a children's book. The rubric guided their selection to focus on family & culture while supporting the six core domains: physical, social-emotional, creative/aesthetic, cognitive, language, and cultural identity development. This data includes 100% of the students enrolled during the Fall 2012 semester.
3. **Describe the results of the assessment. (What do they tell you about student learning? What did you learn about strengths and weaknesses of your program?) If specific results are not available, describe the progress that has been made on the initiatives included in the approved assessment plan.**

E.1 Results:

- **ECME 202** Fall 2012
Literacy Lesson Plans
100% of students received 93% or above on written lesson plans.
- ECME 217 & 217L Spring 2013
Language Arts Mini-Lesson with Art/Music/ Drama components
100% of students scored between 86% - 100%. [n=13]

E.2 Results:

- ECME 217 & 217L Spring 2013
Best Practices and Special Needs Paper
85% of students scored between 80-95%, with 69% scoring above 90%. [n=13]

E.3 Results:

- ECME 117 & 117L [Fall 2012]
Culture and Family Essays
100 % of students received 83 % or better on the written essays
 - ECME 217 & 217L [Spring 2013]
Family Involvement – Reading Log Questions
100% of students scored between 88-100% on their answers. [n=13]
 - ECME 217 & 217L [Spring 2013]
Thematic Units on Cross-Cultural Awareness
100% of students scored between 86% - 100%. [n=13]
 - ECME 101 [Fall 2012]
Families & Teachers: Partners in Education Case Studies
96 % of students scored between 80%-100% on assignment,
with 4% scoring between 76-79%. [n = 22]
 - ECME 101 [Fall 2012]
Children's Literature Review
100% of students scored between 80-100% [n = 22]
4. **Describe the departmental process by which faculty reviewed the assessment procedures and results and decided on the actions and/or revisions that were indicated by them.**

All full time faculty worked collaboratively on the assessment and reflected individually on courses taught.

5. Describe the actions and/or revisions that were implemented in response to the assessment processes and results.

E.2 15% of students needed a review of how activities for children with special needs could be incorporated into best practices. They also need to correct grammatical errors.

6. Given the assessment activities and results to date, describe your assessment plans for the next year (2013). If significant changes have been made to degree program SLOs or to the general assessment strategy, please clearly describe. (Remember that half of all assessment measures must be direct measures of student learning (see link in #2 above))

During the 2012-13 and 2013-14 academic years, the ECME Program has been reviewing all the assessments needed for us to comply with the new New Mexico state required competencies. Although some of these competencies align with our current assessment plan, some do not. Since we have completed our three year plan that was instituted when we began formal assessment, it is our desire to update our initial assessment plan to align with state requirements.

Narrative Format

Academic year: 2011-2012

Department/Program: Education Program

Degree program(s): ECME AA, Paraprofessional AA Elementary & Secondary Education

Person(s) preparing report: Irene Den Bleyker, Anneke Lundberg

Date submitted: April 30, 2013

1. List the student learning outcomes (SLOs) that were assessed during the academic year, including those for which data were gathered as well as those for which developmental work was done, such as the creation or piloting of assessment measures.

Learning Outcome C.1: Demonstrate the ability to incorporate families in the assessment process with 80% accuracy on given assignments. (ECME 111, 220)

- ECME 111- SP 2012

Learning Outcome C.2: Demonstrate the ability to understand the major components of the IEP and ISEP through related assignments with 80 % accuracy. (ECME 111, 220, 230,202)

- ECME 202 – SP 2012
- ECME 220- SP 2012

Learning Outcome D.1: Appropriately assesses an early childhood indoor/outdoor environment setting, checking off components listed with accuracy of 80%.(ECME 111, 115)

- ECME 115- SP 2012

Learning Outcome D. 2: Recognize signs of emotional distress, child abuse and neglect in young children. Demonstrate with 80% accuracy on related assignments. (ECME 103, 115)

- ECME 103- Fall 2011
- ECME 103- SP 2012

Learning Outcome D.3: Implement health care and educational activities for children and families based on health and nutritional information, demonstrating such knowledge through completion of a health related mini-lesson, providing required lesson components with 80% accuracy. (ECME 103)

- ECME 103 – Fall 2011
- ECME 103- SP 2012

2. For each learning outcome, describe a) the measures used (at least one-half of the measures used are to be direct measures, and at least one direct measure must be used for each SLO), b) the sample of students from whom data were collected, c) the timetable for the collection, and d) the setting in

which the measures were administered. (Find examples of direct measures at <http://www.unm.edu/~assess/ToolsAndTemplates.html>).

C.1:

- ECME 111 Students completed an in-class activity using Case Studies focused on *Assessing and Evaluating Parent-School Involvement Issues*. This work included reading, analyzing, discussing, reflecting, and reporting their findings back to the class. This required them to utilize their own skills for engaging parents/families in evaluating various common school concerns. This data was collected from all enrolled students during the 15[#] week of spring 2012 [$\eta = 13$].

C.2:

- ECME 202 Students completed written and oral reports on IEPs, demonstrating their understanding of the process; the legal requirements including who attends the IEP, and various scenarios for which an IEP may be implemented. This data was collected from a random sample of ECME 202 students during the 5th week of the fall semester.
- ECME 220 Students viewed a film –*Inclusion, IEPs, and the Law* – engaged in a paired discussion, and then completed an individualized Film Review written paper. The demonstrated understanding of IEPs, IFSPs, and ISEPs regarding the various processes and legal requirements for gifted and special education students. This data was collected on all enrolled students during the 4th week of spring 2012 [$\eta = 12$].

D.1

- ECME 115 Students completed a library research project selecting an article from a peer reviewed ECE journal and giving an oral presentation and writing a Article Review Paper, with a focus of *designing DAP (Developmentally Appropriate Program) environments* to prevent behavior problems. This data was collected on all enrolled students during the 12th week of spring 2012 [$\eta = 20$].

D.2:

- ECME 103 Students completed an in-class activity defining terms and responsibilities surrounding recognizing the signs of emotional distress, and child abuse and neglect in young children. They responded with a written reflection paper on the activity, combined with their reading of a supplemental article on *child neglect, maltreatment, and abuse*. This data was collected on all enrolled students during the 13th week of both the fall 2011 [$\eta = 26$] and spring 2012 [$\eta = 15$] semesters.

D.3:

- ECME 103 Students researched and prepared a health related mini-lesson in the form of an Appraisal Project and Presentation covering one of

the four major areas to watch for in young children: (1) hearing, (2) vision, (3) speech and language development, and (4) Nutrition/Malnutrition. The data was collected on all enrolled students during the 7th week of fall 2011 [$\eta = 26$].

- ECME 103 Students researched, selected, and presented a children's book on current health issue; they presented their literature review of the book and how it would be used in a mini-lesson for children 3-8 years of age. The data collected was on all enrolled students during the 11th week of spring 2012 [$\eta = 15$].

3. Describe the results of the assessment. (What do they tell you about student learning? What did you learn about strengths and weaknesses of your program?) If specific results are not available, describe the progress that has been made on the initiatives included in the approved assessment plan.

C.1 Results:

- ECME 111 Case Study Reports: [$\eta = 13$] 85% of class received a score between 90-100%; 15% did not complete this assignment, therefore received no score [F] during the spring 2012 semester.

C.2 Results:

- **ECME 202** Written & Oral Reports
50% of students received a 90-100% score
50 % of students received an 80-89% score
- ECME 220 Film Review on *Inclusion, IEPs, and the Law*: [$\eta = 12$] 67% of all enrolled students received a score between 80-95%; 33% of students did not do the assignment, therefore received no score [F].

D.1 Results:

- **ECME 115**- Early Childhood Journal Article Review, oral presentation and written paper: [$\eta = 20$] 40% of class scored 90% or higher; 25% of all students scored between 80-89%; 10% of students scored between 70-79%; 5% of class scored below 70%; and 20% of students did not complete the assignment, therefore received no score [F] during spring 2012.

D.2 Results:

- ECME 103 - Written Reflection Paper: [$\eta = 26$] 55% of class received an 80-90% score; 10% of class received a 70% score; and 35% of class scored below 70% during the fall semester.

- ECME 103 - Written Reflection Paper: [$\eta = 15$] 80% of class scored 90% or higher; 7% of class scored between 80-89%; and 13% of class received below a 70% score during the spring semester.

D.3: Results

- ECME 103 – Heath Appraisal Project & Presentation: [$\eta = 26$] 41% of the class received above a 90% score; 37% of the class received a score between 80-89%, which means 78% of the class scored between 80-100%; 9% of students scored at 78%; 4% scored between 60-69%; and 9% were below a 60% score. Therefore, this final tally has 87% of all students scoring higher than 78%, with the remaining 13% of students received a score below 77%.
- ECME 103 - Children’s Literature Review with mini-lesson plan: [$\eta = 15$] 80% of all student’s received a score between 90-94%; 20% of students received a score between 80-89%. Therefore, 100% of students received a score of 80% or higher on this presentation.

4. **Describe the departmental process by which faculty reviewed the assessment procedures and results and decided on the actions and/or revisions that were indicated by them.**

C.1: ECME 111:

Faculty reviewed the results looking at the oral presentation rubrics designed for use with case studies. Since 85% of all students scored between 90-100%, no revisions were made at this time.

C.2: The faculty reviewed the results looking at the oral and written rubric scores.

ECME 220:

The faculty reviewed the results looking at the film review rubric and scores. This was instructor’s 1st semester teaching this course; decision was made to change film review to a film quiz, the next time course was taught.

D.1: **ECME 115**

The faculty reviewed the results looking at the (1) assignment handout, the (2) rubric scoring sheets for both the oral presentation and the written paper, and (3) ask student group for informal and anonymous feedback regarding the assignment. The decision was made to make the assignment an either/or regarding the presentation or a paper. Student research work was high, yet having two pieces for this assignment proved unproductive.

D.2: ECME 103:

The faculty reviewed the results looking at the (1) assignment explanation handout and the (2) rubric scoring sheet for the Written Reflection Paper.

D.3: ECME 103- Fall 2011

The faculty reviewed the results looking at the two rubrics involved: project and presentation. Since 78% of students received a score between 80-100%, no revisions were made at this time.

ECME 103- Spring 2012

The faculty reviewed the results looking at the rubric involved for this research Presentation. Since 100% of all students scored above 80%, it appears that the assignment is clear and understandable.

5. **Describe the actions and/or revisions that were implemented in response to the assessment processes and results.**

D.2.

ECME-103: Revisions were made to clarify the assignment's expectations for students between the fall and spring semesters; resulting in a stronger rubric score. Scores moved from 55% to 87%, scoring in the 80-90% range, or an increase of 32%; scores moved from 35% to 13% ,scoring in the below 70% range, or an decrease of 22%. This would seem to reveal that the changes made clarified expectations in a manner that increased students' understanding.

ECME 115: Revisions were made to reduce the reporting out process for the ECE Journal Article Review. The library research work regarding designing DAP environments appeared to be done in depth, yet these were new skills for the majority of the students. Therefore, having to report-out in both an oral presentation, as well as a written paper, was unproductive. Instructor decided to have the Library orientation/training earlier in the term, to allow for more lead time of individuals' research. Since 65% of students received a score between 80-100%, the task seems to be basically solid; yet 20% of students were overwhelmed with the library research task and did not even attempt the work.

ECME- 220: Revisions were made to shift the film assignment from a film review to a film quiz. Although the majority of students (67%) scored 80% or higher, the instructor felt that the details regarding legal issues surrounding inclusion and IEPs need more scaffolding. The review will be replaced with a quiz.

6. *Given the assessment activities and results to date, describe your assessment plans for the next year (2012-2013). If significant changes have been made to degree program SLOs or to the general assessment strategy, please clearly describe. (Remember that half of all assessment measures must be direct measures of student learning (see link in #2 above)*

- The ECME program staff will review the 3-year program as currently outlined and revise as necessary;
- Actions and revisions written in the above report will be implemented for improvement of SOLs.

Narrative Format

Academic year: 2010 - 2011

Department/Program: Education Program

Degree program(s): ECME AA, Paraprofessional AA Elementary & Secondary Education

Person(s) preparing report: Irene Den Bleyker

Date submitted: February 15, 2011

- 1. List the student learning outcomes (SLOs) that were assessed during the academic year, including those for which data were gathered as well as those for which developmental work was done, such as the creation or piloting of assessment measures.**

Learning Outcome A.1: Incorporate understanding of growth, development and learning appropriate practices a 80% or higher on given assignment.

Learning Outcome A.2: Demonstrate knowledge and skill in use of developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in developing positive thoughts about themselves with 80% accuracy on given assignments.

Learning Outcome A.3: Demonstrate knowledge of the interaction between maturation factors that influence physical, social, emotional, cognitive and cultural domains in the healthy development of each child, testing at 80% or higher.

Learning Outcome B.1: Develop the integration of knowledge of how young children develop and learn with knowledge of concepts, inquiry tools, and structure of content areas appropriate for different developmental levels at the 80% proficiency.

Learning Outcome B.2: Create and managed learning environment that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision making, problem solving, and inquiry expression, demonstrating proficiency in lesson planning with a score of 80% or higher.

Learning Outcome B.3: Demonstrate an understanding of physical setting, scheduling routines, and transitions in children at the 80 percentile on give assignments.

2. For each learning outcome, describe a) the measures used (at least one-half of the measures used are to be direct measures, and at least one direct measure must be used for each SLO), b) the sample of students from whom data were collected, c) the timetable for the collection, and d) the setting in which the measures were administered. (Find examples of direct measures at <http://www.unm.edu/~assess/ToolsAndTemplates.html>).

A.1: Students were to complete anecdotal records while observing young children. The rubric for the records required areas of growth and development in the cognitive, social, emotional and language domains. The students also had to complete a section explaining how these areas were DAP. The students were also given a midterm test covering the learning outcome. The data was collected from beginning ECME students taking ECME 101. The timetable for the collection varied. The anecdotal records were collected throughout the course and were due on week 13. The midterm was given midway through the course. The anecdotal records were collected in student observations in a childcare setting and discussed in class. The midterm was taken in the college classroom.

A.2: Students in ECME 117 and 117L demonstrated initial understanding of the use of guidance and teaching strategies that result in assisting children toward a positive self concept. Students addressed these concepts through a lesson plan requiring: emotional intelligence, aesthetic value representation and a motivational hook. The lesson plan took place in the classroom at the conclusion of the course.

A.3: Students worked in small groups to give a theory presentation reflecting maturation and environmental factors that influence young children in their development. In addition, students wrote a comparison/contrast paper addressing theories based on environment and maturation. The data was collected from ECME 101 students while interacting in the classroom setting. This was completed by week 5 of the semester.

B.1: Students created a Flyer/Brochure Paper Project to demonstrate understanding of the knowledge of how children develop and learn. They integrated designing student content learning including inquiry. This was a mid year requirement.

B.2: Students gave lesson plans dealing incorporating cooperative learning, student decision making and inquiry components ECME 217 and 217 L students presented these cooperative lesson plans in the classroom. This was a final exam project.

B.3: Students gave article presentations and article reviews as a beginning year on the topics of: classroom schedules, routines and early childhood learning environments.

- 3. Describe the results of the assessment. (What do they tell you about student learning? What did you learn about strengths and weaknesses of your program?) If specific results are not available, describe the progress that has been made on the initiatives included in the approved assessment plan.**

A.1 Results:

Anecdotal Records:

70% of students received a 90-100% score
20% of students received a 80-89% score
10 % of students received a 60-79% score

Midterm Test

53% of students received a 90-100% score
30% of students received an 80-89 % score
12% of students received a 70-79% score
5% of students received a 60-69% score

Between these two assignments 90% and 83% of the students scored about 80%. This depicts the majority of students enrolled. Those that scored lower had extremely poor literacy skills-writing, spelling, grammar, and not editing their work in common

A.2 Results:

Lesson Plan

64% of students received 92-((%
36% of students received 87-88%
0% of students received scores lower than 0%

The students incorporated all necessary components to address success. It may be ideal to provide an alternative or additional assignment that would also address the SLO to demonstrate ability to incorporate these values in alternative settings, most notable in the 117 lab setting.

A.3 Results:

Small Group Theory Presentation

68% of students received a 90-100% score
26% of students received a 80-89 % score
6% of students received a 70-79 % score

Written Paper

39% of students received a 90-100% score
39% of students received a 80-89 % score
8% of students received a 70-79 % score
14% of students received a 69% or lower score

Those who received a score lower than 80% had in common that they turned in their paper late, which resulted in point loss. For greater success students need support and guidance in organizing their school work load, specifically in time management.

B.1 Results:

Flyer/Brochure Paper Project

78% of students received a 90-100% score

9% of students received a 80-89% score

13 % of student received a score below *0%

Flyer/Brochure Presentation

74% of students received a 90-100% score

18% of students received a 80-89% score

8% of student received a score below 80%

Those who scored lower had two factors in common: they missed several classes and had not yet taken ECME 101 Their knowledge base was generally lower.

B.2: Cooperative Lesson Plan Results:

78% of students received a 90-100 % score

22% of students received a 81-86 % score

0 % of students received scores lower than 80%

All students reached 80% or above on the given assignment addressing the SLO. The students incorporated all necessary components to address success.

B.3: Article Review Presentation Results

68.5 of students received a 90-100% score

22% of students received a an 80-89% score

9.5% of students received a score below 80%

B.3: Article Review Paper

49% of students received a 90-100% score

35.5 % of students received an 80-89% score.

15.5 % of students received a score below 80%

Those that scored lower either turned their work in late or the assignment was only partially completed. Another follow up assignment on this SLO should be added later in the year as this was a beginning of the year assessment.

4. Describe the departmental process by which faculty reviewed the assessment procedures and results and decided on the actions and/or revisions that were indicated by them.

A.1: The faculty reviewed the results through viewing test scores and reading the anecdotal records with corresponding essays.

A.2: The faculty provided students with a rubric which indicated success on the written and oral lesson plan.

A.3: The faculty used a rubric for group presentations and looked at writing guidelines for content and grammar for the written assessment on the paper.

B.1: The faculty used a rubric for both the flyer and the oral presentation.

B.2: The faculty used the cooperative lesson plan rubric to ensure the SLO was met.

B.3: The faculty used an article presentation and research paper rubric for assessment purposes.

5. Describe the actions and/or revisions that were implemented in response to the assessment processes and results.

Students each semester are given information about our campus wide Learning Center and TRIO which is open daily for peer and instructor support with writing skills. Writing skills for English Language Learners is a task which needs support in every classroom from every instructor. Transitional Studies courses and support are critical.

For greater success, students benefit on this SLO by taking their English Gen ED courses prior to or alongside their ECME classes. We advise this in this manner. In addition, we use peer editing methods and provide rough draft review sessions.

Alternative or additional assignments to demonstrate SLO competencies are added to courses when deemed helpful. A later follow up assignment for B.3 is given as a number of students failed the assignment when it was given early in the academic year.

Incorporating time management skills into courses has been beneficial, especially teaching students to break major assignment into small components. Also having student enroll in student achievement course when they first arrive at the college would be ideal.

6. Given the assessment activities and results to date, describe your assessment plans for the next year (2011-2012). If significant changes have been made to degree program SLOs or to the general assessment strategy, please clearly describe. (Remember that half of all assessment measures must be direct measures of student learning (see link in #2 above)

Next year we will continue to assist students by providing resources in writing skills. We will look at additional SLO assignments and provide opportunity for student to grow in

time management skills. We will advise students to take ECME 101 prior to other ECME courses. We will also follow our plan to review the additional SLOs in areas C and D which have not been addressed to date.

Document 4- List of Instructors with qualifications

Instructor	Degrees	Major
Lewis Gambill	B.A.	Elementary Education
	M. Ed.	Elementary Education
	Ph.D.	Elementary Education
Ann Sander	B.A.	Education
	M.S.	Early Childhood Education

Document 5- Advisement summary identifying concerns

Currently, students only take two courses with our department. Once they complete our courses, we do not see the students again as they are attending required core curriculum courses. This makes it difficult to follow-up with students on their progress.

AA/ PREPROFESSIONAL EDUCATION – ELEMENTARY (64 Credits)

Student Advisement and Graduation Checklist

Student _____ Banner # _____ Date Admitted _____
 Address: _____ Academic Advisor _____
 _____ Office # Calvin Hall 124 Phone # 505-863-7714
 Phone # _____

GENERAL EDUCATION REQUIREMENTS (58)

Credits Grade Semester/ Institution

Communications (12) *

ENGL 110	Accelerated Composition	3cr	_____	_____
ENGL 120	Composition III	3cr	_____	_____
LING 101	Intro to the Study of Language	3cr	_____	_____
CJ 220	Communication for Teachers	3cr	_____	_____

Fine Arts (6)

_____	_____	3cr	_____	_____
_____	_____	3cr	_____	_____

History (12)

HIST 101 or 102		3cr	_____	_____
HIST 161 or 162		3cr	_____	_____
HIST 260	History of New Mexico	3cr	_____	_____
HIST Elective		3cr	_____	_____

Physical and Natural Sciences (12)

NTSC 261L	Physical Science	4cr	_____	_____
NTSC 262L	Life Science	4cr	_____	_____
NTSC 263L	Environmental Science	4cr	_____	_____

Mathematics (9)*

MATH 111/113	Mathematics for Elem/Mid Teachers I	4cr	_____	_____
MATH 112	Mathematics for Elem/Mid Teachers II	3cr	_____	_____
MATH 215	Mathematics for Elem/ Mid Teachers III	3cr	_____	_____

Social and Behavioral Sciences (6)

_____	_____	3cr	_____	_____
_____	_____	3cr	_____	_____

Health/Physical Education/ Leisure (1)

_____	_____	1cr	_____	_____
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Education Core (6)

ECME 115	Guiding Young Children	3cr	_____	_____
ECME 202	Intro to reading & Literacy Development	3cr	_____	_____

Placement Testing Recommended

AA/ PREPROFESSIONAL EDUCATION – SECONDARY (64 Credits)

Student Advisement and Graduation Checklist

Student _____ Banner # _____ Date Admitted _____

Address: _____

Academic Advisor _____
 Office # Calvin Hal 127 Phone # 505-863-7714

Phone # _____

GENERAL EDUCATION REQUIREMENTS (55)

Credits Grade Semester/ Institution

Communications (12)

*ENGL 110	Accelerated Composition	3cr	_____	_____
ENGL 120	Composition III	3cr	_____	_____
LING 101	Intro to Study of Language	3cr	_____	_____
CJ 220	Communication for Teachers	3cr	_____	_____

Fine Arts (6)

_____	_____	3cr	_____	_____
_____	_____	3cr	_____	_____

History (12)

HIST 101 or 102L		3cr	_____	_____
HIST 161L	US History to 1877	3cr	_____	_____
HIST16	US History from 1877 – Present	3cr	_____	_____
HIST 260	History of New Mexico	3cr	_____	_____

Physical and Natural Sciences (12)

NTSC 261L	Physical Science	4cr	_____	_____
NTSC 262L	Life Science	4cr	_____	_____
NTSC 263L	Environmental Science	4cr	_____	_____

Math (6)

_____	_____	3cr	_____	_____
_____	_____	3cr	_____	_____

Social Sciences (6)

_____	_____	3cr	_____	_____
_____	_____	3cr	_____	_____

Health Promotion/Physical Education/Leisure (1)

_____	_____	3cr	_____	_____
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EDUCATION CORE (6)

ECME 115	Guiding Young Children	3cr	_____	_____
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ELECTIVES (3) (3 Credits hours in proposed teaching area)

_____	_____	3cr	_____	_____
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Placement Test Recommended

Document 6- Copy of Program Advisory Board Recommendations

We do not have an advisory board at this time. However, we have plans to implement an advisory board in the near future (Fall semester, 2016).

Document 7- Copy of nationally or regionally accredited external review, with recommendations

This is not applicable. We are not accredited.

**Document 8 -Summary report or recommendation from
department members**

I.

We have low numbers in the pre-professional program. However, students are graduating from the program and they are going on for Bachelor degrees in elementary or secondary education. It is our desire to maintain the program and increase the number of students through additional recruitment efforts.

Please note that this does not cost the university by requiring any extra faculty because the courses offered are required for the ECME AA program. The only foreseeable cost would be that which is associated with recruiting pre-professional students.

II.

We offer the pre-professional program in elementary and secondary education. Please note that the pre-professional secondary education program (and associated course requirements) was omitted from the university course catalog. This needs to be addressed.

**Document 9- Summary report or recommendation from Dean of
Instruction**

including budgetary and community impact

The only budgetary implication we see would be hiring someone to recruit students for the preprofessional program.



Dean of Instruction Office

Curriculum Committee

UNM Gallup

Tuesday, October 4, 2016

Reference: Program Review of Early Childhood Multicultural Education Program (ECME.)

Please accept this letter in strong support in the review of the Early Childhood Multicultural Education Program, Pre-professional Programs in Elementary, and Secondary Education.

As the support materials declare, there is unfortunately a paucity of data in support of this program. This is both an institutional and programmatic problem and must be addressed.

This lack of local data is overcome, however, by the obvious and urgent need for the Gallup region to *grow its own* teachers. The support materials state that there are 70 job openings in Gallup/McKinley Schools and the annual turn-over rate is extremely high. As with Health Careers, the Faculty Regional 10-year Identity Plan should place programs in education at its center.

Although the graduation rate seems lower than it could be considering the need, the program has strengths:

1. The classes within the area each have high enrolment.
2. The program encourages and contributes to the credit numbers in general subjects.
3. It is low cost to the campus (faculty costs are split between EHHS and CCTE.)
4. There is potential for expansion.
5. There are jobs waiting.
6. The program is very professionally taught and administered (for some time by Dr. Lewis Gambill, and in addition this year by Ms. Ann Sander, Visiting Lecturer.)
7. The faculty and Chair should be commended for their articulation work with the NM Early Childhood Higher Education Task Force.
8. The faculty and Chair continue to develop this program and respond positively to the changes being demanded by main campus.
9. The faculty and Chair continue to lobby for the return of upper division classes.

Truly,

A handwritten signature in black ink that reads "Kenneth R. Roberts". The signature is written in a cursive style with a horizontal line underneath.

Professor Kenneth R. Roberts. Dean of Instruction.

Cc. Ms. Irene DenBleyker, Chair EHHS.

Dr. Lewis Gambill, Assistant Professor ECME.

Ms. Ann Sander, Visiting Lecturer II, ECME