

EARLY CHILDHOOD EDUCATION

The **Early Childhood Education** program prepares students to become highly qualified teachers, assistant teachers, family daycare providers, or administrators of early education programs for children ages birth through age eight. Students will gain a broad understanding of the specific needs of young children and develop strategies for meeting those needs.

The **Early Childhood Education Certificate** is a vocational certificate for students who are interested in the field of education for children birth to eight years of age. This Certificate can be the starting point for individuals who want to complete an Associate Degree in Early Childhood Education. The Certificate is 100% embedded in the Early Childhood Education Associate Degree. The Certificate program can be completed in one year and requires completion of 33 credits. The Associate Degree in Early Childhood Education program can be completed in two years and requires completion of 60 credits.

The course of study provides opportunities for students to gain knowledge in areas such as child development, health and safety, curriculum, professionalism, assessment, and ethics. Students will receive teacher training for work in public and private schools and other settings. Students who complete the **Early Childhood Administrative Certificate** are eligible to apply for an early childhood administrative specialist certificate with the New Mexico Office of Early Childhood Education & Care Department (<https://www.nm.gov/departments-and-agencies/early-childhood-education-and-care-department/>); the permanent certificate is granted upon completion the Associate Degree in Early Childhood Education.

Early care and education professionals are eligible for a vocational certificate in the area of Early Childhood Educator. The certificate indicates completion of the early childhood “vocational” courses (approximately 29 credit hours) within the associate degree program’s transfer module. Contact the New Mexico Office of Early Childhood Education & Care Department (<https://www.nm.gov/departments-and-agencies/early-childhood-education-and-care-department/>) for more information.

Graduation Requirements

Early Childhood Administrative Certificate: A cumulative GPA of 2.5 or higher; at least 9 of the credits must taken at SENMC. Students must complete ENGL 1110G Composition I with a C- or better. Students are required to pass a security background check in order to take certain courses. Criminal violations may prevent a student from completing the certificate. Students must have a cumulative 2.5 GPA to apply for this certificate, and a C- or better is required in all ECED courses. ECED courses taken more than 7 years prior to graduation must be repeated.

Associate Degree in Early Childhood Education: ENGL 1110G Composition I with a C- or higher; placement into college-level math and reading courses or completion of developmental courses with a C- or higher; cumulative GPA of 2.5 or higher; a minimum of 15 credits must be taken at SENMC.

- Early Childhood Education - Associate Degree (<https://senmc-public.courseleaf.com/academic-programs/associate-degree->

[certificate-programs/early-childhood-education/early-childhood-education-associate-degree/](https://senmc-public.courseleaf.com/academic-programs/associate-degree-certificate-programs/early-childhood-education/early-childhood-education-associate-degree/))

- Early Childhood Education - Certificate (<https://senmc-public.courseleaf.com/academic-programs/associate-degree-certificate-programs/early-childhood-education/early-childhood-education-certificate/>)

ECED 1110 Child Growth, Development, and Learning 3 Credits (3)

This basic course in the growth, development, and learning of young children, prenatal through age eight, provides students with the theoretical foundation for becoming competent early childhood professionals. The course includes knowledge of how young children grow, develop and learn. Major theories of child development are integrated with all domains of development, including biological-physical, social, cultural, emotional, cognitive and language. The adult’s role in supporting each child’s growth, development and learning is emphasized.

Learning Outcomes

1. Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice. A.1
2. Demonstrate knowledge of the interaction between maturation and environmental factors that influence physical, social, emotional, cognitive, and cultural domains in the healthy development of each child. A.2
3. Demonstrate knowledge of the significance of individual differences in development and learning.
4. Demonstrate knowledge of how certain differences may be associated with rate of development and
5. developmental patterns associated with developmental delays and/or specific disabilities. A.3
6. Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities. A.4
7. Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7
8. Demonstrate knowledge of the developmental sequence of language and literacy, including the
9. influence of culture and home factors. A.8 1
10. Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. A.9 1
11. Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways. A.10 1
12. Use appropriate guidance to support the development of self-regulatory capacities in young children. A.11

View Course Outcomes

ECED 1115 Health, Safety, and Nutrition 2 Credits (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. It includes information for developing sound health and safety management procedures for indoor and outdoor learning environments for young children. The course examines the many scheduling factors that are important for children's total development, healthy nutrition, physical activity, and rest.

Learning Outcomes

1. Recognize and respond to each child's physical health, intellectual and emotional well-being, and nutritional and safety needs. B.1
2. Articulate an understanding of indoor and outdoor learning environments that provide opportunities for children to put into practice healthy behaviors (physically, socially and emotionally). B.2
3. Use appropriate health appraisal and management procedures and makes referrals when necessary. B.3
4. Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals, and, in cases of suspected abuse or neglect, reporting to designated authorities. B.4
5. Establish an environment that provides opportunities and reinforcement for children's practice of healthy behaviors that promote appropriate nutrition and physical and psychological well-being. B.5
6. Provide a consistent daily schedule for rest/sleep, as developmentally appropriate. B.6
7. Implement health care and educational activities for children and families based on health and nutritional information that is responsive to diverse cultures. B.7
8. Assist young children and their families, as individually appropriate, in developing decision-making and interpersonal skills that enable them to make healthy choices and establish health-promoting behaviors. B.8

[View Course Outcomes](#)

ECED 1120 Guiding Young Children 3 Credits (3)

This course explores various theories of child guidance and the practical applications of each. It provides developmentally appropriate methods for guiding children and effective strategies and suggestions for facilitating positive social interactions. Strategies for preventing challenging behaviors through the use of environment, routines and schedule will be presented. Emphasis is placed on helping children become self-responsible, competent, independent, and cooperative learners and including families as part of the guidance approach.

Learning Outcomes

1. Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning and recognize that children are best understood in the contexts of family, culture and society. A.6
2. Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7
3. Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways. A.10
4. Use appropriate guidance to support the development of self-regulatory capacities in young children. A.11
5. Recognize and respond to each child's physical health, intellectual and emotional well-being, and nutritional and safety needs. B.1
6. Demonstrate knowledge and skill in building positive, reciprocal relationships with families. C.1
7. Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices. C.4
8. Demonstrate the ability to incorporate the families' desires and goals for their children into classroom or intervention strategies. C.7
9. Demonstrate knowledge and skills in developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in development positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults. E.3 1
10. Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning. E.7 1
11. Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this.

[View Course Outcomes](#)

ECED 1125 Assessment of Children and Evaluation of Programs 3 Credits (3)

This basic course familiarizes students with a variety of culturally appropriate assessment methods and instruments, including systematic observation of typically and non-typically developing children. The course addresses the development and use of formative and summative assessment and evaluation instruments to ensure comprehensive quality of the total environment for children, families, and the community. Students will develop skills for evaluating the assessment process and involving other teachers, professionals and families in the process. Repeatable: up to 3 credits.

Prerequisite(s): ECED 1110 and (ENGL 1110G or ENGL 1110H)

Learning Outcomes

1. Demonstrate ability to choose valid tools that are developmentally, culturally, and linguistically appropriate; use the tools correctly; make appropriate referrals; and interpret assessment results, with the goal of obtaining valid, useful information to inform practice and decision making. F.1
2. Demonstrate knowledge of maintaining appropriate records of children's development and behavior that safeguard confidentiality and privacy. F.2
3. Demonstrate knowledge of the educator's role as a participating member of the assessment process as described and mandated by state and federal regulations for Individual family service plans (IFSP) and individual education plans (IEP). F.3
4. Demonstrate understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning on assessment outcomes. F.4
5. Involve the family and, as appropriate, other team members in assessing the child's development, strengths, and needs in order to set goals for the child. F.5
6. Articulate an understanding of the distinctions and definitions of assessment concepts (e.g., screening, diagnostic assessment, standardized, testing, accountability assessment). F.6
7. Apply understanding of assessment concepts toward selection of appropriate formal assessment measures, critiquing the limitations of inappropriate measures, and discussing assessment issues as part of interdisciplinary teams. F.7
8. Articulate an understanding that responsible assessment is legally and ethically grounded and guided by sound professional. Its standards is collaborative and open with the goal of supporting diverse children and families. F.8
9. Demonstrate knowledge of assessment techniques, interpretation of assessment information in the Application of this data to curriculum development and/or intervention planning. F.9
10. Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families. F.1
11. Demonstrate knowledge and use of program evaluation to ensure comprehensive quality of the total Environment for children, families, and the community. F.11
12. Use both self and collaborative evaluations as part of ongoing program evaluations. F.12

[View Course Outcomes](#)

ECED 1130 Family and Community Collaboration 3 Credits (3)

This beginning course examines the involvement of families and communities from diverse cultural and linguistic backgrounds in early childhood programs. Ways to establish collaborative relationships with families in early childhood settings is discussed. Families' goals and desires for their children will be supported through culturally responsive strategies. Repeatable: up to 3 credits.

Prerequisite(s): ECED 1110 and (ENGL 1110G or ENGL 1110H or ENGL 1110M)

Learning Outcomes

1. Demonstrate knowledge and skill in building positive, reciprocal relationships with families. C.1
2. Articulate an understanding of a safe and welcoming environment for families and community members. C.2
3. Develop and maintain ongoing contact with families through a variety of communication strategies. C.3
4. Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices. C.4
5. Articulate understanding of the complexity and dynamics of family systems. C.5
6. Demonstrate understanding of the importance of families as the primary educator of their child. C.6
7. Involve families and community members in contributing to the learning environment. C.9
8. Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations. C.11
9. Apply knowledge of family theory and research to understand family and community characteristics including socioeconomic conditions; family structures, relationships, stressors, and supports (including the impact of having a child with diverse abilities); home language and ethnicity. C.12 1
10. Demonstrate knowledge of and skill to access community resources that assist families and contribute directly or indirectly to children's positive development such as mental health services, health care, adult education, English language instruction, and economic assistance. C.13 1
11. Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals. E.14 1
12. Demonstrate a commitment to leadership and advocacy for excellence in programs and services for young children and their families. G.6

[View Course Outcomes](#)

ECED 2110 Professionalism 2 Credits (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. Basic principles of early childhood systems are explored.

Learning Outcomes

1. Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals, and, in cases of suspected abuse or neglect, reporting to designated authorities. B.4
2. Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations. C.11
3. Use both self and collaborative evaluations as part of ongoing program evaluations. F.12
4. Demonstrate ability to adhere to early childhood professional codes of ethical conduct and issues of confidentiality. G.1
5. Demonstrate awareness of federal, state, and local regulations, and public policies regarding programs and services for children birth through eight years of age. G.2
6. Demonstrate understanding of conditions of children, families, and professionals; the historical and current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession. G.3
7. Demonstrate critical reflection of one's own professional and educational practices from community, state, national, and global perspectives. G.4
8. Demonstrate understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice. G.5
9. Demonstrate knowledge in technology resources to engage in ongoing professional development. G.7

[View Course Outcomes](#)

ECED 2115 Introduction into Language, Literacy, and Reading 3 Credits (3)

This course is designed to prepare early childhood professionals for promoting children's emergent literacy and reading development. Through a developmental approach, the course addresses ways in which early childhood professionals can foster young children's oral language development, phonemic awareness, and literacy problem solving skills, fluency, vocabulary, and comprehension. . This course provides the foundation for early childhood professionals to become knowledgeable about literacy development in young children. Instructional approaches and theory-based and research based strategies to support the emergent literacy and reading skills of native speakers and English language learners will be presented. Repeatable: up to 3 credits.

Prerequisite(s): ECED 1110 and (ENGL 1110G or ENGL 1110H, or ENGL 1110M)

Learning Outcomes

1. Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7
2. Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. A.8
3. Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. A.9
4. Develop partnerships with family members to promote early literacy in the home. C.8
5. Establish partnerships with community members in promoting literacy. C.10
6. Demonstrate knowledge of the reading and writing components of emergent literacy at each developmental level. D.4
7. Provide and use anti-bias materials/literature and experiences in all content areas of the curriculum. D.7
8. Create and manage a literacy-rich environment that is responsive to each child's unique path of development. E.9
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 1
10. Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of literacy skills. E.11

[View Course Outcomes](#)

ECED 2120 Curriculum Development through Play Birth through Age 4 (PreK) 3 Credits (3)

The beginning curriculum course places play at the center of curriculum in developmentally appropriate early childhood programs. It addresses content that is relevant for children birth through age four in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four, is emphasized. Repeatable: up to 3 credits.

Prerequisite(s): ECED 1110 and (ENGL 1110G or ENGL 1110H or ENGL 1110M)

Corequisite(s): ECED 2121

Learning Outcomes

1. Use appropriate guidance to support the development of self-regulatory capacities in young children. A.11
2. Demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth to four (0-4) years of age. D.1
3. Demonstrate the integration of knowledge of how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels. D.2
4. Adapt content to meet the needs of each child, including the development of individualized family service plans (IFSP) or individualized education plans (IEP) for children with diverse abilities through the team process with families and other team members. D.6
5. Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities. E.1
6. Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, diverse abilities, and the language and cultures in New Mexico. E.2
7. Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences. E.4
8. Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.5
9. Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.6 1
10. Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning. E.7 1
11. Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions. E.8 1
12. Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of emergent literacy skills. E.11 1
13. Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development of intervention planning. F.9

View Course Outcomes

ECED 2121 Curriculum Development through Play Birth through Age 4 (PreK) Practicum 2 Credits (2)

The beginning practicum course is a co-requisite with the course Curriculum Development through Play – Birth through Age 4. The field-based component of this course will provide experiences that address curriculum content that is relevant for children birth through age four in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four, is emphasized. Repeatable: up to 2 credits.

Prerequisite(s): ECED 1110 and (ENGL 1110G or ENGL 1110H or ENGL 1110M)

Corequisite(s): ECED 2120

Learning Outcomes

1. Provide a variety of activities that facilitate development of the whole child in the following areas: Physical/motor, social/emotional, language/cognitive and adaptive/living skills. A.5
2. Develop, implement and evaluate an integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. D.5
3. Provides and uses anti-bias materials and literature, and experiences in all content areas of the curriculum. D.7
4. Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences. E.4
5. Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.5
6. Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.6
7. Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning. E.7
8. Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions. E.8

View Course Outcomes

ECED 2130 Curriculum Development and Implementation Age 3 (PreK) through Grade 3 3 Credits (3)

The curriculum course focuses on developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional wellness, science, motor and social skills, is emphasized. Information on adapting content areas to meet the needs of children with special needs and the development of IEPs is included. Repeatable: up to 3 credits.

Prerequisite(s): ECED 1110, ECED 2120 and ECED 2121 (ENGL 1110G or ENGL 1110H)

Learning Outcomes

1. Use appropriate guidance to support the development of self-regulatory capacities in young children. A.11
2. Demonstrate the integration of knowledge of how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels. D.2
3. Demonstrate knowledge of what is important in each content area, why it is of value, and how it links with early and later understandings within and across areas. D.3
4. Demonstrate knowledge of the language, reading and writing components of emergent literacy at each developmental level. D.4
5. Adapt content to meet the needs of each child, including the development of individualized family service plans (IFSP) or individualized education plans (IEP) for children with diverse abilities through the team process with families and other team members. D.6
6. Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities. E.1
7. Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, diverse abilities, and the language and cultures in New Mexico. E.2
8. Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences. E.4
9. Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.5 1
10. Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.6 1
11. Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning. E.7 1
12. Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology. E.12 1
13. Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development of intervention planning. F.9

[View Course Outcomes](#)

ECED 2131 Curriculum Dvlpmnt & Implementation Age 3 (PreK) through Grade 3 Practicum 2 Credits (2)

The beginning practicum course is a co-requisite with the course Curriculum Development and Implementation: Age 3 through Grade 3. The field based component of this course will provide experiences that address developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional wellness, science, motor and social skills is emphasized. Information on adapting content areas to meet the needs of children with special needs and the development of IEPs is included. Repeatable: up to 2 credits.

Prerequisite(s): ECED 1110 (ENGL 1110G or ENGL 1110H), ECED 2120, and ECED 2121

Corequisite(s): ECED 2130

Learning Outcomes

1. Provide a variety of activities that facilitate development of the whole child in the following areas: Physical/motor, social/emotional, language/cognitive and adaptive/living skills. A.5
2. Develop, implement and evaluate an integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. D.5
3. Provides and uses anti-bias materials and literature, and experiences in all content areas of the curriculum. D.7
4. Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences. E.4
5. Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.5
6. Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.6
7. Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning. E.7
8. Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions. E.8

[View Course Outcomes](#)

ECED 2140 Effective Program Development for Diverse Learners and their Families 3 Credits (3)

This course addresses the role of a director/administrator in the implementation of family-centered programming that includes individually appropriate and culturally responsive curriculum in a healthy and safe learning environment for all children and their families. Repeatable: up to 3 credits.

Learning Outcomes

1. Describe important aspects of leadership that an administrator in an early childhood setting must demonstrate.
2. Identify and describe ways in which classrooms can have a multicultural environment.
3. Observe a classroom and identify, using photographs, good practice with classroom environment.
4. Describe important aspects of a good early childhood curriculum.
5. Describe how culture and socioeconomic factors influence classroom environment.

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ECED 2141 Effective Program Development for Diverse Learners and their Families Pract 2 Credits (2)

Provides opportunities for students to apply knowledge gained from Curriculum for Diverse Learners and their Families in a practicum setting. Restricted to ECED majors. Repeatable: up to 2 credits.

Corequisite(s): ECED 2140

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ECED 2215 Program Management 3 Credits (3)

This course emphasizes the technical knowledge necessary to develop and maintain an effective early care and education program. It focuses on sound financial management and vision, the laws and legal issues that affect programs, and state and national standards such as accreditation. Repeatable: up to 3 credits.

Learning Outcomes

1. Develop a comprehensive program philosophy.
2. Demonstrate the ability to develop systems that are effective for quality program operation.
3. Create a program budget and understand the Income and Expense sides and what affects each part.
4. Model best practices that integrate various leadership styles.

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ECED 2280 Professional Relationships 3 Credits (3)

This course addresses staff relations that will foster diverse professional relationships with families, communities and boards. Topics of staff recruitment, retention, support and supervision will lay the foundation for positive personnel, family and community relationships. Repeatable: up to 3 credits.

Corequisite(s): ECED 2281

Learning Outcomes

1. Interview an administrator and write a paper describing personnel management, staff support, supervision, and professional development.
2. Identify and describe ethical and legal requirements in maintaining a professional relationship with subordinates, the community, clients, and fellow administrators.
3. Identify and describe technologies which may be used in an early childhood setting.
4. Identify and describe legal and ethical considerations in the employment of others.

[View Course Outcomes](#)

ECED 2281 Professional Relationships Practicum 2 Credits (2)

Practical experience in the development of staff relationship that will foster professional relationships with families, communities and boards. Issues of staff recruitment, retention, support and supervision will lay a foundation for positive personnel management. Restricted to ECED majors.

Corequisite(s): ECED 2280

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