ECED 2110-501: Professionalism
University of New Mexico-Valencia Campus

Fall Semester 2026
August 17, 2026 – December 12, 2026
Instructor: Soledad Garcia-King, Ed.D.
Classroom: Online via Canvas (canvas.unm.edu)
Class Time: Asynchronous
Office Hours: Fridays (6:00 pm-7:00 pm online)
Email: sgking@unm.edu.

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.

COURSE COMPETENCIES

This course is part of the New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Programs. The following objectives are taken from the New Mexico Public Education Department's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

a. 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

b. 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

c. Use both self and collaborative evaluations as part of ongoing program evaluations. F.12

d. Demonstrate ability to adhere to early childhood professional codes of ethical conduct and issues of confidentiality. G.1

e. 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

f. 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

g. Demonstrate critical reflection of one's own professional and educational practices from community, state, national, and global perspectives. G.4

h. 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

i. Demonstrate knowledge in technology resources to engage in ongoing professional development. G.7

STUDENT LEARNING OUTCOMES

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.

REQUIRED TEXTBOOK

Morrison, G. S., Woika, M.J., Breffni, L. (2020). Fundamentals of Early Childhood Education, (9th ed). Hoboken, NJ: Person Education.

ATTENDANCE POLICY

As the class is asynchronous online, there is no attendance to be taken. However, assignments must be completed each week by Sunday at midnight to be accepted. You have all week at your convenience to read or watch the material and complete the assignment, so there are no late assignments except for extreme circumstances. Quizzes and exams will be administered on Canvas at specific times that will be posted in advance. Email me if you have something unusual that comes up that interferes with your ability to complete assignments.

Attendance on an online course should be approached the same as you would in a face-to-face course. If this course were offered face-to-face, it would meet (at a minimum) twice a week; thus, you should log into Canvas a minimum of two times per week. Remember that coursework is done outside of lecture times, so you must log in throughout the week to complete all the assigned activities. Plan to be an active participant in course discussions and communication. Attendance and participation are required to complete this course successfully. The instructor is not responsible for withdrawing students. A "W" will not be given as a final grade. The student is responsible for following UNM Valencia's policy for dropping or withdrawing from a course – be aware that financial consequences may occur from these actions. Students who miss two discussion boards and/or assignments/assessments will be dropped from the course. Any student registered for the course when the semester begins who fails to submit all the course introduction activities by the end of the first week will be dropped from the course.

ASSIGNMENTS

1. Required Reading. Throughout the course, you will be provided with required reading assignments. The assignments are in Weekly Assignments on the course menu. You are expected to complete all required reading assignments and integrate what you have read into your course assignments and your online discussions.

2. Discussion Boards. Students will participate in weekly discussion boards for each

chapter of the required text. Students are required to participate in and post weekly discussions on Canvas. This will enable us to learn and interact with each other as a community of learners. Discussion postings must be complete and have at least five lines of text. No maximum number of words is required, but please use good judgment. Use references to websites or readings to support your comments whenever possible. You must get your initial discussion postings up early in the week so others can read them and share their thoughts and experiences. We will build on one another's ideas by interacting fluidly throughout the week. Therefore, post your initial response to the discussion forum no later than Wednesday and reply to three classmates no later than Wednesday. Discussion boards open on Sunday at midnight.

3. Ethical Dilemmas. Students are required to complete ethical dilemma assignments after reading each chapter. Ethical dilemmas are intended to help you build a better understanding of what it means to think like a professional and respond appropriately in complicated and potentially compromising situations.

4. Reading Products. Students are required to complete a reading product, which is a creative and analytical project that demonstrates their understanding of a chapter they have read. A reading product can take various forms, such as a written analysis, visual representation, or creative interpretation, and should include specific references to the text along with the student's personal insights.

5. Professional Biography and Plan: Students will write a professional biography of their training and experience in early childhood education. Students will then write their future educational and professional plan to meet their goals.

6. Final Exam: Students will complete a final exam at the end of the semester. For the final exam, students must submit a personal reflection of their learning gained in the course.

GRADING POLICY

This course is competency-based. Student competency will be evaluated based on the criteria presented below.

DUE DATES POLICY

Students are expected to turn in work on the date that it is due. Late assignments will not be accepted.

PERCENTAGES AND GRADE EQUIVALENT

Points will be recorded for each activity and totaled at the end of the semester. The grading scale below will apply based on the percentage of total points possible.

As	**Bs**	**Cs**	**Ds**	**F**
100-97=A+	89-87= B+	79-77= C+	69-66 D+	58-0 F
96-93= A	86-83 =B	76-73 =C	65-62 D	
92-90 =A-	82-80 =B-	72-70 =C-	61-59 D-	

Assignment Percentage of student's grade

Discussion Boards 25%

Ethical Dilemmas 25%

Reading Products 25%

Professional Biography and Plan 15%

Final Exam 10%

Total 100%

ACADEMIC INTEGRITY

Having academic integrity is paramount to your success in any class. Plagiarism or cheating is not tolerated. Any instance of this will result in a grade of zero for that assignment. Here is the link to the UNM Academic Dishonesty Policy:

https://policy.unm.edu/regents-policies/section-4/4-8.html.

The policy states:

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.

Academic Dishonesty is defined as:

"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.

NETIQUETTE

Netiquette is a set of rules for behaving politely online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics of communicating online:

1. Be sensitive to classmates coming from different cultural and linguistic backgrounds and holding different political and religious beliefs. Plus, they will have other differences.
2. Use good taste when composing your responses in Discussion Forums. Swearing and using profanity are often insensitive to your classmates, so they should be avoided. Also, consider that slang can be misunderstood or misinterpreted.
3. Don’t use all capital letters when composing your responses, as this is considered “shouting” on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
4. Be respectful of others’ views and opinions. Avoid “flaming” (publicly attacking or insulting) them, as this can cause hurt feelings and decrease the chances of learning from different points of view.
5. Be careful when using acronyms. If you use an acronym, it is best to spell out its meaning first, then put it in parentheses afterward, such as Frequently Asked Questions (FAQs). After that, you can use the acronym freely throughout your message.
6. Use good grammar and spelling and avoid using text-messaging shortcuts.

ACCOMMODATIONS

UNM is committed to providing equitable learning opportunities for all students. If you have a documented disability, the Equal Access Services office will provide me with a letter outlining your accommodations. I will then discuss the accommodations with you to determine the best learning environment. If you feel that you need accommodations but have not documented your disability, please contact Sarah Clawson, the coordinator for Equal Access Services at 925-8840 or sjclawson@unm.edu.

CITIZENSHIP AND/OR IMMIGRATION STATUS

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM, as an institution, has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: http://undocumented.unm.edu/.

LAND ACKNOWLEDGEMENT

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache, since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land and those who remain stewards of it throughout the generations and acknowledge our committed relationship with Indigenous peoples. We gratefully recognize our history.

COURSE OUTLINE

Week Readings Assignments

Week 1

Chapter 1: You and Early

Childhood Education

Personal Introductions

Discussion Board #1

Ethical Dilemma #1

Reading Product #1

Week 2

Chapter 2: Understanding and Responding to Current Issues

Discussion Board #2

Ethical Dilemma #2

Reading Product #2

Week 3

Chapter 3: History and Theories

Discussion Board #3

Ethical Dilemma #3

Reading Product #3

Week 4

Chapter 4: Implementing Early Childhood Programs

Discussion Board #4

Ethical Dilemma #4

Reading Product #4

Week 5

Chapter 5: Observing and Assessing Young Children

Discussion Board #5

Ethical Dilemma #5

Reading Product #5

Week 6

Chapter 6: Technology Today: Children, Families, and You

Discussion Board #6

Ethical Dilemma #6

Reading Product #6

Week 7

Chapter 7: Infants and Toddlers

Discussion Board #7

Ethical Dilemma #7

Reading Product #7

Week 8

Chapter 8: The Preschool Years

Discussion Board #8

Ethical Dilemma #8

Reading Product #8

Week 9

Chapter 9: Kindergarten Today

Discussion Board #9

Ethical Dilemma #9

Reading Product #9

Week 10

Chapter 10: The Primary Grades

Discussion Board #10

Ethical Dilemma #10

Reading Product #10

Week 11

Chapter 11: Educating Children with Diverse Needs

Discussion Board #11

Ethical Dilemma #11

Reading Product #1

Week 12

Chapter 12: Guiding Children's Behavior

Discussion Board #12

Ethical Dilemma #12

Reading Product #12

Week 13

Chapter 13: Parents, Families, and the Community

Discussion Board #13

Ethical Dilemma #13

Reading Product #13

Week 14

Philosophy of Early

Childhood Education

Discussion Board #14

Professional Biography Part 1

Thanksgiving Break

Week 15

Philosophy of Early

Childhood Education

Discussion Board #15

Professional Biography Part 2

Week 16

Finals week Final Exam

*This syllabus should be viewed as a guide. While every attempt is made to provide an accurate overview of the course, circumstances and events may make it necessary for the professor to modify the syllabus during the semester. Any syllabus changes are at the instructor's discretion and will be made with advance notice. Changes will be posted in the Announcement section of Canvas