EARLY CHILDHOOD MULTICULTURAL EDUCATION

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

Choose 6 credit hours of Fine Arts

Total General Education Requirements 57

B. Bachelor Degree Core Requirements:

  Total Professional Education Credits: 75

Total Degree Requirements: 132

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

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 EDUC 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
  EDUC 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

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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. (Fall and Spring)

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. (Fall)

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. (Spring)

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. (Fall)

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. (Fall and Spring)

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. (Fall and Spring)

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. (Spring)

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. (Fall)

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. (Fall)

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. (Fall)

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. (Fall)

305. Research and Evaluation in Early Childhood. (3)
A course focusing on research and evaluation in early childhood settings. (Summer)

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 6, including children with special needs.
Prerequisite: 111. Restriction: admitted to the ECME program. (Fall)

315. Public Policy, Leadership, Ethics and Reform in ECE. (3)
A course focusing on policy issues, advocacy and leadership in early childhood education. (Spring)

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 217 and 217L and 230. Corequisite: 317L. Restriction: admitted to the ECME program. (Fall)

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 developmentally appropriate learning experiences, integrated curriculum, and learning environments. Requires 60 supervised contact hours.
Prerequisite: 103 and 115 and 117 and 217L and 217L and 230. Corequisite: 317L. Restriction: admitted to the ECME program. (Fall)

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. (Spring)

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. (Fall)

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. (Fall)

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. (Spring)

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. (Spring)

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.

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.

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.

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.

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. (Spring)

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: 417L. Restriction: admitted to the ECME program. (Spring)

524. 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.

524L. Primary Practicum. (2) A laboratory to be taken as a corequisite to 524. Applies knowledge and concepts from 524 related to care and educational programs for children aged five to eight. Offered on a CR/NC basis only.

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. (Fall)

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

497. Reading and Research in Honors I. (2) Advanced studies and research under the supervision of a faculty mentor.

498. Reading and Research in Honors II. (2) Advanced studies and research under the supervision of a faculty mentor.

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.

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.

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

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