



Course Name: ECED 2110 PROFESSIONALISM

Credit Hours: 2

Semester Taught: Fall 2020

Course, Time and Place: Web/Online

Instructor Information:

Instructor: Alberto Mares, EdS, MBA, MA	Communication Information: 505-747-2272	Office Hours: Monday 4-6 p.m. Wednesday 6-8 p.m. Friday 8-9 a.m.
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Required Text: Follari, M. L. (2015) *Foundation and Best Practices in Early Childhood Education: History, Theories, and Approaches to Learning* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Required Materials or Readings:

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

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

Catalog Course Description: This course provides a broad-based orientation to the field of early care and education. Early childhood history, philosophy, ethics and advocacy are introduced. Basic principles of early childhood systems are explored. Multiple perspectives on early care and education are introduced. Professional responsibilities such as cultural responsiveness and reflective practice are examined. (2, 2T+0L).

Course Objectives:

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

NM Teacher Competencies (InTASC), College of Education's Conceptual Framework, and the NNMC Student Learning Outcomes.

New Mexico Entry Level Teacher Competencies (InTASC):

B: Health, safety and nutrition: Early childhood professionals promote physical and mental health and appropriate nutrition and provide an emotionally and physically safe environment for young children in partnership with their families. Sound health, safety, and nutritional practices provide the foundation for development and learning. Good nutrition is appropriate and important

to the total development of young children and their families. Meals and snacks encourage good nutrition and eating habits. A safe environment prevents and reduces injuries for young children who are only beginning to recognize dangerous situations. **B.4.**

C: Family and community collaboration: Early childhood professionals are committed to family-



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

C.11.

F: Assessment of children and evaluation of programs: Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate ongoing documentation and report information to families and professionals.

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

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

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

Knowledge Principle-

6. Professionalism- the teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
8. Professionalism- the teacher candidate demonstrates a willingness to examine and implement change as appropriate.

Skills-

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

Dispositions-

3. Ethical Behavior

NNMC Student Learning Outcomes:

1. Ability to communicate clearly and effectively
2. Ability to think critically through analytical, inventive and creative means

Assignment Descriptions/Assessment Alignment:



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

Course Dates, Topics, Assignments:

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



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

Grading:

A+ 100 - 97
 B+ 89 - 87
 C+ 79 - 77
 D+ 69 - 67
 F 59 - 0

A 96 - 93
 B 86 - 83
 C 76 - 73
 D 66 - 63

A- 92 - 90
 B- 82 - 80
 C- 72 - 70
 D- 62 - 60

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

Students with Disabilities: Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact Verna Trujillo, Coordinator of Accessibility and Resource Center at 505-7472152 or v.trujillo@nmmc.edu to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

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

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



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

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

