

590. Practicum in Counseling. (3)

An experience providing counseling services to diverse clients in an on-campus setting where supervision is provided by program faculty and doctoral students under faculty supervision. Prerequisite: 517 and 518 and 520 and 522 and 530 and 584 and 610. Restriction: admitted to graduate Counselor Education program. **Offered on a CR/NC basis only.**

591. Problems. (1-3 to a maximum of 6) Δ**593. Topics. (1-3, no limit) Δ**

Various current topics in counseling and counseling psychology are offered. Contact the department office for information about topics courses planned for the near future.

595. Field Practicum. (3 to a maximum of 6) Δ

Students provide counseling services to diverse clients in either a school or community agency setting. Supervision is provided by experienced counselors in the field setting with coordination by program faculty. Attendance at a weekly seminar on campus is required.

Prerequisite: 590. Restriction: admitted to graduate Counselor Education program. **Offered on a CR/NC basis only.**

610. Professional Issues and Ethics. (3)

Contemporary issues, trends and ethical considerations in counseling are reviewed and critiqued. Provides an overview of the helping profession, professional roles, organizations, ethical and professional preparation standards, credentialing, licensure and public policy issues.

Prerequisite: 520 and 530 and 517 and 518. Restriction: admitted to graduate Counselor Education program.

620. Seminar in Counseling. (3)

Doctoral seminars in topics such as professional issues, teaching and consultation are offered for advanced graduate students.

621. Advanced Theories of Counseling and Psychotherapy. (3)

An in-depth comparison and contrast of major theories of counseling and psychotherapy. Theories representative of existential, psychoanalytic and behavioral viewpoints are considered.

630. Advanced Practicum in Counseling. (3-6 to a maximum of 6) Δ
Offered on CR/NC basis only.**696. Internship. (3-6 to a maximum of 12)**
Offered on CR/NC basis only.**699. Dissertation. (3-12, no limit) Δ**
Offered on a CR/NC basis only.

EARLY CHILDHOOD MULTICULTURAL EDUCATION

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UNM CATALOG 2009-2010

Undergraduate Program

Major and Degree

Early Childhood Multicultural Education, B.S.

Early Childhood Multicultural Education (ECME) offers a baccalaureate program that leads to licensure for teachers working with children from birth to age eight in classrooms that include children who are developing both typically and atypically. The program draws on content from child development, curriculum and instruction, family studies, language and literacy, special education, nutrition, physical education and health education. The program's multicultural focus prepares professionals to work with young children and their families from a variety of cultural backgrounds. Prospective early childhood teachers are required to complete 57 hours of general education, and 75 hours of professional early childhood education that includes 42 hours of course work, 9 hours of supervised practicum, and 12 hours of student teaching as required by the NM Public Education Department. Students are required to complete all practica and student teaching in program approved placements. Students complete 30 hours of practica per credit hour.

Admission to the Early Childhood Multicultural Education program requires a cumulative grade point average of 2.50 and a minimum of 26 credit hours. All upper division ECME courses (300 & 400 level) must be passed with a B or better.

In addition, students are required to obtain a passing score on The New Mexico Teacher Assessment Test-Basic Skills prior to admission. Upon completion of the program and satisfactory performance on state-approved competencies, student teaching and other exit requirements, students may apply to the State Department of Education for a Level 1 license.

Student Information Contact

Contact program office at Simpson Hall, (505) 277-4535.

A. General Education Requirements:

12 credit hours of English including:
ENGL 101, 102, CJ 220, LING 101 or ENGL 290

12 credit hours of History including:
HIST 101 or 102, HIST 161 or 162, HIST 260, History/
Humanities elective

12 credit hours of Science including:
NTSC 261L, 262L, 263L

6 credit hours of Social Sciences
Choose 2 courses from the following:
AMST 182, AMST 185, ANTH 101, ANTH 130, ECON 105,
ECON 106, GEOG 102, LING 101, POLS 110, POLS 200,
PSY 105, SOC 101

6 credit hours of math including:
MATH 111 or 112, MATH 129, 215 or STAT 145

3 credit hours in Foreign Language
Choose one course from the following Departments:
Linguistics (includes signed language Spanish and Portuguese, Foreign Languages and Literatures

6 credit hours of Fine Arts
Choose 2 courses from the following:
ARTH 101, ARTH 201, ARTH 202, DANC 105, MA 210, MUS
139, THEA 122

Total General Education Requirements 57

B. Bachelor Degree Core Requirements:**Professional Education Credits**

ECME 101	Child Growth, Development, & Learning	3
ECME 103	Health, Safety, & Nutrition	2
ECME 111	Family & Community Collaboration I	3
ECME 115	Guiding Young Children	3
ECME 117	Curriculum & Implementation I	3
ECME 220	Assessment of Children & Evaluation of Programs I	3
ECME 217	Curriculum & Implementation II	3
ECME 230	Professionalism	2

ECME 202	Introduction to Reading & Literacy Development	3
ECME 311	Family & Community Collaboration II	2
ECME 317	Integrated Early Childhood Curriculum	3
ECME 320	Assessment of Children & Evaluation of Programs II	3
ECME 401	Research in Child Growth, Development, & Learning	3
ECME 402	Teaching Reading & Writing	3
ECME 417	Methods and Materials for the Early Primary Grades	3

Field-Based Credits

ECME 117L	Curriculum & Implementation Practicum I Education Elective***	2
ECME 217L	Curriculum & Implementation Practicum II	2
ECME 317L	Integrated Early Childhood Curriculum Practicum	2
ECME 402L	Teaching Reading & Writing Practicum	1
ECME 417L	Methods and Materials for the Early Primary Grades Practicum	2
ECME 440L	Student Teaching in Early Childhood Education	12

Program Required Electives

Six hours from:

305	Research & Evaluation in Early Childhood	3
315	Public Policy, Leadership, Ethics, and Reform in Early Childhood	3
325	The Social, Political, and Cultural Contexts of Children and Families	3
Six hours	Upper-Division Education Electives	6

See below for options

Departmental Honors Sequence in ECME

ECME 497	Reading and Research in Honors I	2
ECME 498	Reading and Research in Honors II	2
ECME 499	Honors Thesis	2

Students completing the 3-course Departmental Honors sequence in ECME are waived from completing 6 credits from among ECME 305, ECME 315 or ECME 325

Total Professional Education Credits: 75

Education Electives--Suggested Courses:

ARTE 420	3cr
MSET 365	3cr
ECME 493	3cr
EDPY 472	3cr
FS 306	3cr
FS 312	3cr
FS 403	3cr
FS 481	3cr
FS 484	3cr
FS 493	3cr
HED 310	3cr
SPCD 452	3cr
SPCD 450	3cr
LLSS 443	3cr

Or other courses approved by ECME faculty

Total Degree Requirements:

57 General Education Credits + 75 Education Credits= 132

Departmental Honors

The Departmental Honors program is open to outstanding Early Childhood Multicultural Education majors who have an overall GPA of at least 3.20. Students must seek advisement from a faculty member willing to serve as mentor for the honors courses and research. An Honors thesis is written during the student's final semester. Required courses are ECME 497, 498, and 499. These courses are in addition to those required for the major.

Graduate Program

Student Information Contact

Contact program office at Simpson Hall, (505) 277-4535.

Application Deadlines

M.A. (initial screening)
 Summer session: March 1
 Fall semester: March 1
 Spring semester: October 1

Applications received by these initial screening dates will be given highest consideration for admission. Applications will continue to be received after the initial screening dates until the final deadlines listed below; these admission applications will be considered on a space available basis only.

Final application deadlines are:

Summer session: March 31
 Fall semester: April 25
 Spring semester: October 30

Degrees Offered

M.A. Elementary Education

The Master of Arts in Elementary Education may be taken with a concentration in Early Childhood Education.

Program of Studies for Concentration in Early Childhood Education

Master of Arts in Elementary Education

Plan I: 26 credit hours + 6 credit hours of thesis + Final Oral Examination

Plan II: 32 credit hours including Problems Course CMTE 591

Master of Arts in Elementary Education Core Requirements:

EDUC 500 or EDPY 500 Research Applied to Education
 ECME 574 Early Childhood Curriculum
 ECME 579 Seminar in Early Childhood Education
 LLSS 583 Education Across Cultures of the Southwest
 CMTE 591 Problems in Early Childhood Education

(Note: problems course must be taken with an ECME faculty)

Concentration Specific Course Requirements:

In addition to ECME 574, 579, & 591 above, at least two courses must be chosen from:

ECME 576 Learning Through Play
 ECME/LLSS 514 Young Children Moving Into Literacy
 ECME 575 Early Childhood Language Development & Curriculum
 SPCD 550 Introduction to Early Childhood Special Education

Remaining courses to be selected from the following:

ARTE 520 Art Education in Early Childhood
 FS 501 Parent Education
 FS 502 Development in Early Childhood
 FS 512 Working with Children & Families
 FS 546 Family Systems Theory
 FS 514 Fatherhood
 EDPY 503 Principles of Human Development
 EDPY 510 Principles of Classroom Learning
 EDPY 520 Motivation Theory and Practice
 EDPY 524 Computers in the Educational Process
 EDPY 572 Classroom Assessment
 LLSS 544 Children's Literature
 LLSS 556 First and Second Language Development
 LLSS 558 Literacy Across Cultures
 LLSS 582 Curriculum Development in Multicultural Education

OR OTHER COURSES APPROVED BY ECME ADVISOR

Early Childhood Multicultural Education (ECME)

101. Child Growth, Development, and Learning. (3)

This basic course in the growth, development, and learning of young children, provides foundational knowledge of how young children grow, develop and learn.

103. Health, Safety, and Nutrition. (2)

This course provides information related to standards and practices that promote children's physical and mental well being, sound nutritional practices, and maintenance of safe learning environments.

111. Family and Community Collaboration I. (3)

This basic course examines the involvement of families from diverse cultural and linguistic backgrounds in early childhood programs. Ways to establish collaborative relationships with parents and others involved with children in early childhood settings are discussed.

115. Guiding Young Children. (3)

This course explores theories of child guidance and practical applications. It provides developmentally appropriate methods for guiding children, effective strategies and suggestions for facilitating positive social interactions.

117. Curriculum and Implementation I. (3)

This beginning curriculum course focuses on developmentally appropriate content in early childhood programs and developmentally appropriate curriculum integration into teaching and learning experiences.

117L. Curriculum and Implementation Practicum I. (2)

This course provides opportunities for students to apply knowledge gained from ECME 117 and develop skills in planning developmentally appropriate learning experiences for young children including children with special needs.

202. Introduction to Reading and Literacy Development. (3)

This is a basic course in children's emergent literacy and reading development: Ways to foster phonemic awareness, literacy problem solving skills, fluency, vocabulary, comprehension, and language development are explored.

217. Curriculum and Implementation II. (3)

This basic course focuses on the learning environment and the implementation of curriculum in early childhood programs. Various curriculum models and teaching and learning strategies are explored.

217L. Curriculum and Implementation Practicum II. (2)

This course provides opportunities to apply knowledge gained in ECME 217 and develop skills in planning learning environments and implementing curriculum for young children including those with special needs.

220. Assessment of Children and Evaluation of Programs I. (3)

This basic course familiarizes students with a variety of culturally appropriate assessment methods and instruments, and the development and use of formative and summative program evaluation to ensure quality.

230. Professionalism. (2)

This course provides a broad-based orientation to the field of early care and education. Early childhood history, philosophy, ethics and advocacy are introduced.

305. Research and Evaluation in Early Childhood. (3)

A course focusing on research and evaluation in early childhood settings.

311. Family and Community Collaboration II. (2)

This advanced course prepares prospective teachers for working effectively as partners with diverse family and community members to facilitate the development and learning of children birth through age 8, including children with special needs.

Prerequisite: 111. Restriction: admitted to the ECME program.

315. Public Policy, Leadership, Ethics and Reform in ECE. (3)

A course focusing on policy issues, advocacy and leadership in early childhood education.

317. Integrated Early Childhood Curriculum. (3)

This advanced course focuses on developmentally appropriate curriculum development and implementation for children birth to age 5, integrated curriculum content, and rich learning environments.

Prerequisite: 103 and 115 and 117 and 117L and 217 and 217L and 230. Corequisite: 317L. Restriction: admitted to the ECME program.

317L. Integrated Early Childhood Curriculum Practicum. (2)

This advanced course provides opportunities for students to apply knowledge gained from ECME 317 and develop skills in planning and implementing developmentally appropriate learning experiences, integrated curriculum, and learning environments. Requires 60 supervised contact hours.

Prerequisite: 103 and 115 and 117 and 117L and 217 and 217L and 230. Corequisite: 317. Restriction: admitted to the ECME program.

320. Assessment of Childhood and Evaluation of Programs II. (3)

This advanced course builds upon student understanding of the connections among learning, teaching, and assessment and strategies for evaluating programs. Assessment, identification, and monitoring of typical and atypical development will be explored.

Prerequisite: 220. Restriction: admitted to the ECME program.

325. The Social, Political and Cultural Contexts of Children and Families. (3)

This course focuses on the cultural contexts in which children and their families live and develop. Its main goal is to help students bridge the gap between their own cultures and the cultures of the children they will teach.

401. Research in Child Growth, Development and Learning. (3)

This advanced course in child growth, development, and learning builds upon the foundational material covered in the basic course in child growth, development, and learning. An integration of major theories of child development is provided.

Prerequisite: 101. Restriction: admitted to the ECME program.

402. Teaching Reading and Writing. (3)

This advanced course is designed to prepare early childhood professionals to understand and to teach. This course focuses on reading as a complex, interactive, constructive process.

Prerequisite: 202. Corequisite: 402L. Restriction: admitted to the ECME program.

402L. Teaching Reading and Writing Practicum. (1)

This advanced practicum provides opportunities for students to apply knowledge gained from ECME 402 in kindergarten through 3rd grade classrooms. This 1 credit-hour practicum requires 30 supervised contact hours.

Prerequisite: 202. Corequisite: 402. Restriction: admitted to the ECME program.

404. Infants and Toddlers in Early Childhood Programs. (7)

An integrated interdisciplinary block focusing on working with children birth to three. Includes infant development, family interaction, developmentally and culturally appropriate practice, technology, and assessment/evaluation.

Corequisite: 404L.

404L. Infant and Toddler Practicum. (2)

A laboratory to be taken as a corequisite to 404. Applies knowledge and concepts from 404 related to care and early education in programs for children birth to three years.

Offered on a CR/NC basis only.

Corequisite: 404.

414. Pre-Primary Children in Early Childhood Programs. (7)

An integrated interdisciplinary block focusing on working with children aged three to five. Includes childhood development, family interaction, developmentally and culturally appropriate practice, technology and assessment/evaluation. Corequisite: 414L.

414L. Pre-Primary Practicum. (2)

A laboratory to be taken as a corequisite to 414. Applies knowledge and concepts from 414 related to care and early education in programs for children aged three to five. **Offered on a CR/NC basis only.** Corequisite: 414.

417. Methods and Materials for the Early Primary Grades. (3)

This advanced course focuses on developmentally appropriate content, learning environments, and curriculum implementation for children in K-3rd-grade emphasizing integration of content areas and development of rich learning environments for early primary grades.

Prerequisite: 317 and 317L. Pre- or corequisite: 402 and 402L. Corequisite: 417L. Restriction: admitted to the ECME program.

417L. Methods and Materials for the Early Primary Grades Practicum. (2)

This advanced practicum provides opportunities for students to develop, implement, and evaluate developmentally appropriate and integrated learning experiences for children in K-3rd grade. This 2 credit-hour practicum requires 60 supervised contact hours.

Prerequisite: 317 and 317L. Pre- or corequisite: 402 and 402L. Corequisite: 417. Restriction: admitted to the ECME program.

424. Primary Children in Early Childhood Programs. (7)

An integrated interdisciplinary block focusing on working with children aged five to eight. Includes child development, family interaction, developmentally and culturally appropriate practice, technology and assessment/evaluation. Corequisite: 424L.

424L. Primary Practicum. (2)

A laboratory to be taken as a corequisite to 424. Applies knowledge and concepts from 424 related to care and educational programs for children aged five to eight. **Offered on a CR/NC basis only.** Corequisite: 424.

440L. Student Teaching in Early Childhood Education. (12)

Student teaching experience in early childhood including placement and assigned tasks in an early childhood classroom with a mentor teacher, and a weekly seminar where students review and reflect on their own teaching practices. Prerequisite: 320 and 401 and 402 and 402L and 417 and 417L and two of the following 305, 315, 325. Restriction: admitted to the ECME program.

493. Topics in Early Childhood Education. (1-6, no limit) Δ

497. Reading and Research in Honors I. (2)

Advanced studies and research under the supervision of a faculty mentor. Restriction: permission of instructor.

498. Reading and Research in Honors II. (2)

Advanced studies and research under the supervision of a faculty mentor. Prerequisite: 497. Restriction: permission of instructor.

499. Honors Thesis. (2)

Prerequisite: 498. Restriction: permission of instructor.

514. Young Children Moving Into Literacy. (3)

(Also offered as LLSS 514.) This course explores the processes of young children's emergent literacy. It focuses on selection of materials and design of activities appropriate for use in the home, school and other settings. Prerequisite: EDUC 331L, EDUC 333L.

574. Curriculum for Early Childhood. (3)

Focuses on developing and integrating curriculum for the Early Childhood Classroom (infant and toddler, preschool, early primary) within historical and cultural contexts. Students will explore and implement new ideas in curriculum of the early years. Prerequisite: FS 403.

575. Early Childhood Language Development/ Curriculum. (3)

This course will focus on contemporary theory and practice of promoting language development in young children. Students will develop curricula and strategies appropriate for a diverse population.

576. Teaching and Learning Through Play. (3)

This course explores the philosophical and theoretical foundations of play and its impact on children's development and learning. Students explore current research, issues, and trends related to play in early childhood programs.

579. Seminar in Early Childhood Education. (3-12 to a maximum of 12) Δ

Advanced capstone course that addresses issues affecting the field of Early Childhood education. Topics may vary depending upon instructor and the trends in the field. Prerequisite: 501. Restriction: permission of instructor.

EDUCATIONAL LEADERSHIP

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Alicia Chavez, Ph.D., University of Arizona

Visiting Professor

Carl Madzey, Ed.D., University of Wyoming

Lecturers

Susanna Murphy, Ph.D., New Mexico State University
Bruce Noll, Ed.D., University of South Dakota
Vita Saavedra, Ph.D., University of New Mexico

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Michael M. Morris, Ph.D., University of Massachusetts at Amherst

Graduate Study

Student Information Contact

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