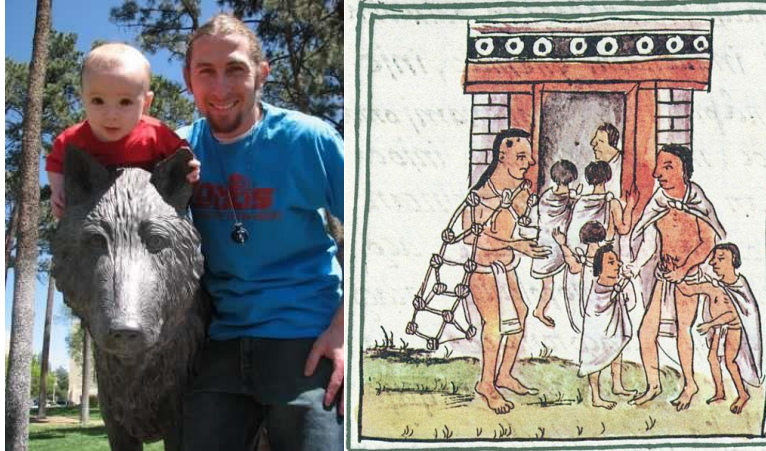


**ECED-2131: Curriculum Development and Implementation  
Practicum:  
Age 3 (PreK) through Grade 3  
UNM-Valencia  
Spring 2026  
Syllabus**



(Left: My oldest son, Aidán and myself; Right: Mexica Calmecac or advanced School)

**Instructor:** Joshua Frank Cárdenas, Ph.D.

**Classroom:** Online via Canvas ([canvas.unm.edu](https://canvas.unm.edu)). Students need a UNM net ID to access.

**Class Days, Times, and Location:** Thursday 6:00pm to 7:40pm, Online via Zoom-Canvas

**Office:** In person Rm. #111, Arts & Sciences building or via Zoom

**Office Hours:** Thursdays 1:00-3:30pm. These times may be subject to change, but I will let you know at the beginning of the week with an announcement. If you would like to meet at a time more convenient for you, please suggest 3 times in a Canvas message and I will respond promptly.

**Email:** [jstjoshn@unm.edu](mailto:jstjoshn@unm.edu)

***The best way to communicate with me is with a Canvas message. Note: I do not usually respond to messages from Friday evening until Monday morning.***

## **Land Acknowledgement**

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia [UNM Valencia sits on Tiwa Territory of Isleta Pueblo]. 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 itself and those who remain stewards of this land throughout the generations and acknowledge our committed relationship with Indigenous peoples. We gratefully recognize our history.

## Course Description

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.

## Course Competencies

Course Competencies This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education'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:

- 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
- 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
- Provides and uses anti-bias materials and literature, and experiences in all content areas of the curriculum. D.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
- Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.5
- Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.6
- 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
- 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

## Student Learning Outcomes

- Explain how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels.
- 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.
- Students will demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities.
- Design curricula and learning environments based on developmental observational assessment, children's interests, and relevant content topics.

## Required Textbooks & Materials

Tyminski, Carroll (2014). *Your Early Childhood Practicum and Student Teaching Experience: Guidelines for Success* (3rd ed.). Boston, Mass.: Pearson. eBook ISBN-13: 9780133358384; Print ISBN-13: 9780132869959

Other required readings, texts, and materials will be provided on Canvas. Suggested sources are always found in the library folder in the Major Resources module.

## Credit-Hour Statement

This is a three-credit-hour course delivered in blended format (501 face to face, 502 online, 550 dual credit online) over 17 weeks during the Spring 2026 semester (Jan 19 to May 16). Please plan for at least 12 hours per week to learn course materials and complete assignments. 6 hours out of class time is expected each week or 2 hours to 1 in class hour.

## Course Webpage on Canvas ([canvas.unm.edu](https://canvas.unm.edu))

Course information including this syllabus and grades will be available via [canvas.unm.edu](https://canvas.unm.edu). This course will appear in your Canvas course listing. I will send messages via Canvas, give announcements or updates, and where our resources, assignments, and work are completed. Students should check their email at least every couple of days, if not every day.

## Weekly Practicum Journal or Log

Students are required to do two things each week.

First, students are performing volunteer service learning/practical experience in an early childhood classroom (not the one you work in). Next, while students are performing their 60 hours or more of volunteer service or practical field experience, they are required to take notes while in action. These notes become the basis of a journal or log which is written verbatim memories and descriptions of your experiences, observations, and feelings while at your site. For the first weeks before entering your site, these notes will comprise documenting the above in preparation for volunteering and future teaching. Attempt at least 1 page double spaced, 12-point font, each week.

## Weekly Reflections

The second thing students need to do is to read and learn what is in our Practicum textbook, the NM Early Learning Guidelines and Rubric as well as your site's particular Curriculum approach and practices and about your students, their families, cultures, and communities. These reflection papers are to be in APA format 1-2 pages, double spaced, 12-point font.

## Service Learning & Required Forms

Each student is required to perform 60 hours of in-service learning in an approved early childhood education classroom with a Cooperating site and teacher. To document a student's experience beyond reflection, each student will be required to complete several forms before, during and after their service-learning experience. First, students must meet with Director of the Site (minimum 3 Star focus rating and local) to establish relations and communication and be allowed to be in a classroom with an approved and willing cooperating teacher. Each site will require a fingerprint and background check and clearance, with most sites either doing this on site or having forms and locations from which to complete this initial clearance step. Next, complete the Checklist, Agreement and Contract with your cooperating teacher and director. During each student's service learning, they will mark the time they enter and exit the site on the Timesheet form which must be approved by the teacher and/or director. Lastly, each student will have their cooperating teacher provide an Evaluation of their performance in the classroom. These are due by week 3.

## Mid-term Reflection

The Midterm will consist of a brief description of the students' experience leading up to and into the classroom of the site you are performing your field experience in coupled with a brief presentation.

## Final Curriculum Walkthrough, Post Field Experience Reflection & Final Presentation

The final will consist of an analysis of the curriculum and your experience of learning about it and seeing it in action. Further, students will reflect on their total experience in the classroom. Lastly, there is a Final Presentation which shares this with others.

## Dual Credit

For some, this is a Dual Credit course.

Dual Credit is a program which provides public high school students the opportunity to receive credit for both a high school course and a college course by taking a single qualifying course. For more information, please see the UNM-Valencia Course Catalog.

## Attendance, Assignments & Due Dates Policy

Students must attend class every day. A maximum of 3 missed classes is allowed with instructor notification. Lateness and leaving early is not acceptable and will count as ½ class missed. All students must attend the first day and week of class or will be dropped. Excessive absences, lateness and leaving early prior to census will force a student to be dropped. Quizzes and exams will be administered on Canvas at specific times that will be posted in advance. It is the prerogative of the instructor to decide what is an extreme circumstance. Email me if you have something unusual that comes up that interferes with your ability to complete assignments. In an online course setting, participating is imperative for maximum retention of knowledge, integration with personal and acquired knowledge, and creating a classroom community. We must see your face as reading a person's body expressions, lips and mannerisms is an important part of communication. Further, restrict the use of phones and laptops to in-class materials and note-taking. Do not let the screen, games, and mindless scrolling pull you away from the learning opportunities you are paying for.

Assignments will be due each week by Sunday @11:59pm. They will be summarily graded Monday and Tuesday the following week. I accept late work; however, it will be deducted at 1% of the total grade each day it is late and will be graded in the order it was received, always after current work. A C in this course. I also accept revised work, meaning a student can use instructor feedback on any assignment, revise their work, turn it in, and receive a better grade if it is qualitatively better based on the given rubric. Turn the work in on time and/or with instructor communication and feedback and get 100% in this class. Turn in the work on time and often, and receive liberal, constant feedback. This is a drafting and editing process. This is all practice to help you master the basics of language, literacy, reading and writing for teachers of young children who we want in turn teach this process of drafting productive work.

## Responsible Learning and Academic Dishonesty

Cheating and plagiarism (academic dishonesty) are often driven by lack of time, desperation, or lack of knowledge about how to identify a source. Communicate with me and ask for help, even at the last minute, rather than risking your academic career by committing academic dishonesty. Academic dishonesty involves claiming that work created by another source is your own original work. It is a [Student Code of Conduct](#) violation that can lead to a disciplinary procedure. When you use a resource in work submitted for this class, document how you used it and distinguish clearly between your original work and the material taken from the resource.

The use of AI on assignments is expressly prohibited. The most common uses include having AI applications to write, revise, and edit your writing assignments. Using AI to create a presentation is only allowed for structural components like color, shapes, text, or image boxes, etc., rather than a content-quality component, whereby words and images are created. Every single word and word choice must come from you as a student. Asking AI applications for suggestions is okay, but replacing your choices with AI generated work is not allowed.

## Required Reading Assignments

Throughout the course, you will be provided with the required reading assignments. Our textbook is found via RedShelf (left-hand side tab), or you can purchase/rent a physical copy. Our Major Resources module has other important texts, pages and links, and other essential information/resources. The assignments are in each Module and in the Syllabus or Assignments tab on the course menu. Major Projects has its own tab but are limited to the midterm and final. You are expected to complete all the required reading

assignments and to integrate what you have read into your course assignments as well as your online discussions.

## Grading and Assignments

Assignments	Grade %
Attendance & Participation (5 pts each, 15 in total) 75 pts	10%
Pre, Post Practicum Agreement, Contract, Timesheet, Checklist (20 points each) 100 pts	13.33%
Weekly Practicum Journal Log (5 pts each, 15 in total) 75 pts	10%
Weekly Practicum Reflection Papers (10 points each, 15 in total) 150 pts	20%
Midterm Reflection & Brief Presentation 50 pts	6.67%
On-Site DAP Performance & Observation 100	13.33%
On-Site Lesson Plan 50 pts	13.33%
Post Field Experience Reflection 100 pts	13.33%
Final Presentation 50 pts	6.67%
<b>Total 750 pts</b>	<b>100%</b>

## Percentages and Grade Equivalent

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-	

## Course Outline

### Week 1: Jan. 22<sup>nd</sup>

Topic: Course Introduction

Readings: “Never Too Young to Support a Cause: Supporting Positive Identity Development Through Social Justice Curriculum in Preschool” (On Canvas)

Assignments: Weekly Reflection 1

### Week 2: Jan. 29<sup>th</sup>

Topic: Thinking in Context and Review of Child Development theorists

Readings: Ch. 1 Preparing to Begin Student Teaching

Assignments: Weekly Reflection 2

## Week 3: Feb. 5<sup>th</sup>

Topic: Teaching Philosophy – Definitions; NM Early Learning Guidelines & Rubric

Readings: Ch. 2 Becoming a Professional

Assignments: Weekly Reflection 3

## Week 4: Feb. 12<sup>th</sup>

Topic: Inclusive Environments & Planning

Readings: Ch. 3 Establishing Effective Professional Relationships

Assignments: Assignments: Weekly Reflection 4; All Required Paperwork Due (Pre-Checklist, 2 Agreements)

## Week 5: Feb. 19<sup>th</sup>

Topic: Organization and Observation

Readings: Ch. 4 Guiding Young Children in the Classroom

Assignments: Weekly Reflection 5; Journal Check (1-5)

## Week 6: Feb. 26<sup>th</sup>

Topic: Curriculum Planning & Guidance

Readings: Ch. 5 Classroom Management: Environments & Routines

Assignments: Weekly Reflection 6

## Week 7: March 5<sup>th</sup>

Topic: Assessment & Strengthening Families

Readings: Ch. 6 Observations & Evaluations of Student Teaching

Assignments: Weekly Reflection 7

## Week 8: March 12<sup>th</sup>

Topic: Midterm Review, Weeks 1-8

Readings: No Readings

Assignments: Weekly Reflection 8; Midterm Reflection & Presentation Due 03/13

# Spring Break from March 16<sup>th</sup> through March 20<sup>th</sup>, 2026, No Class, No Assignments

## Week 9: March 27<sup>th</sup>

Topic: Curriculum and Domain 1

Readings: Ch. 7 Assessment of Young Children; UBD & NMPED Lesson Planning; On-Site Lesson Plan

Assignments: Weekly Reflection 9

## Week 10: April 2<sup>nd</sup>

Topic: Curriculum and Domain 2-3

Readings: Ch. 8 Supportive Instruction; NM Early Learning Guidelines & Rubric

Assignments: Weekly Reflection 10; Journal Check (6-10)

## Week 11: April 09<sup>th</sup>

Topic: Curriculum and Domains 3-4

Readings: Ch. 9 Understanding Diverse Communities & Interacting with Children's Families

Assignments: Weekly Reflection 11

## Week 12: April 16<sup>th</sup>

Topic: Curriculum and Domain 5

Readings: Ch. 10 Completion of Student Teaching & Looking Ahead;

Assignments: Weekly Reflection 12

## Week 13: April 23<sup>rd</sup>

Topic: Integrating Curriculum

Readings: Professional Development Pathways & Review all

Assignments: Weekly Reflection 13

## Week 14: April 30<sup>th</sup>

Topic: Big Issues and High Need Areas; Teaching Children Over Time

Readings: None

Assignments: Weekly Reflection 15

## Week 15: May 7<sup>th</sup>

Topic: Review All

Readings: None

Assignments: Weekly Reflection 15; Journal Check (11-15)

## Week 16: May 14<sup>th</sup> (Finals Week)

Topic: Finals, Good Luck, You Got This!

Readings: None

Assignments: Final Reflection and Presentation due 05/14/26

## Accommodations

UNM is committed to providing equitable learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact The [UNM-Valencia Equal Access Services](#) (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at [sjclawson@unm.edu](mailto:sjclawson@unm.edu).

## Student Support

**Confidential** services for students are available at [LoboRESPECT Advocacy Center](#), [Women's Resource Center](#), and the [LGBTQ Resource Center](#). The [Women's Resource Center](#) supports all students, including those who are pregnant or are parents. [UNM Pregnancy and Parenting Support information](#) is available. UNM-Valencia has lactation stations located in LRC 112 (Tomé campus) and in the Workforce Training Center. [Student Health and Counseling](#) (SHAC) at (505) 277-3136.

[TimelyCare](#): Free 24/7 virtual care services (medical, emotional support, health coaching,

self-care, basic needs support).

[LoboRESPECT Advocacy Center](#) (505) 277-2911: help with contacting faculty and managing challenges that impact your UNM experience.

[PASOS Resource Center](#) (505) 925-8546, <mailto:pasos@unm.edu>. The Resource Center is an on-campus center that serves as a “one-stop” for all non-academic needs of UNM-Valencia students.

The [Library](#) is also an incredible resource which provides reference desk help either in person (LRC), call (505) 925-8990, text (505) 916-1647, or you can [Schedule an Appointment with a Librarian](#) including Chat Reference - Ask a Librarian from their [Facebook page](#).

The library also provides numerous other services including the following:

- The library has a scanner.
- The library makes your LOBO ID. [More Info](#)
- The library can borrow books/articles not owned (interlibrary loan).
- The library does not buy textbooks.
- The library has laptops and flash drives available to check-out.
- The library has a Study Room available for group study.
- The library provides a Reserve Collection for class support
- The library requires your LOBO ID to borrow materials.
- The library also has black and white printing available.
- Weekly events such as an ASL social, Gaming Club meetings and tournaments.

Other Resources are available on the [Student Resources](#) website by clicking the link.

## Learning Commons: Tutoring Services

Tutoring is available to you in education, math, science, writing, and other subjects through the Learning Commons: Learning and STEM Centers and Writing Center. In-person tutoring is in these centers in the LRC (the building that also has the library). In addition, tutoring in Zoom and, for writing, through email, is also available. Tutoring is a fantastic way to use your resources and set yourself up to learn deeply and well in your courses. To schedule an appointment, please go to [Learning Commons Bookings](#).

If you have difficulty with the scheduling link above, would like an appointment in a subject not listed at that link, or have a question, email [tutor@unm.edu](mailto:tutor@unm.edu). You will get answers during business hours Monday through Friday. The webpage, with more details

about available hours, is here: [Learning Commons: Tutoring Services webpage](#).

## Title IX

Our classroom and university should foster mutual respect, kindness, and support. If you have concerns about discrimination, harassment, or violence, please seek [support](#) and [report](#) incidents. Find confidential services at [Advocacy Center](#), the Women's Resource Center, and the LGBTQ Resource Center. UNM prohibits discrimination on the basis of sex (including gender, sex stereotyping, gender expression, and gender identity). All instructors are "responsible employees" who must [communicate reports](#) of sexual harassment, sexual misconduct, and sexual violence to [Compliance, Ethics and Equal Opportunity](#). For more information, please see [UAP 2720](#) and [UAP 2740](#).

## COVID-19 Health and Awareness

UNM is a mask friendly, but not a mask-required, community. If you have a positive COVID-19 test, please stay home for five days, and isolate yourself from others, per the Centers for Disease Control (CDC) guidelines. If you need an extension, please contact me via CANVAS; I can work with you to provide alternatives for course participation and completion. UNM faculty and staff know that these are challenging times. Please let me, an advisor, or another UNM staff member, know that you need support so we can connect you to the right resources. Please be aware that UNM will publish information on websites and emails about changes to our public health status and community response.

## 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 emergencies are usually excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM has committed to the success of all our students and our undocumented community members community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>

**\*\* Instructor reserves the right to make required changes during the course.  
This will be done first via Canvas and followed by a Syllabus Revision\*\***

