

NORTHERN NEW MEXICO COLLEGE



**NORTHERN NEW MEXICO COLLEGE
BOARD OF REGENTS
SPECIAL MEETING**

MAY 9, 2025

NORTHERN New Mexico College



NOTICE

The Board of Regents of Northern New Mexico College will hold a special meeting on **Friday, May 9, 2025 at 2:00PM**, Via Zoom and in person at Northern New Mexico College, 921 Paseo De Oñate, Espanola, New Mexico.

Join Zoom Meeting

<https://nnmc.zoom.us/j/92474295834>

Meeting ID: 924 7429 5834

AMENDED FINAL AGENDA **EDITING ITEM B.1., AND SWITCHING ITEMS B.1 AND B.2** **PUBLISHED AT LEAST 72 HOURS IN ADVANCE OF THE MEETING**

- I. CALL TO ORDER**
- II. APPROVAL OF AGENDA**
- III. STAFF REPORTS**
 - A. Provost & Vice President
 - 1. Child Development Certificate - Action Required
 - 2. Early Childhood Professional Certificate - Action Required
 - 3. Nursing & Health Sciences Fees - Action Required
 - 4. Posthumous and "In Memoriam" Recognition Degrees - Action Required
 - B. Vice President for Finance & Administration
 - 1. FY26 Proposed Operating Budget – Action Required
 - 2. FY25 Final Budget Adjustment Requests – Action Required

In accordance with the Americans with Disabilities Act (ADA), physically challenged individuals who require special accommodations should contact the President's Office at 505-747-2140 at least one week prior to the meeting or as soon as possible.

Office of the Provost

NORTHERN New Mexico College



MEMORANDUM

To: Board of Regents - Northern New Mexico College

From: Dr. Larry Guerrero, Interim Provost, and VP for Academic Affairs R.A.

Date: March 28, 2025

Re: Approval of two Certificates in Teacher Education
(Child Development Certificate-CDC and Early Childhood Professional Certificate-ECPC)

Issue

Northern New Mexico College wants to offer two Certificates in Teacher Education (Child Development Certificate-CDC and Early Childhood Professional Certificate-ECPC).

Overview

The attached document discusses the needs and characteristics for these Certificates in New Mexico. These programs were developed in an effort to address the importance of certifying students in a bilingual capacity and assisting childhood education and therapeutic intervention to homeless and near homeless children and their families.

Moreover, students who graduate with this certificate will help NNMC acquire credit for these accomplishments in the NM funding formula.

These certificate has been vetted and recommended by the Faculty Senate, the Provost and the President.

Recommendation

I recommend that the Board of Regents approve these new Certificates in Teacher Education (Child Development Certificate-CDC and Early Childhood Professional Certificate-ECPC).

Northern New Mexico College New Degree Program Approval Form Version Fall 2022

Type in the designated areas. Please do not alter any element of the form.						
1	Initiator:	Dr. Sandra Rodriguez	Date:	12.3.24		
2	Subject area:	Early Childhood Education				
3	Academic division:	Department of Teacher Education				
4	Proposed title for New Curriculum Program: Child Development Certificate (CDC)					
5	To begin: Spring	Semester:	2025	Academic Year:	2024-2025	
6	Degree or certificate to be offered: Certificate					
7	Provide the Program Catalog Description					
<p>This certificate meets the entry-level professional requirements for teachers who are <u>already working in a classroom setting</u> with preschool children. The requirements for this certificate include the completion of the four (4) identified courses in early childhood education. Upon successful completion of these courses, the student will be able to apply for the state-issued certificate.</p> <p>The Early Childhood Education (ECED) program is a stackable program, CDC to AA to BA. The program’s coursework is focused on the social and developmental needs of young students ranging from age three to third grade. This competency-based program is aligned to the New Mexico’s Early Childhood Education & Development Articulation Catalog of Courses and Programs (2020).</p>						
8	Please provide a tentative timeline for program implementation (including a Gantt Chart)					
NEED						
9	Describe and provide evidence that the program is needed by the local and regional community (including job availability data) and provide evidence that there is student demand for the program. Respond to what are opportunities, external to the College, that support the new program (e.g., employer data, demographics, numbers of prospective students, market trends for the field, etc.)? Provide the Score Cards from Gray Associates for the related CIP codes for this program in Appendix D.					
<p>In N.M., children aged 6 and under are 7.5 percent of the population. That equates to more than 158,000 children (NM Workforce Solutions, 2023). This has driven the need for childcare services for working parents. There are more than 440 childcare facilities employing almost 6,000 early childhood educators/teachers at any given time (NM Workforce Solutions, 2023). These facilities are needing competent, culturally responsive teachers.</p> <p>The turnover rate in the childcare market averages between 25 and 30 percent annually, in line with national figures (NM ECED, 2021). This means that there is a perpetual need to train new childcare teachers.</p> <p>NM early childhood facilities (family care, center care programs) are licensed and/or accredited by the NM Early Childhood Education and Care Department (NM ECECD). It is a state requirement that childcare administrators and teachers complete</p>						

the
Child Development Certificate if the childcare facility is to qualify for and maintain accreditation at the 5-star level.

[See Appendix D – Gray Associates Score Card for CIP Code 13.121](#)

- 10 Provide evidence and explain how the degree/credential proposed (bachelor vs associate vs certificate) is the correct fit for the program proposed. Provide the complete degree sheet of the program in Appendix A (Part I). Additionally, provide the Curriculum Efficiency Analysis in Appendix A (Part II).

The proposed certificate program is designed from the existing academic coursework already in place as part of the Associate of Art in Early Childhood Education degree. The only change to the existing program is in its implementation; course work will be offered through a dual language model.

The dual language implementation model will support Spanish-speaking students as they transition to traditional English only academic coursework. It is the mission of the DTE to celebrate “the uniqueness of northern New Mexico’s multicultural, multilingual students, communities, and pueblos”. This certificate program will support the mission by providing Spanish-speaking students with coursework through a dual language model to support their mastery of oral and written English.

NNMC Department of Teacher Education has the online capabilities, faculty and staff to fill the above needs. The NM ECECD has invested heavily in teacher professional development. Potential students in this new certificate program would be supported by state scholarships. It is the NM ECECD’s goal to have degreed teachers in state-funded childcare facilities. Upon completion of the certificate(s) program, students can be guided and supported to complete the NM Professional Certificate, AA and/or BA in ECED at NNMC.

[See Appendix A \(Part I\) - CDC Degree Sheet](#)

[See Appendix A \(Part II\) - Curriculum Efficiency Analysis](#)

- 11 What are the College's strengths that would support offering the program (e.g., trained staff, facilities, adequate budget, sustainability, etc.)?

The College and DTE have the following strengths, capacities to launch this program

- Bilingual faculty and adjunct faculty certified in online course creation and implementation.
- Dedicated bilingual staff to support student registration, orientation.
- External funding sources (NM ECECD & PED)
- Strong infrastructure – Eagle email, Blackboard, financial and other NNMC student services.

- 12 What are the College's weaknesses that must be overcome to offer the program?

None.

- 14 What are the threats external to the College that would need to be dealt with (e.g., demographic shifts, new regulations, new infrastructure, etc.)?

DTE anticipates minimal external threats to the College. While a shift in market hiring could occur, this would be preceded by notable environmental indicators. DTE would have forewarning to make changes in professional pathways offered.

- 15 Describe how the program fits with College’s mission, strategic goals, and strategic initiatives

The CDC Program supports the College’s mission, “an inclusive, student-centered teaching and learning community, dedicated to excellence, empowering students, and transforming lives.” The CDC program aligns with the college’s strategic goals and initiatives by preparing highly qualified educators through a “culturally responsive”, “personalized experience”, and “building partnerships that enhance student and institutional success and community well-being”.

CURRICULUM

- 16 Program mission

To prepare the highest quality teachers in partnership with New Mexico school districts and communities by celebrating the uniqueness of northern New Mexico’s multicultural, multilingual students, communities and pueblos.

17	<p>Provide the program objectives, provide the <u>curricular degree sheet</u>, and syllabi for all courses (syllabi are needed before it goes to the Undergraduate Curriculum Committee)</p> <p>Program Objectives</p> <ol style="list-style-type: none"> 1. Develop and deliver early childhood courses in an online dual language format 2. Recruit, enroll and retain 15-20 students per cohort 3. Assist students in applying and obtaining their NM CDC 4. Advise and support students in continuing on to complete the ECED AA/BA degrees <p>See Appendix A (Part I) - CDC Degree Sheet See Appendix A (Part III) - CDC Course Syllabi</p>
18	<p>List the Program-level Student Learning Outcomes</p> <p>Child Development Certificate- Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. Child growth, development and learning 2. Health, safety and nutrition 3. Family and community collaboration 4. Learning environment and curriculum implementation 5. Assessment of children and evaluation of programs
19	<p>Curriculum matrix (outcomes by courses in the major). Provide this as Appendix B (Part I)</p> <p>See Appendix B (Part I) – CDC Curriculum Competency Alignment and Matrix</p>
20	<p>Describe the coordination with other College programs</p> <p>Interdepartmental collaboration with education faculty to support student success and possible continuation with stackable AA and BA early childhood degree programs.</p>
21	<p>Explain the articulation agreements that the program will have with programs offered by other institutions</p> <p>NNMC and DTE have articulation agreements with other in-state colleges and universities with early childhood teacher education programs. The state-wide Early Childhood articulation agreement mandates that all ECED coursework is accepted as transfer credit by NNMC and DTE.</p>
22	<p>What plans is the plan for the delivery of courses modalities (e.g., distance education, face to face, hybrid, others)? Please provide an analysis of the competition that the program will have based on the selected delivery modality.</p> <p>Coursework will be delivered online asynchronously with in-person and/or virtual orientation meetings for students.</p> <p>Competition for the program includes other institutions that offer online learning ECED coursework. However, the offered sequence provided across 8-week semesters at NNMC gives the college an advantage. There is no current competition for the CDC in a dual language delivery model.</p>
23	<p>Describe the standards and practices that will be implemented for Prior Learning Assessment (PLA) within this program.</p> <p>When appropriate and available, DTE can and will provide opportunities for students to turn prior learning into college credit through the following means:</p> <p>Descriptions and narratives of prior learning: explanations of real-world experiences that meet course learning objectives and competencies.</p> <p>Supplementary documents: such as resumes, certificates, teaching artifacts, work samples, letters of recommendations, among other items, that establish candidate proficiency.</p> <p>Prior knowledge is also assessed through individual assessments embedded in courses. Results from these assessments allow course instructors to tailor educational interventions, modify curriculum.</p>
24	<p>Describe the membership of the External Advisory Committee and the role that they have played in the development of Curriculum and Program-Level Student Learning Outcomes.</p>

	DTE hosts an external advisory committee twice a year. Members of the committee, which include program directors, school principals, superintendents, and community members will be invited to provide feedback on the development and implementation of this new program at the next convening of the committee. DTE will work with the committee on continuous quality improvement initiatives.
25	<p>Please indicate if this program falls within the umbrella of another program currently offered (for example, if the new program is an associate degree that consists of a subset of courses already offered by one or more bachelor programs, or whether the program is the result of a combination of courses already offered by the institution through other programs). Please indicate if a new CIP code is needed or already exists under the CIP codes approved for NNMC.</p> <p>The certificate program is a subset of ECED academic coursework already developed and in place under the AA and BA in ECED.</p> <p>The CIP code for the NNMC ECED program is: 13.121.</p>

ASSESSMENT

26	<p>Plan for program assessment and evaluation of program-level student learning outcomes. Provide this section in Appendix B (Part II)</p> <p>See Appendix B (part II) – Program Assessment & Evaluation of Program-level SLOs</p>
SUPPORT AND SUSTAINABILITY	
27	<p>Describe the faculty will serve in this program and their credentials. Please describe if new faculty is needed. If no new faculty members are needed, please describe how the current faculty will serve this program and what will be the impact in the current areas that those faculty members are serving</p> <p>Current faculty and adjunct faculty will support the certificate program. Dedicated adjunct faculty have been teaching the English version of the courses for several years. Average enrollment in ECED lower division courses average 15 student per course. Spring 2025 sections of their courses will assume new students. DTE has Spanish speaking faculty and adjunct faculty dedicated to teaching sections in Spanish.</p>
28	<p>Describe precisely facility needs including, but not limited to identifying the office space for full-time faculty, adjunct faculty, administrative assistants. Identify the classrooms, labs, and instrumentation that this program will be required</p> <p>Courses are offered online. There is no immediate need for additional office space, classroom or lab space or additional equipment.</p>
29	<p>Describe the annual budget for this program for the first five years, the projected enrollment per year (including new headcounts part-time, full-time, graduates, dropouts), and the projected revenue. Include spreadsheets and explain clearly the assumptions. Please provide this section in Appendix C.</p> <p>Projected cost projections are based on Gray Associates projections through 2022. The Gross Revenue to Instructional Cost Ratio = 1.18 indicating a positive revenue to cost ratio. As program enrollment continues to grow, cost projections will also grow but they are relatively stable as the revenue continues to out perform costs as students can be absorbed in existing sections.</p> <p>See Appendix C (Part II)– Gray Associate Economic Score Card_Annual Budget, Projected Enrollment & Projected Revenue</p>
30	<p>Describe the plans for sustainability (including a five-year enrollment projection with revenue and cost projections)</p> <p>Sustainability will be achieved through ongoing department recruitment efforts as well as collaboration with community employers and school-districts. Projected cost projections are based on Gray Associates projections through 2022. The Gross Revenue to Instructional Cost Ratio = 1.18 indicating a positive revenue to cost ratio. As program enrollment</p>

	<p>continues to grow, cost projections will also grow but they are relatively stable as the revenue continues to out perform costs as students can be absorbed in existing sections.</p> <p>Increased scholarships through the NM ECECD and its goal of having degreed teachers in NM PreK classrooms as well as Head Start requirements for degreed teachers indicate a robust and steady influx of prospective students. DTE is projecting to realize 6-8% enrollment increases in the next couple years based on the fall 2022 and 2024 Term I enrollment. The increase is based on Enrollment Statistics for First of Term 2024 of 64 unduplicated majors. This would indicate an almost 40% increase over the projected numbers for Fall 2024.</p>
31	<p>Describe the strategic enrollment plan for the program and how it is aligned with the college strategic enrollment plan</p> <p>DTE baseline enrollment data is based on the fall 2019 Unduplicated Declared Program Majors Enrollment Statistics Report Fall 2019. In the fall of 2019, there were 88 unduplicated majors enrolled across all licensure programs. The numbers reflect a 5.6% increase from the spring 2019 enrollment numbers. It was determined by reviewing the baseline data that a projected 5% student yearly increase would allow for a steady student enrollment increase while also simultaneously building the supports necessary to develop and maintain strong healthy student and faculty services.</p> <p>See Appendix C Part (III) Strategic Plan</p>
32	<p>Explain what external agencies (other than the Higher Education Department, the Higher Learning Commission, the U.S. Department of Education) need to approve (or must be notified) before the implementation of the program</p> <p>No additional approvals are needed at this time as the coursework is already developed and falls under the ECED AA coursework and degree path.</p>

CDC

Northern New Mexico College New Degree Program Signature Approval Form Spring 2023

First Phase of Approvals			
Academic Departments Collects Signatures			
Office of the Provost	/ <input checked="" type="checkbox"/>	/ Approval to Implement	/ <input type="checkbox"/> Denial
1st Review	/	/ Approval Pending Additional Planning	/
Justification			Sign <i>[Signature]</i> Date 2/12/24
External Advisory Committee Chair	/ <input checked="" type="checkbox"/>	/ Yes	/ <input type="checkbox"/> No
Justification			Sign <i>Fanny Castillo</i> Date 12-14-24
Educational Policy Committee Chair	/ <input checked="" type="checkbox"/>	/ Yes	/ <input type="checkbox"/> No
Justification			Sign <i>[Signature]</i> Date 12-14-24
Curriculum Committee Chair	/ <input checked="" type="checkbox"/>	/ Yes	/ <input type="checkbox"/> No
Justification			Sign <i>Robert Tierney</i> Date 12-14-24
Faculty Senate President	/ <input checked="" type="checkbox"/>	/ Yes	/ <input type="checkbox"/> No
Justification			Sign <i>[Signature]</i> Date 11 Feb 2025
Second Phase of Approvals			
Academic Department Collects Signatures			
Office of the Provost	/ <input checked="" type="checkbox"/>	/ Approval to Implement	/ <input type="checkbox"/> Denial
2nd Review	/	/ Approval Pending Additional Planning	/
Justification			Sign <i>[Signature]</i> Date 2/12/25
Librarian	/	/ <input checked="" type="checkbox"/> Yes	/ <input type="checkbox"/> No
<i>Martin L. Shupla</i>			Sign <i>[Signature]</i> Date 2/12/2025
Justification			
Assessment Office	/	/ Yes	/ <input type="checkbox"/> No
<i>Courtney Bruch</i>			Sign <i>[Signature]</i> Date 2/13/25
Justification			
Registrar	/	/ <input checked="" type="checkbox"/> Yes	/ <input type="checkbox"/> No
Justification			Sign <i>[Signature]</i> Date
Financial Aid	/	/ <input checked="" type="checkbox"/> Yes	/ <input type="checkbox"/> No
<i>20710</i>			Sign <i>Jindra Adams</i> Date 12/13/24
Justification			
Distance Ed Director	/	/ <input checked="" type="checkbox"/> Yes	/ <input type="checkbox"/> No
Justification			Sign <i>Farjahan Shawon</i> Date

✓

Facilities Director	/ <input checked="" type="checkbox"/> / Yes / / No	Sign <i>[Signature]</i>
Justification		Date 7-12-2025
Institutional Research	/ <input checked="" type="checkbox"/> / Yes / / No	Sign <i>[Signature]</i>
Justification		Date 2/12/2025
Human Resources	/ <input checked="" type="checkbox"/> / Yes / / No	Sign <i>[Signature]</i>
Justification		Date 2/12/2025
VP for Finance and Administration	/ / Yes / / No	Sign <i>[Signature]</i>
Justification		Date 2/13/2025
Office of the Provost	/ <input checked="" type="checkbox"/> / Approval to Implement / / Denial / / Approval Pending Additional Planning	Sign <i>[Signature]</i>
Justification		Date 2/13/25
FINAL APPROVALS Provost Office Collects Signatures		
Office of the President	/ / Approval to Implement / / Denial / / Approval Pending Additional Planning	Sign
Justification for approval or denial		Date
Board of Regents	/ / Approval / / Denial / / Approval Pending Additional Planning	Sign
Justification for approval or denial		Date
Mandatory Meeting: Initiator of the Program Proposal calls for a meeting with the Office of the Provost, HLC ALO, Registrar, Institutional Effectiveness, and Financial Aid		Date
Feedback to Institution		



NORTHERN NEW MEXICO COLLEGE

DEGREE SHEET /Department of Teacher Education

Name:

Eagle ID:

Eagle Email:

Phone:

CHILD DEVELOPMENT CERTIFICATE

The College of Education is accredited by the New Mexico Public Education Department, these programs of study lead to teacher certification. Completion of either certificate program qualifies the individual to apply for the corresponding New Mexico certification

Child Development Certificate - certificate meets the entry-level professional requirements for teachers working in a classroom setting with preschool children.

CHILD DEVELOPMENT CERTIFICATE	SEMESTER		GRADE INITIAL & DATE		
	Complete	In Progress			
ECED 1110 Child Growth, Development and Learning (3)					
ECED 1120 Guiding Young Children (3)					
ECED 1125 Assessment of Children & Evaluation of Programs (3)					
ECED 1130 Family and Community Collaboration (3)					
TOTAL CREDITS 12					
ADVISOR APPROVAL	DATE				

NOTES:

Final Degree Check Completed

Program Advisor

Date

Appendix A (Part II) - Curriculum Efficiency Analysis



Department of Teacher Education

NORTHERN New Mexico College**ECED 1110 Desarrollo y crecimiento infantil****Semestre enseñado:****Horas de Crédito: 3****Tiempo y lugar:****Información de instructor:**

Instructor:	Información de comunicación:
--------------------	-------------------------------------

Libro requerido: Charlesworth, R. (2017). *Understanding Child Development (10th edition)*. Stanford CT, Cengage Learning.

Materiales o Lecturas Requeridas: Pautas de aprendizaje temprano de NM. PED

Requisito de correo electrónico:

Todos los estudiantes asistiendo a Northern New Mexico College (NNMC por sus siglas en inglés) deben de usar su cuenta de correo electrónico de NNMC cuando se comunican electrónicamente sobre negocio relacionado de NNMC. Si tienen problemas, por favor contactar el departamento de Tecnología Internet (IT por sus siglas en inglés) al 505.747.2259.

Asistencia

Asistencia es requerida para todas las sesiones de clase. Asistencia se medirá en archivos de discusiones para colegas del curso. Clases de educación son basadas en competencias, significando que los estudiantes deben de cumplir Competencias del estado de Nuevo México. Cualquier ausencia durante el periodo completo de clases requerirá trabajo adicional comparable a la discreción del instructor. Número de horas de instructor/estudiante es 300 minutos por semana por un curso de 8 semanas (3 horas de crédito).

Descripción de Curso de Catalogo: Este curso básico sobre el crecimiento, el desarrollo y el aprendizaje de los niños pequeños, desde la etapa prenatal hasta los ocho años, proporciona a los estudiantes la base teórica para convertirse en profesionales competentes de la primera infancia. El curso incluye conocimientos sobre cómo crecen, se desarrollan y aprenden los niños pequeños. Las principales teorías del desarrollo infantil se integran con todos los dominios del desarrollo, incluidos los biológicos-físicos, sociales, culturales, emocionales, cognitivos y del lenguaje. Se enfatiza el papel del adulto en el apoyo al crecimiento, desarrollo y aprendizaje de cada niño. (3,3T+0L).

Objetivos del curso:

1. Articular una comprensión integral de las etapas del desarrollo, los procesos y las teorías del crecimiento, el desarrollo y el aprendizaje.
2. Establecer conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde el nacimiento hasta los ocho años.
3. Explicar los métodos de enseñanza y las interacciones basadas en relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas.

Competencias de Maestro de Primer Nivel de Nuevo México

A: Crecimiento, desarrollo y aprendizaje infantil: Los cimientos para todo aprendizaje se establecen durante la primera infancia. Los dominios biológico-físicos, sociales, culturales, emocionales, cognitivos y lingüísticos están inherentemente entrelazados en el crecimiento y el desarrollo. Los profesionales de la primera infancia deben entender este proceso de desarrollo y el papel del adulto en apoyar el crecimiento, el desarrollo y el aprendizaje de cada niño. **A.1, A.2, A.3, A.4, A.7, A.8, A.9, A.10, A.11**

Marco Conceptual del Departamento de Educación de Maestro (DTE por sus siglas en inglés)

El Marco Conceptual del Departamento de Educación de Northern New Mexico College representa el conocimiento, habilidades y disposiciones que todos los candidatos maestros deben mostrar durante el programa y como maestros practicantes. La instrucción en cada clase debe de reflejar el Marco Conceptual en los temas, tareas, discusiones y lecturas del curso.

Principio de Conocimiento

6. Profesionalismo: el candidato maestro administra el entorno educativo de una manera que promueve el comportamiento positivo de los estudiantes y un entorno seguro y saludable.

7. Diversidad: el candidato maestro reconoce la diversidad de los estudiantes y crea un ambiente propicio para la promoción de la participación positiva y el autoconcepto de los estudiantes.

8. Profesionalismo: el candidato maestro demuestra voluntad para examinar e implementar cambios según corresponda.

Normas Profesionales y Competencias de NAEYC para Educadores de la Primera Infancia

Estándar 1: Desarrollo Infantil y Aprendizaje en Contexto 1a, 1b, 1c, 1d

Estándar 4: Prácticas de enseñanza apropiadas desde el punto de vista del desarrollo, la cultura y el lenguaje 4a, 4b, 4c

Tarea/Evaluación	Competencias NMPED/ Marco conceptual	Competencias Profesionales de NAEYC	Punto Valor	Puntos totales
Publicaciones en el foro de discusión Compañeros de clase: responda a por lo menos dos compañeros de clase para tener una discusión reflexiva.	A. 1, 2, 3, 4, 7, 8, 9, 10, 11 DTE CF- KP 6, 7, 8	Estándar 1 y 4	5 @ 4 pts.	20 pts.
Tareas Actividad de Aplicación de Conocimiento #1: Completa un diagrama de Venn que compare y contraste dos de los 8 niveles de edad presentados en el texto. Actividad #2: Desarrolle una tabla que incluya al menos 4 ejemplos de competencia sensorial infantil y explique por qué algunos bebés pueden tener desafíos con estas competencias. Actividad #3: Haga un folleto informativo de una página para los padres que explique consejos útiles para apoyar el desarrollo y la diversidad del lenguaje. Actividad de Aplicación de Conocimiento Actividad #4: Escenario: redacte un informe de progreso informal que podría escribir a uno de los padres. El informe debe abordar tanto los	A. 1, 2, 3, 4, 7, 8, 9, 10, 11 DTE CF- KP 6, 7, 8	Estándar 1 & 4	4 @ 5 pts.	20 pts.

Tarea/Evaluación	Competencias NMPED/ Marco conceptual	Competencias Profesionales de NAEYC	Punto Valor	Puntos totales
comportamientos positivos como los "negativos" que haya observado, teniendo cuidado de evitar cualquier indicio de desaprobación o acusación e incluir recomendaciones sobre cómo los padres pueden apoyar al niño.				
Proyecto Final: Identifique a un niño que esté experimentando un desafío específico del desarrollo. Explique el desafío y desarrolle un plan para apoyar aún más su desarrollo. Este plan debe ayudarlo a superar el desafío y proporcionar consejos a los padres mientras apoyan al niño.	A. 1, 2, 3, 4, 7, 8, 9, 10, 11 DTE CF- KP 6, 7, 8	Estándar 1 y 4	1 @ 60 pts.	60 pts.
Puntos toales			TOTAL	100 PTS.

Fecha	Objetivo semanal	Tema del curso Lecturas	Tareas
Semana 1	<ol style="list-style-type: none"> Articular una comprensión integral de las etapas del desarrollo, los procesos y las teorías del crecimiento, el desarrollo y el aprendizaje. Establecer conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación de la primera infancia desde el nacimiento hasta los ocho años de edad. Explicar los métodos de enseñanza y las interacciones basadas en relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas. 	<p>Tema: Estudiar al niño pequeño Bebés típicos y atípicos; Niños; niños de tres, cuatro y cinco años; y de seis a ocho años. La historia de la teoría del desarrollo infantil, definir el término teoría e identificar los tipos de teorías y cómo podrían aplicarse.</p> <p>Leer Capítulo 1</p>	<p>Publicación de discusión # 1: Identifique y describa cómo está utilizando una teoría del desarrollo en sus interacciones con los niños.</p> <p>Responder al menos a dos compañeros de clase</p> <p>Introducciones, repaso del programa de estudios y expectativas del curso</p>
Semana 2	<ol style="list-style-type: none"> Establecer conexiones entre las teorías del 	<p>Tema: Factores que afectan el aprendizaje Cómo se aplican los puntos de vista de</p>	<p>Actividad de Aplicación de Conocimiento #1:</p>

Fecha	Objetivo semanal	Tema del curso Lecturas	Tareas
	<p>crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde el nacimiento hasta los ocho años.</p> <p>2. Explicar los métodos de enseñanza y las interacciones basadas en relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas.</p>	<p>los principales teóricos al papel del adulto en el aprendizaje. Cómo los maestros apoyan el pensamiento, el aprendizaje y la resolución de problemas de los niños. Los factores socioculturales que afectan al aprendizaje.</p> <p>Leer Capítulo 3</p>	<p>Completar un diagrama de Venn que compare y contraste dos de los 8 niveles de edad presentados en el texto.</p>
Semana 3	<p>1. Articular una comprensión integral de las etapas del desarrollo, los procesos y las teorías del crecimiento, el desarrollo y el aprendizaje.</p> <p>2. Establecer conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde el nacimiento hasta los ocho años.</p>	<p>Tema: Infancia: Teoría, Medio Ambiente</p> <p>Las teorías de Erikson, Freud, Piaget, Vygotsky, Skinner, Bandura, Rogers y Maslow aplicadas a la infancia. Ejemplos de competencia sensorial infantil y explicar por qué las competencias sensoriales de algunos bebés pueden no estar tan bien desarrolladas como las de otros bebés.</p> <p>Leer Capítulo 5</p>	<p>Publicación de discusión # 2: Comparar y contrastar dos teorías seleccionadas sobre el desarrollo infantil. Explique sus contribuciones a la comprensión de los niños y a la atención a la diversidad.</p> <p>Actividad de Aplicación de Conocimiento #2: Desarrolle una tabla que incluya al menos 4 ejemplos de competencia sensorial infantil y explique por qué algunos bebés pueden tener desafíos con estas competencias.</p>
Semana 4	<p>1. Articular una comprensión integral de las etapas del desarrollo, los procesos y las teorías del crecimiento, el desarrollo y el aprendizaje.</p> <p>2. Establecer conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde</p>	<p>Tema: Desarrollo cognitivo y afectivo infantil</p> <p>El niño pequeño: desarrollo de la autonomía</p> <p>Cómo progresa el aprendizaje y el desarrollo cognitivo durante la infancia. Las interacciones importantes entre adultos y niños durante la infancia. Principales puntos de vista teóricos sobre los niños pequeños. Influencias de los adultos en el desarrollo afectivo de los niños</p>	<p>Publicación de discusión # 3: Comparar y contrastar dos teorías seleccionadas sobre el desarrollo infantil. Explique sus contribuciones a la comprensión de los niños y a la atención a la diversidad.</p>

Fecha	Objetivo semanal	Tema del curso Lecturas	Tareas
	<p>el nacimiento hasta los ocho años.</p> <p>3. Explicar los métodos de enseñanza y las interacciones basadas en las relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias y necesidades diversas.</p>	<p>pequeños y las características típicas del temperamento de los niños pequeños.</p> <p>Leer Capítulos 6 y 7</p>	
Semana 5	<p>1. Articular una comprensión integral de las etapas del desarrollo, los procesos y las teorías del crecimiento, el desarrollo y el aprendizaje.</p> <p>2. Establecer conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde el nacimiento hasta los ocho años.</p> <p>3. Explicar los métodos de enseñanza y las interacciones basadas en relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas.</p>	<p>Tema: El sistema cognitivo, el desarrollo de conceptos y la inteligencia Desarrollo del lenguaje oral y escrito La cognición, el sistema cognitivo y las teorías del desarrollo cognitivo de Piaget y Vygotsky. Las teorías de Piaget y Vygotsky para la práctica docente apropiada al desarrollo. Principales reglas lingüísticas y puntos de vista actuales sobre cómo se aprende el idioma.</p> <p>Leer Capítulos 9 y 10</p>	Publicación de discusión # 4: Discuta qué reglas del idioma cree que tuvieron el mayor impacto en su aprendizaje del idioma y explique los puntos de vista actuales para esas reglas elegidas.
Semana 6	<p>1. Establezca conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde el nacimiento hasta los ocho años.</p> <p>2. Explique los métodos de enseñanza y las interacciones basadas en relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas.</p>	<p>Tema: Cómo los adultos enriquecen el desarrollo del lenguaje y los conceptos</p> <p>Enfoques que los adultos pueden adoptar para ampliar el desarrollo del lenguaje oral de los niños. Importantes responsabilidades de los adultos en apoyo de la diversidad lingüística.</p> <p>Leer Capítulo 11</p>	Actividad #3: Haga un folleto informativo de una página para los padres que explique consejos útiles para apoyar el desarrollo y la diversidad del lenguaje.

Fecha	Objetivo semanal	Tema del curso Lecturas	Tareas
Semana 7	<ol style="list-style-type: none"> Explicar los métodos de enseñanza y las interacciones basadas en relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas. 	<p>Tema: Cómo los adultos apoyan el desarrollo afectivo Prácticas apropiadas para el desarrollo de NAEYC Ventajas de las técnicas de orientación apropiadas para el desarrollo. Cómo los adultos pueden apoyar a los niños en tiempos de crisis.</p> <p>Leer - Capítulo 13</p>	<p>Publicación de discusión #5: Explique las herramientas que los adultos pueden usar para apoyar a un niño que está pasando por una crisis.</p> <p>Actividad #4: redacte un informe de progreso informal que podría escribir a un padre. El informe debe abordar tanto los comportamientos positivos como los "negativos" que haya observado, teniendo cuidado de evitar cualquier indicio de desaprobación o acusación e incluir recomendaciones sobre cómo los padres pueden apoyar al niño.</p>
Semana 8	<ol style="list-style-type: none"> Articular una comprensión integral de las etapas del desarrollo, los procesos y las teorías del crecimiento, el desarrollo y el aprendizaje. Establecer conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde el nacimiento hasta los ocho años. Explicar los métodos de enseñanza y las interacciones basadas en relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas. 	<p>Tema: Atando todo junto Desafíos comunes del desarrollo que los niños pueden enfrentar. Planes para apoyar el desarrollo de un niño en la superación de desafíos. Recomendaciones de los padres para apoyar a los niños cuando enfrentan desafíos.</p>	<p>Proyecto Fin de Carrera: Si actualmente está trabajando con estudiantes, identifique a un niño que esté experimentando un desafío específico del desarrollo. Explique el desafío y desarrolle un plan para apoyar aún más su desarrollo. Este plan debe ayudarlo a superar el desafío y proporcionar consejos a los padres mientras apoyan al niño. Si actualmente no está trabajando con estudiantes, se le proporcionará un escenario.</p>

Calificaciones:

A+ 100 - 97

A 96 - 93

A- 92 - 90

B+ 89 - 87

B 86 - 83

B- 82 - 80

C+ 79 - 77

C 76 - 73

C- 72 - 70

D+ 69 - 67

D 66 - 63

D- 62 - 60

F 59 - 0

Tareas tardes

Las tareas deben de ser entregadas en la fecha indicada en el plan de estudios. Cualquier excepción es la discreción del profesor y debe de ser acordada con anticipación.

Estudiante con incapacidades

Northern New Mexico College reconoce su responsabilidad para crear un clima institucional donde los estudiantes con incapacidades pueden sobresalir. De acuerdo con la Sección 504 del Acto de Rehabilitación y Acto de Americanos con Incapacidades, si usted tiene una incapacidad documentada, usted puede pedir acomodaciones para obtener acceso igual y para promover su aprendizaje en esta clase. Por favor contactar el Centro de Recurso al 505.747.2152 para investigar sobre acomodaciones apropiadas. Después que su elegibilidad sea determinada, se le dará una carta que puede presentar a sus instructores que les dejará saber cómo ayudarle de mejor manera.

Póliza de incompleto de NNMC

La calificación de "I" se da para trabajo de curso que no pudo ser cumplido por circunstancias más allá del control del estudiante. Esto significa una enfermedad grave o accidente y no planificación mal hecha. Si una crisis significativa previene cumplir a tiempo los requisitos del curso, por favor hacer una cita con su instructor. Cuando un incompleto se ha otorgado, es la responsabilidad del ESTUDIANTE para cumplir el trabajo de acuerdo con los parámetros del plazo. Si no cumple con el trabajo, la "I" se convierte automáticamente en "F" cuando el plazo vence.

Ética Académica

La deshonestidad en conexión con los exámenes o tareas del curso puede ser razón por la expulsión del Colegio. El plagio es el tipo más común de deshonestidad académica. El plagio consiste de cualquier representación del trabajo de otra persona como de uno sin reconocimiento apropiado. Los ejemplos incluyen, pero no son limitados a 1. Someter como trabajo propio un ensayo que incluye una parte copiada de un libro o artículo sin identificar la selección citada y/o fuentes. 2. Presentar las ideas de un autor como si fueran sus propias ideas o usar trabajo de otro estudiante con su nombre como autor. Cuando el instructor sospecha un estudiante de deshonestidad académica, el instructor abordará la situación con el estudiante. Si el problema no es solucionado a la satisfacción del instructor, el incidente se reportará al Director para acción. Los estudiantes están responsables de referir al Manual de Estudiante para pólizas y procedimientos específicos.



Department of Teacher Education

NORTHERN New Mexico College**EDUC 1110****Syllabus****Course Name:** EDUC 1110 Child Growth Development & Learning**Semester Taught:** Fall**Credit Hours:** 3**Time, and Place:** Online**Instructor Information:**

Instructor:	Communication Information:	Office Hours:
--------------------	-----------------------------------	----------------------

Required Text: Charlesworth, R. (2017). *Understanding Child Development (10th edition)*. Stamford CT, Cengage Learning.

Required Materials or Readings: NM Early Learning Guidelines. CYFD.

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. Since this is an online class, 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: Asynchronous 300 minutes a week for an 8-week 3 credit hr. course.

Catalog Course Description: 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. (3,3T+0L).

Course Objectives:

1. Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning.
2. Make connections between theories of growth, development, and learning and early childhood education practices from birth through age eight.
3. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs.

New Mexico Entry-Level Teacher Competencies (Early Childhood)

A: Child growth, development, and learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning. **A.1, A.2, A.3, A.4, A.7, A.8, A.9, A.10, A.11**

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.

NAEYC Professional Standards and Competencies for Early Childhood Educators

Standard 1: Child Development and Learning in Context 1a, 1b, 1c, 1d

Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices 4a, 4b, 4c

Assignment/Assessment	NMPED Competencies/ Conceptual Framework	NAEYC Professional Competencies	Point Value	Points Earned
Discussion Board Posts Classmates- Respond to at least two classmates to have a reflective discussion.	A. 1, 2, 3, 4, 7, 8, 9, 10, 11 COE CF- KP 6, 7, 8	Standard 1 & 4	5 @ 5 pts.	25 pts.
Assignments- Knowledge Application Activity #1: Complete a Venn diagram that compares and contrasts two of the 8 age levels presented in the text. Knowledge Application Activity #2: Develop a chart that includes at least 4 examples of infant sensory competence and explain why some infants may have challenges with these competencies. Knowledge Application Activity #3: Make a one-page informational flyer for parents that explains helpful tips to support language development and diversity. Knowledge Application Activity #4: Student Scenario- Draft an informal progress report that you might write to a parent. The report should address both the positive and “negative” behaviors you have observed, being careful to avoid any hint of disapproval or accusation and include recommendations for how the parents can support the child.	A. 1, 2, 3, 4, 7, 8, 9, 10, 11 COE CF- KP 6, 7, 8	Standard 1 & 4	4 @ 10 pts.	40 pts.
Final Project: Identify a child that is experiencing a specific developmental challenge. Explain the challenge and develop a plan to further	A. 1, 2, 3, 4, 7, 8, 9, 10, 11 COE CF- KP 6, 7, 8	Standard 1 & 4	1 @ 50 pts.	50 pts.

Assignment/Assessment	NMPED Competencies/ Conceptual Framework	NAEYC Professional Competencies	Point Value	Points Earned
support their development. This plan should help him/her overcome the challenge and provide tips to parents as they support the child.				
All Course Assignments			TOTAL	115 PTS.

Date	Weekly Objective	Course Topic Readings	Assignments/ Due Date
Week #1 08/19-8/25	<ol style="list-style-type: none"> 4. Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning. 5. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight. 6. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs. 	<p>Topic: Studying the Young Child Typical and atypical infants; toddlers; three-, four-, and five-year-olds; and six-through eight-year-olds. The history of child development theory, define the term theory, and identify types of theories and how they might be applied.</p> <p>Readings- Chapter 1</p>	<p>Due 8/24/24: Discussion Post #1: Identify and Describe How You are Using a Development Theory in your Interactions with Children.</p> <p>Due 8/25/24: Attendance and Participation (Respond to at least two classmates).</p> <p>Introductions, Review Syllabus and Course Expectations</p>
Week #2 8/26-9/1	<ol style="list-style-type: none"> 1. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight. 2. Explain teaching methods and relationship-based interactions that are grounded in developmentally 	<p>Topic: Factors Affecting Learning How major theorists' views apply to the adult role in learning. How teachers support children's thinking, learning, and problem solving. The sociocultural factors that affect learning.</p> <p>Readings- Chapter 3</p>	<p>9/1/2024 Knowledge Application Activity #1: Complete a Venn diagram that compares and contrasts two of the 8 age levels presented in the text.</p>

Date	Weekly Objective	Course Topic Readings	Assignments/ Due Date
	appropriate practice, cultural sensitivity, and individual differences and diverse needs.		
Week #3 9/2-9/8	<ol style="list-style-type: none"> 3. Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning. 4. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight. 	<p>Topic: Infancy: Theory, Environment</p> <p>The theories of Erikson, Freud, Piaget, Vygotsky, Skinner, Bandura, Rogers, and Maslow as applied to infancy. Examples of infant sensory competence and explain why the sensory competencies of some infants may not be as well developed as those of other infants.</p> <p>Readings- Chapter 5</p>	<p>09/07/2024 Complete Discussion Post #2: Compare and contrast two selected theories of child development. Explain their contributions to understanding children, and attention to diversity.</p> <p>9/8/2024: Knowledge Application Activity #2: Develop a chart that includes at least 4 examples of infant sensory competence and explain why some infants may have challenges with these competencies.</p> <p>Attendance and Participation:</p>
Week #4 9/9-9/15	<ol style="list-style-type: none"> 1. Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning. 2. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight. 3. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, 	<p>Topic: Infant Cognitive and Affective Development The Toddler: Autonomy Development</p> <p>How cognitive learning and development progress during infancy. The important adult-child interactions during infancy. Major theorists' viewpoints on toddlers. Adult influences on toddler affective development and typical toddler temperament characteristics.</p> <p>Readings- Chapters 6 and 7</p>	<p>09/14/2024 Complete Discussion Post #3: Compare and contrast two selected theories of child development. Explain their contributions to understanding children, and attention to diversity.</p> <p>9/15/2024: Attendance and Participation</p>

Date	Weekly Objective	Course Topic Readings	Assignments/ Due Date
	cultural sensitivity, and individual differences and diverse needs.		
Week #5 9/16-9/22	<ol style="list-style-type: none"> 1. Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning. 2. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight. 3. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs. 	<p>Topic: The Cognitive System, Concept Development, and Intelligence Oral and Written Language Development</p> <p>Cognition, the cognitive system, and Piaget's and Vygotsky's theories of cognitive development. Piaget's and Vygotsky's theories to developmentally appropriate teaching practice. Major language rules and current viewpoints about how language is learned.</p> <p>Readings- Chapters 9 & 10</p>	<p>9/21/2024 Complete Discussion Post #4: Discuss what language rules you think had the most impact on your language learning and explain the current viewpoints for those chosen rules.</p> <p>9/22/2024 Attendance and Participation</p>
Week #6 9/23-9/29	<ol style="list-style-type: none"> 1. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight. 2. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs. 	<p>Topic: How Adults Enrich Language and Concept Development</p> <p>Approaches that adults can take to expand children's oral language development. Important adult responsibilities in support of language diversity.</p> <p>Readings- Chapter 11</p>	<p>9/29/2024 Knowledge Application Activity #3: Make a one-page informational flyer for parents that explains helpful tips to support language development and diversity.</p>
Week #7 9/30-10/6	<ol style="list-style-type: none"> 1. Explain teaching methods and relationship-based interactions that are 	<p>Topic: How Adults Support Affective Development</p> <p>NAEYC's Developmentally Appropriate Practices for adult decision making.</p>	<p>10/5/2024: Discussion Post #5: Explain the tools adults can use to support a child going</p>

Date	Weekly Objective	Course Topic Readings	Assignments/ Due Date
	grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs.	<p>Advantages of developmentally appropriate guidance techniques. How adults can support children in times of crisis.</p> <p>Readings- Chapter 13</p>	<p>through a crisis. 10/6/2024 Knowledge Application Activity #4: Student Scenario- Draft an informal progress report that you might write to a parent. The report should address both the positive and “negative” behaviors you have observed, being careful to avoid any hint of disapproval or accusation and include recommendations for how the parents can support the child.</p> <p>Attendance and Participation</p>
Week #8 10/7-10/11	<ol style="list-style-type: none"> 1. Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning. 2. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight. 3. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs. 	<p>Topic: Tying it All Together Common developmental challenges that children may face. Plans to support a child’s development in overcoming challenges. Parent recommendations for supporting children when they face challenges.</p> <p>Readings- None</p>	<p>All assignments due on 10/11 by midnight.</p> <p>10/11/2024 Final Project: If you are currently working with students, identify a child that is experiencing a specific developmental challenge. Explain the challenge and develop a plan to further support their development. This plan should help him/her overcome the challenge and provide tips to parents as they support the child. If you are not currently working with students, a scenario will be provided to you.</p>

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 call the Accessibility and Resource Center at 505-747-2152 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.

Counseling and Student Support Services (CASSC): are available year-round on-campus, or virtually (as needed) for NNMC students. Counseling services are provided by licensed professional counselors. All services are **FREE** for students and are **confidential**. No record of counseling is contained in any academic, educational, or job placement file. Counseling is an opportunity to solve problems and learn new skills. Students can utilize counseling services to address issues such as depression, anxiety, stress, PTSD, anger management and alcohol and drug concerns. Students may also meet with a counselor if they are interested in off-campus resources and referrals. In addition to offering students help through counseling services, CASSC also assists students with addressing socio-economic stressors by connecting students with various community resources such as housing, food, childcare, and much more.

NNMC Incomplete Policy: The grade of 'I' is given for coursework 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 that 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.



Department of Teacher Education

NORTHERN New Mexico College



ECED 1120 Guiando a Los Niños Pequeños

Horas de Crédito: 3

Semestre enseñado:

Tiempo y lugar:

Información de instructor:

Instructor:	Información de comunicación:
--------------------	-------------------------------------

Libro Requerido

Gartrell, Dan. (2020). A Guidance Guide for Early Childhood Leaders: Strengthening Relationships with Children, Families, and Colleagues. Redleaf Press. 978-160-554-6889

Materiales o Lecturas Requeridas: Pautas de aprendizaje temprano de NM. PED

Requisito de correo electrónico:

Todos los estudiantes asistiendo a Northern New Mexico College (NNMC por sus siglas en inglés) deben de usar su cuenta de correo electrónico de NNMC cuando se comunican electrónicamente sobre negocio relacionado de NNMC. Si tienen problemas, por favor contactar el departamento de Tecnología Internet (IT por sus siglas en inglés) al 505.747.2259.

Asistencia

Asistencia es requerida para todas las sesiones de clase. Asistencia se medirá en archivos de discusiones para colegas del curso. Clases de educación son basadas en competencias, significando que los estudiantes deben de cumplir Competencias del estado de Nuevo México. Cualquier ausencia durante el periodo completo de clases requerirá trabajo adicional comparable a la discreción del instructor. Número de horas de instructor/estudiante es 300 minutos por semana por un curso de 8 semanas (3 horas de crédito).

Descripción de Curso de Catalogo: Este curso explora varias teorías de la orientación infantil y las aplicaciones prácticas de cada una. Proporciona métodos apropiados para el desarrollo de los niños pequeños y estrategias y sugerencias eficaces para facilitar interacciones sociales positivas. Se presentarán estrategias para prevenir comportamientos desafiantes a través del uso del entorno, las rutinas y el horario. Se hace hincapié en ayudar a los niños a convertirse en aprendices responsables de sí mismos, competentes, independientes y cooperativos, e incluir a las familias como parte del enfoque de orientación. (3, 3T+0L).

Resultados del curso:

1. Utilizar la evaluación y la evaluación para aplicar técnicas de orientación apropiadas para el desarrollo y culturalmente relevantes para apoyar a los niños con habilidades de autorregulación y resolución de problemas.
2. Articular la filosofía de orientación de su aula con respeto por las diversas familias y prácticas culturales.
3. Aplicar el conocimiento sobre el crecimiento y desarrollo infantil, la salud mental y física y el desarrollo socioemocional para apoyar las técnicas de orientación positiva en el aula.

Competencias de Maestro de Primer Nivel de Nuevo México

A: Crecimiento, desarrollo y aprendizaje infantil: Las bases para todo aprendizaje se establecen durante la primera infancia. Los dominios biológico-físicos, sociales, culturales, emocionales, cognitivos y lingüísticos están inherentemente entrelazados en el crecimiento y el desarrollo. Los profesionales de la primera infancia deben entender este proceso de desarrollo y el papel del adulto en apoyar el crecimiento, el desarrollo y el aprendizaje de cada niño. **A.6, A.7, A.10, A.11.**

B: Salud, seguridad y nutrición: Los profesionales de la primera infancia promueven la salud física y mental y la nutrición adecuada y proporcionan un entorno emocional y físicamente seguro para los niños pequeños en colaboración con sus familias. Las buenas prácticas de salud, seguridad y nutrición proporcionan la base para el desarrollo y el

aprendizaje. Una buena nutrición es apropiada e importante para el desarrollo integral de los niños pequeños y sus familias. Las comidas y los refrigerios fomentan la buena nutrición y los hábitos alimenticios. Un entorno seguro previene y reduce las lesiones de los niños pequeños que recién comienzan a reconocer situaciones peligrosas. **B.1.**

C: Colaboración familiar y comunitaria: Los profesionales de la primera infancia están comprometidos con las prácticas centradas en la familia. Mantienen una relación abierta, amistosa y cooperativa con la familia de cada niño, fomentando la participación familiar y apoyando la relación del niño con su familia. Se honra a las diversas culturas e idiomas representativos de las familias en las comunidades de Nuevo México. **C.1, C.4, C.7.**

E: Entorno de aprendizaje e implementación del currículo: La enseñanza y el aprendizaje con niños pequeños es un proceso complejo integrado en las relaciones. Estas relaciones de enseñanza y aprendizaje proporcionan el andamiaje para construir conjuntamente significados sobre uno mismo, los demás y el mundo. Los profesionales de la primera infancia utilizan sus conocimientos sobre el desarrollo infantil, sus conocimientos sobre el desarrollo óptimo y el aprendizaje de todos los niños desde el nacimiento hasta los ocho años. Además, el uso de las observaciones se basa en una comprensión profunda de las familias, las culturas y las comunidades de los niños. Los profesionales de la primera infancia fomentan la resolución de problemas, el pensamiento crítico y la competencia académica y social de los niños pequeños dentro de un entorno de aprendizaje desafiante y de apoyo. Estas experiencias desafiantes de enseñanza y aprendizaje fomentan la confianza de los niños en sí mismos como aprendices competentes. **E.3, E.7.**

F: Evaluación de los niños y evaluación de los programas: Los profesionales de la primera infancia deben desarrollar el conocimiento de diversos métodos de evaluación, incluyendo habilidades de observación. Utilizan la documentación continua apropiada y reportan información a las familias y a los profesionales. La evaluación adecuada de la primera infancia responde a las diferencias culturales y lingüísticas. Incluye información de múltiples fuentes, por ejemplo, observaciones, listas de verificación, entrevistas y medidas estandarizadas formales e informales en diversos entornos para tomar decisiones educativas sobre los niños. Los datos de la evaluación recopilados de múltiples fuentes que tienen un gran impacto en los niños deben ser realizados por un equipo de familiares, maestros y otros profesionales. Además, los profesionales de la primera infancia participan en una evaluación sistemática y continua de sus programas. **F.9.**

Marco Conceptual del Departamento de Educación de Maestro (DTE por sus siglas en inglés)

El Marco Conceptual del Departamento de Educación de Northern New Mexico College representa el conocimiento, habilidades y disposiciones que todos los candidatos maestros deben mostrar durante el programa y como maestros practicantes. La instrucción en cada clase debe de reflejar el Marco Conceptual en los temas, tareas, discusiones y lecturas del curso.

Principio de conocimiento

4. Aprendizaje: el candidato a profesor comprende los principios de crecimiento, desarrollo y aprendizaje de los estudiantes, y los aplica adecuadamente.

Descripciones de las tareas/alineación:

Tarea/Evaluación	Competencias de Maestros de NMPED	Conocimiento, habilidad o disposición		Valor en puntos
Discusiones en línea	A6, A7, A10, A11, B1, C1, C4, C7, E3, E7, F9 Objetivos 1, 2, 3	K4	8 @ 5 pts	40 pts
Reflexión Lectura del capítulo	A6, A7, A10, A11, B1, C1, C4, C7, E3, E7, F9 Objetivos 1, 2, 3	K4	3@ 5 pts	15 pts
Lección de aprendizaje emocional y plan de lección. Desarrollar una lección y enseñar una lección que demuestre habilidades de aprendizaje emocional a	A6, A7, A10, A11, B1, E3, E7 Objetivos 1, 2	K4	1 @ 15pts	15 pts

los niños pequeños				
Presentación en Power Point sobre estrategias positivas para promover el desarrollo socioemocional en el aula	A6, A7, A10, A11, E3, E7 Objetivos 2, 3	K4	1 @ 10 pts	10 pts
Desarrollo de un plan de apoyo conductual Proyecto Final: Observar el comportamiento de un niño y determinar los factores desencadenantes y las consecuencias del comportamiento. Desarrollar estrategias para abordar los comportamientos.	A6, A7, A10, A11, B1, C1, C4, C7, E3, E7, F9 Objetivos 1, 2, 3	K4	1@ 20pts	20 pts
PUNTOS TOTALES				100 pts

Fechas del curso, temas, tareas:

Fecha	Tema/ Capítulo de texto	Tarea
Semana 1	Introducción a la tradición de la guía. Capítulo 1 Apoyar bases emocionales sólidas en los niños	Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque
Semana 2	El concepto de comportamiento erróneo – Capítulo 2 Relaciones positivas entre maestros y niños – Capítulo 3	Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque 1 página de reflexión sobre la lectura de capítulos
Semana 3	Hacer conexiones emocionales saludables. Capítulo 4 Prácticas apropiadas para el desarrollo. Capítulo 5	Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque Aprendizaje emocional Lección y plan de lección Desarrollar una lección y enseñar una lección que demuestre habilidades de aprendizaje emocional a los niños pequeños
Semana 4	Técnicas de orientación. Capítulo 6 y 7	Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque/ Presentación de enfoques de crianza 1 página de reflexión sobre la lectura de capítulos
Semana 5	Gestión de conflictos. Capítulo 8 Estrategias de resolución de problemas. Capítulo 9	Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque 1 página de reflexión sobre la lectura de capítulos
Semana 6	Creación de entornos para comportamientos pro-sociales. Capítulo 10 Manejo de comportamientos desafiantes – F&A capítulo 11	Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque Presentación en Power Point sobre estrategias positivas para promover el desarrollo socioemocional en el aula
Semana 7	Comunicación con los padres; el desarrollo de asociaciones. Capítulo 12	Discusión en línea: Seguir 1 página de reflexión sobre la lectura de capítulos
Semana 8	Atándolo todo junto	Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque Desarrollo de un plan de apoyo conductual Proyecto Final: Observar el comportamiento de

		un niño y determinar los factores desencadenantes y las consecuencias del comportamiento. Desarrolle estrategias para abordar los comportamientos.
--	--	--

Calificaciones

A+ 100 - 97	A 96 - 93	A- 92 - 90
B+ 89 - 87	B 86 - 83	B- 82 - 80
C+ 79 - 77	C 76 - 73	C- 72 - 70
D+ 69 - 67	D 66 - 63	D- 62 - 60
F 59 - 0		

Tareas tardes

Las tareas deben de ser entregadas en la fecha indica en el plan de estudios. Cualquier excepción es la discreción del profesor y debe de ser acordada con anticipación.

Estudiante con incapacidades

Northern New Mexico College reconoce su responsabilidad para crear un clima institucional donde los estudiantes con incapacidades pueden sobresalir. De acuerdo con la Sección 504 del Acto de Rehabilitación y Acto de Americanos con Incapacidades, si usted tiene una incapacidad documentada, usted puede pedir acomodaciones para obtener acceso igual y para promover su aprendizaje en esta clase. Por favor contactar el Centro de Recurso al 505.747.2152 para investigar sobre acomodaciones apropiadas. Después que su elegibilidad sea determinada, se le dará una carta que puede presentar a sus instructores que les dejará saber cómo ayudarlo de mejor manera.

Póliza de incompleto de NNMC

La calificación de "I" se da para trabajo de curso que no pudo ser cumplido por circunstancias más allá del control del estudiante. Esto significa una enfermedad grave o accidente y no planificación mal hecha. Si una crisis significativa previene cumplir a tiempo los requisitos del curso, por favor hacer una cita con su instructor. Cuando un incompleto se ha otorgado, es la responsabilidad del ESTUDIANTE para cumplir el trabajo de acuerdo con los parámetros del plazo. Si no cumple con el trabajo, la "I" se convierte automáticamente en "F" cuando el plazo vence.

Ética Académica

La deshonestidad en conexión con los exámenes o tareas del curso puede ser razón por la expulsión del Colegio. El plagio es el tipo más común de deshonestidad académica. El plagio consiste de cualquier representación del trabajo de otra persona como de uno sin reconocimiento apropiado. Los ejemplos incluyen, pero no son limitados a 1. Someter como trabajo propio un ensayo que incluye una parte copiada de un libro o artículo sin identificar la selección citada y/o fuentes. 2. Presentar las ideas de un autor como si fueran sus propias ideas o usar trabajo de otro estudiante con su nombre como autor. Cuando el instructor sospecha un estudiante de deshonestidad académica, el instructor abordará la situación con el estudiante. Si el problema no es solucionado a la satisfacción del instructor, el incidente se reportará al Director para acción. Los estudiantes están responsables de referir al Manual de Estudiante para pólizas y procedimientos específicos.



Department of Teacher Education

NORTHERN New Mexico College**Course****Name:** ECED 1120 GUIDING YOUNG CHILDREN**Credit Hours:** 3**Semester Taught:****Time and Place:** Bb- Online**Instructor Information:**

Instructor:	Communication Information:	Office Hours:
-------------	----------------------------	---------------

Required Text:

Gartrell, Dan. (2020). *A Guidance Guide for Early Childhood Leaders: Strengthening Relationships with Children, Families, and Colleagues*. Redleaf Press. 978-160-554-6889

Required Materials or Readings: NM Early Learning Guidelines. CYFD.

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. Since this is a hybrid class, attendance will be also 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. Asynchronous 300 minute a week for an 8-week 3 credit hr. course.

Catalog Course Description: This course explores various theories of child guidance and the practical applications of each. It provides developmentally appropriate methods for guiding young 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. (3, 3T+0L).

Course Level Outcomes:

1. Use assessment and evaluation to apply developmentally appropriate and culturally relevant guidance techniques to support children with self-regulation and problem-solving skills.
2. Articulate the guidance philosophy of your classroom with respect for diverse families and cultural practices.
3. Apply knowledge of child growth and development, mental and physical health, and socio-emotional development to support positive guidance techniques in a classroom setting.

NM Teacher Competencies (InTASC) and Department of Education's Conceptual Framework.***New Mexico Entry Level Teacher Competencies (InTASC):***

A: Child growth, development and learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning. **A.6, A.7,**
Form NNMC1001 (New Degree Program Approval) Revised 12/2022

A.10, A.11.

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.1.

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.1, C.4, C.7.**

E: Learning environment and curriculum implementation: Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners. **E.3, E.7.**

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.9.**

NM Teacher Competencies and Department of Education's Conceptual Framework.**Knowledge Principle-**

4. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

Assignment Descriptions/ Alignment:

Assignment/Assessment	NMPED Teacher Competencies	Knowledge Skill		Point Value
Online Discussions	A6, A7, A10, A11, B1, C1, C4, C7, E3, E7, F9 Objectives 1, 2, 3	K4	8 @ 15 pts	40 pts
Reflection Chapter reading Weeks 4, 5, 7	A6, A7, A10, A11, B1, C1, C4, C7, E3, E7, F9 Objectives 1, 2, 3	K4	3@ 15 points	45 pts

Emotional Learning Lesson and lesson plan. Develop a lesson and teach a lesson that demonstrate emotional learning skills to young children (Week 3)	A6, A7, A10, A11, B1, E3, E7 Objectives 1, 2	K4	1 @ 15pts	15 pts
Power point presentation on positive strategies for promoting socio-emotional development in the classroom (Week 6)	A6, A7, A10, A11, E3, E7 Objectives 2, 3	K4	1 @ 20 pts	20 pts
Development of Behavior support plan Final project: Observe a child behavior and determine the triggers and consequences for behavior. Develop strategies to address the behaviors. (Week 8)	A6, A7, A10, A11, B1, C1, C4, C7, E3, E7, F9 Objective 1, 2, 3	K4	1@ 15pts	25 pts
TOTAL POINTS				145 pts

Course Dates, Topics, Assignments:

Date	Topic/ Text Chapter	Assignment
WEEK 1	Introduction to the guidance tradition. Chapter 1 Supporting strong emotional foundations in children	Online Discussion: Follow Guidelines and rubric: Focus questions
WEEK 2	The concept of mistaken behavior – Chapter 2 Positive teacher child relationships – Chapter 3	Online Discussion: Follow Guidelines and rubric: Focus questions 1 page reflection on chapter reading
WEEK 3	Making healthy emotional connections. Chapter 4 Developmentally appropriate practices. Chapter 5	Online Discussion: Follow Guidelines and rubric: Focus questions Emotional Learning Lesson and lesson plan Develop a lesson and teach a lesson that demonstrate emotional learning skills to young children
WEEK 4	Guidance techniques. Chapter 6 and 7	Online Discussion: Follow Guidelines and rubric: Focus questions/ Parenting approaches presentation 1 page reflection on chapter reading
WEEK 5	Conflict management. Chapter 8 Problem solving strategies. Chapter 9	Online Discussion: Follow Guidelines and rubric: Focus questions 1 page reflection on chapter reading
WEEK 6	Creating environments for pro-social behaviors. Chapter 10 Managing challenging behaviors – F&A chapter 11	Online Discussion: Follow Guidelines and rubric: Focus questions Power point presentation on positive strategies for promoting socio-emotional development in the classroom
WEEK 7	Communication with parents;	Online Discussion: Follow

	developing partnerships. Chapter 12	1 page reflection on chapter reading
WEEK 8	Tying it all together	Online Discussion: Follow Guidelines and rubric: Focus questions Development of Behavior support plan Final project: Observe a child behavior and determine the triggers and consequences for behavior. Develop strategies to address the behaviors.

Grading:

A+ 100 - 97

A 96 - 93

A- 92 - 90

B+ 89 - 87

B 86 - 83

B- 82 - 80

C+ 79 - 77

C 76 - 73

C- 72 - 70

D+ 69 - 67

D 66 - 63

D- 62 - 60

F 59 - 0

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 call the Accessibility and Resource Center at 505-747-2152 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.





ECED 1130 La Familia y Colaboración Comunitaria

Semestre enseñado:

Horas de Crédito: 3

Tiempo y lugar:

Información de instructor:

Instructor:	Información de comunicación:
--------------------	-------------------------------------

Libro requerido:

Robles, W., & Beck, V. (2019). *Teaching young children in multicultural classrooms: Issues, concepts, and strategies (5th ed.)*. Clifton Park, NY: Delmar Cengage Learning. ISBN- 978-133-756-6070

Requisito de correo electrónico:

Todos los estudiantes asistiendo a Northern New Mexico College (NNMC por sus siglas en inglés) deben de usar su cuenta de correo electrónico de NNMC cuando se comunican electrónicamente sobre negocio relacionado de NNMC. Si tienen problemas, por favor contactar el departamento de Tecnología Internet (IT por sus siglas en inglés) al 505.747.2259.

Asistencia

Asistencia es requerida para todas las sesiones de clase. Asistencia se medirá en archivos de discusiones para colegas del curso. Clases de educación son basadas en competencias, significando que los estudiantes deben de cumplir Competencias del estado de Nuevo México. Cualquier ausencia durante el periodo completo de clases requerirá trabajo adicional comparable a la discreción del instructor. Número de horas de instructor/estudiante es 300 minutos por semana por un curso de 8 semanas (3 horas de crédito).

Descripción de Curso de Catalogo

Este curso básico examina la participación de las familias y comunidades de fondos cultural y lingüísticamente diversos en programas de educación temprana. Se discute maneras de establecer relaciones colaborativas con familias en escuelas preescolares y primarias. Las metas y deseos de las familias para sus hijos se apoyarán a través estrategias culturalmente responsivas.

Resultados de Nivel de Curso

1. Identificar y demostrar métodos de comunicación profesionales y efectivos con las familias cultural y lingüísticamente diversas.
2. A través la reflexión, identificar biases y cómo los biases pueden afectar las relaciones con los niños y sus familias.
3. Aplicar conocimiento de las estructuras diversas de familia y los valores culturales a través un enfoque basado en las fortalezas para crear un salón de clase seguro y receptor para las familias y comunidad.
4. Usar recursos comunitarios para apoyar a las familias y niños cultural y lingüísticamente diversos.

Competencias de Maestro de Primer Nivel de Nuevo México

C. Colaboración de familia y comunidad

Los profesionales del campo de la educación temprana son comprometidos la prácticas centradas en familia. 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.1, C.2, C.3, C.4, C.5, C.6, C.9, C.11, C.12, C.13.

E: Learning environment and curriculum implementation

Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners. E.14.

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.6.

DTE's Conceptual Framework

The Conceptual Framework of the Department 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

5. Assessment: the teacher candidate effectively utilizes student assessment techniques and procedures.
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.
9. Collaboration- the teacher candidate works productively with colleagues, parents and community.

Assignment Descriptions/ Alignment

Assignment/Assessment	NMPED Teacher Competencies	Knowledge, Skill or Disposition		Point Value
Blackboard Discussion Respond to discussion board prompt	C. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 E.14 G. 6 Objectives- 1, 2, 3, 4	K5, 6, 7, 8, 9	8@ 15pts	120 pts
Chapter Responses: each week you will write a response to prompts from the chapter assigned.	C. 1, 6, 7, 8, 9, 10, 11 G. 6 Objectives 4	K.5, 6, 7, 8, 9	8@30	240 pts
2 projects: 1. My Family History Write a 2 to 4-page, double-spaced report using the APA format to describe a minimum of four generations of your family starting with you. Include languages and year of birth/death of	C. 1, 2, 3, 7, 9, G. 6 Objectives 1, 2, 3	K5, 6, 7, 8, 9	2@ 50 points each	100pts

Assignment/Assessment	NMPED Teacher Competencies	Knowledge, Skill or Disposition		Point Value
ancestral generations. For the summation, write a paragraph stating how history impacted the language of each generation. 2. Develop a presentation on a topic that impacts the community such as health, nutrition, family literacy or screen time. You can do this as a bulletin board, three fold poster or PowerPoint.				
Final Project Develop Family Engagement Calendar that is Culturally Appropriate How these activities impact the family, early childhood children, language and the community?	C. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 E.14 G. 6 Objective 1, 2, 3	K5, 6, 7, 8, 9	1@ 20 pts	50pts
TOTAL POINTS				510pts

Course Dates, Topics, Assignments

Date	Topic/Text Topic	Assignment
Week 1	Understanding Families Chapter 1 Living in Diversity: The Intricate Nature of Our Society	Discussion Board 1: Respond to post and to a peer. Chapter Response: Respond to prompt Project 1: start due end of Week 2
Week 2	Understanding Families Chapter 2 The Nature of Culture, the Nature of People Chapter 3 Families in Our Classrooms: Many Ways, many voices	Discussion Board 2: Respond to post and to a peer. Chapter Response: Respond to prompt Project 1: due
Week 3	Understanding Families Chapter 4 Who is the child? Developmental Characteristic of young Children in a diverse Society	Discussion Board 3: Respond to post and to a peer. Chapter Response: Respond to prompt
Week 4	Multicultural Education Chapter 5 Tracing the beginnings of multicultural education Chapter 6 Approaches to Multicultural Education	Discussion Board 4: Respond to post and to a peer. Chapter Response: Respond to prompt Project 2: Start
Week 5	Chapter 7 Classrooms, where Words Become Action	Discussion Board 5: Respond to post and to a peer. Chapter Response: Respond to prompt Project 2: Due
Week 6	Chapter 8 Language Diversity in the classroom: working with Young Dual Language Learners	Discussion Board 6: Respond to post and to a peer. Chapter Response: Respond to Prompt
Week 7	Engaging Families Chapter 9 Activities and Resources for Multicultural Teaching: A world of Possibilities!	Discussion Board 7: Respond to post and to a peer. Chapter Response: Respond to prompt
Week 8	Inviting Community Participation	Discussion Board 8: Respond to post and to a peer.

Date	Topic/Text Topic	Assignment
		Chapter Response: Respond to prompt
		Final Project Develop an activity on Family Traditions

Grading

A+ 100 - 97	A 96 - 93	A- 92 - 90
B+ 89 - 87	B 86 - 83	B- 82 - 80
C+ 79 - 77	C 76 - 73	C- 72 - 70
D+ 69 - 67	D 66 - 63	D- 62 - 60
F 59 - 0		

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 Coordinator of Accessibility and Resource Center at 505-747-2152. After your eligibility is determined, you will be given a letter to present to instructors. This will help us know 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.



Department of Teacher Education

NORTHERN New Mexico College

ECED 1130 Family and Community Collaboration

Semester Taught: Spring

Credit Hours: 3

Time and Place: Blackboard

Instructor Information

Instructor:	Communication Information:
-------------	----------------------------

Required Text

Robles, W., & Beck, V. (2019). *Teaching young children in multicultural classrooms: Issues, concepts, and strategies (5th ed.)*. Clifton Park, NY: Delmar Cengage Learning. ISBN- 978-133-756-6070

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: Asynchronous 300 minutes a week for an 8-week 3 credit hr. course.

Catalog Course Description

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. (3, 3T+0L). Asynchronous 300 minutes a week for an 8-week 3 credit hr. course.

Course Level Outcomes

5. Identify and demonstrate methods of effective and professional communication with linguistically and culturally diverse families.
6. Identify biases and how biases could affect relationships with children and families through self-reflection.
7. Apply knowledge of diverse family structures and cultural values through a strengths-based approach to create a safe welcoming classroom environment for families and community.
8. Use community resources to support linguistically and culturally diverse families and children.

New Mexico Entry Level Teacher Competencies**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.1, C.2, C.3, C.4, C.5, C.6, C.9, C.11, C.12, C.13.

E: Learning environment and curriculum implementation

Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners. E.14.

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.6.**

DTE's Conceptual Framework

The Conceptual Framework of the Department 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

5. Assessment: the teacher candidate effectively utilizes student assessment techniques and procedures.
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.
9. Collaboration- the teacher candidate works productively with colleagues, parents and community.

Assignment Descriptions/ Alignment

Assignment/Assessment	NMPED Teacher Competencies	Knowledge Principal		Point Value
Blackboard Discussion Respond to discussion board prompt	C. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 E.14 G. 6 Objectives- 1, 2, 3, 4	K5, 6, 7, 8, 9	8@ 15pts	120 pts
Chapter Responses: each week you will write a response to prompts from the chapter	C. 1, 6, 7, 8, 9, 10, 11	K.5, 6, 7, 8, 9	8@30	240 pts

Assignment/Assessment	NMPED Teacher Competencies	Knowledge Principal		Point Value
assigned.	G. 6 Objectives 4			
2 projects: 2. My Family History Write a 2 to 4-page, double-spaced report using the APA format to describe a minimum of four generations of your family starting with you. Include languages and year of birth/death of ancestral generations. For the summation, write a paragraph stating how history impacted the language of each generation. 2. Develop a presentation on a topic that impacts the community such as health, nutrition, family literacy or screen time. You can do this as a bulletin board, three fold poster or PowerPoint.	C. 1, 2, 3, 7, 9, G. 6 Objectives 1, 2, 3	K5, 6, 7, 8, 9	2@ 50 points each	100pts
Final Project Develop Family Engagement Calendar that is Culturally Appropriate How these activities impact the family, early childhood children, language and the community?	C. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 E.14 G. 6 Objective 1, 2, 3	K5, 6, 7, 8, 9	1@ 20 pts	50pts
TOTAL POINTS				510pts

Course Dates, Topics, Assignments

Date	Topic/Text Topic	Assignment
Week 1	Understanding Families Chapter 1 Living in Diversity: The Intricate Nature of Our Society	Discussion Board 1: Respond to post and to a peer. Chapter Response: Respond to prompt Project 1: start due end of Week 2
Week 2	Understanding Families Chapter 2 The Nature of Culture, the Nature of People Chapter 3 Families in Our Classrooms: Many Ways, many voices	Discussion Board 2: Respond to post and to a peer. Chapter Response: Respond to prompt Project 1: due
Week 3	Understanding Families Chapter 4 Who is the child? Developmental Characteristic of young	Discussion Board 3: Respond to post and to a peer. Chapter Response: Respond to prompt

Date	Topic/Text Topic	Assignment
	Children in a diverse Society	
Week 4	Multicultural Education Chapter 5 Tracing the beginnings of multicultural education Chapter 6 Approaches to Multicultural Education	Discussion Board 4: Respond to post and to a peer. Chapter Response: Respond to prompt Project 2: Start
Week 5	Chapter 7 Classrooms, where Words Become Action	Discussion Board 5: Respond to post and to a peer. Chapter Response: Respond to prompt Project 2: Due
Week 6	Chapter 8 Language Diversity in the classroom: working with Young Dual Language Learners	Discussion Board 6: Respond to post and to a peer. Chapter Response: Respond to Prompt
Week 7	Engaging Families Chapter 9 Activities and Resources for Multicultural Teaching: A world of Possibilities!	Discussion Board 7: Respond to post and to a peer. Chapter Response: Respond to prompt
Week 8	Inviting Community Participation	Discussion Board 8: Respond to post and to a peer. Chapter Response: Respond to prompt Final Project Develop an activity on Family Traditions

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 Coordinator of Accessibility and Resource Center at 505-747-2152. After your eligibility is determined, you will be given a letter to present to instructors. This will help us know 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.



Department of Teacher Education

NORTHERN New Mexico College

ECED 1125

Evaluación de Niños y Programas

Semestre enseñado:

Horas de

Crédito: 3

Tiempo y lugar:

Información de instructor:

Instructor:	Información de comunicación:
--------------------	-------------------------------------

Libro Requerido:

Bohart, H., & Procopio, R. (2018). *Spotlight on young children: Observations and assessments*. NAEYC. ISBN- 978-193-811-3345

Recursos suplementales:

Reportes investigadores, artículos de diario, publicaciones de gobierno: recursos en línea.

Requisito de correo electrónico:

Todos los estudiantes asistiendo a Northern New Mexico College (NNMC por sus siglas en inglés) deben de usar su cuenta de correo electrónico de NNMC cuando se comunican electrónicamente sobre negocio relacionado de NNMC. Si tienen problemas, por favor contactar el departamento de Tecnología Internet (IT por sus siglas en inglés) al 505.747.2259.

Asistencia

Asistencia es requerida para todas las sesiones de clase. Asistencia se medirá en archivos de discusiones para colegas del curso. Clases de educación son basadas en competencias, significando que los estudiantes deben de cumplir Competencias del estado de Nuevo México. Cualquier ausencia durante el periodo completo de clases requerirá trabajo adicional comparable a la discreción del instructor. Número de horas de instructor/estudiante es 300 minutos por semana por un curso de 8 semanas (3 horas de crédito).

Descripción de Curso de Catalogo

Este curso básico familiariza a los estudiantes con una variedad de métodos e instrumentos de evaluación culturalmente apropiados, incluso observación sistemática del desarrollo típico y no típico de niños. Este curso aborda el desarrollo y uso de instrumentos de evaluación formativos y sumativos e instrumentos de evaluación para asegurar calidad comprensiva del entorno escolar para los niños, sus familias y la comunidad. Estudiantes desarrollarán habilidades para evaluar el proceso de evaluación e involucrar a otros maestros, profesionales y familias en el proceso. (3, 3T+0L).

Resultados de Nivel de Curso

1. Usar observación auténtica como el base para evaluación y crecimiento y desarrollo.
2. Identificar y describir evaluación que es de edad, lingüística y culturalmente apropiada para los niños pequeños.

3. Identificar procedimientos de IFSP e IEP y los roles multi-disciplinarios de equipos en servir a los niños en el proceso de evaluación.
4. Describir los efectos de factores culturales y socioeconómicos en la evaluación y temas éticos y legales claves en la evaluación.

Competencias de Maestro de Primer Nivel de Nuevo México

F: Evaluación de niños y programas

Profesionales del campo de la educación temprana deben de desarrollar conocimiento de enfoques de evaluación diversos, incluso habilidades observacionales. Ellos usan documentación apropiada y continua y reportan información a las familia y profesionales. Evaluación apropiada de los niños es responsiva a las diferencias culturales y lingüísticas. Incluye información de fuentes múltiples, e.g., observaciones, listas de chequeo, entrevistas y ambos mediciones formales e informales estandarizadas en lugares diversos para hacer decisiones educativas sobre los niños. Las decisiones basadas en los datos de evaluación recolectados de fuentes múltiples que tienen un impacto mayor en los niños debe de ser hechas por un equipo de miembros de familia, maestros y otros profesionales. Adicionalmente, los profesionales del campo de la educación temprana participan en evaluación continua y sistemática de sus programas. F.1, F.2, F.3, F.4, F.5, F.6, F.7, F.8, F.9, F.10, F.11, F.12.

Marco Conceptual del Departamento de Educación de Maestro (DTE por sus siglas en inglés)

El Marco Conceptual del Departamento de Educación de Northern New Mexico College representa el conocimiento, habilidades y disposiciones que todos los candidatos maestros deben mostrar durante el programa y como maestros practicantes. La instrucción en cada clase debe de reflejar el Marco Conceptual en los temas, tareas, discusiones y lecturas del curso.

Principio de Conocimiento

3. Enseñar: el maestro candidato comunica con y obtiene **comentarios** (feedback) de estudiantes en una manera que mejorar el conocimiento y aprendizaje estudiantil.
5. Evaluación: el maestro candidato utiliza efectivamente técnicas y procedimientos de evaluación estudiantil.
7. Diversidad: el maestro candidato reconoce la diversidad estudiantil y cree una atmósfera **conducible** (conductive) a la promoción de autoconcepto y involucramiento estudiantil positivo.

Descripción de Tarea/Aliñamiento

Tarea/Evaluación	Competencias NMECE	Conocimiento, Habilidad o Disposición		Valor de puntos
Discusión de Blackboard Responder al tema de discusión y dos co- aprendices	F1, F4, F8, Objetivos 2, 4	K3, K5, K7,	8@5 pts	40 pts
Tarea #1: Ir a newmexicokids.org y encontrar el reglamento de licenciatura de la niñez temprana de NM que obligan (govern) a los programas (basados en centros). Seleccionar al menos 5 regulaciones y escribir un ensayo de análisis crítico de 1 página de longitud, doble espacio, sobre cómo las regulaciones	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objetivos 1, 2, 3, 4	K3, K5, K7,	10 pts	10 pts

Tarea/Evaluación	Competencias NM ECE	Conocimiento, Habilidad o Disposición		Valor de puntos
hacen una diferencia en la cualidad de programación.				
Tarea #2: Desarrollar una lista de formularios de inscripción, cuestionarios/encuestas de familia, recursos de comunidad, fondos de conocimiento para desarrollar perfiles estudiantiles holísticas.	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objetivos 1, 2, 3, 4	K3, K5, K7,		10 pts
Tarea #3: Desarrollar un plan educativo o actividad para un grupo de edad específico basado en datos de evaluación que apoya el aprendizaje.	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objetivos 1, 2, 3, 4	K3, K5, K7,		10 pts
Tarea #4: Hacer una lista de 7 a 10 agencias comunitarias que brindan servicios de evaluación, como Child Find, Visitas a Casa para edades 0 a 4.	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objetivos 1, 2, 3, 4	K3, K5, K7,		10 pts
Examen Final	F1, F8, F9, F10 Objetivos 1, 2, 3, 4	K3, K5, K7,	1 @20 pts	20 pts
Puntos Totales:				100 pts

Cronograma: Fechas, Temas y Tareas del curso

Fechas	Temas/Capítulo de Libro	Tarea
SEMANA 1	Introducción al curso Sistemas efectivos de la niñez temprana Mandatorios estatales y nacionales: Licenciatura, regulaciones, Estándares Nacionales y Estatales (NAC, NAEYC, Head Start, FOCUS) Leer: Capítulo 1	1. Archivar presentación de estudiante en Blackboard. 2. Revisar el plan de estudios. 3. Discusión 1: Responder a dos colegas. Comparar y contrastar dos recursos de acreditación en relación a los estandares de evaluación de niños (e.g., NAC, NAEYC, Head Start, FOCUS). 4. Tarea 1. 5. Examen Pre y Post de conocimiento previo.
SEMANA 2	Componentes principales de programación de calidad • Interacciones de maestro/niño (apoyo socio-emocional)	1. Discusión 2: Responder a dos colegas. Ver el video en Youtube de un maestro de la educación temprana. ¿Qué herramientas usan para evaluar? ¿Cada cuándo las usan? ¿Cómo

Fechas	Temas/Capítulo de Libro	Tarea
	<ul style="list-style-type: none"> Entorno (organización de salón, gestión de comportamiento, horario, etc.) Apoyo instruccional (currículo, etc.) Infraestructura y liderazgo de programa. <p>Leer: Capítulo 2</p>	<p>evalúan su programa, currículo y niños? ¿Cómo incorporan a las familias?</p> <p>2. Examen Pre y Post de conocimiento previo.</p>

SEMANA 3	<p>Definir la evaluación</p> <ul style="list-style-type: none"> Propósitos y tipos de evaluaciones Definiciones de terminología Lo apropiado en la evaluación de los niños. Realibilidad y validez. <p>Leer: Capítulo 3</p>	<p>1. Discusión 3: Responder a dos colegas. Discutir la importancia de usar evaluación apropiada para los niños.</p> <p>2. Examen Pre y Post de conocimiento previo.</p>
SEMANA 4	<p>Evaluación a través las edades</p> <ul style="list-style-type: none"> Bebé/Toddler Preescolar Escuela Primaria (K-tercer grado) <ul style="list-style-type: none"> Exámenes estandarizados <p>Leer: Capítulo 4</p>	<p>1. Discusión 4: Responder a dos colegas. Discutir: ¿Qué se puede aprender de un niño por analizar artefactos?</p> <p>2. Tarea 2.</p> <p>3. Examen Pre y Post de conocimiento previo.</p>
SEMANA 5	<p>Evaluación culturalmente responsivo</p> <ul style="list-style-type: none"> La influencia de las diferencias culturales y lingüísticas sobre el aprendizaje y resultados de evaluación. Elegir herramientas que son apropiadas cultural y lingüísticamente. <p>Leer: Capítulo 5</p>	<p>1. Discusión 5: Revisar herramientas para los bebés y toddlers, niños preescolares y de primaria o una escala de evaluación ambiental. Criticar si son apropiados cultural y lingüísticamente.</p> <p>2. Tarea 3.</p> <p>3. Examen Pre y Post de conocimiento previo.</p>
SEMANA 6	<p>Evaluación y Currículo</p> <ul style="list-style-type: none"> Usar datos de evaluación para planificar currículo apropiado <p>Leer: Capítulo 6</p>	<p>1. Discusión 6: Discutir la importancia de la objetividad en las observaciones, las reflexiones semanales para inferir y planificar.</p> <p>2. Tarea 4.</p> <p>3. Examen Pre y Post de conocimiento previo.</p>

SEMANA 7	Incluir a las Familias <ul style="list-style-type: none"> • Las familias y la evaluación • Las familias como líderes • Derechos de padres de familia • Child Find Leer: Capítulo 7	1. Discusión 7: Compartir sus ideas para cuestiones que pueden preguntar a los padres de familia si diseñarían una encuesta o entrevista para aprender sobre las familias y sus esperanzas para el aprendizaje y desarrollo de sus hijos. 2. Tarea 5. 3. Examen Pre y Post de conocimiento previo.
-------------	--	--

SEMANA 8	Temas éticos y legales <ul style="list-style-type: none"> • Mandatorios nacionales y estatales • La confiabilidad • Protocolos para el mantenimiento de récords y archivos. 	1. Discusión 8: Compartir protocolos y pólizas para el mantenimiento de récords y archivos 2. Examen final
-------------	--	---

Calificación

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

Tareas tardes

Las tareas deben de ser entregadas en la fecha indicada en el plan de estudios. Cualquier excepción es la discreción del profesor y debe de ser acordada con anticipación.

Estudiante con incapacidades

Northern New Mexico College reconoce su responsabilidad para crear un clima institucional donde los estudiantes con incapacidades pueden sobresalir. De acuerdo con la Sección 504 del Acto de Rehabilitación y Acto de Americanos con Incapacidades, si usted tiene una incapacidad documentada, usted puede pedir acomodaciones para obtener acceso igual y para promover su aprendizaje en esta clase. Por favor contactar el Centro de Recurso al 505.747.2152 para investigar sobre acomodaciones apropiadas. Después que su elegibilidad sea determinada, se le dará una carta que puede presentar a sus instructores que les dejará saber cómo ayudarle de mejor manera.

Póliza de incompleto de NNMC

La calificación de "I" se da para trabajo de curso que no pudo ser cumplido por circunstancias más allá del control del estudiante. Esto significa una enfermedad grave o accidente y no planificación mal hecha. Si una crisis significativa previene cumplir a tiempo los requisitos del curso, por favor hacer una cita con su instructor. Cuando un incompleto se ha otorgado, es la responsabilidad del ESTUDIANTE para cumplir el trabajo de acuerdo con los parámetros del plazo. Si no cumple con el trabajo, la "I" se convierte automáticamente en "F" cuando el plazo vence.

Éticas Académicas

La deshonestidad en conexión con los exámenes o tareas del curso puede ser razón por la expulsión del Colegio. El plagio es el tipo más común de deshonestidad académica. El plagio consiste de cualquier representación del trabajo de otra persona como de uno sin reconocimiento apropiado. Los ejemplos incluyen, pero no son limitados a 1. Someter como trabajo propio un ensayo que incluye una parte copiada de un libro o artículo sin identificar la selección citada y/o fuentes. 2. Presentar las ideas de un autor como si fueran sus propias ideas o usar trabajo de otro estudiante con su nombre como autor. Cuando el instructor sospecha un estudiante de deshonestidad académica, el instructor abordará la situación con el estudiante. Si el problema no es solucionado a la satisfacción del instructor, el incidente se reportará al Director para acción. Los estudiantes están responsables de referir al Manual de Estudiante para pólizas y procedimientos específicos.



Department of Teacher Education

NORTHERN New Mexico College

ECED 1125 Assessment of Children and Evaluation of Programs

Semester Taught: Spring

Credit Hours: 3

Time and Place: Blackboard

Instructor Information

Instructor:	Communication Information:
--------------------	-----------------------------------

Required Text

Bohart, H., & Procopio, R. (2018). *Spotlight on young children: Observations and assessments*. NAEYC. ISBN- 978-193-811-3345

Supplemental Resources

Research reports, journal articles, Government publications: WEB resources

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-Synchronous 300 minutes a week for an 8-week 3 credit hr. course.

Catalog Course Description

This basic course familiarizes students with a variety of culturally appropriate assessment methods and instruments, including systematic observation of typically and on-typically developing children. The course addresses the development and the 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. (3, 3T+0L).

Course Level Outcomes

5. Use authentic observation as the foundation for assessment and growth and development.
6. Identify and describe age, culturally, and linguistically appropriate assessment tools for young children.
7. Identify IFSP and IEP procedures and the roles of multidisciplinary teams in serving children in the process of evaluation.
8. Describe the effects of cultural and socio-economic factors on evaluation and key legal and ethical issues in assessment.

New Mexico Entry Level Teacher Competencies

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 measures 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.1, F.2, F.3, F.4, F.5, F.6, F.7, F.8, F.9, F.10, F.11, F.12.

DTE's Conceptual Framework

The Conceptual Framework of the Department 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

3. Teaching: the teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
5. Assessment: the teacher candidate effectively utilizes student assessment techniques and procedures.
7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

Assignment Descriptions/Alignment

Assignment/Assessment	NM ECE Competencies	Knowledge Skill or Disposition		Point Value
Blackboard Discussion Respond to discussion board prompt and to one co-learner	F1, F4, F8, Objectives 2, 4	K3, K5, K7,	8@5 pts	40 pts
Assignment #1 Go to newmexicokids.org and find NM Early Childhood licensing regulations that govern (center-based) programs. Select 5 regulations and write a 1-page double-spaced paper critical analysis about how the regulations make a difference in quality programming.	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12 Objectives 1, 2, 3, 4	K3, K5, K7,	10 pts	10 pts
Assignment #2 Develop a list of intake informs, family surveys/questionnaires, community resources, funds of knowledge to develop holistic profiles of students.	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12 Objectives 1, 2, 3, 4	K3, K5, K7,		10 pts
Assignment #3 Develop a lesson plan or activity for a specific age group or child that supports learning based on assessment data.	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12 Objectives 1, 2, 3, 4	K3, K5, K7,		10 pts
Assignment #4 Compile a list of 7-10 agencies and contacts for local Child Find, Home Visiting, and other screenings services for birth to 4	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12 Objectives 1, 2, 3, 4	K3, K5, K7,		10 pts

Assignment/Assessment	NM ECE Competencies	Knowledge Skill or Disposition		Point Value
Final Exam	F1, F8, F9, F10 Objectives 1, 2, 3, 4	K3, K5, K7,	1 @20 pts	20 pts
Total Points				100 pts

Schedule: Course Dates, Topics, Assignments

Dates	Topic/Text Chapter	Assignment
WEEK 1	Introduction to Course Effective Early Childhood Systems National and state mandates: Licensing Regulations, National and State Accreditation Standards (NAC, NAEYC, Head Start Performance Standards, FOCUS) Textbook Reading: Chapter 1	Post introduction on Blackboard; Syllabus review and acknowledgement Discussion Board 1: Respond to post and to a peer. Compare and contrast two of the accreditation resources in regard to child assessment Standards (NAC, NAEYC, Head Start Performance Standards, FOCUS) Assignment #1 Prior Knowledge (Pre and Post Assessment)
WEEK 2	Core Components of Quality Programming <ul style="list-style-type: none"> • Educator/child interactions (social-emotional support) • Environment (classroom organization, behavior management, schedules, etc.) • Instructional support (scaffolding, curriculum, etc.) • Program leadership and infrastructure Textbook Reading: Chapter 2	Discussion Board 2: Respond to post and to a peer. View the YouTube video on the early childhood educator. What assessment tools or means do they use for assessment? How often do they use them? How do they evaluate their program, curriculum, children? How do they incorporate families? Prior Knowledge (Pre and Post Assessment)
WEEK 3	Defining Assessment <ul style="list-style-type: none"> • Purposes and types of assessments • Definitions of terminology • Developmentally appropriateness in assessment of children • Validity & Reliability Textbook Reading: Chapter 3	Discussion Board 3 / Assignment #2 Respond to post and to a peer. Discuss the importance of using developmentally appropriate assessments? Prior Knowledge (Pre and Post Assessment)
WEEK 4	Assessment across ages <ul style="list-style-type: none"> • Infant/Toddler • Preschool • School age (K-3rd grade) ○ Standardized tests Textbook Reading: Chapter 4	Discussion Board 4: Respond to post and to a peer. Discuss what you can learn about a child by analyzing the artifacts. Assignment #2

WEEK 5	<p>Culturally Responsive Assessment</p> <ul style="list-style-type: none"> • Influence of cultural and linguistic difference on learning and assessment outcomes • Choosing tools that are culturally and linguistically appropriate 	<p>Discussion Board 5: Review assessment tools for infant/toddlers, preschoolers or school age or an environmental rating scale and critique whether or not they are developmentally and culturally appropriate.</p> <p>Textbook Reading: Chapter 5</p> <p>Assignment #3</p> <p>Prior Knowledge (Pre and Post Assessment)</p>
WEEK 6	<p>Assessment & Curriculum</p> <ul style="list-style-type: none"> • Assessment, developmentally appropriate curriculum and planning 	<p>Discussion Board 6: Discuss the importance of objectivity in observations, weekly reflection, inferring and planning.</p> <p>Textbook Reading: Chapter 6</p> <p>Assignment #4</p> <p>Prior Knowledge (Pre and Post Assessment)</p>
WEEK 7	<p>Including Families</p> <ul style="list-style-type: none"> • Families and assessment • Families as team leaders • Parent rights • Screening and Child Find 	<p>Discussion Board 7: Share your ideas on information you could ask families if you were to design questions for an interview</p> <p>Textbook Reading: Chapter 7</p> <p>Assignment #5</p>

Week 8	<p>Ethical Issues</p> <ul style="list-style-type: none"> • Legal issues • National & State mandates • Confidentiality • Record Keeping Procedures 	<p>Discussion Board 8: Share record keeping procedures and/or policies for program and classrooms.</p> <p>Final Exam</p>
--------	---	--

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 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 the Resource Center at 505-747-2152 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 acknowledgement. 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.



Appendix B (Part I) – CDC Curriculum Competency Alignment and Matrix

New Mexico Child Development Certificate & Early Childhood Professional Certificate
Competency Alignment

New Mexico Public Education Early Childhood Competencies

Department of Teacher Education Conceptual Framework-Knowledge Principles

InTASC Competencies

NAEYC Professional Standards & Competencies

In 2001, for the revitalization of teacher preparation programs at Northern New Mexico College, a workgroup of educators, representing of the communities of Northern New Mexico, developed a Conceptual Framework. The framework included eight knowledge principles deemed essential to the professional practice of educators. The group then took the knowledge principals and aligned them to New Mexico Public Education Department Early Childhood educator competencies. In 2018, the New Mexico Public Education Department (NMPED) updated the Early Childhood competencies, and again, the DTE aligned the knowledge principals taken from the Conceptual Framework. In 2024, the NMPED and the newly formed Early Childhood Education Care Department (ECECD) began work to align the 2018 NMPED competencies with the InTASC and NAEYC competencies in preparation for national accreditation efforts begin state-wide by NAEYC. The DTE again updated the alignment of competencies with the Conceptual Framework.

Alignment of competencies to DTE Knowledge Principles.

NMPED Early Childhood Competencies	DTE Knowledge Principle	InTASC Competencies	NAEYC Professional Standards & Competencies
H. Knowledge of content: Early childhood teachers demonstrate content knowledge and knowledge of child development and learning both in terms of academic disciplines and interdisciplinary integration. Early childhood professionals demonstrate content knowledge including, but not limited to, the arts, literacy, mathematics, social studies, science, and technology. Early childhood teachers understand that children's initial experiences with these content areas form the foundation for later understanding and success. Thus, early childhood teachers develop, implement, and evaluate a content-rich, integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values.	1. Curriculum The teacher candidate demonstrates knowledge of the content area and approved curriculum.	D. Content knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make these aspects of the discipline accessible and meaningful to learners to assure mastery of the content.	Standard 5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum: Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about

			curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.
<p>D. Developmentally appropriate content: Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and in term of interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children’s initial experiences with these content areas form the foundation for later understanding and success.</p> <p>I. Curriculum and content knowledge</p>	<p>2. Instruction The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.</p>	<p>G. Planning for instruction: The teacher plans the instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and NMPED pedagogy, as knowledge of learners and the community context.</p> <p>H. Instructional strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices: Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.</p>
<p>F. Assessment of children & 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 measures 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,</p>	<p>3. Assessment The teacher candidate effectively utilizes student assessment techniques and procedures.</p>	<p>F. Assessment: The teacher understands and uses multiple measures of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p>	<p>Standard 3. Child Observation, Documentation, and Assessment: Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children’s</p>

<p>teachers, and other professionals. In addition, early childhood professionals engage in systematic, ongoing evaluation of their programs.</p>			<p>progress and, based on the findings, to plan learning experiences.</p>
<p>E. Learning environment & curriculum implementation: Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of developmentally appropriate practices, and their content knowledge to design, implement, and evaluate experiences that promote optimal development and learning for all children from birth to eight years. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners.</p>	<p>4. Teaching The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.</p>	<p>C. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.</p> <p>E. Application of content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices: Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.</p>
<p>A. Child growth, development, & learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning.</p>	<p>5. Learning The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.</p>	<p>A. Learner development: The teacher candidate understands how children and youth learn and develop and can provide learning opportunities that support their intellectual, social and personal development.</p>	<p>Standard 1. Child Development and Learning in Context: Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and</p>

			society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.
<p>B. Health, safety, 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 critical to the overall development of young children. 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.</p>	<p>6. Diversity The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.</p>	<p>B. Learning differences: The teacher candidate understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.</p>	<p>Standard 6. Professionalism as an Early Childhood Educator: Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.</p>
<p>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 ongoing professional development to enhance their knowledge and skills.</p>	<p>7. Professionalism The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment. The teacher candidate demonstrates a willingness to examine and implement change as appropriate.</p>	<p>I. Professional learning & ethical practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Standard 6. Professionalism as an Early Childhood Educator: Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood</p>

			profession.
C. Family & community collaboration: Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and collaborative relationship with each child's family, encouraging family involvement, and supporting the child's relationship with their family. The diverse cultures and languages representative of families in New Mexico's communities are honored.	8. Collaboration The teacher candidate works productively with colleagues, parents and community.	J. Leadership & collaboration: Leadership and collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	Standard 2. Family-Teacher Partnerships and Community Connections: Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.

PREFIX: ECED	1110	1120	1125	1130
Competencies- I, A, M	I	I	I	I
A. Child growth, development and learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning.				
A1. Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice.	I			
A2. 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.	I			
A3. Demonstrate knowledge of the significance of individual differences in development and learning. Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays and specific disabilities.	I			
A4. Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities.	I			

A5. 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.				
A6. 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.		I		
A7. Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years.	I	I		
A 8. Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors.	I			
A9. Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication.	I			
A10. Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways.	I	I		
AB11. Use appropriate guidance to support the development of self-regulatory capacities in young children.	I	I		
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.				
B1. Recognize and respond to each child's physical health, intellectual and emotional well-being, and nutritional and safety needs.		I		
B2. Articulate and understanding of the indoor and outdoor learning environments that provide opportunities for children to put into practice healthy behaviors (physically, socially, and emotionally).				
B3. Use appropriate health appraisal and management procedures and makes referrals when necessary.				
B4. 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.				
B5. 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.				
B6. Provide a consistent daily schedule for rest/sleep, as developmentally appropriate.				
B7. Implement health care and educational activities for children and families based on health and nutritional information that is responsive to diverse cultures.				
BE8. 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.				

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.				
C1. Demonstrate knowledge and skill in building positive, reciprocal relationships with families.		I		I
C2. Articulate an understanding of a safe and welcoming environment for families and community members.				I
C3. Develop and maintain ongoing contact with families through a variety of communication strategies.				I
C4. Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices.		I		I
C5. Articulate understanding of the complexity and dynamics of family systems				I
C6. Demonstrate understanding of the importance of families as the primary educator of their child.				I
C7. Demonstrate the ability to incorporate the families’ desires and goals for their children into classroom or intervention strategies.		I		I
C8. Develop partnerships with family members to promote early literacy in the home.				I
C9. Involve families and community members in contributing to the learning environment.				I
C10. Establish partnerships with community members in promoting literacy.				I
C11. Demonstrate ability to communicate to families the program’s policies, procedures, and those procedural safeguards that are mandated by state and federal regulations.				I
C12. 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.				I
C13. 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, native and English language instruction, and economic assistance.				I
E. Learning environment and curriculum implementation: Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of developmentally appropriate practices, and their content knowledge to design, implement, and evaluate experiences that promote optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children’s families, cultures, and communities. Early childhood professionals encourage young children’s problem solving, critical thinking, and academic and social competence within a supportive				

and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners.				
E1. Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities.				
E2. 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.				
E3. Demonstrate knowledge and skill in the use of developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in developing positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults.		I		
E4. 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.				
E5. Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play.				
E6. Plan blocks of interrupted time for children to persist at self-chosen activities, both indoors and out.				
E7. 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.		I		
E8. 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.				
E9 Create and manage a literacy-rich environment that is responsive to each child's unique path of development.				
E10. Use a variety of language strategies during adult-child and child-child interactions and facilitate communication and dialogue of expressive language and thought.				
E11. Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of emergent literacy skills.				
E12. Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology.				
E13. Demonstrate the ability to work collaboratively with educational assistants, volunteers, and others to individualize the curriculum and to meet program goals.				
E14. Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals.				I
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 measures 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.				
F1. 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.			I	
F2. Demonstrate knowledge of maintaining appropriate records of children's development and behavior that safeguard confidentiality and privacy.			I	
F3. 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).			I	
F4. Demonstrate understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning on assessment outcomes.			I	
F5. 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.			I	
F6. Articulate an understanding of the distinctions and definitions of assessment concepts (e.g., authentic, screening, diagnostic assessment, standardized, testing, accountability assessment).			I	
F7. 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.			I	
F8. Articulate an understanding that responsible assessment is legally and ethically grounded and guided by sound professional standards. It is collaborative and open with the goal of supporting diverse children and families.			I	
F9. Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development or intervention planning.		I	I	
F10. Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families.			I	
F11. Demonstrate knowledge and use of program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.			I	
F12. Use both self and collaborative evaluations as part of ongoing program evaluations.			I	
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 one-going professional development to enhance their knowledge and skills.				
G1. Adhere to early childhood professional codes of ethical conduct and issues of confidentiality.				
G2. Demonstrate knowledge of federal, state, and local regulations regarding programs and services for children birth through eight years of age.				
G3. Demonstrate understanding of conditions of children, families, and professionals; 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.				
G4. Demonstrate critical reflection of one's own professional and educational practices from community, state, national, and global perspectives.				
G5. Demonstrate understanding of the early childhood profession, its multiple, historical, philosophical and social foundations, and how these foundations influence current thought and practice.				
G6. Demonstrate a commitment to leadership and advocacy for excellence in programs and services for young children and their families.				I
G7. Demonstrate knowledge in technology resources to engage in ongoing professional development.				

Appendix B (Part II) - Program Assessment & Evaluation of Program-level Student Learning Outcomes, Child Development Certificate

Introduction

The New Mexico Public Education Department (NMPED) developed statutes that guide school personnel for licensure. These statutes are the standards used for the Program Student Learning Outcomes (PSLOs) in the College of Education at Northern New Mexico College. The Department of Teacher Education at Northern New Mexico College developed the Conceptual Framework Competencies. These departmental competencies incorporate the entry-level skills that prepare teacher candidates. While the formal data collected will highlight criterion established by NMPED as its program student learning outcomes, it is important to include the Conceptual Framework Competencies, given that they embrace the knowledge, skills and dispositions that the Department of Teacher Education at Northern New Mexico College is committed to developing in every teacher candidate. The Northern New Mexico College Student Learning Outcomes are similar in scope and are also included and aligned with the Program Student Learning Outcomes and the Conceptual Framework.

Data Collection Plan

All of the Professional Certificate courses are included in the data collection plan. Assessment measures chosen are required key assignments for these courses and are diversified in order to connect the theoretical component of education to the practical aspect of teaching and learning. Each assessment measure will use a rubric as the assessment tool. Each rubric is distinctive and was created to measure the learning objectives for each course. For purposes of program student learning outcomes, the Benchmark is 75% of students will score 75% or greater on the assignment rubric.

During the first departmental meeting in fall, the Chair will discuss with faculty the assessment plan, measurement instruments, and implementation. Faculty will submit their assessment results on a departmental form and send electronically to the Assessment Coordinator or the Chair. The deadline date for fall and spring submissions will align with the NNMC date for assessment submissions. Data will be collected at the end of each semester.

At the first or second departmental meeting held in fall or spring, faculty will give an update on their data results for the previous semester. For example, faculty may highlight the activity implemented, the success of the activity, and if the activity needs to be strengthened/corrected for deficiencies for future offerings of the course.

At the first or second departmental meeting held in fall or spring, faculty will give an update on their data results for the previous semester. For example, faculty may highlight the activity implemented, the success of the activity, and if the activity needs to be strengthened/corrected for deficiencies for future offerings of the course.

Data Sampling

Data will be collected only from students enrolled in the class for credit.

Definitions of Performance

Data will be presented in histograms/table and submitted as part of the Annual Report.

Storage

Data will be stored in the MyDepart(s) O/Education drive and printed as needed.

Assessment Cycle: Child Development Certificate

Course	AA Early Childhood Education	Assessment Cycle
ECED 1110 Child Growth, Development and Learning (3)	X	Fall 2025
ECED 1120 Guiding Young Children (3)	X	Fall 2025
ECED 1125 Assessment of Children & Evaluation of Programs (3)	X	Spring 2025
ECED 1130 Family and Community Collaboration (3)	X	Spring 2025

Contents of the report

Each section begins with the program student learning outcomes followed by the curriculum map and the educational activities for outcomes achievements for each degree/certificate offered in the Department of Teacher Education. The Department of Teacher Education offers an Associate of Arts in Early Childhood Education and the Bachelor of Arts in Early Childhood Education.

Associate of Arts in Early Childhood Education Program Learning Outcomes AND

Alignment with Conceptual Framework

- A. **PSLO:** Child growth, development, and learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning.
- B. **PSLO:** 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 critical to the overall development of young children. 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.
- C. **PSLO:** Family and community collaboration: Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and collaborative relationship with each child's family, encouraging family involvement, and supporting the child's relationship with their family. The diverse cultures and languages representative of families in New Mexico's communities are honored.
- D. **PSLO:** Developmentally appropriate content: Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and in terms of interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children's initial experiences with these content areas form the foundation for later understanding and success.
- E. **PSLO:** Learning environment and curriculum implementation: Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of developmentally appropriate

practices, and their content knowledge to design, implement, and evaluate experiences that promote optimal development and learning for all children from birth to eight years. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners.

- F. **PSLO:** 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 measures 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.
- G. **PSLO:** 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 ongoing professional development to enhance their knowledge and skills.
- H. **PSLO:** Knowledge of Content: Early childhood teachers demonstrate content knowledge and knowledge of child development and learning both in terms of academic disciplines and interdisciplinary integration. Early childhood professionals demonstrate content knowledge including, but not limited to, the arts, literacy, mathematics, social studies, science, and technology. Early childhood teachers understand that children's initial experiences with these content areas form the foundation for later understanding and success. Thus, early childhood teachers develop, implement, and evaluate a content-rich, integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values.
- I. Curriculum and content knowledge
DTE Conceptual Framework: Knowledge Principal: 3) Teaching, 4) Learning; Disposition Principal: 1) Belief that all students can learn.

Curriculum Map – Professional Certificate 100/200 Level Courses

Program Outcome/ Course Competency	A	B	C	D	E	F	G	H	I	J
Conceptual Framework: Knowledge: 1-8 Skill: 1-2	1	2	3	4	5	6	7	8	9	10

Disposition: 1-2		
ECED 1110 Child Growth, Development and Learning	Program Outcome/Competency Conceptual Framework	A- Child growth, development and learning KP- 3, 4, 5, 6, 7; S-1, 2; D-2, 3
ECED 1120 Guiding Young Children	Program Outcome/Competency Conceptual Framework	A- Child growth, development and learning; B: Health, safety and nutrition; C: Family and community collaboration; E: Learning environment and curriculum implementation; F: Assessment of children and evaluation of programs KP- 4; D-3
ECED 1125 Assessment of Children & Evaluation of Programs	Program Outcome/Competency Conceptual Framework	F: Assessment of children and evaluation of KP- 3, 5, 7; S-2; D-2
ECED 1130 Family and Community Collaboration	Program Outcome/Competency Conceptual Framework	C. Family and community collaboration; E: Learning environment and curriculum implementation; G: Professionalism KP- 5, 6, 7, 8, 9; S-1, 2; D-3

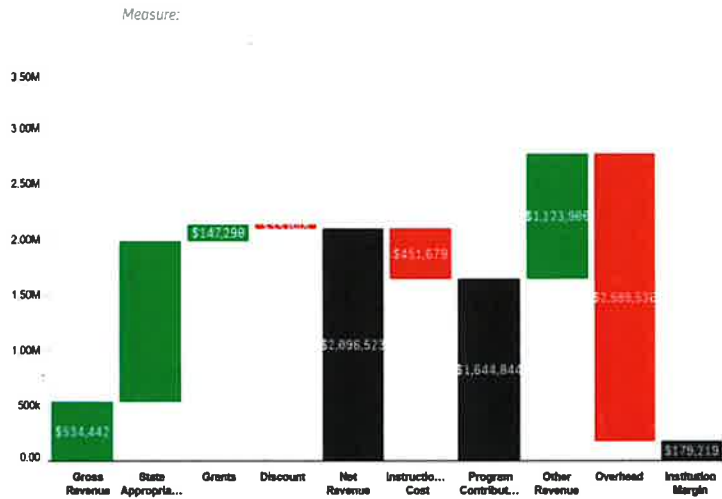
Educational Activities for Outcome Achievements – Associate of Arts- Early Childhood Education

Course	Assessment Measure	Outcomes per class	Assessment Tool	Methodology
ECED 1110 Child Growth, Development and Learning	Mini Case-Study	Benchmark: 75% of students will score 75% or greater on the assignment grading rubric	Rubric	Students will develop a case-study articulating the developmental stages observed
ECED 1115 Health, Safety, and Nutrition	Power point presentation	Benchmark: 75% of students will score 75% or greater on the assignment rubric	Rubric	Students will research and summarize a health issue and referral process
ECED 1120 Guiding Young Children	Case Study	Benchmark: 75% of students will score 75% or greater on the assignment rubric	Rubric	Students will research and summarize a behavioral issue and support plan
ECED 1125 Assessment of Children & Evaluation of Programs	Research Paper	Benchmark: 75% of students will score 75% or greater on the assignment rubric	Rubric	Students will research and develop a critique on a NAYEYC position paper

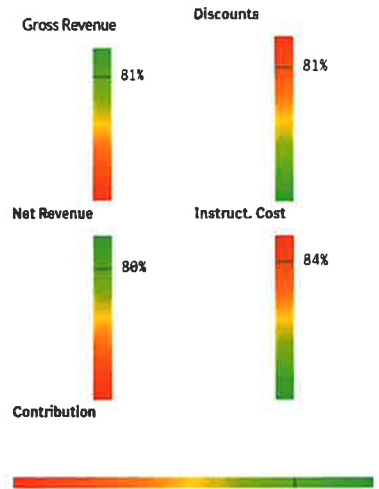
ECED 1130 Family and Community Collaboration	Family/Community Partnership Plan to promote early literacy	Benchmark: 75% of students will score 75% or greater on the assignment rubric	Rubric	Students will investigate and develop a family/school/community plan to promote literacy
--	---	---	--------	--

Appendix C – Annual Budget, Projected Enrollment & Projected Revenue

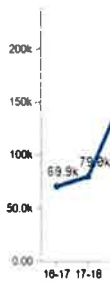
Filters: Year: 19-20, 20-21, and 21-22, Program: Early Childhood, Award : AA and BA



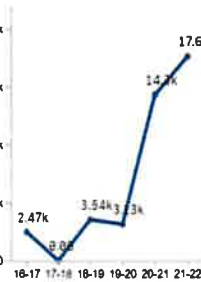
Percentiles



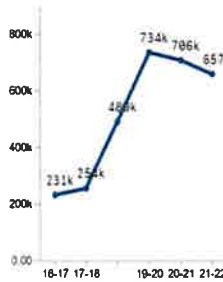
Gross Revenue
-15.2% (2022 vs 2021)



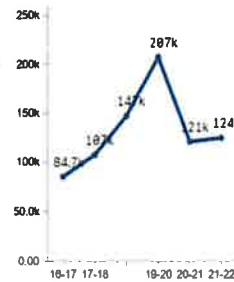
Discount
23.1% (2022 vs 2021)



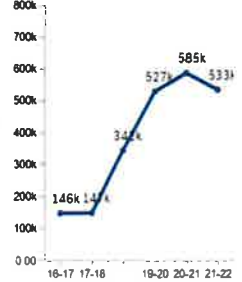
Net Revenue
-6.9% (2022 vs 2021)



Instructional Cost
3.1% (2022 vs 2021)



Contribution
-9.0% (2022 vs 2021)



Gross Revenue to Instructional Cost Ratio = 1.18

Appendix D – Gray Associates Score Card for CIP Code 13.121

CIP: 13.1210 Early Childhood Education/ Teaching Market: New Mexico
Award Level: Bachelors and Below

Student Demand
Score: 24 Percentile: 99

Category	PctL	Criterion	Value	Score
99		Google Search Volume (3 Months)	2,626	8
95		Instructional Page Views (12 Months)	1,292	NS
91		New Student Enrollment Volume (12 Mo)	431	8
87		On Board Completions at in Market Institutions	333	NS
83		Online Completions by in Market Students	59	NS
79		Sum of On board and Online Completions	392	0
75		Google Search YoY Change (Units)	671	2
71		New Student Enrollment Vol. YoY Change (Units)	23	2
67		Completion Volume YoY Change (Units)	19	0
63		Google Search YoY Change (%)	31%	0
59		New Student Enrollment Vol. YoY Change (%)	6%	0
55		Completion Volume YoY Change (%)	5%	0

Competitive Intensity
Score: -5 Percentile: 0

Category	PctL	Criterion	Value	Score
99		Comps with Graduates**	72	-4
95		Comps with Grads YoY Change (Units)**	0	0
91		Institutions with Online In-Market Students**	8	NS
87		Average Program Completions	15	0
83		Median Program Completions	0	0
79		YoY Median Prog. Compl. Change (Units)	-2	0
75		YoY Median Prog. Compl. Change (%)	-59%	0
71		Google Search - Cost per Click**	\$25	-1
67		Google Conversion Index**	0.21	0
63		National Online Institutions (Units)**	206	NS
59		Natl Online % of Institutions	18%	0
55		Natl Online % of Completions	21%	0

Market: New Mexico

Employment*
Score: 11 Percentile: 81

Category	PctL	Criterion	Value	Score
97		Job Postings Total (12 Months)	987	6
93		BLS Current Employment*	4,653	7
89		BLS Annual Job Openings*	376	2
85		Job Postings Total (12 Months)*	681	NS
81		BLS Current Employment*	728	NS
77		BLS 1-Year Historical Growth*	-2.8%	0
73		BLS 5-Year Historic Growth (CAGR)*	2.4%	0
69		BLS 10-Year Future Growth (CAGR)*	0.0%	NS
65		Job Postings per Graduate*	2.4	-2
61		BLS Job Openings per Graduate*	0.9	0
57		BLS Total-Precumbe Wages*	\$29,255	0
53		BLS Mean Wages*	\$45,513	NS
49		Wages (Age < 30)	\$34,403	-1
45		Wages (Age 30-60)	\$49,500	-1
41		% with Any Graduate Degree	41%	NS
37		% with Masters	36%	NS
33		% with Doctoral Degree	8%	NS
29		% Unemp (Age < 30)**	5%	NS
25		% Unemp (Age 30-60)**	2%	0
21		% in Direct Prop Jobs	2%	0
17		% in Direct Prop Jobs	65%	NS

Market: New Mexico

Degree Fit:
Score: 0 Percentile: 50

Category	PctL	Criterion	Value	Score
91		Cost Index**	61	104.5
87		Student Faculty Index	15	74%

National Completions by Level

Score	Level	Completions (National)	Completions (Market)	Enrollment (Market)
75	Associate	23%	25%	14%
71	Bachelors	24%	49%	86%
67	Postbaccalaureate Certificate	42%	22%	14%
63	Masters	1%	0%	7%
59	Postmasters Certificate	11%	3%	5%
55	Doctoral	0%	0%	4%
51	Unknown	0%	0%	0%
47			0%	0%
43			0%	0%
39			0%	0%
35			0%	0%
31			0%	0%
27			0%	0%
23			0%	0%
19			0%	0%
15			0%	0%
11			0%	0%
7			0%	0%
3			0%	0%
0			0%	0%

National Workforce Ed. Attainment
Score: 0

Award Level	BLS Educational Attainment
No College	7%
Some College	11%
Associates	8%
Bachelors	35%
Masters	32%
Doctoral	3%

CIP Description:
A program that prepares individuals to teach students ranging in age from infancy through eight years (grade three), depending on the school system or state regulations. Includes preparation to teach all relevant subject matter.



Gray Associates, Inc. 401 North Redwood Blvd., Suite 1012, Fort Worth, TX 76104

** Color Scale in Reverse Percentile (Reverse)

Percentile (Reverse)

Northern New Mexico College New Degree Program Approval Form Version Fall 2022

Type in the designated areas. Please do not alter any element of the form.

1	Initiator:	Dr. Sandra Rodriguez	Date: 12.3.24
2	Subject area:	Early Childhood Education	
3	Academic division:	Department of Teacher Education	
4	Proposed title for New Curriculum Program: Early Childhood Professional Certificate (ECPC)		
5	To begin: Spring	Semester: 2025	Academic Year: 2024-2025
6	Degree or certificate to be offered: Certificate		

7 Provide the Program Catalog Description

This certificate is earned with the completion of 29 credits in early childhood education. The program’s coursework is focused on the social and developmental needs of young students ranging from age three to third grade. Upon successful completion of these courses, the student will be able to apply for the state-issued certificate.

The Early Childhood Education (ECED) program is a stackable program, ECPC to AA to BA. This competency-based program is aligned to the New Mexico’s Early Childhood Education & Development Articulation Catalog of Courses and Programs (2020). The 29 credits of professional course requirements plus an additional 31 credits in general education will earn the student an Associates of Arts in Early Childhood Education.

8 Please provide a tentative timeline for program implementation (including a **Gantt Chart**)

	2024			2025												
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
Planning																
Approval Process																
Recruitment																
Translation, Design & Development of Course Materials																
Implementation																
Evaluation & Revision																

NEED

9 Describe and provide evidence that the program is needed by the local and regional community (including job availability data) and provide evidence that there is student demand for the program. Respond to what are opportunities, external to the College, that support the new program (e.g., employer data, demographics, numbers of prospective students, market trends for the field, etc.)?

Provide the Score Cards from Gray Associates for the related CIP codes for this program in Appendix D.

In N.M., children aged 6 and under are 7.5 percent of the population. That equates to more than 158,000 children (NM Workforce Solutions, 2023). This has driven the need for childcare services for working parents. There are more than 440 childcare facilities employing almost 6,000 early childhood educators/teachers at any given time (NM Workforce Solutions, 2023). These facilities are needing competent, culturally responsive teachers.

The turnover rate in the childcare market averages between 25 and 30 percent annually, in line with national figures (NM ECED, 2021). This means that there is a perpetual need to train new childcare teachers.

NM early childhood facilities (family care, center care programs) are licensed and/or accredited by the NM Early Childhood Education and Care Department (NM ECECD). It is a state requirement that childcare administrators and teachers complete the Child Development Certificate if the childcare facility is to qualify for and maintain accreditation at the 5-star level.

See Appendix D – Gray Associates Score Card for CIP Code 13.121

<p>10 Provide evidence and explain how the degree/credential proposed (bachelor vs associate vs certificate) is the correct fit for the program proposed. Provide the complete degree sheet of the program in Appendix A (Part I). Additionally, provide the Curriculum Efficiency Analysis in Appendix A (Part II).</p> <p>The proposed certificate program is designed from the existing academic coursework already in place as part of the Associate of Art in Early Childhood Education degree. The only change to the existing program is in its implementation; course work will be offered through a dual language model.</p> <p>The dual language implementation model will support Spanish-speaking students as they transition to traditional English only academic coursework. It is the mission of the DTE to celebrate “the uniqueness of northern New Mexico’s multicultural, multilingual students, communities, and pueblos”. This certificate program will support the mission by providing Spanish-speaking students with coursework through a dual language model to support their mastery of oral and written English.</p> <p>NNMC Department of Teacher Education has the online capabilities, faculty and staff to fill the above needs. The NM ECECD has invested heavily in teacher professional development. Potential students in this new certificate program would be supported by state scholarships. It is the NM ECECD’s goal to have degreed teachers in state-funded childcare facilities. Upon completion of the certificate(s) program, students can be guided and supported to complete an AA and/or BA in ECED at NNMC.</p> <p>See Appendix A (Part I) - ECPC Degree Sheet See Appendix A (Part II) - Curriculum Efficiency Analysis</p>	
<p>11 What are the College's strengths that would support offering the program (e.g., trained staff, facilities, adequate budget, sustainability, etc.)?</p> <p>The College and DTE have the following strengths, capacities to launch this program</p> <ul style="list-style-type: none"> ● Bilingual faculty and adjunct faculty certified in online course creation and implementation. ● Dedicated bilingual staff to support student registration, orientation. ● External funding sources (NM ECECD & PED) ● Strong infrastructure – Eagle email, Blackboard, financial and other NNMC student services. 	
<p>12 What are the College's weaknesses that must be overcome to offer the program?</p> <p>None.</p>	
<p>14 What are the threats external to the College that would need to be dealt with (e.g., demographic shifts, new regulations, new infrastructure, etc.)?</p> <p>DTE anticipates minimal external threats to the College. While a shift in market hiring could occur, this would be preceded by notable environmental indicators. DTE would have forewarning to make changes in professional pathways offered.</p>	
<p>15 Describe how the program fits with College’s mission, strategic goals, and strategic initiatives</p> <p>The ECPC Program supports the College’s mission, “an inclusive, student-centered teaching and learning community, dedicated to excellence, empowering students, and transforming lives.” The ECPC program aligns with the college’s strategic goals and initiatives by preparing highly qualified educators through a “culturally responsive”, “personalized experience”, and “building partnerships that enhance student and institutional success and community well-being”.</p>	
CURRICULUM	
<p>16 Program mission</p> <p>To prepare the highest quality teachers in partnership with New Mexico school districts and communities by celebrating the uniqueness of northern New Mexico’s multicultural, multilingual students, communities and pueblos.</p>	

17	<p>Provide the program objectives, provide the <u>curricular degree sheet</u>, and syllabi for all courses (syllabi are needed before it goes to the Undergraduate Curriculum Committee)</p> <p>Program Objectives</p> <ol style="list-style-type: none"> 1. Develop and deliver early childhood courses in an online dual language format 2. Recruit, enroll and retain 15-20 students per cohort 3. Assist students in applying and obtaining their NM ECPC 4. Advise and support students in continuing on to complete the ECED AA/BA degrees <p>See Appendix A (Part I) - ECPC Degree Sheet See Appendix A (Part III) - ECPC Course Syllabi</p>
18	<p>List the Program-level Student Learning Outcomes</p> <p>Child Development Certificate- Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. Child growth, development and learning 2. Health, safety and nutrition 3. Family and community collaboration 4. Developmentally appropriate content & Curriculum and content knowledge 5. Learning environment and curriculum implementation 6. Assessment of children and evaluation of programs 7. Professionalism 8. Knowledge of content
19	<p>Curriculum matrix (outcomes by courses in the major). Provide this as Appendix B (Part I)</p> <p>See Appendix B (Part I) – ECPC Curriculum Competency Alignment and Matrix</p>
20	<p>Describe the coordination with other College programs</p> <p>Interdepartmental collaboration with education faculty to support student success and possible continuation with stackable AA and BA early childhood degree programs.</p>
21	<p>Explain the articulation agreements that the program will have with programs offered by other institutions</p> <p>NNMC and DTE have articulation agreements with other in-state colleges and universities with early childhood teacher education programs. The state-wide Early Childhood articulation agreement mandates that all ECED coursework is accepted as transfer credit by NNMC and DTE.</p>
22	<p>What plans is the plan for the delivery of courses modalities (e.g., distance education, face to face, hybrid, others)? Please provide an analysis of the competition that the program will have based on the selected delivery modality.</p> <p>Coursework will be delivered online asynchronously with in-person and/or virtual orientation meetings for students.</p> <p>Competition for the program includes other institutions that offer online learning ECED coursework. However, the offered sequence provided across 8-week semesters at NNMC gives the college an advantage. There is no current competition for the ECPC in a dual language delivery model.</p>
23	<p>Describe the standards and practices that will be implemented for Prior Learning Assessment (PLA) within this program.</p> <p>When appropriate and available, DTE can and will provide opportunities for students to turn prior learning into college credit through the following means:</p> <p>Descriptions and narratives of prior learning: explanations of real-world experiences that meet course learning objectives and competencies.</p> <p>Supplementary documents: such as resumes, certificates, teaching artifacts, work samples, letters of recommendations, among other items, that establish candidate proficiency.</p> <p>Prior knowledge is also assessed through individual assessments embedded in courses. Results from these assessments allow course instructors to tailor educational interventions, modify curriculum.</p>
24	<p>Describe the membership of the External Advisory Committee and the role that they have played in the development of Curriculum and Program-Level Student Learning Outcomes.</p>

	DTE hosts an external advisory committee twice a year. Members of the committee, which include program directors, school principals, superintendents, and community members will be invited to provide feedback on the development and implementation of this new program at the next convening of the committee. DTE will work with the committee on continuous quality improvement initiatives.
25	<p>Please indicate if this program falls within the umbrella of another program currently offered (for example, if the new program is an associate degree that consists of a subset of courses already offered by one or more bachelor programs, or whether the program is the result of a combination of courses already offered by the institution through other programs). Please indicate if a new CIP code is needed or already exists under the CIP codes approved for NNMC.</p> <p>The certificate program is a subset of ECED academic coursework already developed and in place under the AA and BA in ECED.</p> <p>The CIP code for the NNMC ECED program is: 13.121.</p>

ASSESSMENT

26	<p>Plan for program assessment and evaluation of program-level student learning outcomes. Provide this section in Appendix B (Part II)</p> <p>See Appendix B (part II) – ECPC Program Assessment & Evaluation of Program-level SLOs</p>
SUPPORT AND SUSTAINABILITY	
27	<p>Describe the faculty will serve in this program and their credentials. Please describe if new faculty is needed. If no new faculty members are needed, please describe how the current faculty will serve this program and what will be the impact in the current areas that those faculty members are serving</p> <p>Current faculty and adjunct faculty will support the certificate program. Dedicated adjunct faculty have been teaching the English version of the courses for several years. Average enrollment in ECED lower division courses average 15 student per course. Spring 2025 sections of their courses will assume new students. DTE has Spanish speaking faculty and adjunct faculty dedicated to teaching sections in Spanish.</p>
28	<p>Describe precisely facility needs including, but not limited to identifying the office space for full-time faculty, adjunct faculty, administrative assistants. Identify the classrooms, labs, and instrumentation that this program will be required</p> <p>Courses are offered online. There is no immediate need for additional office space, classroom or lab space or additional equipment.</p>
29	<p>Describe the annual budget for this program for the first five years, the projected enrollment per year (including new headcounts part-time, full-time, graduates, dropouts), and the projected revenue. Include spreadsheets and explain clearly the assumptions. Please provide this section in Appendix C.</p> <p>Projected cost projections are based on Gray Associates projections through 2022. The Gross Revenue to Instructional Cost Ratio = 1.18 indicating a positive revenue to cost ratio. As program enrollment continues to grow, cost projections will also grow but they are relatively stable as the revenue continues to outperform costs as students can be absorbed in existing sections.</p> <p>Appendix C – Annual Budget, Projected Enrollment & Projected Revenue</p>
30	<p>Describe the plans for sustainability (including a five-year enrollment projection with revenue and cost projections)</p> <p>Sustainability will be achieved through ongoing department recruitment efforts as well as collaboration with community employers and school districts. Projected cost projections are based on Gray Associates projections through 2022. The Gross Revenue to Instructional Cost Ratio = 1.18 indicating a positive revenue to cost ratio. As program enrollment continues to grow, cost projections will also grow but they are relatively stable as the revenue continues to outperform costs as students can be absorbed in existing sections.</p>

	<p>Increased scholarships through the NM ECECD and its goal of having degreed teachers in NM PreK classrooms as well as Head Start requirements for degreed teachers indicate a robust and steady influx of prospective students. DTE is projecting to realize 6-8% enrollment increases in the next couple years based on the fall 2022 and 2024 Term I enrollment. The increase is based on Enrollment Statistics for First of Term 2024 of 64 unduplicated majors. This would indicate an almost 40% increase over the projected numbers for Fall 2024.</p>
31	<p>Describe the strategic enrollment plan for the program and how it is aligned with the college strategic enrollment plan</p> <p>DTE baseline enrollment data is based on the fall 2019 Unduplicated Declared Program Majors Enrollment Statistics Report Fall 2019. In the fall of 2019, there were 88 unduplicated majors enrolled across all licensure programs. The numbers reflect a 5.6% increase from the spring 2019 enrollment numbers. It was determined by reviewing the baseline data that a projected 5% student yearly increase would allow for a steady student enrollment increase while also simultaneously building the supports necessary to develop and maintain strong healthy student and faculty services.</p>
32	<p>Explain what external agencies (other than the Higher Education Department, the Higher Learning Commission, the U.S. Department of Education) need to approve (or must be notified) before the implementation of the program</p> <p>No additional approvals are needed at this time as the coursework is already developed and falls under the ECED AA coursework and degree path.</p>

**Northern New Mexico College
New Degree Program
Signature Approval Form
Spring 2023**

*Professionals
Authenticate*

First Phase of Approvals			
Academic Departments Collects Signatures			
Office of the Provost	<input checked="" type="checkbox"/>	/ Approval to Implement /	/ Denial
1st Review	/	/ Approval Pending Additional Planning	
Justification			Sign <i>[Signature]</i> Date 2/12/24
External Advisory Committee Chair	/	/ Yes /	/ No
Justification			Sign <i>Fanny Castillo</i>
Educational Policy Committee Chair	/	/ Yes /	/ No
Justification			Sign <i>[Signature]</i> Date 12-14-24
Curriculum Committee Chair	/	/ Yes /	/ No
Justification			Sign <i>Robert Tierney</i> Date 12-14-24
Faculty Senate President	/ <input checked="" type="checkbox"/>	/ Yes /	/ No
Justification			Sign <i>[Signature]</i> Date 11 Feb 2025
Second Phase of Approvals			
Academic Department Collects Signatures			
Office of the Provost	<input checked="" type="checkbox"/>	/ Approval to Implement /	/ Denial
2nd Review	/	/ Approval Pending Additional Planning	
Justification			Sign <i>[Signature]</i> Date 2/12/24
Librarian	/	<input checked="" type="checkbox"/> Yes /	/ No
<i>Martin L. Shupla</i>			Sign <i>[Signature]</i> Date 2/12/2025
Assessment Office	/	<input checked="" type="checkbox"/> Yes /	/ No
<i>Courtney Bruch</i>			Sign <i>[Signature]</i> Date 2/13/25
Registrar	/	<input checked="" type="checkbox"/> Yes /	/ No
Justification			Sign <i>[Signature]</i> Date 2/12/25
Financial Aid	/ <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Yes /	/ No
Justification			Sign <i>Jondra Adams</i> Date
Distance Ed Director	/	<input checked="" type="checkbox"/> Yes /	/ No
Justification			Sign <i>Farjhan Sharon</i> Date

Facilities Director	/ <input checked="" type="checkbox"/> / Yes / / No	Sign <i>[Signature]</i>
Justification		Date 2-12-2025
Institutional Research	/ <input checked="" type="checkbox"/> / Yes / / No	Sign <i>[Signature]</i>
Justification		Date 2/12/2025
Human Resources	/ <input checked="" type="checkbox"/> / Yes / / No	Sign <i>[Signature]</i>
Justification		Date 2/12/2025
VP for Finance and Administration	/ / Yes / / No	Sign <i>[Signature]</i>
Justification		Date 2/13/2025
Office of the Provost	/ <input checked="" type="checkbox"/> / Approval to Implement / / Denial / / Approval Pending Additional Planning	Sign <i>[Signature]</i>
Justification		Date 2/13/25
FINAL APPROVALS		
Provost Office Collects Signatures		
Office of the President	/ / Approval to Implement / / Denial / / Approval Pending Additional Planning	Sign
Justification for approval or denial		Date
Board of Regents	/ / Approval / / Denial / / Approval Pending Additional Planning	Sign
Justification for approval or denial		Date
Mandatory Meeting: Initiator of the Program Proposal calls for a meeting with the Office of the Provost, HLC ALO, Registrar, Institutional Effectiveness, and Financial Aid		Date
Feedback to Institution		



NORTHERN NEW MEXICO COLLEGE

DEGREE SHEET /Department of Teacher Education

Name:

Eagle ID:

Eagle Email:

Phone:

EARLY CHILDHOOD PROFESSIONAL CERTIFICATE

The College of Education is accredited by the New Mexico Public Education Department, these programs of study lead to teacher certification. Completion of either certificate program qualifies the individual to apply for the corresponding New Mexico certification

Early Childhood Professional Certificate - (Birth – Grade 3) - certificate includes the foundational coursework needed to apply for a New Mexico Professional Certificate

EARLY CHILDHOOD PROFESSIONAL CERTIFICATE	SEMESTER		GRADE INITIAL & DATE		
	Complete	In Progress			
ECED 1110 Child Growth, Development and Learning (3)					
ECED 1115 Health, Safety, and Nutrition (2)					
ECED 1120 Guiding Young Children (3)					
ECED 1125 Assessment of Children & Evaluation of Programs (3)					
ECED 1130 Family and Community Collaboration (3)					
ECED 2110 Professionalism (2)					
ECED 2115 Introduction to Language, Literacy and Reading (3)					
ECED 2120 Curriculum Development through Play, Birth through age 4 (3) Co-requisite ECED 2121					
ECED 2121 Practicum-Birth through Age 4 (2) Co-requisite ECED 2120					
ECED 2130 Curriculum Development & Implementation Age 3 through Grade 3 (3) Co-requisite ECED 2131					
ECED 2131 Practicum – Age 3 through Grade 3 (2) Co-requisite ECED 2130					
TOTAL CREDITS 29					
ADVISOR APPROVAL	DATE				

NOTES:

Final Degree Check Completed

Program Advisor

Date

Appendix A (Part II) - Curriculum Efficiency Analysis

1st Fall Term	Term 1	ECED 1110 Child Growth, Development & Learning
	Term 2	ECED 1120 Guiding Young Children
1st Spring Term	Term 1	ECED 1130 Family and Community Collaboration
		ECED 2115 Introduction to Language, Literacy & Reading
	Term 2	ECED 1115 Health, Safety, & Nutrition
2nd Fall Term	Term 1	ECED 2120 Curriculum Development Through Play, Birth-Age 4
		ECED 2121 Practicum Birth-Age 4
	Term 2	ECED 2110 Professionalism
2nd Spring Term	Term 1	ECED 2130 Curriculum Development & Implementation Age 3-Grade 3
		ECED 2131 Practicum Age 3-Grade 3
	Term 2	ECED 1125 Assessment of Children & Evaluation of Programs

Appendix A (Part III) – ECPC Course Syllabi

Department of Teacher Education

NORTHERN New Mexico College



ECED 1110 Desarrollo y crecimiento infantil

Semestre enseñado:

Horas de Crédito: 3

Tiempo y lugar:

Información de instructor:

Instructor:	Información de comunicación:
-------------	------------------------------

Libro requerido: Charlesworth, R. (2017). *Understanding Child Development (10th edition)*. Stanford CT, Cengage Learning.

Materiales o Lecturas Requeridas: Pautas de aprendizaje temprano de NM. PED

Requisito de correo electrónico:

Todos los estudiantes asistiendo a Northern New Mexico College (NNMC por sus siglas en inglés) deben de usar su cuenta de correo electrónico de NNMC cuando se comunican electrónicamente sobre negocio relacionado de NNMC. Si tienen problemas, por favor contactar el departamento de Tecnología Internet (IT por sus siglas en inglés) al 505.747.2259.

Asistencia

Asistencia es requerida para todas las sesiones de clase. Asistencia se medirá en archivos de discusiones para colegas del curso. Clases de educación son basadas en competencias, significando que los estudiantes deben de cumplir Competencias del estado de Nuevo México. Cualquier ausencia durante el periodo completo de clases requerirá trabajo adicional comparable a la discreción del instructor. Número de horas de instructor/estudiante es 300 minutos por semana por un curso de 8 semanas (3 horas de crédito).

Descripción de Curso de Catalogo: Este curso básico sobre el crecimiento, el desarrollo y el aprendizaje de los niños pequeños, desde la etapa prenatal hasta los ocho años, proporciona a los estudiantes la base teórica para convertirse en profesionales competentes de la primera infancia. El curso incluye conocimientos sobre cómo crecen, se desarrollan y aprenden los niños pequeños. Las principales teorías del desarrollo infantil se integran con todos los dominios del desarrollo, incluidos los biológicos-físicos, sociales, culturales, emocionales, cognitivos y del lenguaje. Se enfatiza el papel del adulto en el apoyo al crecimiento, desarrollo y aprendizaje de cada niño. (3,3T+0L).

Objetivos del curso:

1. Articular una comprensión integral de las etapas del desarrollo, los procesos y las teorías del crecimiento, el desarrollo y el aprendizaje.
2. Establecer conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde el nacimiento hasta los ocho años.
3. Explicar los métodos de enseñanza y las interacciones basadas en relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas.

Competencias de Maestro de Primer Nivel de Nuevo México

A: Crecimiento, desarrollo y aprendizaje infantil: Los cimientos para todo aprendizaje se establecen durante la primera infancia. Los dominios biológico-físicos, sociales, culturales, emocionales, cognitivos y lingüísticos están inherentemente entrelazados en el crecimiento y el desarrollo. Los profesionales de la primera infancia deben entender este proceso de desarrollo y el papel del adulto en apoyar el crecimiento, el desarrollo y el aprendizaje de cada niño. **A.1, A.2, A.3, A.4, A.7, A.8, A.9, A.10, A.11**

Marco Conceptual del Departamento de Educación de Maestro (DTE por sus siglas en inglés)

El Marco Conceptual del Departamento de Educación de Northern New Mexico College representa el conocimiento, habilidades y disposiciones que todos los candidatos maestros deben mostrar durante el programa y como maestros practicantes. La instrucción en cada clase debe de reflejar el Marco Conceptual en los temas, tareas, discusiones y lecturas

del curso.

Principio de Conocimiento

6. Profesionalismo: el candidato maestro administra el entorno educativo de una manera que promueve el comportamiento positivo de los estudiantes y un entorno seguro y saludable.

7. Diversidad: el candidato maestro reconoce la diversidad de los estudiantes y crea un ambiente propicio para la promoción de la participación positiva y el autoconcepto de los estudiantes.

8. Profesionalismo: el candidato maestro demuestra voluntad para examinar e implementar cambios según corresponda.

Normas Profesionales y Competencias de NAEYC para Educadores de la Primera Infancia

Estándar 1: Desarrollo Infantil y Aprendizaje en Contexto 1a, 1b, 1c, 1d

Estándar 4: Prácticas de enseñanza apropiadas desde el punto de vista del desarrollo, la cultura y el lenguaje 4a, 4b, 4c

Tarea/Evaluación	Competencias NMPED/ Marco conceptual	Competencias Profesionales de NAEYC	Punto Valor	Puntos totales
Publicaciones en el foro de discusión Compañeros de clase: responda a por lo menos dos compañeros de clase para tener una discusión reflexiva.	A. 1, 2, 3, 4, 7, 8, 9, 10, 11 DTE CF- KP 6, 7, 8	Estándar 1 y 4	5 @ 4 pts.	20 pts.
Tareas Actividad de Aplicación de Conocimiento #1: Completa un diagrama de Venn que compare y contraste dos de los 8 niveles de edad presentados en el texto. Actividad #2: Desarrolle una tabla que incluya al menos 4 ejemplos de competencia sensorial infantil y explique por qué algunos bebés pueden tener desafíos con estas competencias. Actividad #3: Haga un folleto informativo de una página para los padres que explique consejos útiles para apoyar el desarrollo y la diversidad del lenguaje. Actividad de Aplicación de Conocimiento Actividad #4: Escenario: redacte un informe de progreso informal que podría escribir a uno de los padres. El informe debe abordar tanto los comportamientos positivos como los "negativos" que haya observado, teniendo cuidado de evitar cualquier indicio de desaprobación o acusación e incluir recomendaciones sobre	A. 1, 2, 3, 4, 7, 8, 9, 10, 11 DTE CF- KP 6, 7, 8	Estándar 1 & 4	4 @ 5 pts.	20 pts.

Tarea/Evaluación	Competencias NMPED/ Marco conceptual	Competencias Profesionales de NAEYC	Punto Valor	Puntos totales
cómo los padres pueden apoyar al niño.				
Proyecto Final: Identifique a un niño que esté experimentando un desafío específico del desarrollo. Explique el desafío y desarrolle un plan para apoyar aún más su desarrollo. Este plan debe ayudarlo a superar el desafío y proporcionar consejos a los padres mientras apoyan al niño.	A. 1, 2, 3, 4, 7, 8, 9, 10, 11 DTE CF- KP 6, 7, 8	Estándar 1 y 4	1 @ 60 pts.	60 pts.
Puntos toales			TOTAL	100 PTS.

Fecha	Objetivo semanal	Tema del curso Lecturas	Tareas
Semana 1	<ol style="list-style-type: none"> Articular una comprensión integral de las etapas del desarrollo, los procesos y las teorías del crecimiento, el desarrollo y el aprendizaje. Establecer conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación de la primera infancia desde el nacimiento hasta los ocho años de edad. Explicar los métodos de enseñanza y las interacciones basadas en relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas. 	<p>Tema: Estudiar al niño pequeño Bebés típicos y atípicos; Niños; niños de tres, cuatro y cinco años; y de seis a ocho años. La historia de la teoría del desarrollo infantil, definir el término teoría e identificar los tipos de teorías y cómo podrían aplicarse.</p> <p>Leer Capítulo 1</p>	<p>Publicación de discusión # 1: Identifique y describa cómo está utilizando una teoría del desarrollo en sus interacciones con los niños.</p> <p>Responder al menos a dos compañeros de clase</p> <p>Introducciones, repaso del programa de estudios y expectativas del curso</p>
Semana 2	<ol style="list-style-type: none"> Establecer conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde el nacimiento hasta los ocho años. Explicar los métodos de enseñanza y las interacciones basadas en 	<p>Tema: Factores que afectan el aprendizaje Cómo se aplican los puntos de vista de los principales teóricos al papel del adulto en el aprendizaje. Cómo los maestros apoyan el pensamiento, el aprendizaje y la resolución de problemas de los niños. Los factores socioculturales que afectan al aprendizaje.</p> <p>Leer Capítulo 3</p>	<p>Actividad de Aplicación de Conocimiento #1: Completar un diagrama de Venn que compare y contraste dos de los 8 niveles de edad presentados en el texto.</p>

Fecha	Objetivo semanal	Tema del curso Lecturas	Tareas
	relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas.		
Semana 3	<ol style="list-style-type: none"> 1. Articular una comprensión integral de las etapas del desarrollo, los procesos y las teorías del crecimiento, el desarrollo y el aprendizaje. 2. Establecer conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde el nacimiento hasta los ocho años. 	<p>Tema: Infancia: Teoría, Medio Ambiente</p> <p>Las teorías de Erikson, Freud, Piaget, Vygotsky, Skinner, Bandura, Rogers y Maslow aplicadas a la infancia. Ejemplos de competencia sensorial infantil y explicar por qué las competencias sensoriales de algunos bebés pueden no estar tan bien desarrolladas como las de otros bebés.</p> <p>Leer Capítulo 5</p>	<p>Publicación de discusión # 2: Comparar y contrastar dos teorías seleccionadas sobre el desarrollo infantil. Explique sus contribuciones a la comprensión de los niños y a la atención a la diversidad.</p> <p>Actividad de Aplicación de Conocimiento #2: Desarrolle una tabla que incluya al menos 4 ejemplos de competencia sensorial infantil y explique por qué algunos bebés pueden tener desafíos con estas competencias.</p>
Semana 4	<ol style="list-style-type: none"> 1. Articular una comprensión integral de las etapas del desarrollo, los procesos y las teorías del crecimiento, el desarrollo y el aprendizaje. 2. Establecer conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde el nacimiento hasta los ocho años. 3. Explicar los métodos de enseñanza y las interacciones basadas en las relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y la diferencias y necesidades diversas. 	<p>Tema: Desarrollo cognitivo y afectivo infantil El niño pequeño: desarrollo de la autonomía</p> <p>Cómo progresa el aprendizaje y el desarrollo cognitivo durante la infancia. Las interacciones importantes entre adultos y niños durante la infancia. Principales puntos de vista teóricos sobre los niños pequeños. Influencias de los adultos en el desarrollo afectivo de los niños pequeños y las características típicas del temperamento de los niños pequeños.</p> <p>Leer Capítulos 6 y 7</p>	<p>Publicación de discusión # 3: Comparar y contrastar dos teorías seleccionadas sobre el desarrollo infantil. Explique sus contribuciones a la comprensión de los niños y a la atención a la diversidad.</p>
Semana 5		Tema:	Publicación de

Fecha	Objetivo semanal	Tema del curso Lecturas	Tareas
	<ol style="list-style-type: none"> 1. Articular una comprensión integral de las etapas del desarrollo, los procesos y las teorías del crecimiento, el desarrollo y el aprendizaje. 2. Establecer conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde el nacimiento hasta los ocho años. 3. Explicar los métodos de enseñanza y las interacciones basadas en relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas. 	<p>El sistema cognitivo, el desarrollo de conceptos y la inteligencia Desarrollo del lenguaje oral y escrito La cognición, el sistema cognitivo y las teorías del desarrollo cognitivo de Piaget y Vygotsky. Las teorías de Piaget y Vygotsky para la práctica docente apropiada al desarrollo. Principales reglas lingüísticas y puntos de vista actuales sobre cómo se aprende el idioma.</p> <p>Leer Capítulos 9 y 10</p>	<p>discusión # 4: Discuta qué reglas del idioma cree que tuvieron el mayor impacto en su aprendizaje del idioma y explique los puntos de vista actuales para esas reglas elegidas.</p>
Semana 6	<ol style="list-style-type: none"> 1. Establezca conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde el nacimiento hasta los ocho años. 2. Explique los métodos de enseñanza y las interacciones basadas en relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas. 	<p>Tema: Cómo los adultos enriquecen el desarrollo del lenguaje y los conceptos</p> <p>Enfoques que los adultos pueden adoptar para ampliar el desarrollo del lenguaje oral de los niños. Importantes responsabilidades de los adultos en apoyo de la diversidad lingüística.</p> <p>Leer Capítulo 11</p>	<p>Actividad #3: Haga un folleto informativo de una página para los padres que explique consejos útiles para apoyar el desarrollo y la diversidad del lenguaje.</p>
Semana 7	<ol style="list-style-type: none"> 1. Explicar los métodos de enseñanza y las interacciones basadas en relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas. 	<p>Tema: Cómo los adultos apoyan el desarrollo afectivo Prácticas apropiadas para el desarrollo de NAEYC Ventajas de las técnicas de orientación apropiadas para el desarrollo. Cómo los adultos pueden apoyar a los niños en tiempos de crisis.</p> <p>Leer - Capítulo 13</p>	<p>Publicación de discusión #5: Explique las herramientas que los adultos pueden usar para apoyar a un niño que está pasando por una crisis.</p> <p>Actividad #4: redacte un informe de progreso informal que podría escribir a un padre. El informe debe abordar tanto los</p>

Fecha	Objetivo semanal	Tema del curso Lecturas	Tareas
			comportamientos positivos como los "negativos" que haya observado, teniendo cuidado de evitar cualquier indicio de desaprobación o acusación e incluir recomendaciones sobre cómo los padres pueden apoyar al niño.
Semana 8	<ol style="list-style-type: none"> 1. Articular una comprensión integral de las etapas del desarrollo, los procesos y las teorías del crecimiento, el desarrollo y el aprendizaje. 2. Establecer conexiones entre las teorías del crecimiento, el desarrollo y el aprendizaje y las prácticas de educación en la primera infancia desde el nacimiento hasta los ocho años. 3. Explicar los métodos de enseñanza y las interacciones basadas en relaciones que se basan en la práctica apropiada para el desarrollo, la sensibilidad cultural y las diferencias individuales y necesidades diversas. 	<p>Tema: Atando todo junto Desafíos comunes del desarrollo que los niños pueden enfrentar. Planes para apoyar el desarrollo de un niño en la superación de desafíos. Recomendaciones de los padres para apoyar a los niños cuando enfrentan desafíos.</p>	<p>Proyecto Fin de Carrera: Si actualmente está trabajando con estudiantes, identifique a un niño que esté experimentando un desafío específico del desarrollo. Explique el desafío y desarrolle un plan para apoyar aún más su desarrollo. Este plan debe ayudarlo a superar el desafío y proporcionar consejos a los padres mientras apoyan al niño. Si actualmente no está trabajando con estudiantes, se le proporcionará un escenario.</p>

Calificaciones:

A+ 100 - 97

A 96 - 93

A- 92 - 90

B+ 89 - 87

B 86 - 83

B- 82 - 80

C+ 79 - 77

C 76 - 73

C- 72 - 70

D+ 69 - 67

D 66 - 63

D- 62 - 60

F 59 - 0

Tareas tardes

Las tareas deben de ser entregadas en la fecha indica en el plan de estudios. Cualquier excepción es la discreción del profesor y debe de ser acordada con anticipación.

Estudiante con incapacidades

Northern New Mexico College reconoce su responsabilidad para crear un clima institucional donde los estudiantes con incapacidades pueden sobresalir. De acuerdo con la Sección 504 del Acto de Rehabilitación y Acto de Americanos con Incapacidades, si usted tiene una incapacidad documentada, usted puede pedir acomodaciones para obtener acceso igual y para promover su aprendizaje en esta clase. Por favor contactar el Centro de Recurso al 505.747.2152 para investigar sobre acomodaciones apropiadas. Después que su elegibilidad sea determinada, se le dará una carta que puede presentar a sus instructores que les dejará saber cómo ayudarlo de mejor manera.

Póliza de incompleto de NNMC

La calificación de “I” se da para trabajo de curso que no pudo ser cumplido por circunstancias más allá del control del estudiante. Esto significa una enfermedad grave o accidente y no planificación mal hecha. Si una crisis significativa previene cumplir a tiempo los requisitos del curso, por favor hacer una cita con su instructor. Cuando un incompleto se ha otorgado, es la responsabilidad del ESTUDIANTE para cumplir el trabajo de acuerdo con los parámetros del plazo. Si no cumple con el trabajo, la “I” se convierte automáticamente en “F” cuando el plazo vence.

Ética Académica

La deshonestidad en conexión con los exámenes o tareas del curso puede ser razón por la expulsión del Colegio. El plagio es el tipo más común de deshonestidad académica. El plagio consiste de cualquier representación del trabajo de otra persona como de uno sin reconocimiento apropiado. Los ejemplos incluyen, pero no son limitados a 1. Someter como trabajo propio un ensayo que incluye una parte copiada de un libro o artículo sin identificar la selección citada y/o fuentes. 2. Presentar las ideas de un autor como si fueran sus propias ideas o usar trabajo de otro estudiante con su nombre como autor. Cuando el instructor sospecha un estudiante de deshonestidad académica, el instructor abordará la situación con el estudiante. Si el problema no es solucionado a la satisfacción del instructor, el incidente se reportará al Director para acción. Los estudiantes están responsables de referir al Manual de Estudiante para pólizas y procedimientos específicos.



Department of Teacher Education

NORTHERN New Mexico College



EDUC 1110

Syllabus

Course Name: EDUC 1110 Child Growth Development & Learning**Semester Taught:** Fall**Credit Hours:** 3**Time, and Place:** Online**Instructor Information:**

Instructor:	Communication Information:	Office Hours:
--------------------	-----------------------------------	----------------------

Required Text: Charlesworth, R. (2017). *Understanding Child Development (10th edition)*. Stanford CT, Cengage Learning.

Required Materials or Readings: NM Early Learning Guidelines. CYFD.

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. Since this is an online class, 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: Asynchronous 300 minutes a week for an 8-week 3 credit hr. course.

Catalog Course Description: 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. (3,3T+0L).

Course Objectives:

1. Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning.
2. Make connections between theories of growth, development, and learning and early childhood education practices from birth through age eight.
3. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs.

New Mexico Entry-Level Teacher Competencies (Early Childhood)

A: Child growth, development, and learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning. **A.1, A.2, A.3, A.4, A.7, A.8, A.9, A.10, A.11**

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.

NAEYC Professional Standards and Competencies for Early Childhood Educators**Standard 1:** Child Development and Learning in Context 1a, 1b, 1c, 1d**Standard 4:** Developmentally, Culturally, and Linguistically Appropriate Teaching Practices 4a, 4b, 4c

Assignment/Assessment	NMPED Competencies/ Conceptual Framework	NAEYC Professional Competencies	Point Value	Points Earned
Discussion Board Posts Classmates- Respond to at least two classmates to have a reflective discussion.	A. 1, 2, 3, 4, 7, 8, 9, 10, 11 COE CF- KP 6, 7, 8	Standard 1 & 4	5 @ 5 pts.	25 pts.
Assignments- Knowledge Application Activity #1: Complete a Venn diagram that compares and contrasts two of the 8 age levels presented in the text. Knowledge Application Activity #2: Develop a chart that includes at least 4 examples of infant sensory competence and explain why some infants may have challenges with these competencies. Knowledge Application Activity #3: Make a one-page informational flyer for parents that explains helpful tips to support language development and diversity. Knowledge Application Activity #4: Student Scenario- Draft an informal progress report that you might write to a parent. The report should address both the positive and “negative” behaviors you have observed, being careful to avoid any hint of disapproval or accusation and include recommendations for how the parents can support the child.	A. 1, 2, 3, 4, 7, 8, 9, 10, 11 COE CF- KP 6, 7, 8	Standard 1 & 4	4 @ 10 pts.	40 pts.
Final Project: Identify a child that is experiencing a specific developmental challenge. Explain the challenge and develop a plan to further support their development. This plan should help him/her overcome the challenge and provide tips to	A. 1, 2, 3, 4, 7, 8, 9, 10, 11 COE CF- KP 6, 7, 8	Standard 1 & 4	1 @ 50 pts.	50 pts.

Assignment/Assessment	NMPED Competencies/ Conceptual Framework	NAEYC Professional Competencies	Point Value	Points Earned
parents as they support the child.				
All Course Assignments			TOTAL	115 PTS.

Date	Weekly Objective	Course Topic Readings	Assignments/ Due Date
Week #1 08/19-8/25	<ol style="list-style-type: none"> 4. Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning. 5. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight. 6. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs. 	<p>Topic: Studying the Young Child Typical and atypical infants; toddlers; three-, four-, and five-year-olds; and six-through eight-year-olds. The history of child development theory, define the term theory, and identify types of theories and how they might be applied.</p> <p>Readings- Chapter 1</p>	<p>Due 8/24/24: Discussion Post #1: Identify and Describe How You are Using a Development Theory in your Interactions with Children.</p> <p>Due 8/25/24: Attendance and Participation (Respond to at least two classmates).</p> <p>Introductions, Review Syllabus and Course Expectations</p>
Week #2 8/26-9/1	<ol style="list-style-type: none"> 1. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight. 2. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs. 	<p>Topic: Factors Affecting Learning How major theorists' views apply to the adult role in learning. How teachers support children's thinking, learning, and problem solving. The sociocultural factors that affect learning.</p> <p>Readings- Chapter 3</p>	<p>9/1/2024 Knowledge Application Activity #1: Complete a Venn diagram that compares and contrasts two of the 8 age levels presented in the text.</p>

Date	Weekly Objective	Course Topic Readings	Assignments/ Due Date
Week #3 9/2-9/8	<ol style="list-style-type: none"> 3. Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning. 4. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight. 	<p>Topic: Infancy: Theory, Environment</p> <p>The theories of Erikson, Freud, Piaget, Vygotsky, Skinner, Bandura, Rogers, and Maslow as applied to infancy. Examples of infant sensory competence and explain why the sensory competencies of some infants may not be as well developed as those of other infants.</p> <p>Readings- Chapter 5</p>	<p>09/07/2024 Complete Discussion Post #2: Compare and contrast two selected theories of child development. Explain their contributions to understanding children, and attention to diversity.</p> <p>9/8/2024: Knowledge Application Activity #2: Develop a chart that includes at least 4 examples of infant sensory competence and explain why some infants may have challenges with these competencies.</p> <p>Attendance and Participation:</p>
Week #4 9/9-9/15	<ol style="list-style-type: none"> 1. Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning. 2. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight. 3. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs. 	<p>Topic: Infant Cognitive and Affective Development</p> <p>The Toddler: Autonomy Development</p> <p>How cognitive learning and development progress during infancy. The important adult-child interactions during infancy. Major theorists' viewpoints on toddlers. Adult influences on toddler affective development and typical toddler temperament characteristics.</p> <p>Readings- Chapters 6 and 7</p>	<p>09/14/2024 Complete Discussion Post #3: Compare and contrast two selected theories of child development. Explain their contributions to understanding children, and attention to diversity.</p> <p>9/15/2024: Attendance and Participation</p>
Week #5 9/16-9/22	<ol style="list-style-type: none"> 1. Articulate a comprehensive 	<p>Topic: The Cognitive System, Concept Development, and Intelligence</p>	<p>9/21/2024 Complete Discussion Post #4: Discuss what</p>

Date	Weekly Objective	Course Topic Readings	Assignments/ Due Date
	<p>understanding of developmental stages, processes, and theories of growth, development, and learning.</p> <ol style="list-style-type: none"> 2. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight. 3. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs. 	<p>Oral and Written Language Development Cognition, the cognitive system, and Piaget’s and Vygotsky’s theories of cognitive development. Piaget’s and Vygotsky’s theories to developmentally appropriate teaching practice. Major language rules and current viewpoints about how language is learned.</p> <p>Readings- Chapters 9 & 10</p>	<p>language rules you think had the most impact on your language learning and explain the current viewpoints for those chosen rules.</p> <p>9/22/2024 Attendance and Participation</p>
<p>Week #6 9/23-9/29</p>	<ol style="list-style-type: none"> 1. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight. 2. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs. 	<p>Topic: How Adults Enrich Language and Concept Development</p> <p>Approaches that adults can take to expand children’s oral language development. Important adult responsibilities in support of language diversity.</p> <p>Readings- Chapter 11</p>	<p>9/29/2024 Knowledge Application Activity #3: Make a one-page informational flyer for parents that explains helpful tips to support language development and diversity.</p>
<p>Week #7 9/30-10/6</p>	<ol style="list-style-type: none"> 1. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs. 	<p>Topic: How Adults Support Affective Development NAEYC’s Developmentally Appropriate Practices for adult decision making. Advantages of developmentally appropriate guidance techniques. How adults can support children in times of crisis.</p> <p>Readings- Chapter 13</p>	<p>10/5/2024: Discussion Post #5: Explain the tools adults can use to support a child going through a crisis. 10/6/2024 Knowledge Application Activity #4: Student Scenario-Draft an informal progress report that you might write to a parent. The report should address both</p>

Date	Weekly Objective	Course Topic Readings	Assignments/ Due Date
			<p>the positive and “negative” behaviors you have observed, being careful to avoid any hint of disapproval or accusation and include recommendations for how the parents can support the child.</p> <p>Attendance and Participation</p>
<p>Week #8 10/7-10/11</p>	<ol style="list-style-type: none"> 1. Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning. 2. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight. 3. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs. 	<p>Topic: Tying it All Together Common developmental challenges that children may face. Plans to support a child’s development in overcoming challenges. Parent recommendations for supporting children when they face challenges.</p> <p>Readings- None</p>	<p>All assignments due on 10/11 by midnight.</p> <p>10/11/2024 Final Project: If you are currently working with students, identify a child that is experiencing a specific developmental challenge. Explain the challenge and develop a plan to further support their development. This plan should help him/her overcome the challenge and provide tips to parents as they support the child. If you are not currently working with students, a scenario will be provided to you.</p>

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 call the Accessibility and Resource Center at 505-747-2152 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.

Counseling and Student Support Services (CASSC): are available year-round on-campus, or virtually (as needed) for NNMC students. Counseling services are provided by licensed professional counselors. All services are **FREE** for students and are **confidential**. No record of counseling is contained in any academic, educational, or job placement file. Counseling is an opportunity to solve problems and learn new skills. Students can utilize counseling services to address issues such as depression, anxiety, stress, PTSD, anger management and alcohol and drug concerns. Students may also meet with a counselor if they are interested in off-campus resources and referrals. In addition to offering students help through counseling services, CASSC also assists students with addressing socio-economic stressors by connecting students with various community resources such as housing, food, childcare, and much more.

NNMC Incomplete Policy: The grade of 'I' is given for coursework 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 that 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.



Department of Teacher Education

NORTHERN New Mexico College**ECED 1120 Guiando a Los Niños Pequeños****Semestre enseñado:****Horas de Crédito: 3****Tiempo y lugar:****Información de instructor:****Instructor:****Información de comunicación:****Libro Requerido**

Gartrell, Dan. (2020). A Guidance Guide for Early Childhood Leaders: Strengthening Relationships with Children, Families, and Colleagues. Redleaf Press. 978-160-554-6889

Materiales o Lecturas Requeridas: Pautas de aprendizaje temprano de NM. PED**Requisito de correo electrónico:**

Todos los estudiantes asistiendo a Northern New Mexico College (NNMC por sus siglas en inglés) deben de usar su cuenta de correo electrónico de NNMC cuando se comunican electrónicamente sobre negocio relacionado de NNMC. Si tienen problemas, por favor contactar el departamento de Tecnología Internet (IT por sus siglas en inglés) al 505.747.2259.

Asistencia

Asistencia es requerida para todas las sesiones de clase. Asistencia se medirá en archivos de discusiones para colegas del curso. Clases de educación son basadas en competencias, significando que los estudiantes deben de cumplir Competencias del estado de Nuevo México. Cualquier ausencia durante el periodo completo de clases requerirá trabajo adicional comparable a la discreción del instructor. Número de horas de instructor/estudiante es 300 minutos por semana por un curso de 8 semanas (3 horas de crédito).

Descripción de Curso de Catalogo: Este curso explora varias teorías de la orientación infantil y las aplicaciones prácticas de cada una. Proporciona métodos apropiados para el desarrollo de los niños pequeños y estrategias y sugerencias eficaces para facilitar interacciones sociales positivas. Se presentarán estrategias para prevenir comportamientos desafiantes a través del uso del entorno, las rutinas y el horario. Se hace hincapié en ayudar a los niños a convertirse en aprendices responsables de sí mismos, competentes, independientes y cooperativos, e incluir a las familias como parte del enfoque de orientación. (3, 3T+0L).

Resultados del curso:

1. Utilizar la evaluación y la evaluación para aplicar técnicas de orientación apropiadas para el desarrollo y culturalmente relevantes para apoyar a los niños con habilidades de autorregulación y resolución de problemas.
2. Articular la filosofía de orientación de su aula con respeto por las diversas familias y prácticas culturales.
3. Aplicar el conocimiento sobre el crecimiento y desarrollo infantil, la salud mental y física y el desarrollo socioemocional para apoyar las técnicas de orientación positiva en el aula.

Competencias de Maestro de Primer Nivel de Nuevo México

A: Crecimiento, desarrollo y aprendizaje infantil: Las bases para todo aprendizaje se establecen durante la primera infancia. Los dominios biológico-físicos, sociales, culturales, emocionales, cognitivos y lingüísticos están inherentemente entrelazados en el crecimiento y el desarrollo. Los profesionales de la primera infancia deben entender este proceso de desarrollo y el papel del adulto en apoyar el crecimiento, el desarrollo y el aprendizaje de cada niño. **A.6, A.7, A.10, A.11.**

B: Salud, seguridad y nutrición: Los profesionales de la primera infancia promueven la salud física y mental y la nutrición adecuada y proporcionan un entorno emocional y físicamente seguro para los niños pequeños en colaboración con sus familias. Las buenas prácticas de salud, seguridad y nutrición proporcionan la base para el desarrollo y el aprendizaje. Una buena nutrición es apropiada e importante para el desarrollo integral de los niños pequeños y sus familias. Las comidas y los refrigerios fomentan la buena nutrición y los hábitos alimenticios. Un entorno seguro previene y reduce las lesiones de los niños pequeños que recién comienzan a reconocer situaciones peligrosas. **B.1.**

C: Colaboración familiar y comunitaria: Los profesionales de la primera infancia están comprometidos con las prácticas centradas en la familia. Mantienen una relación abierta, amistosa y cooperativa con la familia de cada niño, fomentando la participación familiar y apoyando la relación del niño con su familia. Se honra a las diversas culturas e idiomas representativos de las familias en las comunidades de Nuevo México. **C.1, C.4, C.7.**

E: Entorno de aprendizaje e implementación del currículo: La enseñanza y el aprendizaje con niños pequeños es un proceso complejo integrado en las relaciones. Estas relaciones de enseñanza y aprendizaje proporcionan el andamiaje para construir conjuntamente significados sobre uno mismo, los demás y el mundo. Los profesionales de la primera infancia utilizan sus conocimientos sobre el desarrollo infantil, sus conocimientos sobre el desarrollo óptimo y el aprendizaje de todos los niños desde el nacimiento hasta los ocho años. Además, el uso de las observaciones se basa en una comprensión profunda de las familias, las culturas y las comunidades de los niños. Los profesionales de la primera infancia fomentan la resolución de problemas, el pensamiento crítico y la competencia académica y social de los niños pequeños dentro de un entorno de aprendizaje desafiante y de apoyo. Estas experiencias desafiantes de enseñanza y aprendizaje fomentan la confianza de los niños en sí mismos como aprendices competentes. **E.3, E.7.**

F: Evaluación de los niños y evaluación de los programas: Los profesionales de la primera infancia deben desarrollar el conocimiento de diversos métodos de evaluación, incluyendo habilidades de observación. Utilizan la documentación continua apropiada y reportan información a las familias y a los profesionales. La evaluación adecuada de la primera infancia responde a las diferencias culturales y lingüísticas. Incluye información de múltiples fuentes, por ejemplo, observaciones, listas de verificación, entrevistas y medidas estandarizadas formales e informales en diversos entornos para tomar decisiones educativas sobre los niños. Los datos de la evaluación recopilados de múltiples fuentes que tienen un gran impacto en los niños deben ser realizados por un equipo de familiares, maestros y otros profesionales. Además, los profesionales de la primera infancia participan en una evaluación sistemática y continua de sus programas. **F.9.**

Marco Conceptual del Departamento de Educación de Maestro (DTE por sus siglas en inglés)

El Marco Conceptual del Departamento de Educación de Northern New Mexico College representa el conocimiento, habilidades y disposiciones que todos los candidatos maestros deben mostrar durante el programa y como maestros practicantes. La instrucción en cada clase debe de reflejar el Marco Conceptual en los temas, tareas, discusiones y lecturas del curso.

Principio de conocimiento

4. Aprendizaje: el candidato a profesor comprende los principios de crecimiento, desarrollo y aprendizaje de los estudiantes, y los aplica adecuadamente.

Descripciones de las tareas/alineación:

Tarea/Evaluación	Competencias de Maestros de NMPED	Conocimiento, habilidad o disposición		Valor en puntos
Discusiones en línea	A6, A7, A10, A11, B1, C1, C4, C7, E3, E7, F9 Objetivos 1, 2, 3	K4	8 @ 5 pts	40 pts
Reflexión Lectura del capítulo	A6, A7, A10, A11, B1, C1, C4, C7, E3, E7, F9 Objetivos 1, 2, 3	K4	3@ 5 pts	15 pts
Lección de aprendizaje emocional y plan de lección. Desarrollar una lección y enseñar una lección que demuestre habilidades de aprendizaje emocional a los niños pequeños	A6, A7, A10, A11, B1, E3, E7 Objetivos 1, 2	K4	1 @ 15pts	15 pts
Presentación en Power Point sobre estrategias positivas para promover el desarrollo socioemocional en el aula	A6, A7, A10, A11, E3, E7 Objetivos 2, 3	K4	1 @ 10 pts	10 pts

Desarrollo de un plan de apoyo conductual Proyecto Final: Observar el comportamiento de un niño y determinar los factores desencadenantes y las consecuencias del comportamiento. Desarrollar estrategias para abordar los comportamientos.	A6, A7, A10, A11, B1, C1, C4, C7, E3, E7, F9 Objetivos 1, 2, 3	K4	1@ 20pts	20 pts
PUNTOS TOTALES				100 pts

Fechas del curso, temas, tareas:

Fecha	Tema/ Capítulo de texto	Tarea
semana 1	Introducción a la tradición de la guía. Capítulo 1 Apoyar bases emocionales sólidas en los niños	Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque
semana 2	El concepto de comportamiento erróneo – Capítulo 2 Relaciones positivas entre maestros y niños – Capítulo 3	Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque 1 página de reflexión sobre la lectura de capítulos
semana 3	Hacer conexiones emocionales saludables. Capítulo 4 Prácticas apropiadas para el desarrollo. Capítulo 5	Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque Aprendizaje emocional Lección y plan de lección Desarrollar una lección y enseñar una lección que demuestre habilidades de aprendizaje emocional a los niños pequeños
semana 4	Técnicas de orientación. Capítulo 6 y 7	Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque/ Presentación de enfoques de crianza 1 página de reflexión sobre la lectura de capítulos
semana 5	Gestión de conflictos. Capítulo 8 Estrategias de resolución de problemas. Capítulo 9	Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque 1 página de reflexión sobre la lectura de capítulos
semana 6	Creación de entornos para comportamientos pro-sociales. Capítulo 10 Manejo de comportamientos desafiantes – F&A capítulo 11	Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque Presentación en Power Point sobre estrategias positivas para promover el desarrollo socioemocional en el aula
semana 7	Comunicación con los padres; el desarrollo de asociaciones. Capítulo 12	Discusión en línea: Seguir 1 página de reflexión sobre la lectura de capítulos
semana 8	Atándolo todo junto	Discusión en línea: Siga las pautas y la rúbrica: Preguntas de enfoque Desarrollo de un plan de apoyo conductual Proyecto Final: Observar el comportamiento de un niño y determinar los factores desencadenantes y las consecuencias del comportamiento. Desarrolle estrategias para abordar los comportamientos.

Calificaciones

A+ 100 - 97	A 96 - 93	A- 92 - 90
B+ 89 - 87	B 86 - 83	B- 82 - 80
C+ 79 - 77	C 76 - 73	C- 72 - 70
D+ 69 - 67	D 66 - 63	D- 62 - 60
F 59 - 0		

Tareas tardes

Las tareas deben de ser entregadas en la fecha indicada en el plan de estudios. Cualquier excepción es la discreción del profesor y debe de ser acordada con anticipación.

Estudiante con incapacidades

Northern New Mexico College reconoce su responsabilidad para crear un clima institucional donde los estudiantes con incapacidades pueden sobresalir. De acuerdo con la Sección 504 del Acto de Rehabilitación y Acto de Americanos con Incapacidades, si usted tiene una incapacidad documentada, usted puede pedir acomodaciones para obtener acceso igual y para promover su aprendizaje en esta clase. Por favor contactar el Centro de Recurso al 505.747.2152 para investigar sobre acomodaciones apropiadas. Después que su elegibilidad sea determinada, se le dará una carta que puede presentar a sus instructores que les dejará saber cómo ayudarle de mejor manera.

Póliza de incompleto de NNMC

La calificación de "I" se da para trabajo de curso que no pudo ser cumplido por circunstancias más allá del control del estudiante. Esto significa una enfermedad grave o accidente y no planificación mal hecha. Si una crisis significativa previene cumplir a tiempo los requisitos del curso, por favor hacer una cita con su instructor. Cuando un incompleto se ha otorgado, es la responsabilidad del ESTUDIANTE para cumplir el trabajo de acuerdo con los parámetros del plazo. Si no cumple con el trabajo, la "I" se convierte automáticamente en "F" cuando el plazo vence.

Ética Académica

La deshonestidad en conexión con los exámenes o tareas del curso puede ser razón por la expulsión del Colegio. El plagio es el tipo más común de deshonestidad académica. El plagio consiste de cualquier representación del trabajo de otra persona como de uno sin reconocimiento apropiado. Los ejemplos incluyen, pero no son limitados a 1. Someter como trabajo propio un ensayo que incluye una parte copiada de un libro o artículo sin identificar la selección citada y/o fuentes. 2. Presentar las ideas de un autor como si fueran sus propias ideas o usar trabajo de otro estudiante con su nombre como autor. Cuando el instructor sospecha un estudiante de deshonestidad académica, el instructor abordará la situación con el estudiante. Si el problema no es solucionado a la satisfacción del instructor, el incidente se reportará al Director para acción. Los estudiantes están responsables de referir al Manual de Estudiante para pólizas y procedimientos específicos.



Department of Teacher Education

NORTHERN New Mexico College**Course**

1120 GUIDING YOUNG CHILDREN

Credit Hours: 3**Name:** ECED**Semester Taught:****Time and Place:** Bb- Online**Instructor Information:**

Instructor:	Communication Information:	Office Hours:
-------------	----------------------------	---------------

Required Text:

Gartrell, Dan. (2020). *A Guidance Guide for Early Childhood Leaders: Strengthening Relationships with Children, Families, and Colleagues*. Redleaf Press. 978-160-554-6889

Required Materials or Readings: NM Early Learning Guidelines. CYFD.

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. Since this is a hybrid class, attendance will be also 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. Asynchronous 300 minute a week for an 8-week 3 credit hr. course.

Catalog Course Description: This course explores various theories of child guidance and the practical applications of each. It provides developmentally appropriate methods for guiding young 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. (3, 3T+0L).

Course Level Outcomes:

1. Use assessment and evaluation to apply developmentally appropriate and culturally relevant guidance techniques to support children with self-regulation and problem-solving skills.
2. Articulate the guidance philosophy of your classroom with respect for diverse families and cultural practices.
3. Apply knowledge of child growth and development, mental and physical health, and socio-emotional development to support positive guidance techniques in a classroom setting.

NM Teacher Competencies (InTASC) and Department of Education's Conceptual Framework.***New Mexico Entry Level Teacher Competencies (InTASC):***

A: Child growth, development and learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning. **A.6, A.7, A.10, A.11.**

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.1.**

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.1, C.4, C.7.**

E: Learning environment and curriculum implementation: Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners. **E.3, E.7.**

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.9.**

NM Teacher Competencies and Department of Education's Conceptual Framework.

Knowledge Principle-

4. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

Assignment Descriptions/ Alignment:

Assignment/Assessment	NMPED Teacher Competencies	Knowledge Skill		Point Value
Online Discussions	A6, A7, A10, A11, B1, C1, C4, C7, E3, E7, F9 Objectives 1, 2, 3	K4	8 @ 15 pts	40 pts
Reflection Chapter reading Weeks 4, 5, 7	A6, A7, A10, A11, B1, C1, C4, C7, E3, E7, F9 Objectives 1, 2, 3	K4	3@ 15 points	45 pts
Emotional Learning Lesson and lesson plan. Develop a lesson and teach a lesson that demonstrate emotional learning skills to young children	A6, A7, A10, A11, B1, E3, E7 Objectives 1, 2	K4	1 @ 15pts	15 pts

(Week 3)				
Power point presentation on positive strategies for promoting socio-emotional development in the classroom (Week 6)	A6, A7, A10, A11, E3, E7 Objectives 2, 3	K4	1 @ 20 pts	20 pts
Development of Behavior support plan Final project: Observe a child behavior and determine the triggers and consequences for behavior. Develop strategies to address the behaviors. (Week 8)	A6, A7, A10, A11, B1, C1, C4, C7, E3, E7, F9 Objective 1, 2, 3	K4	1 @ 15pts	25 pts
TOTAL POINTS				145 pts

Course Dates, Topics, Assignments:

ate	Topic/ Text Chapter	Assignment
/EEK 1	Introduction to the guidance tradition. Chapter 1 Supporting strong emotional foundations in children	Online Discussion: Follow Guidelines and rubric: Focus questions
/EEK 2	The concept of mistaken behavior – Chapter 2 Positive teacher child relationships – Chapter 3	Online Discussion: Follow Guidelines and rubric: Focus questions 1 page reflection on chapter reading
/EEK 3	Making healthy emotional connections. Chapter 4 Developmentally appropriate practices. Chapter 5	Online Discussion: Follow Guidelines and rubric: Focus questions Emotional Learning Lesson and lesson plan Develop a lesson and teach a lesson that demonstrate emotional learning skills to young children
/EEK 4	Guidance techniques. Chapter 6 and 7	Online Discussion: Follow Guidelines and rubric: Focus questions/ Parenting approaches presentation 1 page reflection on chapter reading
/EEK 5	Conflict management. Chapter 8 Problem solving strategies. Chapter 9	Online Discussion: Follow Guidelines and rubric: Focus questions 1 page reflection on chapter reading
/EEK 6	Creating environments for pro-social behaviors. Chapter 10 Managing challenging behaviors – F&A chapter 11	Online Discussion: Follow Guidelines and rubric: Focus questions Power point presentation on positive strategies for promoting socio-emotional development in the classroom
/EEK 7	Communication with parents; developing partnerships. Chapter 12	Online Discussion: Follow 1 page reflection on chapter reading
/EEK 8	Tying it all together	Online Discussion: Follow Guidelines and rubric: Focus questions Development of Behavior support plan Final project: Observe a child behavior and determine the triggers and consequences for

		behavior. Develop strategies to address the behaviors.
--	--	--

Grading:

A+ 100 - 97

A 96 - 93

A- 92 - 90

B+ 89 - 87

B 86 - 83

B- 82 - 80

C+ 79 - 77

C 76 - 73

C- 72 - 70

D+ 69 - 67

D 66 - 63

D- 62 - 60

F 59 - 0

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 call the Accessibility and Resource Center at 505-747-2152 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.





ECED 1130 La Familia y Colaboración Comunitaria

Semestre enseñado:

Horas de Crédito: 3

Tiempo y lugar:

Información de instructor:

Instructor:	Información de comunicación:
--------------------	-------------------------------------

Libro requerido:

Robles, W., & Beck, V. (2019). *Teaching young children in multicultural classrooms: Issues, concepts, and strategies* (5th ed.). Clifton Park, NY: Delmar Cengage Learning. ISBN- 978-133-756-6070

Requisito de correo electrónico:

Todos los estudiantes asistiendo a Northern New Mexico College (NNMC por sus siglas en inglés) deben de usar su cuenta de correo electrónico de NNMC cuando se comunican electrónicamente sobre negocio relacionado de NNMC. Si tienen problemas, por favor contactar el departamento de Tecnología Internet (IT por sus siglas en inglés) al 505.747.2259.

Asistencia

Asistencia es requerida para todas las sesiones de clase. Asistencia se medirá en archivos de discusiones para colegas del curso. Clases de educación son basadas en competencias, significando que los estudiantes deben de cumplir Competencias del estado de Nuevo México. Cualquier ausencia durante el periodo completo de clases requerirá trabajo adicional comparable a la discreción del instructor. Número de horas de instructor/estudiante es 300 minutos por semana por un curso de 8 semanas (3 horas de crédito).

Descripción de Curso de Catalogo

Este curso básico examina la participación de las familias y comunidades de fondos cultural y lingüísticamente diversos en programas de educación temprana. Se discute maneras de establecer relaciones colaborativas con familias en escuelas preescolares y primarias. Las metas y deseos de las familias para sus hijos se apoyarán a través estrategias culturalmente responsivas.

Resultados de Nivel de Curso

1. Identificar y demostrar métodos de comunicación profesionales y efectivos con las familias cultural y lingüísticamente diversas.
2. A través la reflexión, identificar biases y cómo los biases pueden afectar las relaciones con los niños y sus familias.
3. Aplicar conocimiento de las estructuras diversas de familia y los valores culturales a través un enfoque basado en las fortalezas para crear un salón de clase seguro y receptor para las familias y comunidad.
4. Usar recursos comunitarios para apoyar a las familias y niños cultural y lingüísticamente diversos.

Competencias de Maestro de Primer Nivel de Nuevo México

C. Colaboración de familia y comunidad

Los profesionales del campo de la educación temprana son comprometidos la prácticas centradas en familia. 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.1, C.2, C.3, C.4, C.5, C.6, C.9, C.11, C.12, C.13.

E: Learning environment and curriculum implementation

Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of

children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners. E.14.

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.6.**

DTE's Conceptual Framework

The Conceptual Framework of the Department 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

5. Assessment: the teacher candidate effectively utilizes student assessment techniques and procedures.
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.
9. Collaboration- the teacher candidate works productively with colleagues, parents and community.

Assignment Descriptions/ Alignment

Assignment/Assessment	NMPED Teacher Competencies	Knowledge, Skill or Disposition		Point Value
Blackboard Discussion Respond to discussion board prompt	C. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 E.14 G. 6 Objectives- 1, 2, 3, 4	K5, 6, 7, 8, 9	8@ 15pts	120 pts
Chapter Responses: each week you will write a response to prompts from the chapter assigned.	C. 1, 6, 7, 8, 9, 10, 11 G. 6 Objectives 4	K.5, 6, 7, 8, 9	8@30	240 pts
2 projects: 1. My Family History Write a 2 to 4-page, double-spaced report using the APA format to describe a minimum of four generations of your family starting with you. Include languages and year of birth/death of ancestral generations. For the summation, write a paragraph stating how history impacted the language of each generation. 2. Develop a presentation on a topic that impacts the community such as health, nutrition, family literacy or screen time. You can do this as a bulletin board, three fold poster or	C. 1, 2, 3, 7, 9, G. 6 Objectives 1, 2, 3	K5, 6, 7, 8, 9	2@ 50 points each	100pts

Assignment/Assessment	NMPED Teacher Competencies	Knowledge, Skill or Disposition		Point Value
PowerPoint.				
Final Project Develop Family Engagement Calendar that is Culturally Appropriate How these activities impact the family, early childhood children, language and the community?	C. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 E.14 G. 6 Objective 1, 2, 3	K5, 6, 7, 8, 9	1@ 20 pts	50pts
TOTAL POINTS				510pts

Course Dates, Topics, Assignments

Date	Topic/Text Topic	Assignment
Week 1	Understanding Families Chapter 1 Living in Diversity: The Intricate Nature of Our Society	Discussion Board 1: Respond to post and to a peer. Chapter Response: Respond to prompt Project 1: start due end of Week 2
Week 2	Understanding Families Chapter 2 The Nature of Culture, the Nature of People Chapter 3 Families in Our Classrooms: Many Ways, many voices	Discussion Board 2: Respond to post and to a peer. Chapter Response: Respond to prompt Project 1: due
Week 3	Understanding Families Chapter 4 Who is the child? Developmental Characteristic of young Children in a diverse Society	Discussion Board 3: Respond to post and to a peer. Chapter Response: Respond to prompt
Week 4	Multicultural Education Chapter 5 Tracing the beginnings of multicultural education Chapter 6 Approaches to Multicultural Education	Discussion Board 4: Respond to post and to a peer. Chapter Response: Respond to prompt Project 2: Start
Week 5	Chapter 7 Classrooms, where Words Become Action	Discussion Board 5: Respond to post and to a peer. Chapter Response: Respond to prompt Project 2: Due
Week 6	Chapter 8 Language Diversity in the classroom: working with Young Dual Language Learners	Discussion Board 6: Respond to post and to a peer. Chapter Response: Respond to Prompt
Week 7	Engaging Families Chapter 9 Activities and Resources for Multicultural Teaching: A world of Possibilities!	Discussion Board 7: Respond to post and to a peer. Chapter Response: Respond to prompt
Week 8	Inviting Community Participation	Discussion Board 8: Respond to post and to a peer. Chapter Response: Respond to prompt Final Project Develop an activity on Family Traditions

Grading

A+ 100 - 97	A 96 - 93	A- 92 - 90
B+ 89 - 87	B 86 - 83	B- 82 - 80
C+ 79 - 77	C 76 - 73	C- 72 - 70
D+ 69 - 67	D 66 - 63	D- 62 - 60
F 59 - 0		

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 Coordinator of Accessibility and Resource Center at 505-747-2152. After your eligibility is determined, you will be given a letter to present to instructors. This will help us know 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.



Department of Teacher Education

NORTHERN New Mexico College

ECED 1130 Family and Community Collaboration

Semester Taught: Spring

Credit Hours: 3

Time and Place: Blackboard

Instructor Information

Instructor:	Communication Information:
-------------	----------------------------

Required Text

Robles, W., & Beck, V. (2019). *Teaching young children in multicultural classrooms: Issues, concepts, and strategies (5th ed.)*. Clifton Park, NY: Delmar Cengage Learning. ISBN- 978-133-756-6070

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: Asynchronous 300 minutes a week for an 8-week 3 credit hr. course.

Catalog Course Description

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. (3, 3T+0L). Asynchronous 300 minutes a week for an 8-week 3 credit hr. course.

Course Level Outcomes

5. Identify and demonstrate methods of effective and professional communication with linguistically and culturally diverse families.
6. Identify biases and how biases could affect relationships with children and families through self-reflection.
7. Apply knowledge of diverse family structures and cultural values through a strengths-based approach to create a safe welcoming classroom environment for families and community.
8. Use community resources to support linguistically and culturally diverse families and children.

New Mexico Entry Level Teacher Competencies**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.1, C.2, C.3, C.4, C.5, C.6, C.9, C.11, C.12, C.13.

E: Learning environment and curriculum implementation

Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners. E.14.

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.6.**

DTE's Conceptual Framework

The Conceptual Framework of the Department 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

5. Assessment: the teacher candidate effectively utilizes student assessment techniques and procedures.
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.
9. Collaboration- the teacher candidate works productively with colleagues, parents and community.

Assignment Descriptions/ Alignment

Assignment/Assessment	NMPED Teacher Competencies	Knowledge Principal		Point Value
Blackboard Discussion Respond to discussion board prompt	C. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 E.14 G. 6 Objectives- 1, 2, 3, 4	K5, 6, 7, 8, 9	8@ 15pts	120 pts
Chapter Responses: each week you will write a response to prompts from the chapter assigned.	C. 1, 6, 7, 8, 9, 10, 11 G. 6 Objectives 4	K.5, 6, 7, 8, 9	8@30	240 pts

Assignment/Assessment	NMPED Teacher Competencies	Knowledge Principal		Point Value
<p>2 projects:</p> <p>2. My Family History Write a 2 to 4-page, double-spaced report using the APA format to describe a minimum of four generations of your family starting with you. Include languages and year of birth/death of ancestral generations. For the summation, write a paragraph stating how history impacted the language of each generation.</p> <p>2. Develop a presentation on a topic that impacts the community such as health, nutrition, family literacy or screen time. You can do this as a bulletin board, three fold poster or PowerPoint.</p>	C. 1, 2, 3, 7, 9, G. 6 Objectives 1, 2, 3	K5, 6, 7, 8, 9	2@ 50 points each	100pts
Final Project Develop Family Engagement Calendar that is Culturally Appropriate How these activities impact the family, early childhood children, language and the community?	C. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 E.14 G. 6 Objective 1, 2, 3	K5, 6, 7, 8, 9	1@ 20 pts	50pts
TOTAL POINTS				510pts

Course Dates, Topics, Assignments

Date	Topic/Text Topic	Assignment
Week 1	Understanding Families Chapter 1 Living in Diversity: The Intricate Nature of Our Society	Discussion Board 1: Respond to post and to a peer. Chapter Response: Respond to prompt Project 1: start due end of Week 2
Week 2	Understanding Families Chapter 2 The Nature of Culture, the Nature of People Chapter 3 Families in Our Classrooms: Many Ways, many voices	Discussion Board 2: Respond to post and to a peer. Chapter Response: Respond to prompt Project 1: due
Week 3	Understanding Families Chapter 4 Who is the child? Developmental Characteristic of young Children in a diverse Society	Discussion Board 3: Respond to post and to a peer. Chapter Response: Respond to prompt
Week 4	Multicultural Education Chapter 5 Tracing the beginnings of multicultural education	Discussion Board 4: Respond to post and to a peer. Chapter Response: Respond to prompt Project 2: Start

Date	Topic/Text Topic	Assignment
	Chapter 6 Approaches to Multicultural Education	
Week 5	Chapter 7 Classrooms, where Words Become Action	Discussion Board 5: Respond to post and to a peer. Chapter Response: Respond to prompt Project 2: Due
Week 6	Chapter 8 Language Diversity in the classroom: working with Young Dual Language Learners	Discussion Board 6: Respond to post and to a peer. Chapter Response: Respond to Prompt
Week 7	Engaging Families Chapter 9 Activities and Resources for Multicultural Teaching: A world of Possibilities!	Discussion Board 7: Respond to post and to a peer. Chapter Response: Respond to prompt
Week 8	Inviting Community Participation	Discussion Board 8: Respond to post and to a peer. Chapter Response: Respond to prompt Final Project Develop an activity on Family Traditions

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 Coordinator of Accessibility and Resource Center at 505-747-2152. After your eligibility is determined, you will be given a letter to present to instructors. This will help us know 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.



Department of Teacher Education

NORTHERN New Mexico College



ECED 1125
Niños y Programas

Evaluación de

Semestre enseñado:
Crédito: 3
Tiempo y lugar:

Horas de

Información de instructor:

Instructor:	Información de comunicación:
--------------------	-------------------------------------

Libro Requerido:

Bohart, H., & Procopio, R. (2018). *Spotlight on young children: Observations and assessments*. NAEYC. ISBN- 978-193-811-3345

Recursos suplementales:

Reportes investigadores, artículos de diario, publicaciones de gobierno: recursos en línea.

Requisito de correo electrónico:

Todos los estudiantes asistiendo a Northern New Mexico College (NNMC por sus siglas en inglés) deben de usar su cuenta de correo electrónico de NNMC cuando se comunican electrónicamente sobre negocio relacionado de NNMC. Si tienen problemas, por favor contactar el departamento de Tecnología Internet (IT por sus siglas en inglés) al 505.747.2259.

Asistencia

Asistencia es requerida para todas las sesiones de clase. Asistencia se medirá en archivos de discusiones para colegas del curso. Clases de educación son basadas en competencias, significando que los estudiantes deben de cumplir Competencias del estado de Nuevo México. Cualquier ausencia durante el periodo completo de clases requerirá trabajo adicional comparable a la discreción del instructor. Número de horas de instructor/estudiante es 300 minutos por semana por un curso de 8 semanas (3 horas de crédito).

Descripción de Curso de Catalogo

Este curso básico familiariza a los estudiantes con una variedad de métodos e instrumentos de evaluación culturalmente apropiados, incluso observación sistemática del desarrollo típico y no típico de niños. Este curso aborda el desarrollo y uso de instrumentos de evaluación formativos y sumativos e instrumentos de evaluación para asegurar cualidad comprensiva del entorno escolar para los niños, sus familias y la comunidad. Estudiantes desarrollarán habilidades para evaluar el proceso de evaluación e involucrar a otros maestros, profesionales y familias en el proceso. (3, 3T+0L).

Resultados de Nivel de Curso

1. Usar observación auténtica como el base para evaluación y crecimiento y desarrollo.
2. Identificar y describir evaluación que es de edad, lingüística y culturalmente apropiada para los niños pequeños.
3. Identificar procedimientos de IFSP e IEP y los roles multi-disciplinarios de equipos en servir a los niños en el proceso de evaluación.

4. Describir los efectos de factores culturales y socioeconómicos en la evaluación y temas éticos y legales claves en la evaluación.

Competencias de Maestro de Primer Nivel de Nuevo México

F: Evaluación de niños y programas

Profesionales del campo de la educación temprana deben de desarrollar conocimiento de enfoques de evaluación diversos, incluso habilidades observacionales. Ellos usan documentación apropiada y continua y reportan información a las familia y profesionales. Evaluación apropiada de los niños es responsiva a las diferencias culturales y lingüísticas. Incluye información de fuentes múltiples, e.g., observaciones, listas de chequeo, entrevistas y ambos mediciones formales e informales estandarizadas en lugares diversos para hacer decisiones educativas sobre los niños. Las decisiones basadas en los datos de evaluación recolectados de fuentes múltiples que tienen un impacto mayor en los niños debe de ser hechas por un equipo de miembros de familia, maestros y otros profesionales. Adicionalmente, los profesionales del campo de la educación temprana participan en evaluación continua y sistemática de sus programas. F.1, F.2, F.3, F.4, F.5, F.6, F.7, F.8, F.9, F.10, F.11, F.12.

Marco Conceptual del Departamento de Educación de Maestro (DTE por sus siglas en inglés)

El Marco Conceptual del Departamento de Educación de Northern New Mexico College representa el conocimiento, habilidades y disposiciones que todos los candidatos maestros deben mostrar durante el programa y como maestros practicantes. La instrucción en cada clase debe de reflejar el Marco Conceptual en los temas, tareas, discusiones y lecturas del curso.

Principio de Conocimiento

3. Enseñar: el maestro candidato comunica con y obtiene **comentarios** (feedback) de estudiantes en una manera que mejorar el conocimiento y aprendizaje estudiantil.
5. Evaluación: el maestro candidato utiliza efectivamente técnicas y procedimientos de evaluación estudiantil.
7. Diversidad: el maestro candidato reconoce la diversidad estudiantil y cree una atmósfera **conducible** (conductive) a la promoción de autoconcepto y involucramiento estudiantil positivo.

Descripción de Tarea/Aliñamiento

Tarea/Evaluación	Competencias NM ECE	Conocimiento, Habilidad o Disposición		Valor de puntos
Discusión de Blackboard Responder al tema de discusión y dos co- aprendices	F1, F4, F8, Objetivos 2, 4	K3, K5, K7,	8@5 pts	40 pts
Tarea #1: Ir a newmexicokids.org y encontrar el reglamento de licenciatura de la niñez temprana de NM que obligan (govern) a los programas (basados en centros). Seleccionar al menos 5 regulaciones y escribir un ensayo de análisis crítico de 1 página de longitud, doble espacio, sobre cómo las regulaciones hacen una diferencia en la cualidad de programación.	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objetivos 1, 2, 3, 4	K3, K5, K7,	10 pts	10 pts

Tarea/Evaluación	Competencias NMECE	Conocimiento, Habilidad o Disposición		Valor de puntos
Tarea #2: Desarrollar una lista de formularios de inscripción, cuestionarios/encuestas de familia, recursos de comunidad, fondos de conocimiento para desarrollar perfiles estudiantiles holísticas.	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objetivos 1, 2, 3, 4	K3, K5, K7,		10 pts
Tarea #3: Desarrollar un plan educativo o actividad para un grupo de edad específico basado en datos de evaluación que apoya el aprendizaje.	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objetivos 1, 2, 3, 4	K3, K5, K7,		10 pts
Tarea #4: Hacer una lista de 7 a 10 agencias comunitarias que brindan servicios de evaluación, como Child Find, Visitas a Casa para edades 0 a 4.	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objetivos 1, 2, 3, 4	K3, K5, K7,		10 pts
Examen Final	F1, F8, F9, F10 Objetivos 1, 2, 3, 4	K3, K5, K7,	1 @20 pts	20 pts
Puntos Totales:				100 pts

Cronograma: Fechas, Temas y Tareas del curso

Fechas	Temas/Capítulo de Libro	Tarea
SEMANA 1	<p>Introducción al curso Sistemas efectivos de la niñez temprana Mandatorios estatales y nacionales: Licenciatura, regulaciones, Estándares Nacionales y Estatales (NAC, NAEYC, Head Start, FOCUS)</p> <p>Leer: Capítulo 1</p>	<ol style="list-style-type: none"> 1. Archivar presentación de estudiante en Blackboard. 2. Revisar el plan de estudios. 3. Discusión 1: Responder a dos colegas. Comparar y contrastar dos recursos de acreditación en relación a los estandares de evaluación de niños (e.g., NAC, NAEYC, Head Start, FOCUS). 4. Tarea 1. 5. Examen Pre y Post de conocimiento previo.
SEMANA 2	<p>Componentes principales de programación de calidad</p> <ul style="list-style-type: none"> • Interacciones de maestro/niño (apoyo socio-emocional) • Entorno (organización de salón, gestión de comportamiento, horario, etc. 	<ol style="list-style-type: none"> 1. Discusión 2: Responder a dos colegas. Ver el video en Youtube de un maestro de la educación temprana. ¿Qué herramientas usan para evaluar? ¿Cada cuándo las usan? ¿Cómo evalúan su programa, currículo y niños? ¿Cómo incorporan a las familias? 2. Examen Pre y Post de conocimiento previo.

Fechas	Temas/Capítulo de Libro	Tarea
	<ul style="list-style-type: none"> • Apoyo instruccional (currículo, etc.) • Infraestructura y liderazgo de programa. <p>Leer: Capítulo 2</p>	
SEMANA 3	<p>Definir la evaluación</p> <ul style="list-style-type: none"> • Propósitos y tipos de evaluaciones • Definiciones de terminología • Lo apropiado en la evaluación de los niños. • Realibilidad y validez. <p>Leer: Capítulo 3</p>	<ol style="list-style-type: none"> 1. Discusión 3: Responder a dos colegas. Discutir la importancia de usar evaluación apropiada para los niños. 2. Examen Pre y Post de conocimiento previo.
SEMANA 4	<p>Evaluación a través las edades</p> <ul style="list-style-type: none"> • Bebé/Toddler • Preescolar • Escuela Primaria (K-tercer grado) <ul style="list-style-type: none"> ○ Exámenes estandarizados <p>Leer: Capítulo 4</p>	<ol style="list-style-type: none"> 1. Discusión 4: Responder a dos colegas. Discutir: ¿Qué se puede aprender de un niño por analizar artefactos? 2. Tarea 2. 3. Examen Pre y Post de conocimiento previo.
SEMANA 5	<p>Evaluación culturalmente responsivo</p> <ul style="list-style-type: none"> • La influencia de las diferencias culturales y lingüísticas sobre el aprendizaje y resultados de evaluación. • Elegir herramientas que son apropiadas cultural y lingüísticamente. <p>Leer: Capítulo 5</p>	<ol style="list-style-type: none"> 1. Discusión 5: Revisar herramientas para los bebés y toddlers, niños preescolares y de primaria o una escala de evaluación ambiental. Criticar si son apropiados cultural y lingüísticamente. 2. Tarea 3. 3. Examen Pre y Post de conocimiento previo.
SEMANA 6	<p>Evaluación y Currículo</p> <ul style="list-style-type: none"> • Usar datos de evaluación para planificar currículo apropiado <p>Leer: Capítulo 6</p>	<ol style="list-style-type: none"> 1. Discusión 6: Discutir la importancia de la objetividad en las observaciones, las reflexiones semanales para inferir y planificar. 2. Tarea 4. 3. Examen Pre y Post de conocimiento previo.

SEMANA 7	<p>Incluir a las Familias</p> <ul style="list-style-type: none"> • Las familias y la evaluación • Las familias como líderes • Derechos de padres de familia • Child Find <p>Leer: Capítulo 7</p>	<ol style="list-style-type: none"> 1. Discusión 7: Compartir sus ideas para cuestiones que pueden preguntar a los padres de familia si diseñarían una encuesta o entrevista para aprender sobre las familias y sus esperanzas para el aprendizaje y desarrollo de sus hijos. 2. Tarea 5. 3. Examen Pre y Post de conocimiento previo.
-------------	--	--

SEMANA 8	<p>Temas éticos y legales</p> <ul style="list-style-type: none"> • Mandatorios nacionales y estatales • La confiabilidad • Protocolos para el mantenimiento de récords y archivos. 	<ol style="list-style-type: none"> 1. Discusión 8: Compartir protocolos y pólizas para el mantenimiento de récords y archivos 2. Examen final
-------------	---	---

Calificación

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

Tareas tardes

Las tareas deben de ser entregadas en la fecha indicada en el plan de estudios. Cualquier excepción es la discreción del profesor y debe de ser acordada con anticipación.

Estudiante con incapacidades

Northern New Mexico College reconoce su responsabilidad para crear un clima institucional donde los estudiantes con incapacidades pueden sobresalir. De acuerdo con la Sección 504 del Acto de Rehabilitación y Acto de Americanos con Incapacidades, si usted tiene una incapacidad documentada, usted puede pedir acomodaciones para obtener acceso igual y para promover su aprendizaje en esta clase. Por favor contactar el Centro de Recurso al 505.747.2152 para investigar sobre acomodaciones apropiadas. Después que su elegibilidad sea determinada, se le dará una carta que puede presentar a sus instructores que les dejará saber cómo ayudarle de mejor manera.

Póliza de incompleto de NNMC

La calificación de "I" se da para trabajo de curso que no pudo ser cumplido por circunstancias más allá del control del estudiante. Esto significa una enfermedad grave o accidente y no planificación mal hecha. Si una crisis significativa previene cumplir a tiempo los requisitos del curso, por favor hacer una cita con su instructor. Cuando un incompleto se ha otorgado, es la responsabilidad del ESTUDIANTE para cumplir el trabajo de acuerdo con los parámetros del plazo. Si no cumple con el trabajo, la "I" se convierte automáticamente en "F" cuando el plazo vence.

Éticas Académicas

La deshonestidad en conexión con los exámenes o tareas del curso puede ser razón por la expulsión del Colegio. El plagio es el tipo más común de deshonestidad académica. El plagio consiste de cualquier representación del trabajo de otra persona como de uno sin reconocimiento apropiado. Los ejemplos incluyen, pero no son limitados a 1. Someter como trabajo propio un ensayo que incluye una parte copiada de un libro o artículo sin identificar la selección citada y/o fuentes. 2. Presentar las ideas de un autor como si fueran sus propias ideas o usar trabajo de otro estudiante con su nombre como autor. Cuando el instructor sospecha un estudiante de deshonestidad académica, el instructor abordará la situación con el estudiante. Si el problema no es solucionado a la satisfacción del instructor, el incidente se reportará al Director para acción. Los estudiantes están responsables de referir al Manual de Estudiante para pólizas y procedimientos específicos.



Department of Teacher Education

NORTHERN New Mexico College

ECED 1125 Assessment of Children and Evaluation of Programs

Semester Taught: Spring

Credit Hours: 3

Time and Place: Blackboard

Instructor Information

Instructor:	Communication Information:
--------------------	-----------------------------------

Required Text

Bohart, H., & Procopio, R. (2018). *Spotlight on young children: Observations and assessments*. NAEYC. ISBN- 978-193-811-3345

Supplemental Resources

Research reports, journal articles, Government publications: WEB resources

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-Synchronous 300 minutes a week for an 8-week 3 credit hr. course.

Catalog Course Description

This basic course familiarizes students with a variety of culturally appropriate assessment methods and instruments, including systematic observation of typically and on-typically developing children. The course addresses the development and the 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. (3, 3T+0L).

Course Level Outcomes

5. Use authentic observation as the foundation for assessment and growth and development.
6. Identify and describe age, culturally, and linguistically appropriate assessment tools for young children.
7. Identify IFSP and IEP procedures and the roles of multidisciplinary teams in serving children in the process of evaluation.
8. Describe the effects of cultural and socio-economic factors on evaluation and key legal and ethical issues in assessment.

New Mexico Entry Level Teacher Competencies

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 measures 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.1, F.2, F.3, F.4, F.5, F.6, F.7, F.8, F.9, F.10, F.11, F.12.

DTE's Conceptual Framework

The Conceptual Framework of the Department 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

3. Teaching: the teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

5. Assessment: the teacher candidate effectively utilizes student assessment techniques and procedures.

7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

Assignment Descriptions/Alignment

Assignment/Assessment	NM ECE Competencies	Knowledge Skill or Disposition		Point Value
Blackboard Discussion Respond to discussion board prompt and to one co-learner	F1, F4, F8, Objectives 2, 4	K3, K5, K7,	8@5 pts	40 pts
Assignment #1 Go to newmexicokids.org and find NM Early Childhood licensing regulations that govern (center-based) programs. Select 5 regulations and write a 1-page double-spaced paper critical analysis about how the regulations make a difference in quality programming.	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objectives 1, 2, 3, 4	K3, K5, K7,	10 pts	10 pts
Assignment #2 Develop a list of intake informs, family surveys/questionnaires, community resources, funds of knowledge to develop holistic profiles of students.	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objectives 1, 2, 3, 4	K3, K5, K7,		10 pts
Assignment #3 Develop a lesson plan or activity for a specific age group or child that supports learning based on assessment data.	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objectives 1, 2, 3, 4	K3, K5, K7,		10 pts
Assignment #4 Compile a list of 7-10 agencies and contacts for local Child Find, Home Visiting, and other screenings services for birth to 4	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11. F12 Objectives 1, 2, 3, 4	K3, K5, K7,		10 pts
Final Exam	F1, F8, F9, F10 Objectives 1, 2, 3, 4	K3, K5, K7,	1 @20 pts	20 pts
Total Points				100 pts

Schedule: Course Dates, Topics, Assignments

Dates	Topic/Text Chapter	Assignment
WEEK 1	Introduction to Course Effective Early Childhood Systems National and state mandates: Licensing Regulations, National and State Accreditation Standards (NAC, NAEYC, Head Start Performance Standards, FOCUS) Textbook Reading: Chapter 1	Post introduction on Blackboard; Syllabus review and acknowledgement Discussion Board 1: Respond to post and to a peer. Compare and contrast two of the accreditation resources in regard to child assessment Standards (NAC, NAEYC, Head Start Performance Standards, FOCUS) Assignment #1 Prior Knowledge (Pre and Post Assessment)
WEEK 2	Core Components of Quality Programming <ul style="list-style-type: none"> • Educator/child interactions (social-emotional support) • Environment (classroom organization, behavior management, schedules, etc.) • Instructional support (scaffolding, curriculum, etc.) • Program leadership and infrastructure Textbook Reading: Chapter 2	Discussion Board 2: Respond to post and to a peer. View the YouTube video on the early childhood educator. What assessment tools or means do they use for assessment? How often do they use them? How do they evaluate their program, curriculum, children? How do they incorporate families? Prior Knowledge (Pre and Post Assessment)
WEEK 3	Defining Assessment <ul style="list-style-type: none"> • Purposes and types of assessments • Definitions of terminology • Developmentally appropriateness in assessment of children • Validity & Reliability Textbook Reading: Chapter 3	Discussion Board 3 / Assignment #2 Respond to post and to a peer. Discuss the importance of using developmentally appropriate assessments? Prior Knowledge (Pre and Post Assessment)
WEEK 4	Assessment across ages <ul style="list-style-type: none"> • Infant/Toddler • Preschool • School age (K-3rd grade) <ul style="list-style-type: none"> ○ Standardized tests Textbook Reading: Chapter 4	Discussion Board 4: Respond to post and to a peer. Discuss what you can learn about a child by analyzing the artifacts. Assignment #2
WEEK 5	Culturally Responsive Assessment <ul style="list-style-type: none"> • Influence of cultural and linguistic difference on learning and assessment outcomes • Choosing tools that are culturally and linguistically appropriate 	Discussion Board 5: Review assessment tools for infant/toddlers, preschoolers or school age or an environmental rating scale and critique whether or not they are developmentally and culturally appropriate. Textbook Reading: Chapter 5 Assignment #3 Prior Knowledge (Pre and Post Assessment)

WEEK 6	Assessment & Curriculum <ul style="list-style-type: none"> • Assessment, developmentally appropriate curriculum and planning 	Discussion Board 6: Discuss the importance of objectivity in observations, weekly reflection, inferring and planning. Textbook Reading: Chapter 6 Assignment #4 Prior Knowledge (Pre and Post Assessment)
WEEK 7	Including Families <ul style="list-style-type: none"> • Families and assessment • Families as team leaders • Parent rights • Screening and Child Find 	Discussion Board 7: Share your ideas on information you could ask families if you were to design questions for an interview Textbook Reading: Chapter 7 Assignment #5

Week 8	Ethical Issues <ul style="list-style-type: none"> • Legal issues • National & State mandates • Confidentiality • Record Keeping Procedures 	Discussion Board 8: Share record keeping procedures and/or policies for program and classrooms. Final Exam
--------	--	---

Grading

A+ 100 - 97	A 96 - 93	A- 92 - 90
B+ 89 - 87	B 86 - 83	B- 82 - 80
C+ 79 - 77	C 76 - 73	C- 72 - 70
D+ 69 - 67	D 66 - 63	D- 62 - 60
F 59 - 0		

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 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 the Resource Center at 505-747-2152 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 acknowledgement. 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.



*Department of Teacher Education***NORTHERN New Mexico College**

ECED

Horas de Crédito: 3

Semestre enseñado:

Tiempo y lugar:

Información de instructor:

Instructor:	Información de comunicación:
-------------	------------------------------

Spanish translations of the syllabi for the following courses are in progress:

- ECED 1115 Health, Safety, and Nutrition
- ECED 2110 Professionalism
- ECED 2115 Introduction to Language, Literacy and Reading
- ECED 2120 Curriculum Development through Play, Birth through age 4
- ECED 2121 Practicum - Birth through Age 4
- ECED 2130 Curriculum Development & Implementation, Age 3 through Grade 3
- ECED 2131 Practicum – Age 3 through Grade 3



Department of Teacher Education

NORTHERN New Mexico College**ECED 1115 Health, Safety and Nutrition****Semester Taught:** Spring 2024**Credits:** 2**Time and Place:** March 18, 2024-May 10, 2024/ Blackboard Term 2**Instructor Information:**

Instructor:	Communication Information:	Office Hours:
-------------	----------------------------	---------------

Required Text: Marotz, L. R., *Health, safety, and nutrition for the young child* (11th Ed.) (2020). ISBN: 978-035-704-0775. Boston, MA: Cengage Learning.

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. Since this is an online class, 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: Synchronous 200 minutes a week for an 8-week 2 credit hr. course.

Catalog Course Description: 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. (2, 2T+0L).

Course Level Outcomes:

1. Demonstrate knowledge of resources for families with regard to all issues relating to health, safety and nutrition.
2. Design a curriculum and program, both indoors and outdoors, that emphasizes the importance of health, safety and nutrition.
3. Evaluate and explain the referral process when services and resources are needed by children and families.

New Mexico Entry Level Teacher Competencies

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. **B1, B2, B3, B4, B5, B6, B7, B8.**

DTE's Conceptual Framework- the Conceptual Framework 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

1. Curriculum- the teacher candidate demonstrates knowledge of the content area and approved curriculum.
2. Instruction- the teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.
3. Assessment- the teacher candidate effectively utilizes student assessment techniques and procedures.
5. Learning- the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.
6. Diversity- the teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
8. Collaboration- the teacher candidate works productively with colleagues, parents and community.

Assignment Descriptions/Assessment Alignment

Assignment / Assessment	NMPED Teacher Competencies	Knowledge, Skill or Disposition	NNMC SLO		Point Value
Weekly Reflections Complete the provided reflection prompt each week. Address all aspects of the reflection and include expectations provided in the grading rubric. Tips for completing an academic weekly reflection a) read assignment with diligence; b) develop scholarly notes; and c) reflect & quote the text with a high level of punctuation and thinking.	B1-8 Objectives 1, 2, 3	K1, K2, K5, K3, K6	1	4 @ 9 points each	36 pts
Weekly Chapter Knowledge Checks Knowledge of resources for families	B1-6 Objective 1	K3, K5	1	1 weekly @ 5 points each	35 pts
Your Choice Final: Final Exam or Final Project Exam Questions Covering Chapters 1-19 OR Power Point Presentation-15 slides on approved early childhood Health Issue and the referral process	B1-8 Objectives 1, 2, 3	K1, K2, K8	1	1@50 points each but you are only completing one option	50 pts
Blackboard Participation & Attendance	B1-8 Objectives 1, 2, 3	K1, K2, K8	1	4 @ 5 points each	20 pts
TOTAL POINTS					141

Course Dates, Topics, Assignments

Date	Topic/ Text Chapter	Assignment
WEEK 1	Introduction Promoting Children's Health (Unit 1) Chapter 1 & Chapter 3	Introduction & Welcome Sheet Read Chapters 1 and 3 Review Chapter PowerPoint Presentations

		Post Online Reflection Week 1 Participation and Attendance- Respond to at least two peer responses. Knowledge Check Chapters 1 and 3
WEEK 2	Promoting Children's Health (Unit 1) Chapters 4 & Chapter 5	Read Chapters 4 and 5 Review Chapter PowerPoint Presentations Knowledge Check Chapters 4 and 5
WEEK 3	Keeping Children Safe (Unit 2) Chapter 7 & Chapter 8	Read Chapters 7 and 8 Review Chapter PowerPoint Presentations Post Online Reflection Week 3 Participation and Attendance- Respond to at least two peer responses. Knowledge Check Chapters 7 and 8
WEEK 4	Keeping Children Safe (Unit 2) Chapter 10 & Chapter 11	Read Chapters 10 and 11 Review Chapter PowerPoint Presentations Knowledge Check Chapters 10 and 11
WEEK 5	Foods and Nutrients (Unit 3) Chapter 12 & Chapter 14	Read Chapters 12 and 14 Review Chapter PowerPoint Presentations Post Online Reflection Week 5 Participation and Attendance- Respond to at least two peer responses. Knowledge Check Chapters 12 and 14
WEEK 6	Nutrition and the Young Child (Unit 4) Chapter 15 & Chapter 16	Read Chapters 15 and 16 Review Chapter PowerPoint Presentations Post Online Reflection Knowledge Check Chapters 15 and 16
WEEK 7	Nutrition and the Young Child (Unit 4) Chapter 18 & Chapter 19	Read Chapters 18 and 19 Review Chapter PowerPoint Presentation Post Online Reflection Week 7 Participation and Attendance- Respond to at least two peer responses. Knowledge Check Chapters 18 and 19
WEEK 8 Short Week- All Assignments due by Friday at midnight	Your Choice Final: Final Project or Exam You must choose one!	Final Project or Final Exam Final Project: Power Point Presentation-15 slides on approved early childhood Health Issue and the referral process OR Exam Questions Covering Course Chapters

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

Written and Discussion Assignments

You will be evaluated on how well you understand the information gained in this course by demonstrating your understanding through participation in class and through course assignments. Grading rubrics will be provided under the "start here" tab in the BlackBoard course. You are encouraged to review the grading rubrics before beginning an assignment.

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. All assignments will be taken late however, a one-point deduction will be added to the grade due to lateness.

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 call the Accessibility and Resource Center 505-747-2152 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.

Counseling and Student Support Services (CASSC): are available year-round on-campus, or virtually (as needed) for NNMC students. Counseling services are provided by licensed professional counselors. All services are FREE for students and are confidential. No record of counseling is contained in any academic, educational, or job placement file. Counseling is an opportunity to solve problems and learn new skills. Students can utilize counseling services to address issues such as depression, anxiety, stress, PTSD, anger management and alcohol and drug concerns. Students may also meet with a counselor if they are interested in off-campus resources and referrals. In addition to offering students help through counseling services, CASSC also assists students with addressing socio-economic stressors through connecting students with various community resources such as housing, food, childcare and much more.

[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.



Department of Teacher Education

NORTHERN New Mexico College

**Course Name:** ECED 2110 PROFESSIONALISM**Semester Taught:** Fall

Credit Hours: 2

Course, Time and Place: Web/Online

Instructor Information:

Instructor:	Communication Information:	Office Hours:
-------------	----------------------------	---------------

Required Text: Follari, M. L. (2015) *Foundation and Best Practices in Early Childhood Education: History, Theories, and Approaches to Learning* (4th Edition). Upper Saddle River, NJ: Prentice Hall. 978-013-474-7989

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). Asynchronous 200 minutes a week for an 8-week 2 credit hr. course.

Course Level 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.

NM Teacher Competencies (InTASC) and Department of Education's Conceptual Framework.

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.**

DTE's Conceptual Framework - The Conceptual Framework of the Department 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

Assignment Descriptions/Assessment Alignment:

Assignment/Assessment	NMPED Teacher Competencies	Knowledge, Skill or Disposition		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	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	1 @ 15 pts	15 pts
Midterm Exam	B4, C 11, G1, 2, 3, 4, 5, 7	K 6,7,8 S1 D3	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 @ 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	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 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 the Resource Center at 505-747-2152 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.



Department of Teacher Education

NORTHERN New Mexico College



ECED 2115 Introduction to Language, Literacy and Ready

Semester Taught: Spring

Credit Hours: 3

Time and Place:

Instructor Information

Instructor:	Communication Information:	Office Hours:
-------------	----------------------------	---------------

Required Text:

J. Christie, B. Enz & C. Vukelich, (2014). *Teaching language and literacy: Preschool through the elementary grades*, (5th Ed.). ISBN- 978-013-306-6814. Pearson.

Required Materials or Readings

Family Engagement, (2015-2023). University of New Mexico Early Childhood Services Center, <https://www.newmexicokids.org/quality-programs/child-care/family-engagement/>

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: Asynchronous 300 minutes a week for an 8-week 3 credit hr. course.

Catalog Course Description: 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, phonics, 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. (3,3T+0L).

Course Level Objectives

1. Explore experiences and attitudes toward literacy learning that impact teaching and practices.
2. Explore a developmental approach to language acquisition, literacy development, and the components of literacy for children birth – 3rd grade.
3. Integrate the concepts that foster young children's oral language development, phonemic awareness, phonics, fluency, vocabulary, and comprehension skills.
4. Examine and synthesize literacy learning activities based on developmentally, culturally and linguistically appropriate reading and writing resources that reflect and promote community and home traditions.

New Mexico Entry Level Teacher Competencies

A. Child growth, development and learning

Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning. A.7, A.8, A.9,

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.8, C.10.

D. Developmentally appropriate content

Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children's initial experiences with these content areas form the foundation for later understanding and success. D.4, D.7.

E. Learning environment and curriculum implementation

Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners. E.9, E.10, E.11.

DTE's Conceptual Framework

The Conceptual Framework of the Department 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

1. Curriculum: the teacher candidate demonstrates knowledge of the content area and approved curriculum.
2. Instruction: the teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.
3. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

Assignment Descriptions/ Alignment

Assignment/Assessment	Course Objectives NMPED Early Childhood Competencies Conceptual Framework	Point Value	Points Earned
Discussion Board-Discussion Boards- Provide an opportunity to reflect on background knowledge and to connect new concepts	Course Objectives- 1-4 Early Childhood Competencies: D, E COE CF- KP 1, 2, 4	5@ 6 pts.	30 pts
#1 Assignment Strategy Toolbox- Oral language development, phonemic awareness, phonics	Course Objectives- 1-3 Early Childhood Competencies: D, E COE CF- KP 1, 2, 3	1 @ 15 pts.	15 pts
#2 Assignment- (20 books) Library Toolbox- developmentally, culturally and linguistically appropriate children's books- Age 3 to Grade 3	Course Objectives- 1-3 Early Childhood Competencies: D, E COE CF- KP 1, 2, 3	1 @ 20 pts.	20 pts
#3 Assignment Strategy Toolbox- Fluency, vocabulary, comprehension	Course Objectives- 1-3 Early Childhood Competencies: D, E COE CF- KP 1, 2, 3	1 @ 15 pts.	15 pts

Assignment/Assessment	Course Objectives NMPED Early Childhood Competencies Conceptual Framework	Point Value	Points Earned
Final Project- Family & community Resources https://www.newmexicokids.org/quality-programs/child-care/family-engagement/ Examine and synthesize available resources for teaching reading and writing as integrated skills to support family and community involvement	Course Objectives- 1-4 Early Childhood Competencies: D, E COE CF- KP 1, 2, 3	1 @ 20 pts.	20 pts
Total Points			100

Course Dates, Topics, Assignments

Week	Topics Weekly Objective	Readings	Assignments Dates
Week #1 1/16/24	Welcome- Introduction, course syllabus, assignments, Bb expectations Course Objectives- 1, 2 Students will explore experiences and attitudes toward literacy learning that impact teaching and practices. Students will explore a developmental approach to language acquisition, literacy development, and the components of literacy for children birth – 3 rd grade.	Readings: Christie, Enz & Vukelich: Pgs.4-21 (Chapter 1) Topics: Chapter 1- <i>Foundations of Language and Literacy</i> Discussion Board- -Students Introductions -Establish background knowledge and making new connections through application and reflection	Discussion #1 Introductions Course expectations Reflective practice Opens: 1/16/2024 Due: 1/21/24
WEEK #2 1/22/24	Course Objectives- 2, 3 Students will explore a developmental approach to language acquisition, literacy development, and the components of literacy for children birth – 3 rd grade. Students will integrate the concepts that foster young children’s oral language development.	Readings: Christie, Enz & Vukelich: Pgs.22-86 Topics: Chapter 2- <i>Oral Language Development</i> Topics: Chapter 3- <i>Family Literacy</i> Discussion Board- -Establish background knowledge and making new connections through application and reflection	Discussion #2 Reflective practice Opens: 1/22/2024 Due: 1/28/24
WEEK #3 1/29/24	Course Objectives- 2, 3 Students will explore a developmental approach to language acquisition,	Readings: Christie, Enz & Vukelich: Pgs. 87- 159	#1 Assignment Strategy Toolbox- Oral language development,

Week	Topics Weekly Objective	Readings	Assignments Dates
	<p>literacy development, and the components of literacy for children birth – 3rd grade.</p> <p>Students will integrate the concepts that foster young children’s oral language development and phonemic awareness.</p>	<p>Topics: Chapter 4- <i>Facilitating Oral Language Learning</i> Chapter 5- <i>Emergent Literacy Strategies</i></p> <p>Discussion Board- -Students Introductions -Establish background knowledge and making new connections through application and reflection</p>	<p>phonemic awareness, phonics</p> <p>Discussion #3 Reflective practice</p> <p>Opens: 1/29/2024 Due: 2/04/24</p>
WEEK #4 02/05/24	<p>Course Objectives- 3, 4 Students will integrate the concepts that foster young children’s oral language development, phonemic awareness, and phonics.</p> <p>Students will examine and synthesize literacy learning activities based on developmentally, culturally and linguistically appropriate reading and writing resources that reflect and promote community and home traditions.</p>	<p>Readings: Christie, Enz & Vukelich: Pgs. 160- 220 Topics: Chapter 6- <i>Teaching Early Reading and Writing</i> Chapter 7- <i>Assessing Early Literacy: Finding Out What Young Children Know and Can Do</i></p> <p>Discussion Board- -Students Introductions -Establish background knowledge and making new connections through application and reflection</p>	<p>Discussion #4 Reflective practice</p> <p>Opens: 2/05/2024 Due: 2/11/24</p>
WEEK #5 02/12/24	<p>Course Objectives- 3 Students will integrate the concepts that foster young children’s oral language development, phonemic awareness, phonics, and fluency.</p>	<p>Readings: Christie, Enz & Vukelich: Pgs. 223-293 Topics: Chapter 8- <i>Beginning Reading Instruction: Helping Children Learn to Read</i> Chapter 9- <i>Continuing Reading Instruction in Grades 3-5</i></p> <p>Discussion Board- -Students Introductions -Establish background knowledge and making new connections through application and reflection</p>	<p>#2 Assignment Classroom Library-</p> <p>Discussion #5 Reflective practice</p> <p>Opens: 2/12/2024 Due: 2/18/24</p>
WEEK #6 02/19/24	<p>Course Objectives- 3 Students will integrate the concepts that foster young children’s oral language development, phonemic awareness, phonics, fluency, and vocabulary.</p>	<p>Readings: Christie, Enz & Vukelich: Pgs.294- 328 Topics: Chapter 10- <i>Creating Writers: Teaching Children to Write Well</i></p>	<p>#3 Assignment Strategy Toolbox-</p> <p>Opens: 2/19/2024 Due: 2/25/24</p>

Week	Topics Weekly Objective	Readings	Assignments Dates
WEEK #7 02/26/24	<p>Course Objectives- 3, 4 Students will integrate the concepts that foster young children’s oral language development, phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p> <p>Students will examine and synthesize a collection of literacy learning activities based on developmentally, culturally and linguistically appropriate reading and writing resources that reflect and promote community and home traditions.</p>	<p>Readings: Christie, Enz & Vukelich: Pgs.329- 355</p> <p>Topics: Chapter 11- <i>Teaching the Mechanical Skills of Writing</i></p>	<p>Final Project-</p> <p>Opens: 2/26/2024 Due: 3/03/24</p>
WEEK #8 03/04/24	<p>Students will examine and synthesize a collection of literacy learning activities based on developmentally, culturally and linguistically appropriate reading and writing resources that reflect and promote community and home traditions.</p>	<p>Wrap it up – Tying it all together- Analyzing the learning process</p>	<p>Final Project Due: 3/06/24</p>

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 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 the Resource Center at 505-747-2152 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.



Department of Teacher Education

NORTHERN New Mexico College**Course****Name:** 2120 Curriculum Development through Play, Birth through age 4**Semester Taught:** Fall**Credit Hours:** 3**Course, Time and Place:** Blackboard**Instructor Information:**

Instructor:	Communication Information:	Office Hours:
-------------	----------------------------	---------------

Required Text: Swim, T. J. (2017). *Infants and toddlers: Caregiving and Responsive Curriculum and teaching* (9th ed.). Belmont, CA: Wadsworth. (ISBN: 9781305501010)

E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you have technical problems, contact Eagle Techs: (505) 747-2224, eagle.tech@nnmc.edu

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. Asynchronous 300 minutes a week for an 8-week 3 credit hr. course.

Catalog Course Description: 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 IFSP is included. Curriculum development is all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four, is emphasized. *Co-requisite:* ECED 2121L (2,2T+0L).

Course Objectives:

1. Explain how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental areas.
2. 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.
3. Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities.
4. Design curricula and learning environments based on developmental observational assessment, children's interests and relevant content topics.

NM Teacher Competencies (InTASC) and the Department of Teacher Education's Conceptual Framework.

A: Child growth, development and learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning. **A.11.**

D: Developmentally appropriate content: Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children's initial experiences with these content areas form the foundation for later understanding and success. **D.1, D.2, D.6.**

E: Learning environment and curriculum implementation: Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners. **E.1, E.2, E.4, E.5, E.6, E.7, E.8, E.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.9.**

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-

1. Curriculum: the teacher candidate demonstrates knowledge of the content area and approved curriculum.
2. Instruction: the teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.
4. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.
7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
9. Collaboration- the teacher candidate works productively with colleagues, parents and community.

Skills-

2. Utilization of Planning and Assessment tools

Dispositions-

1. Fairness
2. A belief that all students can learn

Assignment Descriptions/ Alignment:

Assignment	NMPED Teacher Competencies	Knowledge, Skill or Disposition		Point Value
Weekly discussions/reflections	D1, 2, 6 E.1, 2, 4, 5, 6, 7, 8, 11 F9	K7 S2 D2	8 @ 6 pts	48pts

Assignment	NMPED Teacher Competencies	Knowledge, Skill or Disposition		Point Value
Situational Application of Knowledge Assignments	E 1, 2, 4, 5, 6, 7,8, 11 Objectives 3, 4	K1, 2, 4, 7 S2 D2	3 @ 10pts	30 pts
Design a learning activity for one of the following content areas: literacy, numeracy, social studies, health/wellness and science for a group of infants, toddlers, or 3- 4-year-olds. These activities must be linguistically and culturally appropriate. Use the NM ELG as reference. Use the NNMC Lesson Plan Template, supplemental articles/reading material and provide artifacts.	E. 1, 2,4, 5, 6, 7, 8 11 F. 9 Objectives 1-4	K1, 2, 4, 7, 9 S2 D2	1@22pts	22 pts
TOTAL POINTS				100 pts

Course Dates, Topics, Assignments:

Date	Topic/ Text Chapter	Assignment
WEEK 1	Part 1 Understanding the Foundations of Professional Educ. Chapter 1- Taking a Developmental Perspective Chapter 2- Physical and Cognitive /Language Development	Introduction: Introduce yourself, what you expect to learn, something about your educational experiences, and post. #1 Discussion Board: Post and respond to the following questions: A. What are supports and policies that foster meaningful relationships with children? B. What do schedules and high-quality care mean in relation to your work with children?
WEEK 2	Chapter 3 - Social and Emotional Development Chapter 4- Attachment and the Three A's	#2 Discussion Board: Post and respond to the following question: A. Explain what primary care, continuity of care, and small group size mean. Situational Application of Knowledge Assignment #1: Read, <i>Reading Checkpoint</i> on page 20, and <i>Case Study-Trisha</i> on page 21. Write a response to the questions and post to the Discussion Board.
WEEK 3	Chapter 5- Effective Preparation and Tools Part 2: Establishing a Positive Learning Environment Chapter 6- Building Relationships and Guiding Behaviors	#3 Discussion Board: Post and respond to the following question: A. What are the three A's? B. Describe the components of a positive learning environment with culturally responsive and respectful exchanges of ideas.
WEEK 4	Chapter 7 Supportive Communication with Families and Colleagues Chapter 8- The Indoor and Outdoor Learning Environments	#4 Discussion Board: Post and respond to the following question: A. What are your responsibilities in terms of developing positive relationships with families? B. Reflection explanation—do your biases and judgments about families impact how children learn? Situational Application of Knowledge Assignment #2: Read, <i>Reading Checkpoint</i> on page 237, and <i>Case Study-Lukaz and Taylor</i> on

Date	Topic/ Text Chapter	Assignment
		page 238.
WEEK 5	Chapter 9- Designing the Curriculum Part 3 Developing Responsive Curriculum pg. 240 Chapter 10- Early Interventions	#5 Discussion Board: Post and respond to the following question: A. What purpose does <i>learning about the interests of children</i> really mean when developing curriculum?
WEEK 6	Chapter 11- Teaching Children Birth to Twelve Months Chapter 12 – Teaching Children Twelve to Twenty-Four Months	#6 Discussion Board: Post and respond to the following question: A. Describe developmentally appropriate practices (DAP). Situational Application of Knowledge Assignment #3: Read, <i>Reading Checkpoint</i> on page 306, and <i>Case Study-Lennie Bites</i> on page 315-316. Make a graphic organizer (see example on page 235 in Chapter 9) of all that you learned from Chapters 10-12 and post to the Discussion Board Week 6.
WEEK 7	Chapter 13- Teaching Children Twenty-Four to Thirty-Six Months Chapter 14 Developing Appropriate Content	#7 Discussion Board: Post and respond to the following question: A. Name some principles from the Reggio Emilia Approach (REA). Which principle do you find most interesting, and why?
WEEK 8 Last week of the course. All assignments due by Friday @ 5:00 pm	End of Course Wrap Up	#8 Discussion Board: Post and respond to the following question: A. Brain development, brain architecture, and literacy efforts mean what to you? Final Assignment post to Discussion Board Week 8 (no more than 5 PowerPoint slides or comparable alternative format, include images/drawings, etc.): Design a learning activity for one of the following content areas: literacy, numeracy, social studies, health/wellness and science for a group of infants, toddlers, or 3- 4-year-olds.

Grading

A+ 4.33 Outstanding	A 4.00 Outstanding	A- 3.67 Outstanding
B+ 3.33 Above Average	B 3.00 Above Average	B- 2.67 Above Average
C+ 2.33 Average, Passing	C 2.00 Average, Passing	C- 1.67 Average, Passing
D+ 1.33 Below Passing	D 1.00 Below Passing	D- 0.67 Below Passing
F 0.00 Not Passing		

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. The strongest suggestion for success is not to get behind.

Students with Disabilities: Northern New Mexico College recognizes its responsibility for creating 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 the Resource Center at 505-747-2152 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 because 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.



Department of Teacher Education

NORTHERN New Mexico College



Course Name: ECED 2121L Curriculum Development Through Play – Birth through Age 4 (PreK) Practicum -

Semester Taught: Fall **Credit Hours:** 2

Course, Time and Place: Blackboard Placement Required

Instructor Information:

Instructor:	Communication Information:	Office Hours:
--------------------	-----------------------------------	----------------------

Required Text: No text

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 have technical problems, contact Eagle Techs: (505) 747-2224, eagle.tech@nnmc.edu

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.

Catalog Course Description: 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. As assigned by the instructor, you will be engaged in specific responsibilities for 75 hours in field and/or lab experiences. You must have a background check on file with the Department of Teacher Education.
Co-requisite: ECED 2120 (Fall). (2, 2T+0L).

Course Objectives:

1. Provide or facilitate a variety of activities that foster development of the whole child in the following areas: Physical/motor, social/emotional, language/cognitive and adaptive/living skills.
2. Based in observation and interactions with children, explain using a strengths-based perspective, how each child is unique and can be encouraged through diverse ways, including creative play.
3. Utilize a physical setting, schedule, routines, and transitions to provide quality experiences that promote children's development and learning.

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

New Mexico Entry Level Teacher Competencies (InTASC):

A: Child growth, development and learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning. **A.5.**

D. Developmentally appropriate content: Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the

arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children's initial experiences with these content areas form the foundation for later understanding and success. **D.5, D.7.**

E: Learning environment and curriculum implementation: Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners. **E.4, E.5, E.6, E.7, E.8.**

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-

1. Curriculum: the teacher candidate demonstrates knowledge of the content area and approved curriculum.
2. Instruction: the teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.
3. Teaching: the teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.
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-

2. Utilization of Planning and Assessment tools

Dispositions-

3. Ethical Behavior

Assignment/Assessment	NMPED Teacher Competencies	Knowledge, Skill or Disposition	Point Value
Introductory letter: write a letter to your mentor teacher introducing yourself and thanking the teacher for the opportunity to complete the practicum in her/his classroom.	A.5 D5, D7, E 4, 5, 6 7, 8 Objectives 1,2, 3, 4	K1, K4, K7, D2, S1	1 @10 pts 10 pts
Placement information form, plan to complete hours		K8 D3	1 @5 pts 5 pts
Plan to complete the 75 hours of practicum		K8 D3	1@10 pts 10 pts
Background check Confirmation		K 8 D3	1 @ 5 pts 5 pts
Design a physical environment that encourages: active involvement, initiative, self-expression, creativity, and responsibility. The physical environment should include distinct blocks of time.	A.5 D5, D7, E 4, 5, 6 7, 8 Objectives 1, 3	K3, K4, K7, D1, S1	1 @20 pts 20 pts
Dispositions Checklist (self-evaluation)		K1, K7, D2, S1	1 @10 pts 10 pts

Reflective Practice- Write a one-page, double-spaced journal entry. Reflect on your practicum experience with a high level of thinking.	A.11 D. 2, 3, 4, 6 E. 1, 2, 4, 5, 6, 7, 12 F. 9	K1, K4, D2, S2	1 @15 pts 15 pts
Attendance logs: Submit weekly attendance logs for all the hours of practicum until you complete at least 75 hours. You must submit one form for each week of practicum. You may submit each log at the end of the week or all logs at the end of the practicum.		K8 D3	1 @ 25 pts 25 pts
Discussions: share your practicum observations with your classmates through classroom discussion posts	A.11 D. 2, 3, 4, 6 E. 1, 2, 4, 5, 6, 7, 12 F. 9	K1, K4, D2, S2	5 @ 5 pts 25 pts.
TOTAL POINTS			125 pts

Course Dates, Topics, Assignments:

Date	Topic	Assignment
WEEK 1	Introduction, Lab Experiences, Curriculum	Discussion -- Introduction: Introduce yourself, what you expect to learn, and something about your educational experiences. Documentation: Placement information form Background check confirmation Plan to complete practicum hours Discussion: Activity--Play, nature, and the Reggio Emilia Approach
WEEK 2 -3	Integrated Curriculum, Using Anti-bias Materials in the Classroom, Creative Expression of Children, Planning Blocks of Time for Learning	Discussion, Week 3: Activity—The environment as the third teacher Observational notes sharing with peers
WEEK 4-5	Curriculum for the Whole Child, How to Write a Lesson Plan, What Works for Delivering Curriculum?	Discussion, Week 5: —Planning with the interests of children in mind. Observational notes sharing with peers
WEEK 6 – 7	What are the Elements of a Good Lesson plan? Creating Meaningful Learning Environments, Why Are Observations Important?	Lesson Plan/Implementation of early literacy lesson Discussion, Week 7: Activity—Reflective teaching, journaling, and the child as the protagonist. Observational notes sharing with peers
WEEK 8 Last week of the course. All assignments due by Friday @	Professionalism, Professional Codes of Ethics/Conduct Practicum Reflective Practice	Observational notes sharing with peers Dispositions checklist (self-evaluation) Attendance Logs Reflective Journal

5:00 pm

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

	A	B	C
Familiarity with information	Informative, Shows knowledge of the course material	Little information and/or shows little knowledge of course material	Lacks information and/or does not show knowledge of course material
Completeness	Includes all assignment requirements	Includes some of the assignment requirements	Includes a few of the assignment requirements
Thought and Effort	Demonstrates much thought and effort	Demonstrates some thought and effort	Demonstrates very little thought and effort
Punctuation, grammar, and spelling	Appropriate punctuation, grammar, and spelling	Some grammatical, punctuation, and spelling errors	Many grammatical, punctuation, and spelling errors
Organization	Ideas are logically organized, using APA style where required	Somewhat logically organized	Lacks organization
Punctuality	Submitted on time	Submitted up to 2 days late	Submitted up to four days late

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 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 the Resource Center at 505-747-2152 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 worked 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.



Department of Teacher Education

NORTHERN New Mexico College



ECED 2130 Curriculum Development and Implementation Age 3 through Grade 3

Semester Taught: Spring

Credit Hours: 3

Time and Place: Blackboard

Instructor Information

Instructor:	Communication Information:
-------------	----------------------------

Required Text: C. Eliason, L. Jenkins. (2016) *A Practical Guide to Early Childhood Curriculum* (10thed.) Pearson – ISBN 978-013-380-1293

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: Asynchronous 300 minute a week for an 8-week 3 credit hr. course.

Catalog Course Description: The curriculum course focuses on developmentally appropriate curriculum content in early childhood programs in the early childhood years. 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 development of IEPs is included. *Co-requisite:* ECED 2131 (3,3T+0L).

Course Level Outcomes:

1. Explain how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels.
2. 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.
3. 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.
4. Design curricula and learning environments based on developmental observational assessment, children's interests and relevant content topics.

New Mexico Entry Level Teacher Competencies

A. Child growth, development and learning

Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning. **A.11.**

D. Developmentally appropriate content

Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and interdisciplinary integration. Their approach to curriculum

content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children's initial experiences with these content areas form the foundation for later understanding and success. **D.2, D.3, D.4, D.6.**

E. Learning environment and curriculum implementation

Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners. **E.1, E.2, E.4, E.5, E.6, E.7, E.12.**

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.9.**

DTE's Conceptual Framework

The Conceptual Framework of the Department 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

1. Curriculum: the teacher candidate demonstrates knowledge of the content area and approved curriculum.
3. Teaching: the teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.
- 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.

Skills

1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Dispositions

1. Fairness
2. A belief that all students can learn

Assignment Descriptions/ Alignment

Assignment/Assessment	NMPED Teacher Competencies	Knowledge, Skill or Disposition	Point Value
Chapter Reading, Reflection and Discussion Board: Reading Checkpoint	A.11 D. 2, 3, 4, 6 E. 1, 2, 4, 5, 6, 7, 12, F. 9 Objectives 1, 2, 3	K1, K 3, K4, D2, S2	6@ 5pts =30 pts
Assignment #1-Language & Literacy	D. 2, 3, 4, 6	K1, K4, K7, D2,	1 @ 15pts =15 pts

Curriculum Implementation	E. 1, 4, 6, 8 Objectives 1, 2, 3, 4	S1	
Assignment #2 -Design a physical environment that encourages: active involvement, initiative, self-expression, creativity, and responsibility. The physical environment should include distinct blocks of time. Power Point	E. 1, 2, 4, 5, 6 Objectives, 1, 2,3, 4	K3, K4, K7, D1, S1	1 @ 15pts =15 pts
Assignment #3 -Science & Math Curriculum Implementation	D. 2, 3, 4, 6 E. 1, 4, 6, 8 Objectives 1, 2, 3, 4	K1, K4, K7, D2, S1	1 @ 20pts =20 pts
Final Project -Unit Plan on Inclusive Classroom- Develop a thematic unit plan that includes opportunities for self-expression, exploration, and creative play.	A.11 D. 2, 3, 4, 6 E. 1, 2, 4, 5, 6, 7, 12 F. 9 Objectives 1, 2, 3, 4	K1, K7, D2, S1	1 @20pts =20 pts
TOTAL POINTS			100 pts

Course Dates, Topics, Assignments

Date	Topic/ Text Chapter	Assignment
WEEK 1	PART 1 Introduction to ECED (pg.1) Chapter 1 ECED & Developmentally Appropriate Practice	#1 Online Discussion: Follow Guidelines and rubric: Reading Checkpoint Questions & Reflective
WEEK 2	Chapter 2 Family School and Community Partnerships Chapter 3- Assessment Chapter 4- Planning the Curriculum	#2 Online Discussion: Follow Guidelines and rubric: Reading Checkpoint Questions & Reflective
WEEK 3	PART 2 Personal & Social Development (pg.93) Chapter 5- Appreciation Differences Chapter 6- Myself and Others	#3 Online Discussion: Follow Guidelines and rubric: Reading Checkpoint Questions & Reflective Assignment #1 -Language & Literacy Curriculum Implementation
WEEK 4	PART 3 Cognitive and Literacy Development (pg.169) Chapter 7- Language Development Chapter 8 -Literacy Development	Assignment #2 -Design a physical environment that encourages: active involvement, initiative, self-expression, creativity, and responsibility. The physical environment should include distinct blocks of time. Power Point
WEEK 5 Cont'd Week5	PART 4 Science & Math Development (pg.221) Chapter 9 Science & Math Chapter 10 Physical Science	#4 Online Discussion: Follow Guidelines and rubric: Reading Checkpoint Questions & Reflective Assignment #3 -Science & Math Curriculum Implementation
WEEK 6	Chapter 11- Earth & Space Science Experiences Chapter 12- Life Science Chapter 13- Mathematics	#5 Online Discussion: Follow Guidelines and rubric: Reading Checkpoint Questions & Reflective
WEEK 7	PART 5 Aesthetic & Creative Development. (pg.345) Chapter 14-Developmentally Appropriate content Chapter 15 – Creativity, Art, & Dramatic Activities	Final Project -Unit Plan on Inclusive Classroom- Develop a thematic unit plan that includes opportunities for self-expression, exploration, and creative play.
WEEK 8	Tying it all together	#6 Online Discussion: Follow Guidelines and rubric: Reflection on Learning Experience

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

WRITTEN and DISCUSSION ASSIGNMENTS You will be evaluated on how well you understand the information gained in this course by demonstrating your understanding through participation in class and through course assignments. **The following rubric will be used to grade assignments**

Assignment Rubric

Rubric Criteria	A	B	C
Familiarity with information	Informative, Shows knowledge of course material	Little information and/or shows little knowledge of course material	Lacks information and/or does not show knowledge of course material
Completeness	Includes all assignment requirements	Includes some of the assignment requirements	Includes a few of the assignment requirements
Thought and Effort	Demonstrates much thought and effort	Demonstrates some thought and effort	Demonstrates very little thought and effort
Punctuation, grammar, and spelling	Appropriate punctuation, grammar, and spelling	Some grammatical, punctuation, and spelling errors	Many grammatical, punctuation, and spelling errors
Organization	Ideas are logically organized, using APA style where required	Somewhat logically organized	Lacks organization
Punctuality	Submitted on time	Submitted up to 2 days late	Submitted up to four days late

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 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 the Resource Center at 505-747-2152 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.





ECED 2131 Practicum Curriculum Development and Implementation Age 3 through Grade 3

Semester Taught: Spring

Credit Hours: 3

Time and Place: Blackboard

Instructor Information

Instructor:	Communication Information:
-------------	----------------------------

Required Text: Practicum—No Textbook required

Required Materials or Readings: Available on Blackboard- *New Mexico Early Learning Guidelines Birth through Kindergarten* and *New Mexico Early Learning Guidelines *Essential Indicators w/Rubrics Preschool to Kindergarten 2020*.

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. This is a practicum, hours required at an approved school site must be a minimum of 75 clock hours.

Catalog Course Description: 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. *Co-requisite:* ECED 2130 (2, 0T+2L).

Course Level Outcomes

1. Provide or facilitate a variety of activities that foster development of the whole child in the following areas: Physical/motor, social/emotional, language/cognitive and adaptive/living skills.
2. Based in observation and interactions with children, explain using a strengths-based perspective, how each child is unique and can be encouraged through diverse ways, including creative play.
3. Utilize a physical setting, schedule, routines, and transitions to provide quality experiences that promote children's development and learning.
4. 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.

New Mexico Entry Level Teacher Competencies

A. Child growth, development and learning

Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth,

development, and learning. **A.5.**

D. Developmentally appropriate content

Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children's initial experiences with these content areas form the foundation for later understanding and success. **D.5, D.7.**

E. Learning environment and curriculum implementation

Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners. **E.4, E.5, E.6, E.7, E.8.**

DTE's Conceptual Framework

The Conceptual Framework of the Department 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

1. Curriculum: the teacher candidate demonstrates knowledge of the content area and approved curriculum.
3. Teaching: the teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.
- 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.

Skills

1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Dispositions

1. Fairness
2. A belief that all students can learn

Assignment Descriptions/Assessment Alignment

Assignment/Assessment	NMPED Teacher Competencies	Knowledge, Skill or Disposition	Point Value
Placement information form, plan to complete hours		K8 D3	1 @5 pts 5 pts
Attendance log- minimum 75 clock hours		K8 D3	1@10 pts 10 pts
Compose Introduction Letter - One-page letter to teacher, double-spaced adhering to professional boundaries, Competency G.		K8 D3	1 @5pts 5 pts
Design a physical environment that encourages: active involvement, initiative, self-expression, creativity, and responsibility. The physical environment should include distinct blocks of time.	A.5 D5, D7, E 4, 5, 6 7, 8 Objectives 1, 3	K3, K4, K7, D1, S1	1 @15 pts 15 pts
Science Lesson - Lesson plan including an introduction, summation and evaluation for a 30-minute early literacy lesson	A.5 D5, D7, E 4, 5, 6 7, 8 Objectives 1,2, 3, 4	K1, K4, K7, D2, S1	1 @10 pts 10 pts
Dispositions Checklist (self, mentor, COE faculty)		K1, K7, D2, S1	3 @10 pts 30 pts
Reflective Practice- Write a one-page, double-spaced journal entry. Reflect on your practicum experience with a high level of thinking.	A.11 D. 2, 3, 4, 6 E. 1, 2, 4, 5, 6, 7, 12 F. 9	K1, K4, D2, S2	1 @25 pts 25 pts
TOTAL POINTS			100 pts

Course Dates, Topics, Assignments

Date	Topic/ Text Chapter	Assignment
WEEK 1-3	Introduction, Lab Experiences, Curriculum	Placement information form Background check confirmation Plan to complete practicum hours
WEEK 2 -3	Integrated Curriculum, Using Anti-bias Materials in the Classroom, Creative Expression of Children, Planning Blocks of Time for Learning	
WEEK 4-5	Curriculum for the Whole Child, How to Write a Lesson Plan, What Works for Delivering Curriculum?	Design a physical environment that encourages: active involvement, initiative, self-expression, creativity, and responsibility. The physical environment should include distinct blocks of time.
WEEK 6 - 7	What are the Elements of a Good Lesson plan? Creating Meaningful Learning Environments, Why Are Observations Important?	Science Lesson - Lesson plan including an introduction, summation and evaluation for a 30-minute early literacy lesson
WEEK 8	Professionalism, Professional Codes of Ethics/Conduct Practicum Reflective Practice	Dispositions Checklist (self, mentor, COE faculty) Completed Attendance log Reflective Journal

Grading

A+ 100 - 97

A 96 - 93

A- 92 - 90

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

B 86 - 83
 C 76 - 73
 D 66 - 63

B- 82 - 80
 C- 72 - 70
 D- 62 - 60

WRITTEN and DISCUSSION ASSIGNMENTS...

You will be evaluated on how well you understand the information gained in this course by demonstrating your understanding through participation in practicum and through course assignments.

Assignment Rubric

Assignment Criteria	A	B	C
Familiarity with information	Informative, Shows knowledge of course material	Little information and/or shows little knowledge of course material	Lacks information and/or does not show knowledge of course material
Completeness	Includes all assignment requirements	Includes some of the assignment requirements	Includes a few of the assignment requirements
Thought and Effort	Demonstrates much thought and effort	Demonstrates some thought and effort	Demonstrates very little thought and effort
Punctuation, grammar, and spelling	Appropriate punctuation, grammar, and spelling	Some grammatical, punctuation, and spelling errors	Many grammatical, punctuation, and spelling errors
Organization	Ideas are logically organized, using APA style where required	Somewhat logically organized	Lacks organization
Punctuality	Submitted on time	Submitted up to 2 days late	Submitted up to four days late

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 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 the Resource Center at 505-747-2152 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.



Appendix B (Part I) – ECPC Curriculum Competency Alignment and Matrix

New Mexico Child Development Certificate & Early Childhood Professional Certificate
Competency Alignment
New Mexico Public Education Early Childhood Competencies
Department of Teacher Education Conceptual Framework-Knowledge Principles
InTASC Competencies
NAEYC Professional Standards & Competencies

In 2001, for the revitalization of teacher preparation programs at Northern New Mexico College, a workgroup of educators, representing of the communities of Northern New Mexico, developed a Conceptual Framework. The framework included eight knowledge principles deemed essential to the professional practice of educators. The group then took the knowledge principals and aligned them to New Mexico Public Education Department Early Childhood educator competencies. In 2018, the New Mexico Public Education Department (NMPED) updated the Early Childhood competencies, and again, the DTE aligned the knowledge principals taken from the Conceptual Framework. In 2024, the NMPED and the newly formed Early Childhood Education Care Department (ECECD) began work to align the 2018 NMPED competencies with the InTASC and NAEYC competencies in preparation for national accreditation efforts begin state-wide by NAEYC. The DTE again updated the alignment of competencies with the Conceptual Framework.

Alignment of competencies to DTE Knowledge Principles.

NMPED Early Childhood Competencies	DTE Knowledge Principle	InTASC Competencies	NAEYC Professional Standards & Competencies
<p>H. Knowledge of content: Early childhood teachers demonstrate content knowledge and knowledge of child development and learning both in terms of academic disciplines and interdisciplinary integration. Early childhood professionals demonstrate content knowledge including, but not limited to, the arts, literacy, mathematics, social studies, science, and technology. Early childhood teachers understand that children's initial experiences with these content areas form the foundation for later understanding and success. Thus, early childhood teachers develop, implement, and evaluate a content-rich, integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values.</p>	<p>1. Curriculum The teacher candidate demonstrates knowledge of the content area and approved curriculum.</p>	<p>D. Content knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make these aspects of the discipline accessible and meaningful to learners to assure mastery of the content.</p>	<p>Standard 5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum: Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about</p>

			curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.
<p>D. Developmentally appropriate content: Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and in term of interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children’s initial experiences with these content areas form the foundation for later understanding and success.</p> <p>I. Curriculum and content knowledge</p>	<p>2. Instruction The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.</p>	<p>G. Planning for instruction: The teacher plans the instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and NMPED pedagogy, as knowledge of learners and the community context.</p> <p>H. Instructional strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices: Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.</p>
<p>F. Assessment of children & 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 measures 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,</p>	<p>3. Assessment The teacher candidate effectively utilizes student assessment techniques and procedures.</p>	<p>F. Assessment: The teacher understands and uses multiple measures of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p>	<p>Standard 3. Child Observation, Documentation, and Assessment: Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children’s</p>

<p>teachers, and other professionals. In addition, early childhood professionals engage in systematic, ongoing evaluation of their programs.</p>			<p>progress and, based on the findings, to plan learning experiences.</p>
<p>E. Learning environment & curriculum implementation: Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of developmentally appropriate practices, and their content knowledge to design, implement, and evaluate experiences that promote optimal development and learning for all children from birth to eight years. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners.</p>	<p>4. Teaching The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.</p>	<p>C. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.</p> <p>E. Application of content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices: Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.</p>
<p>A. Child growth, development, & learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning.</p>	<p>5. Learning The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.</p>	<p>A. Learner development: The teacher candidate understands how children and youth learn and develop and can provide learning opportunities that support their intellectual, social and personal development.</p>	<p>Standard 1. Child Development and Learning in Context: Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and</p>

			society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.
<p>B. Health, safety, 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 critical to the overall development of young children. 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.</p>	<p>6. Diversity The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.</p>	<p>B. Learning differences: The teacher candidate understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.</p>	<p>Standard 6. Professionalism as an Early Childhood Educator: Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.</p>
<p>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 ongoing professional development to enhance their knowledge and skills.</p>	<p>7. Professionalism The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment. The teacher candidate demonstrates a willingness to examine and implement change as appropriate.</p>	<p>I. Professional learning & ethical practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Standard 6. Professionalism as an Early Childhood Educator: Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood</p>

<p>C. Family & community collaboration: Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and collaborative relationship with each child's family, encouraging family involvement, and supporting the child's relationship with their family. The diverse cultures and languages representative of families in New Mexico's communities are honored.</p>	<p>8. Collaboration The teacher candidate works productively with colleagues, parents and community.</p>	<p>J. Leadership & collaboration: Leadership and collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>profession. Standard 2. Family-Teacher Partnerships and Community Connections: Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.</p>
---	--	--	--

New Mexico Child Development Certificate Matrix
Early Childhood Professional Certificate Curriculum Matrix

	NMPED: H KP-CF 1 InTasc: D NAEYC: 5	NMPED: D & I KP-CF 2 InTasc: G & H NAEYC: 4	NMPED: F KP-CF 3 InTasc: F NAEYC: 3	NMPED: E KP-CF: 4 InTasc: C & E NAEYC: 4	NMPED: A KP-CF 5 InTasc: A NAEYC: 1	NMPED: B KP-CF: 6 InTasc: B NAEYC: 6	NMPED: G KP-CF: 7 InTasc: I NAEYC: 6	NMPED: C KP-CF: 8 InTasc: J NAEYC: 2
ECED 1110 Child Growth, Development and Learning					X			
ECED 1115 Health, Safety, and Nutrition						X		
ECED 1120 Guiding Young Children			X	X	X	X		X
ECED 1125 Assessment of Children & Evaluation of Programs			X					
ECED 1130 Family and Community Collaboration				X			X	X

ECED 2110 Professionalism			X			X	X	X
ECED 2115 Introduction to Language, Literacy and Reading		X		X	X			X
ECED 2120 Curriculum Development through Play, Birth through age 4		X	X	X	X			
ECED 2121 Practicum-Birth through Age 4		X		X	X			
ECED 2130 Curriculum Development & Implementation Age 3 through Grade 3		X	X	X	X			
ECED 2131 Practicum- Age 3 through Grade 3		X		X	X			

See Appendix B (part II) – ECPC Program Assessment & Evaluation of Program-level SLOs

Introduction

The New Mexico Public Education Department (NMPED) developed statutes that guide school personnel for licensure. These statutes are the standards used for the Program Student Learning Outcomes (PSLOs) in the College of Education at Northern New Mexico College. The Department of Teacher Education at Northern New Mexico College developed the Conceptual Framework Competencies. These departmental competencies incorporate the entry-level skills that prepare teacher candidates. While the formal data collected will highlight criterion established by NMPED as its program student learning outcomes, it is important to include the Conceptual Framework Competencies, given that they embrace the knowledge, skills and dispositions that the Department of Teacher Education at Northern New Mexico College is committed to developing in every teacher candidate. The Northern New Mexico College Student Learning Outcomes are similar in scope and are also included and aligned with the Program Student Learning Outcomes and the Conceptual Framework.

Data Collection Plan

All of the Professional Certificate courses are included in the data collection plan. Assessment measures chosen are required key assignments for these courses and are diversified in order to connect the theoretical component of education to the practical aspect of teaching and learning. Each assessment measure will use a rubric as the assessment tool. Each rubric is distinctive and was created to measure the learning objectives for each course. For purposes of program student learning outcomes, the Benchmark is 75% of students will score 75% or greater on the assignment rubric.

During the first departmental meeting in fall, the Chair will discuss with faculty the assessment plan, measurement instruments, and implementation. Faculty will submit their assessment results on a departmental form and send electronically to the Assessment Coordinator or the Chair. The deadline date for fall and spring submissions will align with the NNMC date for assessment submissions. Data will be collected at the end of each semester.

At the first or second departmental meeting held in fall or spring, faculty will give an update on their data results for the previous semester. For example, faculty may highlight the activity implemented, the success of the activity, and if the activity needs to be strengthened/corrected for deficiencies for future offerings of the course.

At the first or second departmental meeting held in fall or spring, faculty will give an update on their data results for the previous semester. For example, faculty may highlight the activity implemented, the success of the activity, and if the activity needs to be strengthened/corrected for deficiencies for future offerings of the course.

Data Sampling

Data will be collected only from students enrolled in the class for credit.

Definitions of Performance

Data will be presented in histograms/table and submitted as part of the Annual Report.

Storage

Data will be stored in the MyDepart(s) O/Education drive and printed as needed.

Assessment Cycle: Early Childhood Professional Certificate

Course	AA Early Childhood Education	Assessment Cycle
ECED 1110 Child Growth, Development and Learning	X	Fall 2025
ECED 1120 Guiding Young Children	X	Fall 2025
ECED 1130 Family and Community Collaboration	X	Spring 2025
ECED 2115 Introduction to Language, Literacy and Reading	X	Spring 2025
ECED 1115 Health, Safety, and Nutrition	X	Spring 2025
ECED 2120 Curriculum Development through Play, Birth through age 4	X	Fall 2026
ECED 2121 Practicum-Birth through Age 4	X	Fall 2026
ECED 2110 Professionalism	X	Fall 2026
ECED 2130 Curriculum Development & Implementation Age 3 through Grade 3	X	Spring 2026
ECED 2131 Practicum- Age 3 through Grade 3	X	Spring 2026
ECED 1125 Assessment of Children & Evaluation of Programs	X	Spring 2026

Contents of the report

Each section begins with the program student learning outcomes followed by the curriculum map and the educational activities for outcomes achievements for each degree/certificate offered in the Department of Teacher Education. The Department of Teacher Education offers an Associate of Arts in Early Childhood Education and the Bachelor of Arts in Early Childhood Education.

Associate of Arts in Early Childhood Education Program Learning Outcomes AND

Alignment with Conceptual Framework

- A. **PSLO:** Child growth, development, and learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning.
- B. **PSLO:** 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 critical to the overall development of young children. 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.
- C. **PSLO:** Family and community collaboration: Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and collaborative relationship with each child's family, encouraging family involvement, and supporting the child's relationship with their family. The diverse cultures and languages representative of families in New Mexico's communities are honored.

- D. **PSLO:** Developmentally appropriate content: Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and in terms of interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children's initial experiences with these content areas form the foundation for later understanding and success.
- E. **PSLO:** Learning environment and curriculum implementation: Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of developmentally appropriate practices, and their content knowledge to design, implement, and evaluate experiences that promote optimal development and learning for all children from birth to eight years. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners.
- F. **PSLO:** 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 measures 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.
- G. **PSLO:** 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 ongoing professional development to enhance their knowledge and skills.
- H. **PSLO:** Knowledge of Content: Early childhood teachers demonstrate content knowledge and knowledge of child development and learning both in terms of academic disciplines and interdisciplinary integration. Early childhood professionals demonstrate content knowledge including, but not limited to, the arts, literacy, mathematics, social studies, science, and technology. Early childhood teachers understand that children's initial experiences with these content areas form the foundation for later understanding and success. Thus, early childhood teachers develop, implement, and evaluate a content-rich, integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values.
- I. Curriculum and content knowledge

DTE Conceptual Framework: Knowledge Principal: 3) Teaching, 4) Learning; Disposition Principal: 1) Belief that all students can learn.

**Curriculum Map – Early Childhood Professional Certificate
100/200 Level Courses**

Program Outcome/ Course Competency		A	B	C	D	E	F	G	H	I	J
Conceptual Framework: Knowledge: 1-8 Skill: 1-2 Disposition: 1-2		1	2	3	4	5	6	7	8	9	10
ECED 1110 Child Growth, Development and Learning	Program Outcome/Competency Conceptual Framework	A: Child growth, development and learning KP- 3, 4, 5, 6, 7; S-1, 2; D-2, 3									
ECED 1115 Health, Safety, and Nutrition	Program Outcome/Competency Conceptual Framework	B. Health, safety, nutrition KP- 1, 2, 3, 5, 6, 8									
ECED 1120 Guiding Young Children	Program Outcome/Competency Conceptual Framework	A: Child growth, development and learning; B: Health, safety and nutrition; C: Family and community collaboration; E: Learning environment and curriculum implementation; F: Assessment of children and evaluation of programs KP- 4; D-3									
ECED 1125 Assessment of Children & Evaluation of Programs	Program Outcome/Competency Conceptual Framework	F: Assessment of children and evaluation of KP- 3, 5, 7; S-2; D-2									
ECED 1130 Family and Community Collaboration	Program Outcome/Competency Conceptual Framework	C: Family and community collaboration; E: Learning environment and curriculum implementation; G: Professionalism KP- 5, 6, 7, 8, 9; S-1, 2; D-3									
ECED 2110 Professionalism	Program Outcome/Competency Conceptual Framework	B: Health, safety, nutrition; C: Family & community collaboration; F: Assessment of children & evaluation of programs; G: Professionalism KP- 6, 7, 8; S-1; D-3									
ECED 2115 Introduction to Language, Literacy and Reading	Program Outcome/Competency Conceptual Framework	A: Child growth, development and learning; C: Family and community collaboration; D: Developmentally appropriate content; E: Learning environment and curriculum implementation KP-1, 2, 3									
ECED 2120 Curriculum Development through Play, Birth through age 4	Program Outcome/Competency Conceptual Framework	A: Child growth, development and learning; D: Developmentally appropriate content; E: Learning environment and curriculum implementation; F: Assessment of children and evaluation of programs KP-1, 2, 4, 7, 9; S-2; D-1, 2									

ECED 2121 Practicum- Birth through Age 4	Program Outcome/Competency Conceptual Framework	A: Child growth, development and learning; D: Developmentally appropriate content; E: Learning environment and curriculum implementation KP-1, 2, 3, 4, 7, 9; S-2; D-3
ECED 2130 Curriculum Development & Implementation Age 3 through Grade 3	Program Outcome/Competency Conceptual Framework	A: Child growth, development and learning; D: Developmentally appropriate content; E: Learning environment and curriculum implementation; F: Assessment of children and evaluation of programs KP-1, 3, 4, 7; S-1, 2; D-1, 2
ECED 2131 Practicum- Age 3 through Grade 3	Program Outcome/Competency Conceptual Framework	A: Child growth, development and learning; D: Developmentally appropriate content; E: Learning environment and curriculum implementation KP-1, 3, 4, 7; S-1, 2; D-1, 2

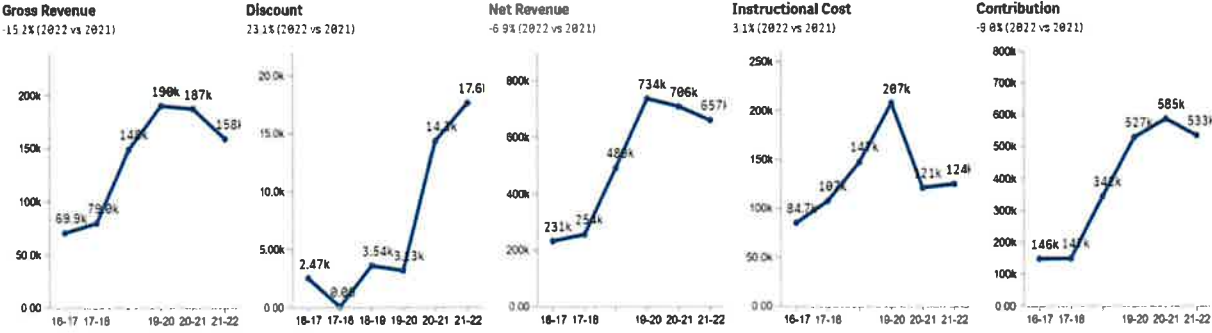
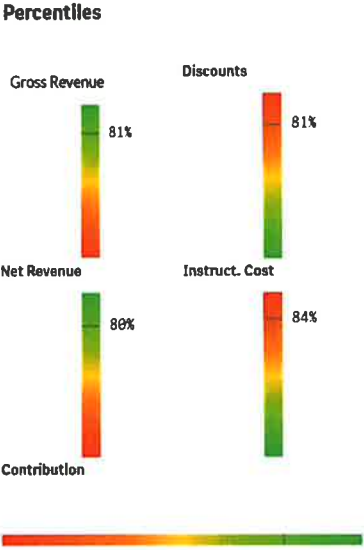
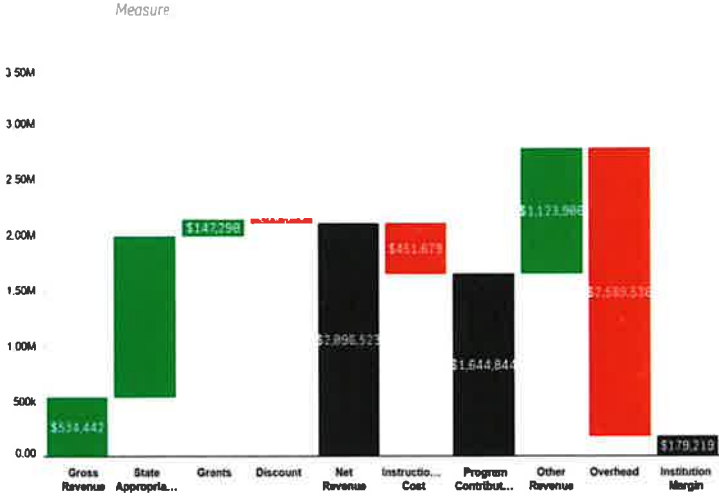
Educational Activities for Outcome Achievements – Associate of Arts- Early Childhood Education

Course	Assessment Measure	Outcomes per class	Assessment Tool	Methodology
ECED 1110 Child Growth, Development and Learning	Mini Case-Study	Benchmark: 75% of students will score 75% or greater on the assignment grading rubric	Rubric	Students will develop a case-study articulating the developmental stages observed
ECED 1115 Health, Safety, and Nutrition	Power point presentation	Benchmark: 75% of students will score 75% or greater on the assignment rubric	Rubric	Students will research and summarize a health issue and referral process
ECED 1120 Guiding Young Children	Case Study	Benchmark: 75% of students will score 75% or greater on the assignment rubric	Rubric	Students will research and summarize a behavioral issue and support plan
ECED 1125 Assessment of Children & Evaluation of Programs	Research Paper	Benchmark: 75% of students will score 75% or greater on the assignment rubric	Rubric	Students will research and develop a critique on a NAYEYC position paper
ECED 1130 Family and Community Collaboration	Family/Community Partnership Plan to promote early literacy	Benchmark: 75% of students will score 75% or greater on the assignment rubric	Rubric	Students will investigate and develop a family/school/community plan to promote literacy
ECED 2110 Professionalism	Philosophy of Education	Benchmark: 75% of students	Rubric	Students will develop a philosophy of education

		will score 75% or greater on the assignment rubric		drawing from personal and professional experiences.
ECED 2115 Introduction to Language, Literacy and Reading	Family & community resources	Benchmark: 75% of students will score 75% or greater on the assignment rubric	Rubric	Students will examine and synthesize available resources for teaching reading and writing as integrated skills to support family and community involvement
ECED 2120 Curriculum Development through Play, Birth through age 4	Content area learning activity	Benchmark: 75% of students will score 75% or greater on the assignment rubric	Rubric	Students will design a content area learning activity that is culturally and linguistically appropriate to selected student population.
ECED 2121 Practicum-Birth through Age 4	Experiential reflections	Benchmark: 75% of students will score 75% or greater on the assignment rubric	Rubric	Students will submit a thoughtful weekly reflection of their experiences during their practicum.
ECED 2130 Curriculum Development & Implementation Age 3 through Grade 3	Unit Plan	Benchmark: 75% of students will score 75% or greater on the assignment rubric	Rubric	Students will develop a thematic unit plan that includes opportunities for self-expression, exploration, and creative play.
ECED 2131 Practicum- Age 3 through Grade 3	Experiential reflections	Benchmark: 75% of students will score 75% or greater on the assignment rubric	Rubric	Students will submit a thoughtful weekly reflection of their experiences during their practicum.

Appendix C – Annual Budget, Projected Enrollment & Projected Revenue

Filters: Year: 19-20, 20-21, and 21-22, Program: Early Childhood, Award : AA and BA



Gross Revenue to Instructional Cost Ratio = 1.18

Appendix D – Gray Associates Score Card for CIP Code 13.121

CIP: 13.1210 Early Childhood Education/ Teaching Market: New Mexico Award Level: Bachelors and Below Select Program

CIP- 13.1210 Early Childhood Education/ Teaching Market: New Mexico Total Score: 30 Percentile: 98

Student Demand
Score: 24 Percentile: 99

Category	Pass	Criterion	Value	Score
Google Search Volume (12 Months)**	99		2,626	8
International Page Views (12 Months)	95		1,292	NS
New Student Enrollment Volume (12 Mo)	99		431	8
Online Completions at In-Market Institutions	99		333	NS
Sum of On-Demand and Online Completions	99		392	8
Google Search YoY Change (Units)**	99		671	7
New Student Enrollment YoY Change (Units)	99		25	2
Completion Volume YoY Change (Units)	99		17	0
Google Search YoY Change (%)	99		36%	0
New Student Enrollment YoY Change (%)	99		6%	0
Completion Volume YoY Change (%)	99		5%	0

Employment*
Score: 11 Percentile: 91

Category	Pass	Criterion	Value	Score
Surv. Direct Prep	95	Job Postings Total (12 Months)*	987	6
Surv. ACS Batch Outcomes	97	BLS Current Employment**	4,859	7
Surv. ACS Batch Outcomes	96	BLS Annual Job Openings**	376	2
Growth (Direct Prep)	95	Job Postings Total (12 Months)*	68	NS
Salutation (Direct Prep)	47	BLS Current Employment**	720	NS
Wages (Direct Prep)	53	BLS 1-Year Historical Growth*	2.4%	0
Wages (Direct Prep)	63	BLS 3-Year Historical Growth (CAGR)*	-2.6%	0
Wages (Direct Prep)	31	BLS 10-Year Historical Growth (CAGR)*	0.0%	NS
Wages (Direct Prep)	36	Job Postings per Graduate*	2.4	-2
Wages (Direct Prep)	50	BLS Job Openings per Graduate*	0.9	0
Wages (Direct Prep)	29	BLS 10th-Percentile Wages*	\$29,255	0
Wages (Direct Prep)	10	BLS Mean Wages*	\$45,513	NS
Wages (Direct Prep)	6	Wages (Age < 30)	\$34,463	-1
Wages (Direct Prep)	0	Wages (Age 30-60)	\$40,540	-1
Wages (Direct Prep)	53	% with Any Graduate Degree	41%	NS
Wages (Direct Prep)	88	% with Masters	38%	NS
Wages (Direct Prep)	28	% with Doctoral Degree	5%	NS
Wages (Direct Prep)	30	% Unemp. (Age <30)**	2%	0
Wages (Direct Prep)	73	% Unemp. (Age 30-60)**	2%	0
Wages (Direct Prep)	91	% in Direct Prep Jobs	65%	NS

Competitive Intensity
Score: -5 Percentile: 0

Category	Pass	Criterion	Value	Score
Volume of In-Market Competition	98	Comps with Graduates**	22	-1
Volume of In-Market Competition	95	Comps with Grads YoY Change (Units)**	0	0
Volume of In-Market Competition	96	Institutions with Open In-Market Students**	8	NS
Volume of In-Market Competition	72	Average Program Completions	15	0
Volume of In-Market Competition	52	Median Program Completions	6	0
Volume of In-Market Competition	41	YoY Median Prog. Compl. Change (Units)	-2	0
Volume of In-Market Competition	42	YoY Median Prog. Compl. Change (%)	-29%	0
Volume of In-Market Competition	86	Google Search* Cost per Click**	\$25	-1
Volume of In-Market Competition	98	Google Competition Index**	0.21	0
Volume of In-Market Competition	87	Natl. Online % of Institutions (Units)**	206	NS
Volume of In-Market Competition	86	Natl. Online % of Institutions	18%	0
Volume of In-Market Competition	86	Natl. Online % of Completions	21%	0

Degree Fit:
Score: 0 Percentile: 50

Category	Pass	Criterion	Value	Score
NHEBI Nat'l 2 Year	61	Cost Index**	104%	NS
NHEBI Nat'l 2 Year	15	Student Faculty Index	74%	NS

National Completions by Level
Score: 0

Award Level	Completions (National)	Completions (Market)	Enrollment (Market)
Certificate	23%	25%	14%
Associate	24%	48%	56%
Bachelors	42%	22%	14%
Postbaccalaureate Certificate	1%	0%	7%
Masters	11%	3%	5%
Post-masters Certificate	0%	0%	4%
Doctoral	6%	0%	0%
Unknown	0%	0%	0%

National Workforce Edu. Attainment
Score: 0

Award Level	BLS Educational Attainment
No College	7%
Some College	11%
Associates	8%
Bachelors	35%
Masters	32%
Doctoral	3%

CIP Description:
A program that prepares individuals to teach students ranging in age from infancy through eight years (grade three), depending on the school system or state regulations. Includes preparation to teach all relevant subject matter.

**** Color Scale in Reverse**
Percentile (Reverse): 99+ 92+ 86+ 80+ 74+ 68+ 62+ 56+ 50+ 44+ 38+ 32+ 26+ 20+ 14+ 8+ 2+ 0

Gray Associates

NORTHERN New Mexico College



MEMORANDUM

To: Board of Regents - Northern New Mexico College

From: Dr. Larry Guerrero, Interim Provost and VP for Academic Affairs

Date: March 28, 2025

Re: Nursing Student Course Fees for Fall 2025

Issue:

The Associate Degree Nursing (ADN) Program has been moving away from using textbooks and has adopted ATI comprehensive learning resources. Attached you will find information about the ADN program request to increase course fees for ATI standardized testing and comprehensive learning resources. The contract with ATI expires this month, which is why we are asking for formal approval of the new fees. At the same time, we are reducing the number of textbooks that we use.

Overview:

The increase in student fees will be to cover the cost of ATI's complete learning package. The estimated additional cost per student will be approximately \$257.50 per semester, ensuring full access to ATI's suite of tools. This increase will be offset by the elimination of traditional textbook costs. By increasing student fees to support ATI's comprehensive learning platform, we can provide an innovative, cost-effective solution that enhances student success, streamlines educational costs, and improves NCLEX pass rates. Attached you will find a comprehensive list of student courses fees in the department of nursing & health sciences. The fees highlighted in red are new and need approval.

In addition to the nursing fees, approval is needed for fees associated with the phlebotomy clinical practicum course, specifically, a required student drug screen and student malpractice liability insurance.

Recommendation:

I recommend the Board of Regents to approve the proposed student course fees effective Fall 2025.

Revised 3/17/2025

Northern New Mexico College
Department of Nursing & Health Sciences
Course fees
Effective Fall 2025

The following is a comprehensive list of nursing student's fees. **Fees that are in red are either new or changed.**

HLED 1115	\$7 CPR cards and \$16 for textbook for total of \$21
HSCI 109	\$27 CPR Cards and \$23 textbook for total of \$50
HSCI 160L	\$15 Malpractice liability insurance. \$50 Materials and Certification for EMT-Basic for a total of \$65
NURS 1100L	\$15 Student malpractice liability insurance
NURS 1113	\$693.75 – ATI Resources (new fees \$971)
NURS1113L	\$15 Student malpractice liability insurance; \$50 drug screening; \$100 student uniform; \$70 for student lab supply tote; for a total of \$235
NURS 1125	\$713.50 – ATI Resources (new fees \$971)
NURS 1125L	No additional fees for ATI
NURS 2225	\$713.50 – ATI Resources (new fees \$971)
NURS 2225L	\$15 Student malpractice liability insurance and \$50 urine drug screen; for a total of \$65 No additional fees for ATI
NURS 2235	\$713.50 – ATI Resources (new fees \$971)
NURS 2235L	\$45 Capital Challenge. No additional fees for ATI
NURS 4430	\$15 Student malpractice liability insurance
NURS 4451	\$15 Malpractice liability insurance

***PHLB 1104L \$15 Malpractice liability insurance. \$50 Drug screen**

***New program, clinical course fees)**

Proposal for Increased Student Fees to Support ATI Learning Resources Submitted to the NNMC Board of Regents

Introduction

The NNMC Associate Degree Nursing Program respectfully submits this proposal requesting an increase in student fees to facilitate the complete adoption of Assessment Technologies Institute (ATI) learning resources. This initiative will enhance nursing education by providing comprehensive, standardized learning tools while simultaneously eliminating the need for students to purchase traditional textbooks.

The Associate Degree Nursing Program began integrating ATI resources into the curriculum in the Fall of 2022, recognizing their value in enhancing student learning and success. Since then, ATI has become an essential component of nursing education, demonstrating significant benefits in student preparedness and performance. Notably, our nursing graduates have achieved a 100% NCLEX pass rate for the past two years, and we believe this success is related to the use of ATI resources.

Rationale for the Proposal

1. Enhanced Learning Outcomes

ATI provides interactive, evidence-based learning resources that align with NCLEX preparation and clinical competencies. These tools offer personalized learning experiences and adaptive testing, improving student comprehension and retention.

2. Cost Savings for Students

By fully integrating ATI resources into the curriculum, students will no longer be required to purchase expensive textbooks. The complete transition to ATI will result in predictable, streamlined costs included in student fees, potentially reducing the overall financial burden.

3. Standardized Educational Tools

The adoption of ATI resources across all courses ensures that every student has access to the same high-quality materials. This standardization enhances curriculum consistency and facilitates better faculty support.

4. Improved NCLEX Pass Rates

ATI's evidence-based learning resources have been shown to increase NCLEX pass rates by providing targeted remediation and practice assessments that closely mirror the exam format. The NNMC Nursing Department's 100% NCLEX pass rate over the past two years is a strong indicator of ATI's effectiveness in preparing students for success.

Proposed Fee Structure

We propose a reasonable increase in student fees to cover the cost of ATI's complete learning package. The estimated additional cost per student will be approximately \$257.50 per semester, ensuring full access to ATI's suite of tools. This increase will be offset by the elimination of traditional textbook costs.

Conclusion

By increasing student fees to support ATI's comprehensive learning platform, we can provide an

innovative, cost-effective solution that enhances student success, streamlines educational costs, and improves NCLEX pass rates. We respectfully request the Board of Regents to approve this proposal, allowing the Associate Degree Nursing Program to move forward with full ATI adoption.

Respectfully submitted,

Melanie Colgan
ADN Program Director
3/17/2025

February 26, 2025 Complete Partnership Renewal

- ATI Innovation and Enhancements
- Renewal Cost
- Next steps



Complete Partnership



John Brooks
Complete Account Executive



Shannon Meijer
Integration Specialist, Nurse Educator



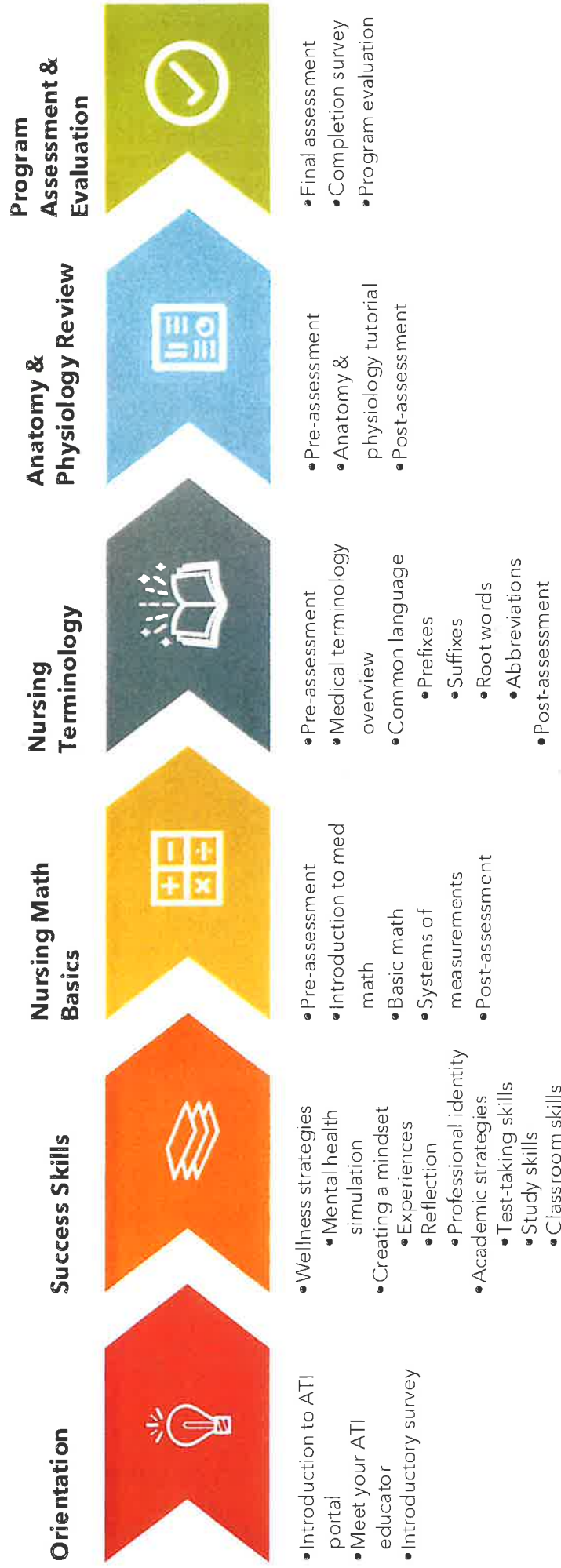
Larissa Bair
NCLEX Services Manager



2025 Complete Enhancements

Launch: Nursing Academic Readiness Overview

Complete Partnership Only

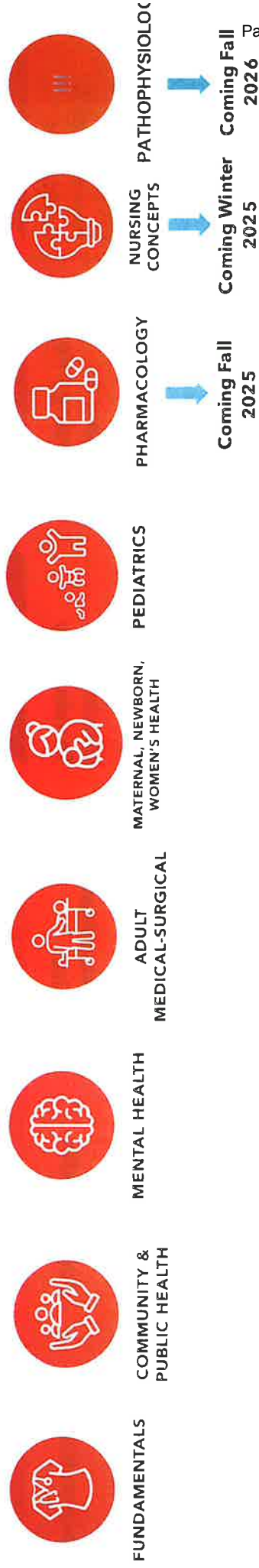


ATI educator will facilitate student's progression through modules for 4-6 weeks.

NNMC achieved 87% license adoption in 2024!

Now up to 93% in 2025!

ati Engage® Series



Engage Series Roadmap

2022

Engage Mental Health
Engage Community & Public Health
Engage Fundamentals 2.0

2023

Engage Adult Medical-Surgical

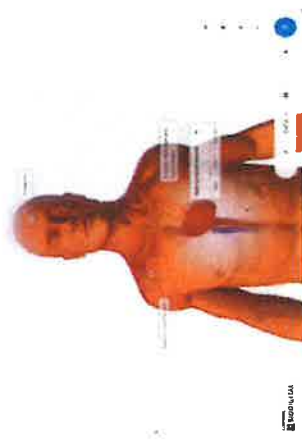


2024

Engage Maternal Newborn & Women's Health (PN Program)
Engage Pediatrics (PN Program)

2025 and Beyond

Pharmacology
Nursing Concepts
Pathophysiology



Subject to change

Outcome: Increase student engagement.

Empower™ Pharmacology | Reinforce pharmacology learning without textbooks



Streamline pharmacology education

Connecting content to application by integrating case studies at beginning of each module which threads through content to give students real-life examples.

Boost student confidence with diverse practice activities

Client education activities students can practice via case study video giving client education on new medications.

Develop clinical judgment through interactive learning tools

Virtual applications aligned with module learning objectives along with clinical judgment cognitive functions. Podcast associated with each module.



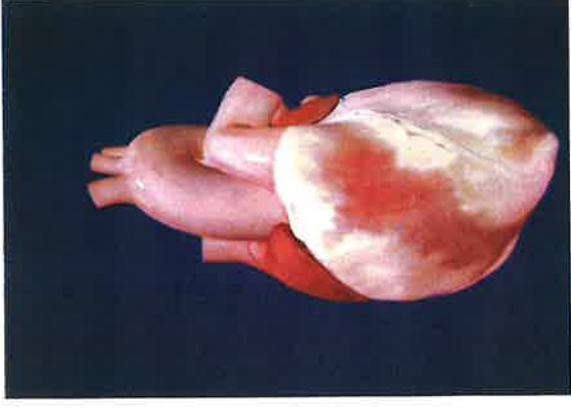
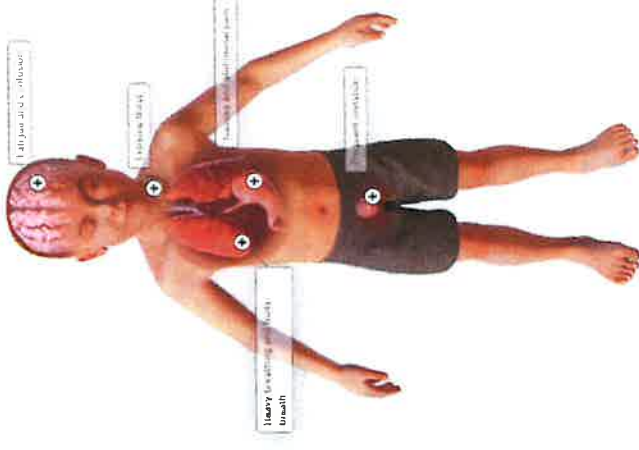
Coming
Fall 2025

Elevate your pharmacology instruction with a solution that simplifies content delivery, bolsters student confidence, and sharpens pharmacology and clinical skills for real-world nursing excellence.

COMPREHENSIVE AND PRACTICE-ORIENTED PHARMACOLOGY FOR ALL NURSING AND ALL TECHNOLOGICAL INSTITUTIONS

Engage Pathophysiology

- 51 modules
- Very visual!
 - Whiteboard & Interactive Animations, GIFs, and Videos
- Connecting Content to Application
 - Virtual applications aligned with module learning objectives
 - Client education activities, students can practice via video giving client education on disease
- Modules aligned with Engage Pharm to support Pharm/Patho combined courses, or to be used together



Engage Series

Educator Resources



Expert Chart
Laurie Bateman

This expert chart is intended to assist in evaluating student performance in documentation for this activity. Only the tabs and tables of the chart that warrant entries are included.

Laurie Bateman (Female)
DOB: 20 years old, 7/27/70
Attending, Leo Williams, MD
08/16/911514
Allergies: Penicillin
Ethnicity: White, American, Fall, Greek

ATI® Engage Series
Concept Map

SBAR	COMMUNICAL	CLIENT PROBLEM 3: DESCRIPTION
W - Who is giving SE	W - What is going on?	
W - Why is this going on?	ASSESSMENT FINDINGS	CLIENT PROBLEM 3: INTERVENTIONS
SBAR		POTENTIAL CLIENT OUTCOMES
S - Situation	CLIENT PROBLEM 1: DESCRIPTION	
B - Background	CLIENT PROBLEM 1: INTERVENTIONS	
A - Assessment	CLIENT PROBLEM 2: DESCRIPTION	
R - Recommendation		

Ready-to-use educator resources

- Lesson plans
- PowerPoints
- Clinical Judgment Case Studies with Concept Maps
- Discussion and Reflection Questions

Educator Insights

- Student proficiency
- Student preparedness

Test Banks

- NCLEX items per module with NGN items

Engage Series Textbook Crosswalks



Engage™ Pediatrics – Textbook Crosswalk



Engage Maternal, Newborn, and Women's Health - Textbook Crosswalk

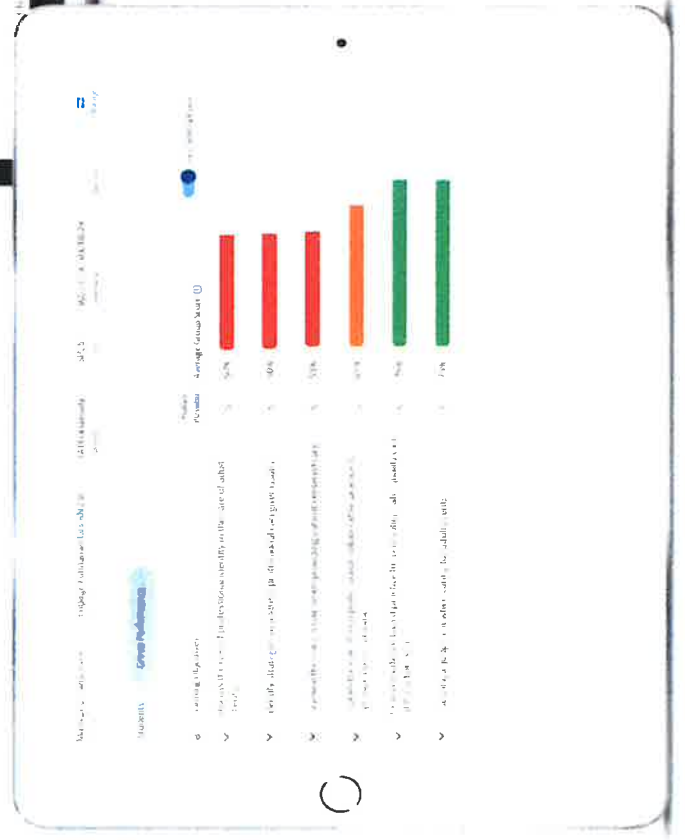
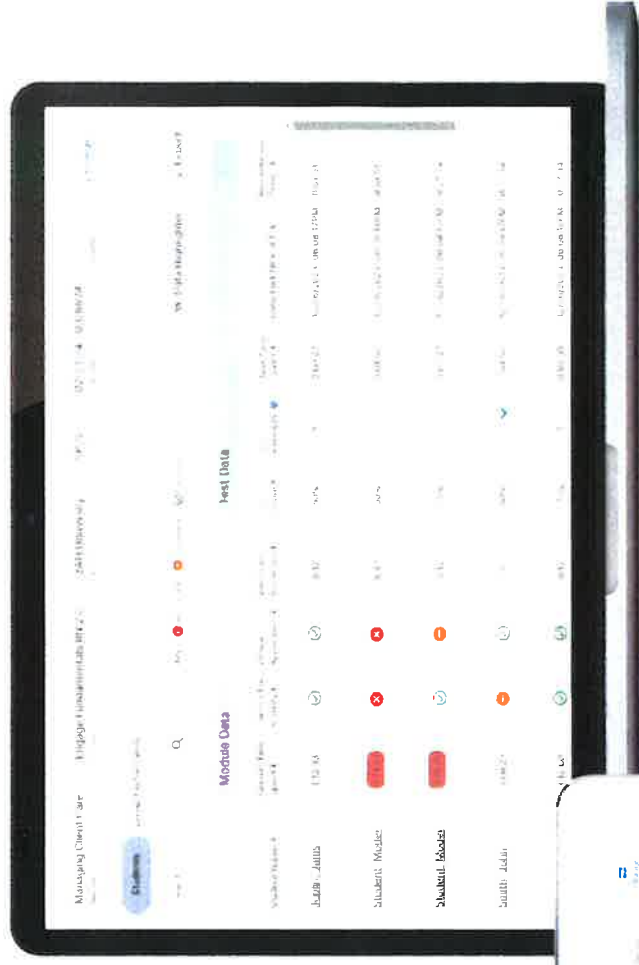
Engage™ Pediatrics (ATI Nursing Education)	Heckenberry Wong's Essentials of Pediatric Nursing 11 th Edition (Eisaviev)
UNIT I: Overview of Pediatric Nursing	
Module 1: Pediatric Nursing Today	Chapter 1: Perspectives of Pediatric Nursing
Module 2: Genetics and Genomics in Pediatric Nursing	Chapter 2: Family, Social, Cultural, and Religious Influences on Child Health Promotion
Module 3: Health Assessment of Pediatric Clients	Chapter 3: Developmental and Genetic Influences on Child Health Promotion
	Chapter 4: Communication and Physical Assessment of the Child and Family, Nutrition Section
	Chapter 5: Pain Assessment in Children
	Chapter 20: Pediatric Nursing Interventions and Skills
UNIT II: Caring for Pediatric Clients Across the Lifespan	
Module 4: Newborns- 2 to 28 Days	Chapter 7: Health Promotion of the Newborn and Family
Module 5: Infants- 1 Month to 1 Year	Chapter 8: Health Problems of Newborns
	Chapter 9: Health Promotion of the Infant and Family
Module 6: Toddlers- 1 to 3 Years	Chapter 10: Health Problems of Infants
	Chapter 11: Health Promotion of the Toddler and Family
	Chapter 13: Health Problems of Toddlers and Preschoolers
Module 7: Preschoolers- 3 to 6 Years	Chapter 12: Health Promotion of the Preschooler and Family
	Chapter 13: Health Problems of Toddlers and Preschoolers
Module 8: School-Age Children- 6 to 12 Years	Chapter 14: Health Promotion of the School Age Child and Family

Engage Maternal, Newborn, and Women's Health (ATI Nursing Education)	Durham Maternal-Newborn Critical Components of Nursing Care 4 th Edition (FA Davis)
UNIT I: Overview of Maternal, Newborn, and Women's Health Care	
Module 1: Maternal Newborn Nursing Today	Chapter 1: Trends and Issues
Module 2: Family, Culture, and Environment	Chapter 2: Ethics and Standards of Practice Issues
Module 3: Genetics and Genomics in Maternal Newborn Care	Chapter 5: The Psycho-Social-Cultural Aspects of Pregnancy
	Chapter 3: Genetics, Conception, Fetal Development, and Reproductive Technology
UNIT II: Reproductive and Women's Health	
Module 4: Reproductive Health Promotion, Prevention, and Care	Chapter 18: Well Women's Health
Module 5: Reproductive Health Alterations	Chapter 19: Alterations in Women's Health
UNIT III: Pregnancy and Fetal Development	
Module 6: Fetal Lifespan	Chapter 3: Genetics, Conception, Fetal Development, and Reproductive Technology
	Chapter 6: Antepartal Tests
Module 7: Uncomplicated/Healthy Pregnancy	Chapter 4: Physiological Aspects of Pregnancy
Module 8: High-Risk Pregnancy	
Module 8: Complications of Pregnancy Hemorrhagic Disorders	Chapter 7: Complications of Pregnancy
Module 10: Complications of Pregnancy Hypertensive Disorders	Chapter 7: Complications of Pregnancy
Module 11: Complications of Pregnancy Endocrine Disorders	Chapter 7: Complications of Pregnancy
UNIT IV: Labor and Birth	

Updated Engage Reporting

Supports educators in understanding:

- Did my students interact with the module?
- Student performance summary of engagement within a module
- Which students met my assignment criteria?
- Detailed history of test attempts and remediation time
- Which concepts are my students understanding?
- Group performance on learning objectives and topics



Release: Fall 2025 (subject to change)

Introducing Claire AI™

Claire is the first AI-powered aide purpose-built for nurse educators. Integrated into our Custom Assessment Builder, Claire will save you time, streamline your item writing, and better prepare your students.



Benefits of Custom Assessment Builder with Claire AI



Instantly saves time and effort



Provides more opportunity for teaching



Vast supply of content

How Claire Works:

Claire guides you in creating content quickly by presenting simple prompts to help you write:

- Multiple response questions
- Multiple choice select-all-that-apply questions.

With Claire, you can say goodbye to toggling between multiple sources when constructing assessments.

CAB Assessment Generator

Create assessment with Claire

Complete Partnership Only

Expanding Claire AI to save educators time by building full assessments, with multiple questions and multiple prompts at one time



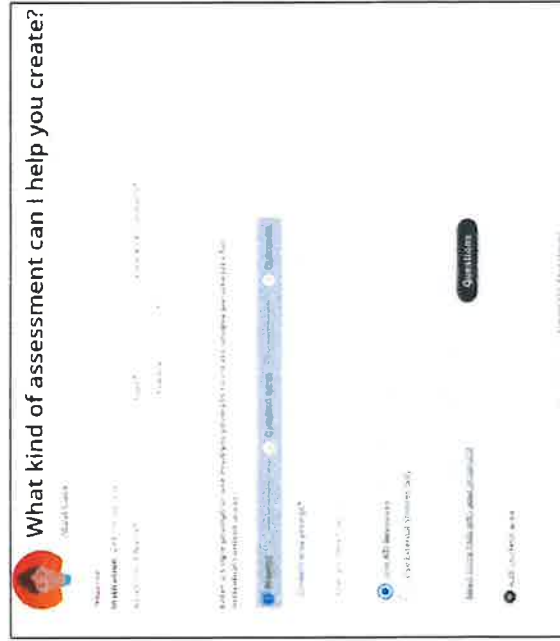
Choose assessment specifics

- Subject/prompt
- Outcome category
- Question types and counts



Review questions, revise as needed

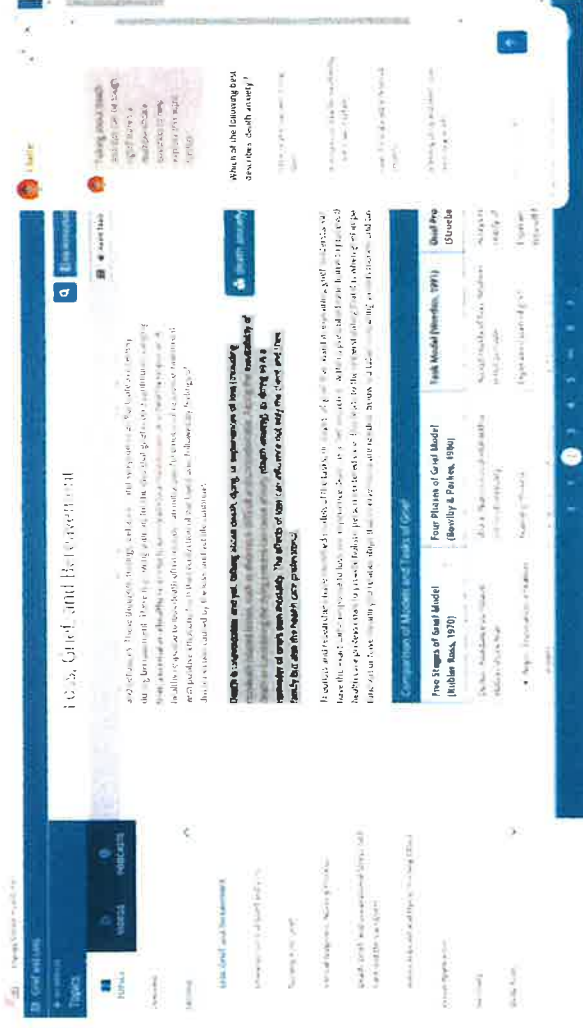
Finalize and publish



Engage Virtual Mentor

- Virtual Mentor with Claire AI™ offers 24/7 personalized academic support. Guides the learner through following outputs:
 - o summarize, explain, practice
 - o Storybook, jingles
 - o multiple choice
 - o multiple response
 - o creates flashcards
 - o matching game
 - o bowtie
- References Engage Content
- Provides educators with aggregated insights into student inquiries and learning trends
- Allows educators to tailor their instruction to better meet the needs of their students and improve educational outcomes.

Looking for complete clients to be pilot programs!



Claire

Can you write me a jingle about influenza?



Sure, here's a little jingle for you: ♪ When the sniffles and sneezes won't let you be, it's the flu knocking, can't you see? Get your vaccine, stay healthy and strong, so you can keep moving all day long! ♪ How's that for a catchy tune?

Flashcards with Claire AI™ – Core Nursing Solution

NEW Flashcards Hub!

Generate flashcards with Claire AI!

- Build using one of three prompts:
- Performance on a recent assessment (Missed Topics)
- By content area(s)
- Recently studied content (i.e. Recent Activity)
- Access to all:
- Pre-made tutorial flashcards
- Self-created flashcards
- Ability to create additional flashcards
- Quick access to flashcards for students via:
- New “Flashcards Hub” Tab
- Focused Review button on IPP

Enhanced Tutorials Features:

- Students can now create their own flashcards within module content!
- More flashcards added to existing products
- i.e., Engage series, Dosage Calc 4.0, PME 5.0, HA 3.0, NL 3.0, Skills

ati

Home My ATI Results My Account Help

My ATI

Study Materials

Learn Assessments NLEX Prep

Flashcard Hub

Get Started ✕
Generate flashcards with Claire AI™

Goal
Meet your goal with personalized practice

I want to focus on a specific content area(s)

Continue

Flashcards

Goal	Progress	Status
Engage Fundamentals RN	07/25/24 - 50 Flashcards	...
Acute Critical Care - 40 Flashcards
Dosage Calc	10/12/24 - 20 Flashcards	...
Engage Fundamentals RN
Recently Viewed	View flashcards from the last 30 days	...
Dosage Calc	07/26/24 - 100 Flashcards	...
Acute Critical Care - 200 Flashcards
Engage Fundamentals RN	07/29/24 - 75 Flashcards	...

Get Started ✕
Generate flashcards with Claire AI™

Goal
Meet your goal with personalized practice

I want to focus on a specific content area(s)

I want to work on my weak areas from my last assessment

I want to review recent content I've read

Virtual-ATI Next Generation

We're listening

Often the complaints I hear most often is the instructions are confusing and extended wait times for responses sometimes greater than 3 to 5 days.

It would be nice to have someone who is able to respond to students on the weekend when we have questions. Its hard when the only open messaging time for us through ATI is Monday through Friday.

Where we are headed...



Adaptive dynamic platform, unique remediation path per student



Student's Comp Predictor and CMS results are leveraged as a starting point



Content structure to NCLEX outcomes vs nursing subject/courses



Variety of media rich content – animations, videos, gifs, flashcards, etc



AI Virtual Mentor, break down rationales and provide support when ATI Educators are not available



Platform is self-paced, moving student through based on their performance without ATI Educator being the gate keeper

Typed open ended questions/answers are not an effective way of learning for most students. Increasing technology and including more case studies, osmosis videos and simulations along with testing can provide a better experience.

Students feel the remediation provided during Virtual ATI is the same for everyone and not individualized.

Learning Management System Integration

Complete Partnership Only

LMS Integration Launched in 2025

- Practice and Custom Assessments send the individual % score
- Pre/Post Module Test send the individual % score
- CMS Proctored Assessments send the Proficiency Value (0,1,2,3)
- Proctored Comprehensive Predictor Assessments send the Probability of Passing %

2026 NCLEX Test Plan Change

Content Mastery Series and Comprehensive Predictor

Test Plan Change in 2026

- Test Security Continued Priority and Focus
- Increase item bank size and form count in rotation
- Content Mastery Series, Targeted Med-Surg and Comprehensive Predictor updates
- Review Module Updates
- NCLEX Services Assessment updates (Live Review, Test Taking Strategies, Capstone, and Virtual ATI)

ATI Consulting Reminder!

Where can ATI support your nursing program?

Receive 4 New Consulting Days With ATI Complete Renewal

Consulting Solutions

Cultivating excellence in nursing education through expert consultation



At ATI, we want to be the first choice for all your nursing educational needs. That's why we created ATI Consulting Solutions --- to offer nursing schools a broad range of relevant and timely consultations by our expert nurse consultants backed by years of experience and data.

Our consultants can create a plan tailored to the specific needs of your program. For your convenience, consulting offerings may be conducted virtually in 3-hour (1/2 day) or 6-hour (full day) --- may be virtual or in person) sessions. Continuing nursing professional development contact hours are available for select offerings.†

Complete clients receive complimentary consulting hours that can be used for contact hours --- a value of up to \$20,000.



Consulting Offering

All Program Manager Consulting Support

Hours/Contact Hours
Varied



Consulting Offering

Accreditation Support

Best Practices Using ATI Data in Program Evaluation

Overview of Candidate or Accreditation Process

Overview of Program Evaluation and Systematic Evaluation Plan

Hours/Contact Hours
Varied
1
3 (2.5)
3 (2.5)



Consulting Offering

Incorporating Competencies into Curriculum to Meet the Needs of the 21st Century Nurse

Development of a Competency Based Curriculum that Meets the Needs of the 21st Century Nurse

Development of a Traditional Curriculum that Meets the Needs of the 21st Century Nurse

Hours/Contact Hours
6, 12
3, 12
3, 12



Elevate Faculty Role

Consulting Offering

Assessment & Evaluation of Student Learning

Creating a Culture for Retention of Faculty and Students in Nursing Education

Engaging Minds, Enhancing Skills: Active Learning Strategies in Nursing Education

NCLEX* Item Writing

Item Analysis v/ Test Blueprinting

NCLEX* Case Study Development and Item Writing

Practical Application Strategies for Artificial Intelligence in Nursing Education

Promoting Inclusivity and Student Accountability through Effective Classroom Management

Hours/Contact Hours
3 (2.5)
3 (2.5)
3 (2.5)
3 (2.5)
3 (2.5)
3 (2.5)
3 (2.5)



Enhance Simulation Knowledge

Consulting Offering

Application of Healthcare Simulation Standards of Best Practice

Designing Simulation Based Learning for Clinical Competence

Pre- briefing and Debriefing for Clinical Judgment Across the Curriculum

Hours/Contact Hours
3 (2.5)
3 (2.5)
3 (2.5)

Length of workshop and contact hours awarded varies according to content and topics in the presentation.
ATI Program Manager support is included upon date requested based on faculty as facilitator and time at main campus.
The Faculty's view, competencies, and professional behavior of the education of professionals is what they are an association of a college of nursing which may be accessed at: <http://www.nursing.org/programs/development/behavior>



To learn more about ATI's consulting solutions visit:
atitesting.com/educator/solutions/consulting or
contact your ATI representative

www.atinursing.com | 800-867-7531



Redundancy Inventory Analysis

Reduce Overall Student Cost



NORTHERN
New Mexico
College



Resource Redundancy Inventory
Prepared for Northern New Mexico College
ATI Complete RN Resources

Course	Current Required Resources	Author	List Price	ATI Resource Replacement
NURS 1106 Pharmacology	Pharmacology and the Nursing Process	Lilley + Collins	\$125.99	Pharmacology Made Easy Engage Pharmacology (Fall 2025) Swift River Simulations
	Mosby's Drug Guide for Nursing Students	Skidmore-Roth	\$47.99	2025 Nursing Drug Handbook
NURS 1113 Fundamentals	Ackley and Ladwig's Nursing Diagnosis Handbook	Makic + Martinez-Kratz	\$77.99	Nursing Diagnoses are not on the NCLEX Test Plan. ATI covers the Nursing Process and Clinical Judgment Measurement Model in the following solutions: <ul style="list-style-type: none"> • Engage Fundamentals • Nurse Logic



ati
NURSING
EDUCATION

Redundancy Inventory Analysis

Reduce Overall Student Cost

NURS 1114L Health Assessment	Study Guide and Lab Manual for Physical Examination and Health Assessment	Jarvis	\$50.99	HealthAssess Skills Modules
	*Pocket Companion for Physical Examination and Health Assessment	Jarvis + Eckhardt	\$65.99	
NURS 1119	*Success in Practical/Vocational Nursing	Knecht	\$65.99	Achieve
NURS 2217 Obstetrics	Maternal Child Nursing Care	Perry, Cashio, Hockenberry, Lowdermilk + Wilson	\$158.99	Engage Maternal Newborn + Women's Health Engage Pediatrics HealthAssess Real Life Clinical Reasoning Scenarios Swift River Simulations
	Comprehensive Review for NCLEX-RN	Silvestri + Silvestri	\$75.99	BoardVitals Capstone Live Review Virtual ATI

Redundancy Inventory Analysis

Reduce Overall Student Cost

<p>NURS 2214 Psychiatric Nursing</p>	<p>Varcarolis' Essentials of Psychiatric Mental Health Nursing</p>	<p>Fosbire</p>	<p>\$94.99</p>	<p>Engage Mental Health The Communicator Real Life Clinical Reasoning Scenarios Video Case Studies Swift River Simulations</p>
<p>Total</p>			<p>\$698.92</p>	

Total potential savings through replacement with ATI Resources = \$698.92

Prepared by: Cara Rigby, DNP, RN, CNE Date: February 11, 2025

Note: Costs for "Required Resources" are prices obtained from publisher website. While ATI may provide suggestions regarding the use of ATI materials, the decision to purchase these resources is that of your institution. ATI review modules are not intended to fully replace the program's textbooks.



Northern NM College

ADN Program
 April 26, 2025 - May 1, 2028

New Resources	
ATI Launch	

Engage Med Surg	
Engage Pediatrics	
Engage Maternal Newborn	
Engage Pharmacology	

CAB Claire AI Item and Assessment Generator	
Engage Virtual Mentor with Engage Series	

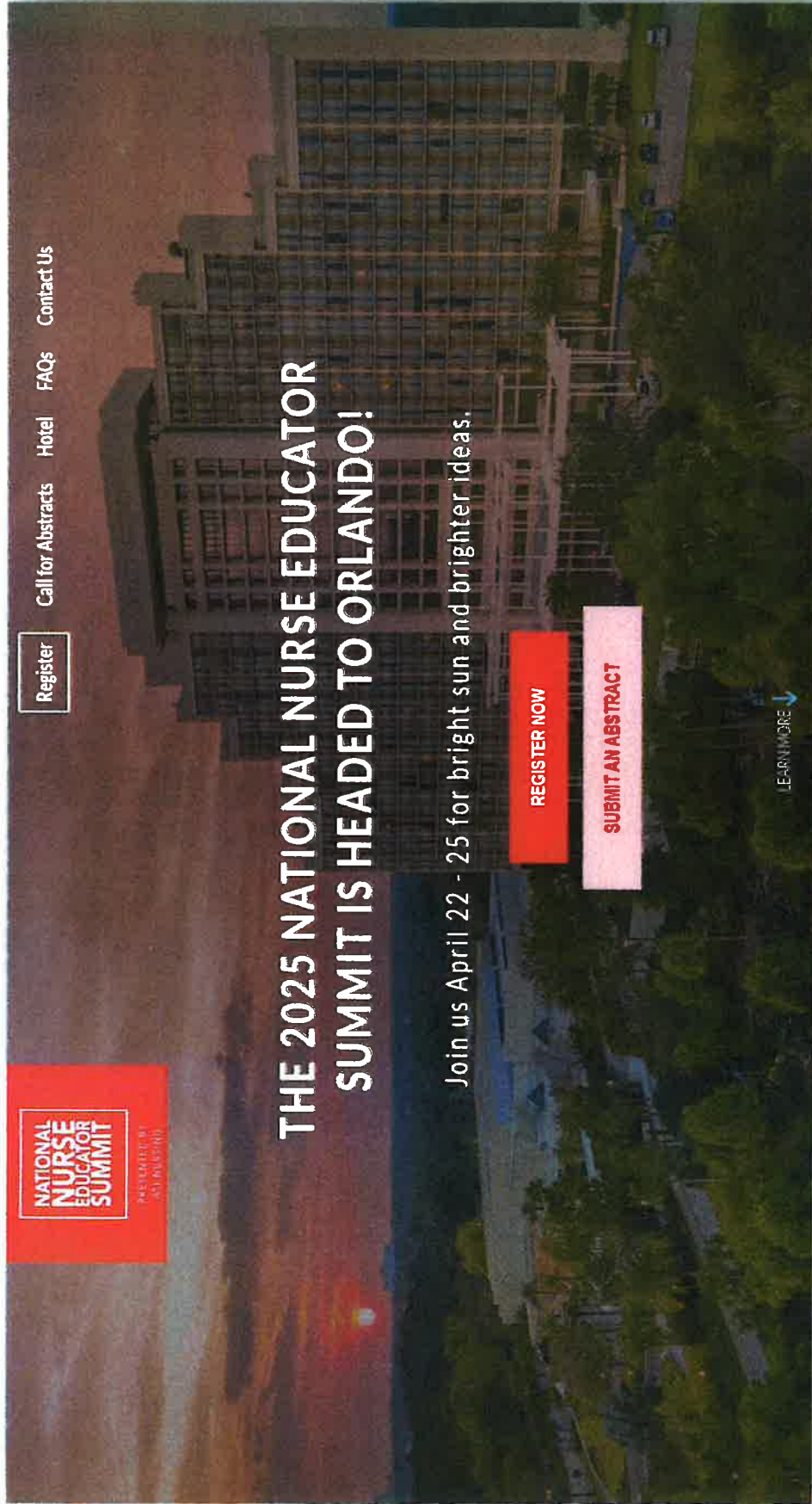
LMS Integration	
2026 NCLEX Test Plan	

Current ACC ADN Contract Price	
\$2,834.25 per student	
\$713.50 per semester	

ADN Current Resource Redundancy	
\$698.92 per student	

2025 Pricing (without Launch and CH)	
\$3,884.00	
2025 Pricing (with Launch)	
\$4,201.00	

Thank you for your partnership.
We're honored to work with you.



NATIONAL NURSE EDUCATOR SUMMIT
PRELIMINARY DATES: APRIL 22-25, 2025

THE 2025 NATIONAL NURSE EDUCATOR SUMMIT IS HEADED TO ORLANDO!

Join us April 22 - 25 for bright sun and brighter ideas.

[Register](#) [Call for Abstracts](#) [Hotel](#) [FAQs](#) [Contact Us](#)

[REGISTER NOW](#)

[SUBMIT AN ABSTRACT](#)

[LEARN MORE](#)

Office of the Provost

NORTHERN New Mexico College

**MEMORANDUM**

To: Board of Regents - Northern New Mexico College
From: Dr. Larry Guerrero, Interim Provost, and VP for Academic Affairs
Date: April 25, 2025
Re: Approval of Posthumous and “In Memoriam” Recognition Degrees

Issue: Northern New Mexico College (NNMC) Catalog currently does not have an opportunity for a student to be awarded a posthumous or “in memoriam” recognition degrees.

Overview:

Posthumous Degree:

If a student passes away before the completion of a degree, NNMC may award the student a degree posthumously. In order to be eligible for a posthumous degree, the student must have been actively pursuing their degree at the time of their passing (or at the onset of illness that led to their death). Additionally, they must have completed 75% of the credits toward the degree, and be in good academic standing (cumulative GPA: 2.0). A faculty member, classmate, friend, or family member of the deceased may submit a request to the Registrar, who will ascertain whether the foregoing criteria have been met. Upon confirmation of eligibility, the Registrar will notify the Provost and will note the degree in Banner. The degree may be reported to external stakeholders. Additionally, the student will be recognized as a graduate at commencement and the student’s name will be listed in the commencement program, with the designation that the degree is awarded posthumously. In addition, in those cases in which the Registrar determines that a student nominated for a Posthumous Degree does not meet the eligibility requirements, he or she shall forward the name for consideration to the Provost for an in Memoriam Recognition.

“In Memoriam” Recognition:

If a student passes away shy of meeting the aforementioned criteria for a posthumous degree, the college may consider awarding the student an “In Memoriam” recognition. This honorary recognition will be noted in Banner in the student’s account but not reported to external stakeholders. There are no completion or academic standing requirements for this recognition; however, the student must have registered for and attended classes within the previous 12 months. A faculty member, classmate, friend, or family member of the deceased may submit a request to the Registrar, who will confirm the student’s eligibility, and notify the Provost. The student’s memory will be honored at commencement.

These opportunity has been vetted and recommended by the Faculty Senate, the Provost and the President.

Recommendation:

I recommend that the Board of Regents approve the Posthumous and “In Memoriam” Recognition degrees for the upcoming catalog.

*Chief Financial Officer***NORTHERN New Mexico College****MEMORANDUM**

TO: Board of Regents
Northern New Mexico College

FROM: Theresa Storey, Chief Financial Officer

THRU: Hector Balderas, President

DATE: May 9, 2025

RE: Fiscal Year 2026 Operating Budget – Action Item

Background:

Following the 2025 legislative session, Northern New Mexico College (NNMC) has developed its FY26 operating budget. This critical process, involving collaboration between the Business Office, the Office of the Provost, and Executive Leadership, ensures a balanced financial plan that supports the institution's effective operation and mission by considering both academic and operational needs.

Northern New Mexico College (NNMC) submitted its FY26 annual operating budget in draft form to the New Mexico Higher Education Department by the May 1, 2025, deadline, as it is pending approval from the Board.

NNMC's proposed FY26 budget demonstrates a commitment to its mission through key financial priorities, including supporting its workforce, enhancing operational efficiency, and investing in infrastructure. This includes a planned 4% compensation increase for eligible employees, alongside a significant 9.95% increase in benefits, a necessary budgetary demand. Notably, the budget includes the institutionalization of positions within key areas that directly support the academic core and student success, including Language and Letters, BCES, Triad, Distance Education, and Career Services. The budget also reflects the recurring costs associated with NNMC's membership in The Collaborative for Higher Education Shared Services (CHESS), which the college joined in 2022. This partnership, which facilitated the implementation of Workday for integrated financial and human resource management and shared payroll services, now represents an ongoing operational expense as the initial project phase concludes. Alongside managing these personnel and operational costs, the budget incorporates a 3.5% vacancy savings to contribute to the institution's financial stability. Furthermore, the strategic move towards position institutionalization in these specific departments underscores a commitment to long-term operational effectiveness in crucial student-facing and academic support roles. Finally, the allocation of \$4.8 million in non-recurring Capital Outlay Appropriations will provide essential resources for infrastructure

improvements, directly supporting the college's ability to create a conducive learning and working environment.

The FY26 operating budget for NNMC reflects a strong commitment to its primary functions, with 71% of the total allocation directed towards Instruction, Academic Support, Student Services, and Institutional Support. This distribution highlights the college's focus on providing quality education and a supportive learning environment.

Required Action:

The FY26 operating budget is submitted to the BOR for approval.

Thank you for your consideration.

NEW MEXICO HIGHER EDUCATION DEPARTMENT
Submission Checklist
FY 2025 (Academic Year 2025-2026)

Verified

Formulas are not overwritten in source documents.



Totals on individual exhibits roll up and are equal to Exhibit 1



FTE is included in all columns of Exhibit B and equal to those FTE reported under individual units.



Include Exhibit B totals by Exhibit, not just categories.



Add footers that identify your institution with numbered pages.



Pages are in PDF format, in the same direction, and are in correct order.



Check print areas and layout. Exclude unnecessary information.



These documents are ready for public view and presentation.





FY2026 Proposed
Operating Budget

NORTHERN New Mexico College



**NORTHERN NEW MEXICO COLLEGE
PROPOSED OPERATING BUDGET
FY2026 (2025-2026)**

TABLE OF CONTENTS

Budget Approval Form	1
General Fund Appropriations Schedule	2
Signed Template for Tuition, Required Fees, and Room & Board Rates (Face to Face)	4
Signed Template for Tuition, Required Fees, and Room & Board Rates (Online)	5
Tuition Waivers Schedule	6
3% Scholarship/Bridge Scholarship	7
Budgeting of Building Renewal and Replacement	8
Budgeting of Equipment	9
Budgeting of Sources and Uses of Indirect Cost Revenue	10
Compensation Table	11
Federal Funding in Response to COVID-19	12
Exhibit 1 Summary of Current Funds and Plant Funds	15
Exhibit 1A Detail of Transfers	19
Exhibit 2 Summary of Instruction and General (I&G)	20
Exhibit 3 Student Tuition and Miscellaneous Fees (I&G)	22
Exhibit 4 Government Appropriations (I&G)	23
Exhibit 5 Government Grants and Contracts (I&G)	24
Exhibit 6 Private Gifts, Grants and Contracts (I&G)	25
Exhibit 7 Endowment, Land and Permanent Fund Income (I&G)	26
Exhibit 8 Sales and Services of Educational Activities (I&G)	27
Exhibit 9 Other Sources of Revenue (I&G)	28
Exhibit 10 Expenditures for Instruction (I&G)	29
Exhibit 11 Expenditures for Academic Support (I&G)	43
Exhibit 12 Expenditures for Student Services (I&G)	47

Exhibit 13	Expenditures for Institutional Support (I&G)	55
Exhibit 14	Expenditures for Operation and Maintenance of Plant (I&G)	63
Exhibit 15	Student Social and Cultural Activities (I&G)	65
Exhibit 16	Research	68
Exhibit 17	Public Service	71
Exhibit 18	Internal Service Department	75
Exhibit 19	Student Aid, Grants and Stipends	79
Exhibit 20	Auxiliary Enterprises	88
Exhibit 21	Intercollegiate Athletics	93
Exhibit 22	Independent Operations (Not Applicable)	N/A
Exhibit I	Capital Outlay	96
Exhibit II	Renewals and Replacement	106
Exhibit a	Summary of Current Funds Revenue by Source	109
Exhibit b	Summary of Salaries in All Current Funds	113
Exhibit c	Proposed Salary Increases	118
Exhibit d	Tuition and Required Fees	119
Exhibit e	Salaries of Principal Officers	121

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Budget Approval Form
FY 2026 (Academic Year 2025-2026)**

INSTITUTION: Northern New Mexico College

EXPENDITURES			
	UNRESTRICTED	RESTRICTED	TOTAL
CURRENT FUNDS	\$26,971,119	\$8,476,634	\$35,447,753
PLANT FUNDS	\$20,291,920	\$450,000	\$20,741,920
TOTAL	\$47,263,039	\$8,926,634	\$56,189,673

Amounts must agree with Exhibit 1 of the Operating Budget.

This operating budget is submitted in accordance with Article 5, Section 9, of the Constitution of New Mexico and Section 21-1-26 NMSA 1978. All information herein stated is true and correct to the best of my knowledge and belief.

Approved by Governing Board:

Chair _____
Date

Approved by New Mexico Higher Education Department:

NMHED Analyst _____
Date

NMHED Cabinet Secretary or Designee _____
Date

Approved by Department of Finance & Administration:

State Budget Division Analyst _____
Date

State Budget Division Director _____
Date

Cabinet Secretary, DFA _____
Date

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
General Fund Appropriations Schedule
FY 2026 (Academic Year 2025-2026)**

INSTITUTION: Northern New Mexico College

Prepared By: Theresa Storey, Chief Financial Officer/Compliance Officer

Date: 1-May-25

Program Description	Final Budget FY25	Proposed Budget FY26	Exhibit(s) Where Expense Budgeted
PART A - GF APPROPRIATIONS DIRECTLY TO THE INSTITUTION			
Include all Recurring + COMP Per Section 4, 5 & 8:			
I&G (Includes Roll-Up RPSP's)I&G-\$13,220.8, Veteran's Center \$121.2, Tech & Voc. Courses-Academic Eval. \$45.6, Center for the Arts-\$200.0, Native American Student Center-\$150.0	\$13,390,600	\$14,296,800	10-14
New Teacher Pipeline Initiatives	\$250,000	\$250,000	10
Athletics	\$570,900	\$582,700	21
Nursing Enhancement Health Science Nursing	\$947,000	\$947,000	10
Science, Technology, Engineering & Math Initiative	\$125,200	\$125,200	17
Veteran's Center (\$121.2)	Rollup to I&G	Rollup to I&G	12
Technical and Vocational Courses-Academic Eval. (\$45.6)	Rollup to I&G	Rollup to I&G	10
Sostenga Demonstration Farm	\$50,000	\$50,000	20
Moving Arts	\$50,000	\$50,000	17
Center for the Arts (\$200.0)	Rollup to I&G	Rollup to I&G	12
Native American Student Center (\$150.0)	Rollup to I&G	Rollup to I&G	12
(add rows as needed)			
SUBTOTAL DIRECT (per final GF Summary)	\$15,383,700	\$16,301,700	
PART B - GF APPROPRIATIONS THROUGH NMHED (Flow-Thru's + BR&R) -EXCLUDING COMP:			
CHES Funding	\$0	\$0	02
BR&R -HB2, Section 5 through HED Reimbursement -TBD	\$382,709	\$0	02
(add rows as needed)			
SUBTOTAL FLOW-THROUGH	\$382,709	\$0	
TOTAL GF APPROPRIATIONS	\$15,766,409	\$16,301,700	
PART C - GF APPROPRIATIONS DIRECTLY TO THE INSTITUTION			
Include any Non-Recurring and all Junior Bill line items and in this section			
HB2, Section 4 -Non-recurring Items:			
Non-Recurring Costs in Athletics	\$100,000		1
Security Improv, Info Sys Upgrades, Other Infrastructure (Reauthorized thru FY26)	\$3,000,000	\$2,933,000	1
Government Results and Opportunity-(NMGRO) Recruitment & Reter	\$160,000		12
HB308, Section 10			
Classroom and Space Renovation for WF Development	\$5,000,000		1
SB275, Section 39 (FY25 thru FY28)			
Trades and Workforce Development Programs	\$1,000,000		1
Plan, design, construct, and equip. on El Rito Campus	\$500,000	\$221,500	1
Eagle Memorial Sportsplex	\$100,000		1
Fine Arts Center and Student support areas	\$500,000	\$268,000	1
Infrastructure	\$150,000		1
HB450, Chp 159, Section 45			
To plan, design, renovate, & equip Infrastructure improvements		\$3,500,000	1

Amphitheatre Construction		\$1,000,000	I
Campus Improvement		\$100,000	I
Eagle Memorial Sportsplex		\$100,000	I
Passenger Vehicles		\$190,000	I
(add rows as needed)			
TOTAL Other Appropriations	\$10,510,000	\$8,312,500	
Total Must tie to General Fund Summary	\$26,276,409	\$24,614,200	

Totals by Exhibit (from Above)		
Exhibits 10-14		\$15,493,800
Exhibit 16		
Exhibit 17		\$175,200
Exhibit 21		\$582,700
Exhibit 20		\$50,000
Exhibit 22		
Plant Fund		\$8,312,500
Total General Fund Appropriations		\$24,614,200

Amounts in this section should net to total dollars appropriated to your institution. HED, DFA, & LFC use the net total to tie with all State Government Appropriations in respective budgeted individual exhibits as well as in Exhibit 4 and Exhibit A

Online Tuition

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Tuition, Required Fees, Room & Board Rates
FY 2026 (Academic Year 2025-2026)**

INSTITUTION: Northern New Mexico College

Approved by: Theresa Storey, Chief Financial Officer/Compliance Officer
(required) Name of Chief Financial Officer (type)

T. Storey
CFO Signature

1-May-25
Date

- Please check if rate is flat tuition which covers 12-18 hours
- Please check if rate is flat tuition which covers 15-18 hours
- Other - No flat rate

2024-2025 ACADEMIC YEAR as reported in FY25 Budget Exhibit

Undergraduate Tuition						Graduate Tuition						Full Time Fees				Total Full Time Tuition & Fees - Per Semester Formula Calculation			
Part-time/Hourly rate		Full Time/per semester		Summer Session		Part-time/Hourly rate		Full Time/per semester		Summer Session		Undergrad		Graduate		Undergraduate		Graduate	
Resident In District	Non Resident	Resident In District	Non Resident	Resident - Per Credit Hr.	Non Resident - Per Credit Hr.	Resident In District	Non Resident	Resident In District	Non Resident	Resident - Per Credit Hr.	Non Resident - Per Credit Hr.	Resident In District	Non Resident	Resident In District	Non Resident	Resident In District	Non Resident	Resident In District	Non Resident
295.00	320.00	3,540.00	3,840.00	295.00	320.00											3,540.00	3,840.00	-	-
Professional Student Annual Rate Only																			

Total Tuition & Fees - Annual Rate Formula Calculation			
Undergraduate		Graduate	
Resident In District	Non Resident	Resident In District	Non Resident
7,080.00	7,680.00	0.00	0.00

- Notes:
- resident rate of community colleges is in-district rate
 - consistent with www.commondataset.org initiative, post the tuition and required fees for a full-time undergraduate student were a FULL academic year is defined as (30 semester hours or 45 quarter hours)

Room and Board Rates
(per semester)

	Min Rate	Max Rate
Room		
Board		

This form is used to populate a variety of both unpublished and published reports. Below are the WICHE Survey reporting definitions.

SECTION 2 – Definitions

- For the purposes of this survey, the following definitions apply:
- **Tuition** is the total dollar amount paid by a full-time student for a full academic year, usually two semesters, three quarters, or two trimesters.
 - **Required fees** include the institutional fees that a majority of full-time students are required to pay in addition to tuition. Costs for books and supplies should not be included.
- If there are differences in tuition and fees for lower division and upper division students, please provide lower division tuition and fees.*
- **Full-time undergraduate** tuition and fee rates should be based on 15 credit hours per semester or equivalent. (Please provide an endnote(s) if your calculation differs from how data have been submitted in previous years.)
 - **Full-time graduate** tuition and fee rates should be based on 12 credit hours per semester or equivalent. (Please provide an endnote(s) if your calculation differs from how data have been submitted in previous years.)

NEW MEXICO HIGHER EDUCATION DEPARTMENT Tuition Waivers FY 2026 (Academic Year 2025-2026)

INSTITUTION: Northern New Mexico College

Prepared By: Theresa Storey, Chief Financial Officer/Compliance Officer

Date: 5/1/2025

		Undergraduate Full time	Graduate Full Time	Professional Full Time					
OPTIONAL Proposed FY26 Operating Budget	Resident Tuition Rate	\$211.00	\$2,532.00						
	Non-Resident Tuition Rate	\$597.00	\$7,164.00						
Required FY25 Report of Actuals	Differential	\$4,632.00	\$0.00	\$0.00					
	Undergraduate SCH	Tuition Differential	Graduate SCH	Tuition Differential	Professional SCH	Tuition Differential	Total Head Count	Total Cost	
Graduate Assistant		\$0.00		\$0.00		\$0.00	0	\$0.00	
Competitive Scholarship		\$0.00		\$0.00		\$0.00	0	\$0.00	
Military		\$0.00		\$0.00		\$0.00	0	\$0.00	
National Guard		\$0.00		\$0.00		\$0.00	0	\$0.00	
Foregin Military		\$0.00		\$0.00		\$0.00	0	\$0.00	
Navajo		\$0.00		\$0.00		\$0.00	0	\$0.00	
Colorado		\$0.00		\$0.00		\$0.00	0	\$0.00	
Texas 135 Miles		\$0.00		\$0.00		\$0.00	0	\$0.00	
Arizona		\$0.00		\$0.00		\$0.00	0	\$0.00	
WICHE		\$0.00		\$0.00		\$0.00	0	\$0.00	
Non Resident Athlete		\$0.00		\$0.00		\$0.00	0	\$0.00	
Restricted		\$0.00		\$0.00		\$0.00	0	\$0.00	
Other Non Resident		\$312,000.00		\$0.00		\$0.00	0	\$312,000.00	
Subtotal		0	\$312,000.00	0	\$0.00	0	\$0.00	0	\$312,000.00

Notes:

Military: 90% of \$211, \$189.90 per credit hour (we haven't had any of these)

Colorado: \$211 per credit hour (if enrolled in at least 15 credits)

WICHE: \$280 per credit hour

Non Resident Athlete: \$211 per credit hour (if has athletic scholarship and enrolled in at least 12 credits)

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Calculation of 3% Scholarship Required Transfer
FY 2026 (Academic Year 2025-2026)**

INSTITUTION: Northern New Mexico College

Prepared By: Theresa Storey, Chief Financial Officer/Compliance Of

Date: 05/01/2025

Example					
FY 2026	Fall 2024	FY 2026	FY 2024	Change	Change
Undergraduate	Undergraduate	Scholarship	Scholarship		
Tuition & Fees	Student Head	Required	Actual	(Dollars)	(Percent)
Semester Rate	Count	Transfer	Transfer		
\$0.00	0	\$0	\$0	\$0	#DIV/0!

FY 2026	Fall 2024	FY 2026	FY 2024	Change	Change
Undergraduate	Undergraduate	Scholarship	Scholarship		
Tuition & Fees	Student Head	Required	Actual	(Dollars)	(Percent)
Semester Rate	Count	Transfer	Transfer		
\$2,532.00	1,423	\$216,182	\$175,316	\$40,866	23.31%

Headcount = eligible resident students only
3% Scholarship not available to dual credit, Non-credit, nor Non-resident students

FINAL	PROPOSED
BUDGET	BUDGET
FY25	FY26
Total not yet available	\$216,182

Total 3% Scholarship Transfer Amount

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Budgeting of Building Renewal & Replacement Transfer
FY 2026 (Academic Year 2025-2026)**

INSTITUTION: Northern New Mexico College

Prepared By: Theresa Storey, Chief Financial Officer/Compliance Officer

Date: 1-May-25

	Exhibits(s) Where Budgeted	Final Budget FY25	Proposed Budget FY26
Total BR&R Transfer Amount (annual recurring I&G Transfer)	Exh 2, I&G GF Rev, Ex 4, ,1A, Exh II	\$118,716	\$415,000
BR&R Allocation per Laws 2023 Ch 210 Section 5 Non-Recurring	<i>This State BR&R Distribution TBD</i>	\$377,565	
Less amount retained in I&G for I&G purposes (enter as negative)			
Equals amount transferred to BR&R (Exh. II)		\$496,281	\$415,000
For each I&G exhibit, as applicable, briefly explain for what purpose the BR&R money will be used.			
Instruction	10		\$0
(explain)			
Academic Support	11	\$0	\$0
(explain)			
Student Services	12	\$0	\$0
(explain)			
Institutional Support	13	\$0	\$0
(explain)			
Operation & Maintenance of Plant	14	\$0	\$0
FY25 Projected BR&R: \$415,000 = \$250,000-Branch CC BR&R, \$165,000-Regular NNMC Operating Budget BR&R, \$0-State BR&R Allocation (Distribution amount is unknown at this time, and yet TBD.		\$917,670	\$415,000
	TOTAL BR&R	\$917,670	\$415,000

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Budgeting of Equipment
FY 2026 (Academic Year 2025-2026)**

INSTITUTION: Northern New Mexico College

Prepared By: Theresa Storey, Chief Financial Officer/Compliance Officer

Date: 1-May-25

	Exhibits(s) Where Budgeted	Final Budget FY25	Proposed Budget FY26
--	----------------------------	----------------------	-------------------------

Total ER&R Transfer Amount (annual recurring I&G Transfer)	Exh 2, I&G GF Rev, Ex 4...1A, Exh II	\$65,000	\$65,000
ER&R Allocation per Laws 2023 Ch 210 Section 5 Non-Recurring	Transfer In from I&G Not State Funded		
Less amount retained in I&G for I&G purposes (enter as negative)			
Equals amount transferred to ER&R (Exh. II)		\$65,000	\$65,000

UNRESTRICTED CURRENT FUND EXPENDITURES FOR EQUIPMENT:

	Exhibits(s) Where Budgeted	Final Budget FY25	Proposed Budget FY26
Instruction	10		
Academic Support	11		
Student Services	12		
Institutional Support	13		
Operation & Maintenance of Plant	14		
Student Social & Cultural Activities	15		
Research	16		
Public Service	17		
Internal Services	18		
Auxiliary Enterprises	20		
Athletics	21		
Independent Operations	22		
SUB-TOTAL CURRENT FUNDS		\$0	\$0

TRANSFERS FOR EQUIPMENT:

to Capital Outlay	I		
to Renewals & Replacements	II	\$65,000	\$65,000
SUB-TOTAL PLANT FUNDS		\$65,000	\$65,000
TOTAL EXPENDITURES & TRANSFERS:		\$65,000	\$65,000

Comments:

NEW MEXICO HIGHER EDUCATION DEPARTMENT Budgeting of Sources and Uses of Indirect Cost Revenue FY 2026 (Academic Year 2025-2026)

INSTITUTION: Northern New Mexico College

Prepared By: Theresa Storey, Chief Financial Office/Compliance Officer

Date: 1-May-25

	Final Budget FY25	Proposed Budget FY26	Exibits(s) Where Budgeted
SOURCES OF INDIRECT COST REVENUE:			
Instruction & General	\$63,872	\$190,257	2
Research	\$23,358	\$11,358	16
Public Service	\$0	\$0	17
Other	\$170,515	\$0	2
TOTAL SOURCES	\$257,745	\$201,615	

USES OF INDIRECT COST REVENUE:			
I & G Programs (Specify):			
Institutional Support	\$63,872	\$179,932	2 & 13
Instruction	\$23,358	\$4,535	2 & 10
Student Support	\$0	\$17,138	2& 12
Other	\$170,515		2 & 12
Research Programs (Specify):			

Public Service Programs (Specify):			

Other Programs (Specify):			

TOTAL USES	\$257,745	\$201,605	

Comments:

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Compensation Table
FY 2026 (Academic Year 2025-2026)**

INSTITUTION: Northern New Mexico College

COMPENSATION TABLE		
	COMPENSATION INCREASE (%)	FIXED OR VARIABLE
FACULTY	4%	FIXED
STAFF	4%	FIXED
EXECUTIVE	4%	FIXED

If "Variable" was selected, please explain below:

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Federal Funding in Response to COVID-19
FY 2026 (Academic Year 2025-2026)**

INSTITUTION: Northern New Mexico College

Prepared By: Theresa Storey, Chief Financial Officer/Compliance Officer

Date: 1-May-25

**** Please list all COVID Funding if you have not expensed it all*

Oversight Agency (US Dept of Ed or Other)	Federal Act Title (CARES CRF, HEERF, ARP, Other)	Federal Grant Section	CFDA number	Grant End Date	Total \$ Awarded Student Portion	Total \$ Awarded Institutional Portion	Brief Expenditure Description (Purpose / Use)	FY24		FY25		FY26	Restricted or Unrestricted	Exhibit where budgeted
								Budget	Actuals	Budget	Estimated Actuals	Proposed Budget		
Department of Educa	HEERF	PL 116-136	84.425E	6/30/2023	2,768,439.00		Federal Student Aid Equipment, HVAC, Supplies, Software,	-	-	-	-	-	Restricted	
Department of Educa	HEERF	PL 116-136	84.425F	6/30/2023		3,644,659.00	Faculty/Staff Stipends Equipment, Faculty/Staff	367,495.22	367,495.22	-	-	-	Restricted	
Department of Educa	HEERF	PL 116-136	84.425L	6/30/2023		711,078.00	Stipends El Rito Housing and Dorms	9,036.21	9,036.21	-	-	-	Restricted	
US Department of the Treasury	CSLRF		21.027	6/30/2026		700000	Renovation Project	-	-	700,000.00	250,000.00	450,000.00	Restricted	

NOTES:
Expenses for COVID funding are found in the
Exhibit I Fund 40305

Northern New Mexico Colleg
Exhibit 1 - Summary of Current and Plant Funds

	Approved		Estimated		Budget	
	Budget		Actuals		Request	
	2024-2025		2024-2025		2025-2026	
	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted
Revenues						
Instruction and General	23,327,151	4,533,103	23,283,262	10,044,142	23,901,076	4,058,850
Student Social and Cultural	106,788	0	112,944	0	119,586	0
Research	0	350,703	0	530,565	0	49,219
Public Service	460,681	0	460,681	25,000	470,626	0
Internal Services	620,000	0	710,000	0	715,000	0
Student Aid Grants and Stipends	0	4,490,559	0	8,117,710	0	4,490,559
Auxiliary Enterprises	420,548	0	420,548	0	317,418	0
Intercollegiate Athletics	846,926	0	846,926	0	887,252	0
Independent Operations	0	0	0	0	0	0
Subtotal - Current Funds	25,782,094	9,374,365	25,834,361	18,717,417	26,410,958	8,598,628
Capital Outlay	15,983,000	0	17,645,300	250,000	19,811,920	450,000
Renewals and Replacements	0	0	0	0	0	0
Retirement of Indebtedness	0	0	0	0	0	0
Total Revenues	41,765,094	9,374,365	43,479,661	18,967,417	46,222,878	9,048,628
Beginning Balances						
Instruction and General	12,492,896	0	20,714,392	0	20,327,546	0
Student Social and Cultural	174,812	0	29,590	0	29,590	0
Research	0	0	0	0	0	0
Public Service	530,293	0	513,273	0	513,273	0
Internal Services	898,356	0	0	0	0	0
Student Aid Grants and Stipends	0	0	0	0	0	0
Auxiliary Enterprises	287,548	0	208,340	0	208,340	0
Intercollegiate Athletics	0	0	0	0	0	0
Independent Operations	0	0	0	0	0	0
Subtotal - Current Funds	14,383,905	0	21,465,595	0	21,078,749	0
Capital Outlay	0	0	0	0	0	0
Renewals and Replacements	0	0	0	0	0	0
Retirement of Indebtedness	0	0	0	0	0	0
Total Beginning Balances	14,383,905	0	21,465,595	0	21,078,749	0
Total Available						
Instruction and General	35,820,047	4,533,103	43,997,654	10,044,142	44,228,622	4,058,850
Student Social and Cultural	281,600	0	142,534	0	149,176	0
Research	0	350,703	0	530,565	0	49,219
Public Service	990,974	0	973,954	25,000	983,899	0
Internal Services	1,518,356	0	710,000	0	715,000	0
Student Aid Grants and Stipends	0	4,490,559	0	8,117,710	0	4,490,559
Auxiliary Enterprises	708,096	0	628,888	0	525,758	0
Intercollegiate Athletics	846,926	0	846,926	0	887,252	0
Independent Operations	0	0	0	0	0	0
Subtotal - Current Funds	40,165,999	9,374,365	47,299,956	18,717,417	47,489,707	8,598,628
Capital Outlay	15,983,000	0	17,645,300	250,000	19,811,920	450,000
Renewals and Replacements	0	0	0	0	0	0
Retirement of Indebtedness	0	0	0	0	0	0
Total Available	56,148,999	9,374,365	64,945,256	18,967,417	67,301,627	9,048,628

Expenditures							
Instruction and General	21,982,803	4,347,430	22,001,747	9,644,720	23,816,628	3,918,154	
Student Social and Cultural	121,788	0	127,944	0	134,586	0	
Research	0	327,345	0	487,370	0	37,861	
Public Service	475,458	0	475,458	25,000	489,877	0	
Internal Services	1,516,365	0	1,399,856	0	1,059,176	0	
Student Aid Grants and Stipends	350,316	4,520,619	350,316	8,284,919	386,182	4,520,619	
Auxiliary Enterprises	436,698	0	436,698	0	317,418	0	
Intercollegiate Athletics	721,926	0	721,926	0	767,252	0	
Independent Operations	0	0	0	0	0	0	
Subtotal - Current Funds	25,605,354	9,195,394	25,513,945	18,442,009	26,971,119	8,476,634	
Capital Outlay	15,983,000	0	17,645,300	250,000	19,811,920	450,000	
Renewals and Replacements	982,670	0	982,670	0	480,000	0	
Retirement of Indebtedness	0	0	0	0	0	0	
Total Expenditures	42,571,024	9,195,394	44,141,915	18,692,009	47,263,039	8,926,634	
Transfer to (from)							
Instruction and General	-1,148,864	-185,673	-1,668,361	-399,422	-1,002,615	-140,696	
Student Social and Cultural	15,000	0	15,000	0	15,000	0	
Research	0	-23,358	0	-43,195	0	-11,358	
Public Service	14,777	0	14,777	0	19,251	0	
Internal Services	73,922	0	689,856	0	344,176	0	
Student Aid Grants and Stipends	350,316	30,060	350,316	167,209	386,182	30,060	
Auxiliary Enterprises	16,150	0	16,150	0	0	0	
Intercollegiate Athletics	-125,000	0	-125,000	0	-120,000	0	
Independent Operations	0	0	0	0	0	0	
Subtotal - Current Funds	-803,699	-178,971	-707,262	-275,408	-358,006	-121,994	
Capital Outlay	982,670	0	982,670	0	480,000	0	
Renewals and Replacements	0	0	0	0	0	0	
Retirement of Indebtedness	0	0	0	0	0	0	
Total Transfers	178,971	-178,971	275,408	-275,408	121,994	-121,994	
Ending Balances							
Instruction and General	12,688,380	0	20,327,546	0	19,409,379	0	
Student Social and Cultural	174,812	0	29,590	0	29,590	0	
Research	0	0	0	0	0	0	
Public Service	530,293	0	513,273	0	513,273	0	
Internal Services	75,913	0	0	0	0	0	
Student Aid Grants and Stipends	0	0	0	0	0	0	
Auxiliary Enterprises	287,548	0	208,340	0	208,340	0	
Intercollegiate Athletics	0	0	0	0	0	0	
Independent Operations	0	0	0	0	0	0	
Subtotal - Current Funds	13,756,946	0	21,078,749	0	20,160,582	0	
Capital Outlay	982,670	0	982,670	0	480,000	0	
Renewals and Replacements	-982,670	0	-982,670	0	-480,000	0	
Retirement of Indebtedness	0	0	0	0	0	0	
Total Ending Balances	13,756,946	0	21,078,749	0	20,160,582	0	
Total Expenditures, Transfers & Balance	56,506,94	9,016,42	65,496,07	18,416,60	67,545,61	8,804,64	

Northern New Mexico College
Summary of Current Funds and Plant Funds
NMHD Summary Exhibit 1

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Revenue												
Ex 02 Instruction and General		23,327,151		4,533,103		23,283,262		10,044,142		23,901,076		4,058,850
Ex 15 Student Social and Cultural		106,788				112,944				119,586		
Ex 16 Research Grants				350,703				530,565				49,219
Ex 17 Public Service		460,681		0		460,681		25,000		470,626		0
Ex 18 Internal Service Department		620,000				710,000				715,000		
Ex 19 Student Financial Aid				4,490,559				8,117,710				4,490,559
Ex 20 Auxiliary Enterprises		420,548				420,548				317,418		
Ex 21 Intercollegiate Athletics		846,926				846,926				887,252		
Subtotal, Current Funds												
		25,782,094		9,374,365		25,834,361		18,717,417		26,410,958		8,598,628
Ex I Capital Outlay												
		15,983,000		0		17,645,300		250,000		19,811,920		450,000
Subtotal, Plant Funds												
		15,983,000		0		17,645,300		250,000		19,811,920		450,000
Total Revenue												
		41,765,094		9,374,365		43,479,661		18,967,417		46,222,878		9,048,628
Beginning Balance												
Ex 02 Instruction and General		12,492,896				20,714,392				20,327,546		
Ex 15 Student Social and Cultural		174,812				29,590				29,590		
Ex 17 Public Service		530,293				513,273				513,273		
Ex 18 Internal Service Department		898,356				0				0		
Ex 20 Auxiliary Enterprises		287,548				208,340				208,340		
Subtotal, Current Funds												
		14,383,905				21,465,595				21,078,749		
Total Beginning Balance												
		14,383,905				21,465,595				21,078,749		

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26					
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted			
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount		
Available														
Ex 02	Instruction and General			35,820,047		4,533,103		43,997,654		10,044,142		44,228,622		4,058,850
Ex 15	Student Social and Cultural			281,600				142,534				149,176		
Ex 16	Research Grants					350,703				530,565				49,219
Ex 17	Public Service			990,974		0		973,954		25,000		983,899		0
Ex 18	Internal Service Department			1,518,356				710,000				715,000		
Ex 19	Student Financial Aid					4,490,559				8,117,710				4,490,559
Ex 20	Auxiliary Enterprises			708,096				628,888				525,758		
Ex 21	Intercollegiate Athletics			846,926				846,926				887,252		

Subtotal, Current Funds			40,165,999		9,374,365		47,299,956		18,717,417		47,489,707		8,598,628	

Ex I	Capital Outlay			15,983,000		0		17,645,300		250,000		19,811,920		450,000

Subtotal, Plant Funds			15,983,000		0		17,645,300		250,000		19,811,920		450,000	

Total Available			56,148,999		9,374,365		64,945,256		18,967,417		67,301,627		9,048,628	

Expense														
Ex 02	Instruction and General		196.51	21,982,803	34.00	4,347,430	194.01	22,001,747	42.85	9,644,720	201.06	23,816,628	31.01	3,918,154
Ex 15	Student Social and Cultural		1.00	121,788	0.00	0	1.00	127,944	0.00	0	1.00	134,586	0.00	0
Ex 16	Research Grants		0.00	0	0.00	327,345	0.00	0	0.00	487,370	0.00	0	0.00	37,861
Ex 17	Public Service		2.00	475,458	0.00	0	2.00	475,458	0.00	25,000	2.00	489,877	0.00	0
Ex 18	Internal Service Department		10.64	1,516,365	0.00	0	10.64	1,399,856	0.00	0	10.00	1,059,176	0.00	0
Ex 19	Student Financial Aid		0.00	350,316	0.00	4,520,619	0.00	350,316	0.00	8,284,919	0.00	386,182	0.00	4,520,619
Ex 20	Auxiliary Enterprises		0.40	436,698	0.00	0	0.40	436,698	0.00	0	0.00	317,418	0.00	0
Ex 21	Intercollegiate Athletics		6.50	721,926	0.00	0	6.50	721,926	0.00	0	6.00	767,252	0.00	0

Subtotal, Current Funds			217.05	25,605,354	34.00	9,195,394	214.55	25,513,945	42.85	18,442,009	220.06	26,971,119	31.01	8,476,634

Ex I	Capital Outlay		0.00	15,983,000	0.00	0	0.00	17,645,300	0.00	250,000	0.00	19,811,920	0.00	450,000

Ex II	Renewal and Replacement		0.00	982,670	0.00	0	0.00	982,670	0.00	0	0.00	480,000	0.00	0

Subtotal, Plant Funds			0.00	16,965,670	0.00	0	0.00	18,627,970	0.00	250,000	0.00	20,291,920	0.00	450,000

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Total Expense	217.05	42,571,024	34.00	9,195,394	214.55	44,141,915	30.25	18,692,009	220.06	47,263,039	34.00	8,926,634
Transfers In												
Ex 02 Instruction and General		754,576		48,714		714,482		49,996		402,907		49,561
Ex 15 Student Social and Cultural		15,000		0		15,000		0		15,000		0
Ex 17 Public Service		14,777		0		14,777		0		19,251		0
Ex 18 Internal Service Department		348,884		0		689,856		0		344,176		0
Ex 19 Student Financial Aid		350,316		30,060		350,316		167,209		386,182		30,060
Ex 20 Auxiliary Enterprises		16,150		0		16,150		0		0		0
Subtotal, Current Funds		1,499,703		78,774		1,800,581		217,205		1,167,516		79,621
Ex II Renewal and Replacement		982,670		0		982,670		0		480,000		0
Subtotal, Plant Funds		982,670		0		982,670		0		480,000		0
Total Transfers In		2,482,373		78,774		2,783,251		217,205		1,647,516		79,621
Transfers Out												
Ex 02 Instruction and General		-1,903,440		-234,387		-2,382,843		-449,418		-1,405,522		-190,257
Ex 16 Research Grants		0		-23,358		0		-43,195		0		-11,358
Ex 18 Internal Service Department		-274,962		0		0		0		0		0
Ex 21 Intercollegiate Athletics		-125,000		0		-125,000		0		-120,000		0
Subtotal, Current Funds		-2,303,402		-257,745		-2,507,843		-492,613		-1,525,522		-201,615
Total Transfers Out		-2,303,402		-257,745		-2,507,843		-492,613		-1,525,522		-201,615
Net Transfers		178,971		-178,971		275,408		-275,408		121,995		-121,994

Ending Balances

Ex 02 Instruction and General		12,688,380		0		20,327,547		0		19,409,379		0
Ex 15 Student Social and Cultural		174,812		0		29,590		0		29,590		0
Ex 16 Research Grants		0		0		0		0		0		0
Ex 17 Public Service		530,293		0		513,273		0		513,273		0

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Ex 18 Internal Service Department		75,913		0		0		0		0		0
Ex 19 Student Financial Aid		0		0		0		0		0		0
Ex 20 Auxiliary Enterprises		287,548		0		208,340		0		208,340		0
Ex 21 Intercollegiate Athletics		0		0		0		0		0		0
.....												
Subtotal, Current Funds		13,756,946		0		21,078,750		0		20,160,582		0
.....												
Ex I Capital Outlay		0		0		0		0		0		0
Ex II Renewal and Replacement		0		0		0		0		0		0
.....												
Subtotal, Plant Funds		0		0		0		0		0		0
.....												
Total Ending Balances		13,756,946		0		21,078,750		0		20,160,582		0

Northern New Mexico College
Detail of Transfers
NMHED Exhibit 1A

	Original Budget FY25		Estimated Actuals FY25		Proposed Budget FY26	
	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted
	Amount	Amount	Amount	Amount	Amount	Amount
<u>Transfers In</u>						
Ex 02 Instruction and General	754,576	48,714	714,482	49,996	402,907	49,561
Ex 15 Student Social and Cultural	15,000	0	15,000	0	15,000	0
Ex 17 Public Service	14,777	0	14,777	0	19,251	0
Ex 18 Internal Service Department	348,884	0	689,856	0	344,176	0
Ex 19 Student Financial Aid	350,316	30,060	350,316	167,209	386,182	30,060
Ex 20 Auxiliary Enterprises	16,150	0	16,150	0	0	0
Subtotal, Current Funds	1,499,703	78,774	1,800,581	217,205	1,167,516	79,621
Ex II Renewal and Replacement	982,670	0	982,670	0	480,000	0
Subtotal, Plant Funds	982,670	0	982,670	0	480,000	0
Total Transfers In	2,482,373	78,774	2,783,251	217,205	1,647,516	79,621
<u>Transfers Out</u>						
Ex 02 Instruction and General	-1,903,440	-234,387	-2,382,843	-449,418	-1,405,522	-190,257
Ex 16 Research Grants	0	-23,358	0	-43,195	0	-11,358
Ex 18 Internal Service Department	-274,962	0	0	0	0	0
Ex 21 Intercollegiate Athletics	-125,000	0	-125,000	0	-120,000	0
Subtotal, Current Funds	-2,303,402	-257,745	-2,507,843	-492,613	-1,525,522	-201,615
Total Transfers Out	-2,303,402	-257,745	-2,507,843	-492,613	-1,525,522	-201,615
Net Transfers	178,971	-178,971	275,408	-275,408	121,995	-121,994

**Northern New Mexico College
Summary of Instruction and General
NMHD Exhibit 2**

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26				
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted		
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Revenue													
03	Student Tuition and Miscellaneous Fees (I&G)		4,681,377				4,681,377				4,653,255		
04	Government Appropriations (I&G)		17,930,309				17,930,309				18,518,846		
05	Government Grants and Contracts (I&G)		3,075		4,533,103		3,075		9,471,989		3,075		4,058,850
06	Private Gifts, Grants and Contracts				0				572,153				0
07	Endowment Land and Permanent Fund Income (I&G)		528,970				528,970				534,606		
08	Sales and Services of Educational Activities (I&G)		1,000				1,000				1,000		
09	Other Sources of Revenue (I&G)		182,420				138,532				190,295		
Total Revenue			23,327,151		4,533,103		23,283,262		10,044,142		23,901,076		4,058,850
Beginning Balance													
02	Summary of Instruction and General (I&G)		12,492,896				20,714,392				20,327,546		
Total Beginning Balance			12,492,896				20,714,392				20,327,546		
Expense													
10	Instruction	95.56	9,999,208	12.00	1,142,342	93.31	9,822,597	13.25	4,013,745	99.31	11,030,356	11.50	406,725
11	Academic Support	7.05	933,514	0.00		7.05	933,514	0.00		9.05	1,062,268	0.00	
12	Student Services	25.10	2,689,800	20.00	3,092,588	24.85	2,677,618	27.60	5,368,475	24.50	2,791,459	18.01	3,307,179
13	Institutional Support	44.30	5,917,350	2.00	112,500	44.30	6,125,088	2.00	262,500	41.95	6,263,566	2.00	204,250
14	Operation and Maintenance of Plant	24.50	2,442,931	0.00		24.50	2,442,931	0.00		26.25	2,668,980	0.00	
Total Expense		196.51	21,982,803	34.00	4,347,430	194.01	22,001,747	42.85	9,644,720	201.06	23,816,628	31.51	3,918,154
Transfers In													
02	Instruction and General		456,831				181,869				161,292		
10	Instruction		14,914				42,771				10,718		
12	Student Services		12,811		48,714		17,276		49,996		10,955		49,561
13	Institutional Support		270,020				472,566				219,942		
Total Transfers In			754,576		48,714		714,482		49,996		402,907		49,561
Transfers Out													

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
02 Instruction and General		1,362,393				1,977,882				989,144		
10 Instruction		506,047		63,872		369,961		218,773		381,378		18,872
12 Student Services				170,515				230,645				171,385
13 Institutional Support		35,000				35,000				35,000		
Total Transfers Out		1,903,440		234,387		2,382,843		449,418		1,405,522		190,257
Ending Balance		12,688,380		0		20,327,547		0		19,409,379		0

Northern New Mexico College
Student Tuition and Miscellaneous Fees (I&G)
NMHED Exhibit 03

	Original Budget FY25		Estimated Actuals FY25		Proposed Budget FY26	
	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted
	Amount	Amount	Amount	Amount	Amount	Amount
<i>Revenue</i>						
50000 Tuition Resident	3,518,764	0	3,518,764	0	2,896,415	0
50001 Tuition Non Resident	171,106	0	171,106	0	116,296	0
50002 Fees	991,507	0	991,507	0	1,640,544	0
Total Revenue	4,681,377	0	4,681,377	0	4,653,255	0

**Northern New Mexico College
Government Appropriations (I&G)
NMHED Exhibit 04**

	Original Budget FY25		Estimated Actuals FY25		Proposed Budget FY26	
	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted
	Amount	Amount	Amount	Amount	Amount	Amount
<i>Revenue</i>						
51000 General Fund Appropriation	160,000	0	160,000	0	0	0
51000 General Fund Appropriation	250,000	0	250,000	0	250,000	0
51000 General Fund Appropriation	382,709	0	382,709	0	0	0
51000 General Fund Appropriation	947,000	0	947,000	0	947,000	0
51000 General Fund Appropriation	13,390,600	0	13,390,600	0	14,296,800	0
54001 Local Government Appropriation	21,962	0	21,962	0	21,962	0
54001 Local Government Appropriation	378,038	0	378,038	0	378,038	0
54001 Local Government Appropriation	2,400,000	0	2,400,000	0	2,625,046	0
Total Revenue	17,930,309	0	17,930,309	0	18,518,846	0

**Northern New Mexico College
Government Grants and Contracts (I&G)
NMHED Exhibit 05**

	Original Budget FY25		Estimated Actuals FY25		Proposed Budget FY26	
	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted
	Amount	Amount	Amount	Amount	Amount	Amount
<i>Revenue</i>						
52000 Federal Grants	3,075	4,202,615	3,075	7,136,343	3,075	3,784,612
53000 State Grants	0	330,488	0	2,319,516	0	274,238
54000 Local Grants and Contracts	0	0	0	16,130	0	0
Total Revenue	3,075	4,533,103	3,075	9,471,989	3,075	4,058,850

Northern New Mexico College
Private Gifts, Grants and Contracts
NMHED Exhibit 06

	Original Budget FY25		Estimated Actuals FY25		Proposed Budget FY26	
	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted
	Amount	Amount	Amount	Amount	Amount	Amount
<i>Revenue</i>						
55005 Private Gifts and Grants	0	0	0	572,153	0	0
Total Revenue	0	0	0	572,153	0	0

Northern New Mexico College
Endowment Land and Permanent Fund Income (I&G)
NMHED Exhibit 07

	Original Budget FY25		Estimated Actuals FY25		Proposed Budget FY26	
	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted
	Amount	Amount	Amount	Amount	Amount	Amount
Revenue						
55023 Endowment Dinner Revenue	184,000	0	184,000	0	184,000	0
56000 Permanent Fund	344,970	0	344,970	0	350,606	0
Total Revenue	528,970	0	528,970	0	534,606	0

Northern New Mexico College
Sales and Services of Educational Activities (I&G)
NMHED Exhibit 08

	Original Budget FY25		Estimated Actuals FY25		Proposed Budget FY26	
	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted
	Amount	Amount	Amount	Amount	Amount	Amount
<i>Revenue</i>						
57000 Sales and Service	1,000	0	1,000	0	1,000	0
Total Revenue	1,000	0	1,000	0	1,000	0

**Northern New Mexico College
Other Sources of Revenue (I&G)
NMHED Exhibit 09**

	Original Budget FY25		Estimated Actuals FY25		Proposed Budget FY26	
	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted
	Amount	Amount	Amount	Amount	Amount	Amount
<i>Revenue</i>						
50002 Fees	0	0	0	0	100	0
58000 SBDC Program Income	1,450	0	1,450	0	3,875	0
58001 Other Revenue	180,970	0	137,082	0	186,320	0
Total Revenue	182,420	0	138,532	0	190,295	0

Northern New Mexico College
Instruction
NMHD Summary Exhibit10

			Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
			Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
			FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
101	General Academic Instruction													
11000	1022	VP for Finance and Admin - Unallocate	0.00	-561,084	0.00	0	0.00	-561,084	0.00	0	0.00	-577,282	0.00	0
Total 101 General Academic Instruction			0.00	-561,084	0.00	0	0.00	-561,084	0.00	0	0.00	-577,282	0.00	0
Total Exhibit 10			0.00	-561,084	0.00	0	0.00	-561,084	0.00	0	0.00	-577,282	0.00	0

101	General Academic Instruction													
11000	2111	Language & Letters	8.64	653,532	0.00	0	8.64	653,532	0.00	0	10.14	799,197	0.00	0
11000	2131	Fine Arts & Human Sciences	10.50	973,358	0.00	0	10.50	973,358	0.00	0	10.50	1,015,043	0.00	0
11000	2148	Health, Phys Ed & Recreation	0.27	19,234	0.00	0	0.27	19,234	0.00	0	0.27	19,837	0.00	0
11000	2212	Math & Physical Science	6.11	495,385	0.00	0	6.11	495,385	0.00	0	6.11	551,918	0.00	0
11000	2263	Biology & Chemistry	6.00	560,612	0.00	0	6.00	560,612	0.00	0	6.00	602,528	0.00	0
11000	2268	Environmental Science	3.33	351,211	0.00	0	3.33	351,211	0.00	0	3.33	388,138	0.00	0
11000	2355	Engineering	5.39	745,182	0.00	0	5.39	745,182	0.00	0	5.39	787,288	0.00	0
11000	2421	Health Sciences	0.67	102,940	0.00	0	0.67	102,940	0.00	0	0.67	111,454	0.00	0
11000	2431	Nursing - Associates Degree	6.25	767,853	0.00	0	6.25	767,853	0.00	0	5.75	784,266	0.00	0
11000	2432	BS in Nursing	1.00	112,258	0.00	0	1.00	112,258	0.00	0	1.00	114,423	0.00	0
11000	2511	Teacher Education	6.54	757,598	0.00	0	6.54	757,598	0.00	0	7.54	805,955	0.00	0
11000	2571	Business Education	7.43	771,511	0.00	0	7.43	771,511	0.00	0	7.43	821,390	0.00	0
11000	2616	Construction Trades	0.00	2,225	0.00	0	0.00	2,225	0.00	0	0.00	2,225	0.00	0
11011	2431	Nursing - Associates Degree	2.50	321,412	0.00	0	2.50	321,412	0.00	0	1.50	259,054	0.00	0
11011	2432	BS in Nursing	1.00	139,452	0.00	0	1.00	139,452	0.00	0	1.00	138,279	0.00	0
11012	2131	Fine Arts & Human Sciences	0.00	480	0.00	0	0.00	480	0.00	0	0.00	129	0.00	0
11012	2212	Math & Physical Science	0.00	892	0.00	0	0.00	892	0.00	0	0.00	705	0.00	0
11012	2263	Biology & Chemistry	0.00	1,543	0.00	0	0.00	1,543	0.00	0	0.00	1,122	0.00	0
11012	2355	Engineering	0.00	79,930	0.00	0	0.00	30,592	0.00	0	0.00	80,647	0.00	0
11012	2511	Teacher Education	0.00	108	0.00	0	0.00	108	0.00	0	0.00	108	0.00	0
11012	2571	Business Education	0.00	6,399	0.00	0	0.00	6,399	0.00	0	0.00	6,399	0.00	0
11013	2653	Continuing Education	1.69	125,664	0.00	0	1.69	125,664	0.00	0	0.69	116,166	0.00	0

			Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
			Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
			FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
11303	2511	Teacher Education	0.00	0	0.00	0	0.00	375	0.00	0	0.00	0	0.00	0
Total 101	General Academic Instruction		67.32	6,988,778	0.00	0	67.32	6,939,815	0.00	0	67.32	7,406,271	0.00	0
102 Vocational-Technical Instruction														
11000	2602	Barbering & Cosmetology	2.60	185,377	0.00	0	2.60	185,377	0.00	0	2.60	184,688	0.00	0
Total 102	Vocational-Technical Instruction		2.60	185,377	0.00	0	2.60	185,377	0.00	0	2.60	184,688	0.00	0
105 Other														
11000	2722	Summer Session Instruction	1.94	120,307	0.00	0	1.94	120,307	0.00	0	1.94	124,648	0.00	0
11000	2723	Distance Education	2.25	262,035	0.00	0	2.25	262,035	0.00	0	3.00	244,692	0.00	0
41181	2811	Adult Education	0.00	0	1.00	61,391	0.00	0	1.00	31,630	0.00	0	1.00	65,461
41211	2811	Adult Education	0.00	0	1.50	165,600	0.00	0	1.50	138,268	0.00	0	1.50	173,880
41212	2811	Adult Education	0.00	0	0.00	908	0.00	0	0.00	908	0.00	0	0.00	908
Total 105	Other		4.19	382,342	2.50	227,899	4.19	382,342	2.50	170,807	4.94	369,340	2.50	240,249
Total Exhibit 10			74.11	7,556,497	2.50	227,899	74.11	7,507,534	2.50	170,807	74.86	7,960,299	2.50	240,249

101 General Academic Instruction														
11000	1035	Risk Management	0.00	67,736	0.00	0	0.00	67,736	0.00	0	0.00	70,920	0.00	0
11000	2111	Language & Letters	0.00	18,218	0.00	0	0.00	18,218	0.00	0	0.00	18,947	0.00	0
11000	2114	Trickster Literary Journal	0.00	5,000	0.00	0	0.00	5,000	0.00	0	0.00	5,000	0.00	0
11000	2131	Fine Arts & Human Sciences	1.14	98,831	0.00	0	1.14	98,831	0.00	0	1.14	93,566	0.00	0
11000	2212	Math & Physical Science	0.64	28,790	0.00	0	0.64	28,790	0.00	0	0.64	49,258	0.00	0
11000	2263	Biology & Chemistry	0.00	21,981	0.00	0	0.00	21,981	0.00	0	0.00	20,774	0.00	0
11000	2268	Environmental Science	0.56	29,481	0.00	0	0.56	29,481	0.00	0	0.56	31,624	0.00	0
11000	2355	Engineering	1.50	66,052	0.00	0	1.50	66,052	0.00	0	1.50	80,218	0.00	0
11000	2421	Health Sciences	2.00	160,421	0.00	0	2.00	160,421	0.00	0	2.00	158,250	0.00	0
11000	2431	Nursing - Associates Degree	0.00	112,593	0.00	0	0.00	112,593	0.00	0	0.00	126,555	0.00	0
11000	2432	BS in Nursing	0.00	13,335	0.00	0	0.00	13,335	0.00	0	0.00	13,923	0.00	0
11000	2511	Teacher Education	2.21	241,592	0.00	0	2.21	241,592	0.00	0	0.21	164,498	0.00	0
11000	2513	Teacher Pipeline Initiative	1.00	272,119	0.00	0	1.00	272,119	0.00	0	2.00	249,187	0.00	0
11000	2571	Business Education	1.20	98,120	0.00	0	1.20	98,120	0.00	0	1.20	101,465	0.00	0
11011	2431	Nursing - Associates Degree	1.25	461,136	0.00	0	1.25	461,136	0.00	0	2.50	516,469	0.00	0
11011	2432	BS in Nursing	0.00	25,000	0.00	0	0.00	25,000	0.00	0	0.00	33,198	0.00	0

			Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
			Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
			FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
11013	2653	Continuing Education	1.79	116,205	0.00	0	1.79	116,205	0.00	0	1.79	119,827	0.00	0
11013	2829	Dean - College of Business	0.00	6,390	0.00	0	0.00	6,390	0.00	0	0.00	1,171	0.00	0
11303	2212	Math & Physical Science	0.00	3,504	0.00	0	0.00	5,057	0.00	0	0.00	1,704	0.00	0
11303	2263	Biology & Chemistry	0.00	0	0.00	0	0.00	7,995	0.00	0	0.00	2,831	0.00	0
11303	2268	Environmental Science	0.00	7,029	0.00	0	0.00	5,666	0.00	0	0.00	0	0.00	0
11303	2355	Engineering	0.00	565	0.00	0	0.00	9,675	0.00	0	0.00	0	0.00	0
11303	2421	Health Sciences	0.00	1,175	0.00	0	0.00	1,533	0.00	0	0.00	0	0.00	0
11303	2611	El Rito Trades	0.00	1,175	0.00	0	0.00	2,055	0.00	0	0.00	0	0.00	0
40101	2511	Teacher Education	0.00	0	0.00	0	0.00	0	0.00	22,500	0.00	0	0.00	0
40114	2268	Environmental Science	0.00	0	0.00	1,571	0.00	0	0.00	1,571	0.00	0	0.00	1,571
40125	2355	Engineering	0.00	0	0.00	0	0.00	0	0.00	10,000	0.00	0	0.00	0
40131	2421	Health Sciences	0.00	0	1.00	78,300	0.00	0	1.00	78,300	0.00	0	1.00	0
40131	2611	El Rito Trades	0.00	0	1.00	78,300	0.00	0	1.00	78,300	0.00	0	1.00	0
40131	2811	Adult Education	0.00	0	1.00	62,100	0.00	0	1.00	62,100	0.00	0	1.00	0
40133	2263	Biology & Chemistry	0.00	0	0.00	0	0.00	0	0.00	48,029	0.00	0	0.00	25,000
40134	2263	Biology & Chemistry	0.00	0	0.00	0	0.00	0	0.00	100,405	0.00	0	0.00	37,905
40135	2212	Math & Physical Science	0.00	0	0.00	2,000	0.00	0	0.00	3,500	0.00	0	0.00	2,000
40304	2431	Nursing - Associates Degree	0.00	0	0.50	42,190	0.00	0	0.50	132,753	0.00	0	0.00	0
41214	2511	Teacher Education	0.00	0	0.00	0	0.00	0	0.00	10,000	0.00	0	0.00	0
41233	2511	Teacher Education	0.00	0	0.00	0	0.00	0	0.00	1,344,330	0.00	0	0.00	0
41334	2421	Health Sciences	0.00	0	0.00	0	0.00	0	0.00	16,130	0.00	0	0.00	0
41459	2052	Arts	0.00	0	0.00	0	0.00	0	0.00	35,000	0.00	0	0.00	0
41459	2053	Film & Digital Media Arts	0.00	0	0.00	0	0.00	0	0.00	35,000	0.00	0	0.00	0
41464	2268	Environmental Science	0.00	0	0.50	0	0.00	0	0.50	125,917	0.00	0	0.50	0
41473	2511	Teacher Education	0.00	0	0.00	0	0.00	0	0.00	8,361	0.00	0	0.00	0
41475	2355	Engineering	0.00	0	0.00	0	0.00	0	0.00	10,600	0.00	0	0.00	0
41478	2355	Engineering	0.00	0	0.00	0	0.00	0	1.00	160,000	0.00	0	0.00	0
41479	2355	Engineering	0.00	0	0.00	0	0.00	0	0.00	55,000	0.00	0	0.00	0
Total 101	General Academic Instruction		13.29	1,856,448	4.00	264,461	13.29	1,874,982	5.00	2,337,796	13.54	1,859,385	3.50	66,476
102	Vocational-Technical Instruction													
11000	2602	Barbering & Cosmetology	0.00	100	0.00	0	0.00	100	0.00	0	0.00	100	0.00	0
13000	2421	Health Sciences	0.00	0	0.00	0	0.00	0	0.00	0	0.00	160,576	0.00	0

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
13000 2605 NNMC Branch Community College	1.50	299,114	0.00	0	1.50	299,114	0.00	0	1.50	259,436	0.00	0
13000 2611 El Rito Trades	5.66	754,111	0.00	0	3.41	607,670	0.00	0	9.41	1,308,842	0.00	0
40136 2611 El Rito Trades	0.00	0	0.00	76,000	0.00	0	0.00	76,000	0.00	0	0.00	0
41191 2421 Health Sciences	0.00	0	0.00	0	0.00	0	0.00	9,291	0.00	0	0.00	0
41191 2611 El Rito Trades	0.00	0	0.00	0	0.00	0	0.00	39,000	0.00	0	0.00	0
41193 2052 Arts	0.00	0	0.00	0	0.00	0	0.00	65,562	0.00	0	0.00	0
41193 2421 Health Sciences	0.00	0	0.00	0	0.00	0	0.00	76,355	0.00	0	0.00	0
41193 2611 El Rito Trades	0.00	0	0.00	80,000	0.00	0	0.00	29,000	0.00	0	0.00	80,000
41213 2611 El Rito Trades	0.00	0	0.00	0	0.00	0	0.25	367,000	0.00	0	0.00	0
41215 2611 El Rito Trades	0.00	0	0.00	0	0.00	0	0.00	200,000	0.00	0	0.00	0
41412 2611 El Rito Trades	0.00	0	0.00	0	0.00	0	0.00	10,000	0.00	0	0.00	0
Total 102 Vocational-Technical Instruction	7.16	1,053,325	0.00	156,000	4.91	906,884	0.25	872,208	10.91	1,728,954	0.00	80,000
105 Other												
11000 2723 Distance Education	1.00	91,057	0.00	0	1.00	91,057	0.00	0	0.00	59,000	0.00	0
11303 2725 High School Equivalency Prog	0.00	2,965	0.00	0	0.00	3,224	0.00	0	0.00	0	0.00	0
41105 2725 High School Equivalency Prog	0.00	0	5.00	473,982	0.00	0	5.00	488,409	0.00	0	5.00	0
41181 2811 Adult Education	0.00	0	0.50	20,000	0.00	0	0.50	67,525	0.00	0	0.50	20,000
41330 2811 Adult Education	0.00	0	0.00	0	0.00	0	0.00	13,000	0.00	0	0.00	0
41335 2811 Adult Education	0.00	0	0.00	0	0.00	0	0.00	64,000	0.00	0	0.00	0
Total 105 Other	1.00	94,022	5.50	493,982	1.00	94,281	5.50	632,934	0.00	59,000	5.50	20,000
Total Exhibit 10	21.45	3,003,795	9.50	914,443	19.20	2,876,146	10.75	3,842,938	24.45	3,647,339	9.00	166,476

Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount

Detail by Program and Org

101 General Academic Instruction

1022 VP for Finance and Admin - Unallocated

61511	Salary Contingency Restricted	0.00	-561,084	0.00	0	0.00	-561,084	0.00	0	0.00	-577,282	0.00	0
Subtotal	1022 VP for Finance and Admin - Unall	0.00	-561,084	0.00	0	0.00	-561,084	0.00	0	0.00	-577,282	0.00	0

1035 Risk Management

62000	Benefits	0.00	67,736	0.00	0	0.00	67,736	0.00	0	0.00	70,920	0.00	0
Subtotal	1035 Risk Management	0.00	67,736	0.00	0	0.00	67,736	0.00	0	0.00	70,920	0.00	0

2052 Arts

71000	Supplies & Expense	0.00	0	0.00	0	0.00	0	0.00	35,000	0.00	0	0.00	0
Subtotal	2052 Arts	0.00	0	0.00	0	0.00	0	0.00	35,000	0.00	0	0.00	0

2053 Film & Digital Media Arts

73000	Equipment	0.00	0	0.00	0	0.00	0	0.00	35,000	0.00	0	0.00	0
Subtotal	2053 Film & Digital Media Arts	0.00	0	0.00	0	0.00	0	0.00	35,000	0.00	0	0.00	0

2111 Language & Letters

61101	Full-Time Faculty	4.50	250,341	0.00	0	4.50	250,341	0.00	0	6.00	318,067	0.00	0
61103	Part-Time Faculty	2.64	129,500	0.00	0	2.64	129,500	0.00	0	2.64	129,500	0.00	0
61104	Faculty Stipends	0.00	5,000	0.00	0	0.00	5,000	0.00	0	0.00	5,000	0.00	0
61106	Faculty Sal Ovrld Non Teaching	0.00	18,218	0.00	0	0.00	18,218	0.00	0	0.00	18,947	0.00	0
61401	Support Staff Salaries	1.00	41,906	0.00	0	1.00	41,906	0.00	0	1.00	49,018	0.00	0
61505	Other Salaries-Temp	0.50	16,530	0.00	0	0.50	16,530	0.00	0	0.50	16,530	0.00	0
62000	Benefits	0.00	145,606	0.00	0	0.00	145,606	0.00	0	0.00	182,665	0.00	0
71000	Supplies & Expense	0.00	64,649	0.00	0	0.00	64,649	0.00	0	0.00	98,417	0.00	0
Subtotal	2111 Language & Letters	8.64	671,750	0.00	0	8.64	671,750	0.00	0	10.14	818,144	0.00	0

2114 Trickster Literary Journal

71000	Supplies & Expense	0.00	1,500	0.00	0	0.00	1,500	0.00	0	0.00	1,500	0.00	0
-------	--------------------	------	-------	------	---	------	-------	------	---	------	-------	------	---

		Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
		Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
		FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
72000	Travel	0.00	3,500	0.00	0	0.00	3,500	0.00	0	0.00	3,500	0.00	0
Subtotal 2114 Trickster Literary Journal		0.00	5,000	0.00	0	0.00	5,000	0.00	0	0.00	5,000	0.00	0
<u>2131 Fine Arts & Human Sciences</u>													
61101	Full-Time Faculty	7.50	455,283	0.00	0	7.50	455,283	0.00	0	7.50	465,738	0.00	0
61102	Faculty Sal FT Ovrd Teaching	0.14	16,452	0.00	0	0.14	16,452	0.00	0	0.14	16,452	0.00	0
61103	Part-Time Faculty	3.00	147,000	0.00	0	3.00	147,000	0.00	0	3.00	147,000	0.00	0
61104	Faculty Stipends	0.00	7,100	0.00	0	0.00	7,100	0.00	0	0.00	7,300	0.00	0
61106	Faculty Sal Ovrd Non Teaching	0.00	33,202	0.00	0	0.00	33,202	0.00	0	0.00	27,942	0.00	0
61401	Support Staff Salaries	1.00	40,877	0.00	0	1.00	40,877	0.00	0	1.00	40,872	0.00	0
62000	Benefits	0.00	262,912	0.00	0	0.00	262,912	0.00	0	0.00	269,750	0.00	0
71000	Supplies & Expense	0.00	109,343	0.00	0	0.00	109,343	0.00	0	0.00	133,184	0.00	0
72000	Travel	0.00	500	0.00	0	0.00	500	0.00	0	0.00	500	0.00	0
Subtotal 2131 Fine Arts & Human Sciences		11.64	1,072,669	0.00	0	11.64	1,072,669	0.00	0	11.64	1,108,738	0.00	0
<u>2148 Health, Phys Ed & Recreation</u>													
61103	Part-Time Faculty	0.27	13,200	0.00	0	0.27	13,200	0.00	0	0.27	13,200	0.00	0
62000	Benefits	0.00	1,538	0.00	0	0.00	1,538	0.00	0	0.00	1,538	0.00	0
71000	Supplies & Expense	0.00	4,496	0.00	0	0.00	4,496	0.00	0	0.00	5,099	0.00	0
Subtotal 2148 Health, Phys Ed & Recreation		0.27	19,234	0.00	0	0.27	19,234	0.00	0	0.27	19,837	0.00	0
<u>2212 Math & Physical Science</u>													
61101	Full-Time Faculty	4.00	215,042	0.00	0	4.00	215,042	0.00	0	4.00	220,258	0.00	0
61102	Faculty Sal FT Ovrd Teaching	0.14	6,424	0.00	0	0.14	6,424	0.00	0	0.14	6,424	0.00	0
61103	Part-Time Faculty	1.52	74,500	0.00	0	1.52	74,500	0.00	0	1.52	90,000	0.00	0
61104	Faculty Stipends	0.00	9,000	0.00	0	0.00	9,000	0.00	0	0.00	9,000	0.00	0
61106	Faculty Sal Ovrd Non Teaching	0.00	0	0.00	0	0.00	0	0.00	0	0.00	18,325	0.00	0
61401	Support Staff Salaries	0.50	22,366	0.00	0	0.50	22,366	0.00	0	0.50	24,509	0.00	0
61505	Other Salaries-Temp	0.59	27,750	0.00	0	0.59	27,750	0.00	0	0.59	27,750	0.00	0

		Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
		Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
		FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
62000	Benefits	0.00	118,920	0.00	0	0.00	118,920	0.00	0	0.00	136,934	0.00	0
71000	Supplies & Expense	0.00	54,419	0.00	150	0.00	55,972	0.00	150	0.00	69,385	0.00	150
72000	Travel	0.00	150	0.00	1,850	0.00	150	0.00	3,350	0.00	1,000	0.00	1,850
Subtotal 2212 Math & Physical Science		6.75	528,571	0.00	2,000	6.75	530,124	0.00	3,500	6.75	603,585	0.00	2,000
2263 Biology & Chemistry													
61101	Full-Time Faculty	4.00	269,881	0.00	0	4.00	269,881	0.00	0	4.00	280,676	0.00	0
61103	Part-Time Faculty	1.00	49,000	0.00	0	1.00	49,000	0.00	0	1.00	49,000	0.00	0
61104	Faculty Stipends	0.00	5,000	0.00	0	0.00	5,000	0.00	0	0.00	5,000	0.00	0
61106	Faculty Sal Ovrd Non Teaching	0.00	16,981	0.00	0	0.00	16,981	0.00	0	0.00	15,774	0.00	13,000
61401	Support Staff Salaries	1.00	42,230	0.00	0	1.00	42,230	0.00	0	1.00	53,140	0.00	0
62000	Benefits	0.00	132,969	0.00	0	0.00	132,969	0.00	0	0.00	139,758	0.00	0
71000	Supplies & Expense	0.00	67,175	0.00	0	0.00	75,170	0.00	148,434	0.00	83,428	0.00	44,105
72000	Travel	0.00	600	0.00	0	0.00	600	0.00	0	0.00	179	0.00	5,800
73000	Equipment	0.00	300	0.00	0	0.00	300	0.00	0	0.00	300	0.00	0
Subtotal 2263 Biology & Chemistry		6.00	584,136	0.00	0	6.00	592,131	0.00	148,434	6.00	627,255	0.00	62,905
2268 Environmental Science													
61101	Full-Time Faculty	3.00	217,329	0.50	0	3.00	217,329	0.50	90,845	3.00	242,143	0.50	0
61102	Faculty Sal FT Ovrd Teaching	0.06	2,715	0.00	0	0.06	2,715	0.00	0	0.06	2,715	0.00	0
61103	Part-Time Faculty	0.33	16,000	0.00	0	0.33	16,000	0.00	0	0.33	16,000	0.00	0
61401	Support Staff Salaries	0.50	22,366	0.00	0	0.50	22,366	0.00	0	0.50	24,509	0.00	0
62000	Benefits	0.00	91,605	0.00	0	0.00	91,605	0.00	35,072	0.00	91,320	0.00	0
71000	Supplies & Expense	0.00	36,506	0.00	1,571	0.00	35,143	0.00	1,571	0.00	41,875	0.00	1,571
72000	Travel	0.00	1,200	0.00	0	0.00	1,200	0.00	0	0.00	1,200	0.00	0
Subtotal 2268 Environmental Science		3.89	387,721	0.50	1,571	3.89	386,358	0.50	127,488	3.89	419,762	0.50	1,571
2355 Engineering													
61101	Full-Time Faculty	5.00	447,657	0.00	0	5.00	447,657	1.00	60,000	5.00	457,498	0.00	0

		Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
		Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
		FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
61103	Part-Time Faculty	0.39	19,000	0.00	0	0.39	19,000	0.00	0	0.39	19,000	0.00	0
61104	Faculty Stipends	0.00	5,150	0.00	0	0.00	5,150	0.00	0	0.00	5,000	0.00	0
61303	Professional Stipends	0.00	0	0.00	0	0.00	0	0.00	40,000	0.00	0	0.00	0
61401	Support Staff Salaries	1.50	63,742	0.00	0	1.50	63,742	0.00	0	1.50	70,218	0.00	0
62000	Benefits	0.00	211,420	0.00	0	0.00	211,420	0.00	50,000	0.00	228,422	0.00	0
71000	Supplies & Expense	0.00	137,010	0.00	0	0.00	96,782	0.00	20,600	0.00	160,265	0.00	0
72000	Travel	0.00	7,750	0.00	0	0.00	7,750	0.00	0	0.00	7,750	0.00	0
73000	Equipment	0.00	0	0.00	0	0.00	0	0.00	65,000	0.00	0	0.00	0
Subtotal 2355 Engineering		6.89	891,729	0.00	0	6.89	851,501	1.00	235,600	6.89	948,153	0.00	0
<u>2421 Health Sciences</u>													
61101	Full-Time Faculty	1.00	83,498	1.00	58,000	1.00	83,498	1.00	74,130	1.00	86,842	1.00	0
61103	Part-Time Faculty	0.67	32,975	0.00	0	0.67	32,975	0.00	0	0.67	32,975	0.00	0
61104	Faculty Stipends	0.00	5,200	0.00	0	0.00	5,200	0.00	0	0.00	5,200	0.00	0
61106	Faculty Sal Ovrld Non Teaching	0.00	18,174	0.00	0	0.00	18,174	0.00	0	0.00	18,903	0.00	0
61401	Support Staff Salaries	1.00	37,440	0.00	0	1.00	37,440	0.00	0	1.00	40,106	0.00	0
62000	Benefits	0.00	65,693	0.00	20,300	0.00	65,693	0.00	20,300	0.00	58,918	0.00	0
71000	Supplies & Expense	0.00	21,556	0.00	0	0.00	21,914	0.00	0	0.00	26,760	0.00	0
Subtotal 2421 Health Sciences		2.67	264,536	1.00	78,300	2.67	264,894	1.00	94,430	2.67	269,704	1.00	0
<u>2431 Nursing - Associates Degree</u>													
61101	Full-Time Faculty	8.00	602,699	0.50	30,411	8.00	602,699	0.50	30,411	7.00	535,391	0.00	0
61103	Part-Time Faculty	0.25	11,715	0.00	0	0.25	11,715	0.00	0	0.25	21,715	0.00	0
61104	Faculty Stipends	0.00	2,100	0.00	0	0.00	2,100	0.00	0	0.00	2,100	0.00	0
61106	Faculty Sal Ovrld Non Teaching	0.00	33,291	0.00	0	0.00	33,291	0.00	0	0.00	34,555	0.00	0
61301	FT-Professional Salaries	0.00	0	0.00	0	0.00	0	0.00	0	1.00	65,000	0.00	0
61302	PT-Professional Salaries	0.25	18,315	0.00	0	0.25	18,315	0.00	0	0.50	38,095	0.00	0
61402	Support Staff Salaries-FT	1.50	50,877	0.00	0	1.50	50,877	0.00	0	1.00	42,507	0.00	0

		Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
		Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
		FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
61511	Salary Contingency Restricted	0.00	161,756	0.00	0	0.00	161,756	0.00	0	0.00	146,127	0.00	0
62000	Benefits	0.00	287,634	0.00	11,779	0.00	287,634	0.00	11,779	0.00	292,058	0.00	0
71000	Supplies & Expense	0.00	492,607	0.00	0	0.00	492,607	0.00	70,516	0.00	506,796	0.00	0
72000	Travel	0.00	2,000	0.00	0	0.00	2,000	0.00	0	0.00	2,000	0.00	0
73000	Equipment	0.00	0	0.00	0	0.00	0	0.00	20,047	0.00	0	0.00	0
Subtotal 2431 Nursing - Associates Degree		10.00	1,662,994	0.50	42,190	10.00	1,662,994	0.50	132,753	9.75	1,686,344	0.00	0
2432 BS in Nursing													
61101	Full-Time Faculty	2.00	161,339	0.00	0	2.00	161,339	0.00	0	2.00	166,350	0.00	0
61104	Faculty Stipends	0.00	5,534	0.00	0	0.00	5,534	0.00	0	0.00	5,534	0.00	0
61106	Faculty Sal Ovrld Non Teaching	0.00	7,755	0.00	0	0.00	7,755	0.00	0	0.00	8,341	0.00	0
62000	Benefits	0.00	58,945	0.00	0	0.00	58,945	0.00	0	0.00	60,898	0.00	0
71000	Supplies & Expense	0.00	55,972	0.00	0	0.00	55,972	0.00	0	0.00	58,200	0.00	0
72000	Travel	0.00	500	0.00	0	0.00	500	0.00	0	0.00	500	0.00	0
Subtotal 2432 BS in Nursing		2.00	290,045	0.00	0	2.00	290,045	0.00	0	2.00	299,823	0.00	0
2511 Teacher Education													
61101	Full-Time Faculty	4.00	268,422	0.00	0	4.00	268,422	0.00	0	5.00	331,510	0.00	0
61102	Faculty Sal FT Ovrld Teaching	0.21	17,137	0.00	0	0.21	17,137	0.00	0	0.21	17,137	0.00	0
61103	Part-Time Faculty	0.54	26,500	0.00	0	0.54	26,500	0.00	0	0.54	26,500	0.00	0
61104	Faculty Stipends	0.00	17,308	0.00	0	0.00	17,308	0.00	0	0.00	15,400	0.00	0
61106	Faculty Sal Ovrld Non Teaching	0.00	33,798	0.00	0	0.00	33,798	0.00	0	0.00	29,311	0.00	0
61301	FT-Professional Salaries	2.00	143,653	0.00	0	2.00	143,653	0.00	0	2.00	127,600	0.00	0
61303	Professional Stipends	0.00	0	0.00	0	0.00	0	0.00	8,000	0.00	0	0.00	0
61401	Support Staff Salaries	1.00	38,563	0.00	0	1.00	38,563	0.00	0	0.00	0	0.00	0
61505	Other Salaries-Temp	1.00	32,136	0.00	0	1.00	32,136	0.00	0	0.00	0	0.00	0
62000	Benefits	0.00	237,932	0.00	0	0.00	237,932	0.00	2,000	0.00	221,915	0.00	0

		Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
		Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
		FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
71000	Supplies & Expense	0.00	179,899	0.00	0	0.00	180,274	0.00	1,362,691	0.00	197,238	0.00	0
72000	Travel	0.00	3,950	0.00	0	0.00	3,950	0.00	12,500	0.00	3,950	0.00	0
Subtotal 2511 Teacher Education		8.75	999,298	0.00	0	8.75	999,673	0.00	1,385,191	7.75	970,561	0.00	0
2513 Teacher Pipeline Initiative													
61104	Faculty Stipends	0.00	12,797	0.00	0	0.00	12,797	0.00	0	0.00	10,586	0.00	0
61106	Faculty Sal Ovrld Non Teaching	0.00	13,952	0.00	0	0.00	13,952	0.00	0	0.00	5,504	0.00	0
61301	FT-Professional Salaries	1.00	54,186	0.00	0	1.00	54,186	0.00	0	0.00	0	0.00	0
61401	Support Staff Salaries	0.00	0	0.00	0	0.00	0	0.00	0	2.00	106,538	0.00	0
62000	Benefits	0.00	32,167	0.00	0	0.00	32,167	0.00	0	0.00	55,504	0.00	0
71000	Supplies & Expense	0.00	159,017	0.00	0	0.00	159,017	0.00	0	0.00	71,055	0.00	0
Subtotal 2513 Teacher Pipeline Initiative		1.00	272,119	0.00	0	1.00	272,119	0.00	0	2.00	249,187	0.00	0
2571 Business Education													
61101	Full-Time Faculty	5.00	360,822	0.00	0	5.00	360,822	0.00	0	5.00	386,574	0.00	0
61102	Faculty Sal FT Ovrld Teaching	0.20	9,630	0.00	0	0.20	9,630	0.00	0	0.20	9,630	0.00	0
61103	Part-Time Faculty	2.43	119,000	0.00	0	2.43	119,000	0.00	0	2.43	119,000	0.00	0
61104	Faculty Stipends	0.00	13,000	0.00	0	0.00	13,000	0.00	0	0.00	13,000	0.00	0
61106	Faculty Sal Ovrld Non Teaching	0.00	28,200	0.00	0	0.00	28,200	0.00	0	0.00	29,328	0.00	0
61401	Support Staff Salaries	1.00	40,290	0.00	0	1.00	40,290	0.00	0	1.00	42,507	0.00	0
62000	Benefits	0.00	210,574	0.00	0	0.00	210,574	0.00	0	0.00	215,394	0.00	0
71000	Supplies & Expense	0.00	91,714	0.00	0	0.00	91,714	0.00	0	0.00	111,021	0.00	0
72000	Travel	0.00	2,000	0.00	0	0.00	2,000	0.00	0	0.00	2,000	0.00	0
73000	Equipment	0.00	800	0.00	0	0.00	800	0.00	0	0.00	800	0.00	0
Subtotal 2571 Business Education		8.63	876,030	0.00	0	8.63	876,030	0.00	0	8.63	929,254	0.00	0
2611 El Rito Trades													
61101	Full-Time Faculty	0.00	0	1.00	58,000	0.00	0	1.00	58,000	0.00	0	1.00	0
62000	Benefits	0.00	0	0.00	20,300	0.00	0	0.00	20,300	0.00	0	0.00	0

		Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
		Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
		FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
71000	Supplies & Expense	0.00	1,175	0.00	0	0.00	2,055	0.00	0	0.00	0	0.00	0
Subtotal	2611 El Rito Trades	0.00	1,175	1.00	78,300	0.00	2,055	1.00	78,300	0.00	0	1.00	0
<u>2616 Construction Trades</u>													
71000	Supplies & Expense	0.00	2,225	0.00	0	0.00	2,225	0.00	0	0.00	2,225	0.00	0
Subtotal	2616 Construction Trades	0.00	2,225	0.00	0	0.00	2,225	0.00	0	0.00	2,225	0.00	0
<u>2653 Continuing Education</u>													
61101	Full-Time Faculty	0.38	19,282	0.00	0	0.38	19,282	0.00	0	0.38	19,469	0.00	0
61103	Part-Time Faculty	0.69	34,000	0.00	0	0.69	34,000	0.00	0	0.69	34,000	0.00	0
61301	FT-Professional Salaries	1.41	94,473	0.00	0	1.41	94,473	0.00	0	1.41	97,908	0.00	0
61401	Support Staff Salaries	1.00	21,200	0.00	0	1.00	21,200	0.00	0	0.00	0	0.00	0
62000	Benefits	0.00	51,397	0.00	0	0.00	51,397	0.00	0	0.00	51,714	0.00	0
71000	Supplies & Expense	0.00	18,067	0.00	0	0.00	18,067	0.00	0	0.00	29,452	0.00	0
73000	Equipment	0.00	3,450	0.00	0	0.00	3,450	0.00	0	0.00	3,450	0.00	0
Subtotal	2653 Continuing Education	3.48	241,869	0.00	0	3.48	241,869	0.00	0	2.48	235,993	0.00	0
<u>2811 Adult Education</u>													
61101	Full-Time Faculty	0.00	0	1.00	40,250	0.00	0	1.00	40,250	0.00	0	1.00	0
61104	Faculty Stipends	0.00	0	0.00	5,750	0.00	0	0.00	5,750	0.00	0	0.00	0
62000	Benefits	0.00	0	0.00	16,100	0.00	0	0.00	16,100	0.00	0	0.00	0
Subtotal	2811 Adult Education	0.00	0	1.00	62,100	0.00	0	1.00	62,100	0.00	0	1.00	0
<u>2829 Dean - College of Business</u>													
71000	Supplies & Expense	0.00	6,390	0.00	0	0.00	6,390	0.00	0	0.00	1,171	0.00	0
Subtotal	2829 Dean - College of Business	0.00	6,390	0.00	0	0.00	6,390	0.00	0	0.00	1,171	0.00	0
Subtotal	101 General Academic Instruction	80.61	8,284,142	4.00	264,461	80.61	8,253,713	5.00	2,337,796	80.86	8,688,374	3.50	66,476
<u>102 Vocational-Technical Instruction</u>													
<u>2052 Arts</u>													
61303	Professional Stipends	0.00	0	0.00	0	0.00	0	0.00	6,500	0.00	0	0.00	0

		Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
		Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
		FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
62000	Benefits	0.00	0	0.00	0	0.00	0	0.00	3,500	0.00	0	0.00	0
73000	Equipment	0.00	0	0.00	0	0.00	0	0.00	55,562	0.00	0	0.00	0
Subtotal 2052 Arts		0.00	0	0.00	0	0.00	0	0.00	65,562	0.00	0	0.00	0
<u>2421 Health Sciences</u>													
61101	Full-Time Faculty	0.00	0	0.00	0	0.00	0	0.00	55,308	0.00	0	0.00	0
62000	Benefits	0.00	0	0.00	0	0.00	0	0.00	21,047	0.00	0	0.00	0
71000	Supplies & Expense	0.00	0	0.00	0	0.00	0	0.00	9,291	0.00	160,576	0.00	0
Subtotal 2421 Health Sciences		0.00	0	0.00	0	0.00	0	0.00	85,646	0.00	160,576	0.00	0
<u>2602 Barbering & Cosmetology</u>													
61101	Full-Time Faculty	2.60	109,880	0.00	0	2.60	109,880	0.00	0	2.60	113,693	0.00	0
62000	Benefits	0.00	56,045	0.00	0	0.00	56,045	0.00	0	0.00	41,293	0.00	0
71000	Supplies & Expense	0.00	19,217	0.00	0	0.00	19,217	0.00	0	0.00	29,467	0.00	0
72000	Travel	0.00	335	0.00	0	0.00	335	0.00	0	0.00	335	0.00	0
Subtotal 2602 Barbering & Cosmetology		2.60	185,477	0.00	0	2.60	185,477	0.00	0	2.60	184,788	0.00	0
<u>2605 NNMC Branch Community College</u>													
61301	FT-Professional Salaries	1.50	130,901	0.00	0	1.50	130,901	0.00	0	1.50	134,579	0.00	0
62000	Benefits	0.00	25,238	0.00	0	0.00	25,238	0.00	0	0.00	44,989	0.00	0
71000	Supplies & Expense	0.00	122,975	0.00	0	0.00	122,975	0.00	0	0.00	59,868	0.00	0
72000	Travel	0.00	5,000	0.00	0	0.00	5,000	0.00	0	0.00	5,000	0.00	0
73000	Equipment	0.00	15,000	0.00	0	0.00	15,000	0.00	0	0.00	15,000	0.00	0
Subtotal 2605 NNMC Branch Community Colleg		1.50	299,114	0.00	0	1.50	299,114	0.00	0	1.50	259,436	0.00	0
<u>2611 El Rito Trades</u>													
61101	Full-Time Faculty	3.00	206,071	0.00	0	3.00	206,071	0.00	0	7.00	468,716	0.00	0
61103	Part-Time Faculty	0.41	20,000	0.00	0	0.41	20,000	0.00	0	0.41	40,000	0.00	0
61104	Faculty Stipends	0.00	5,000	0.00	30,000	0.00	5,000	0.00	30,000	0.00	10,000	0.00	0
61106	Faculty Sal Ovrd Non Teaching	0.00	22,397	0.00	0	0.00	22,397	0.00	0	0.00	43,794	0.00	0

			Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
			Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
			FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
61301	FT-Professional Salaries		0.00	0	0.00	0	0.00	0	0.25	141,700	1.00	62,400	0.00	0
61401	Support Staff Salaries		2.25	146,441	0.00	0	0.00	0	0.00	0	1.00	49,378	0.00	0
61895	Student Salaries and Work Study		0.00	0	0.00	0	0.00	0	0.00	77,000	0.00	0	0.00	0
62000	Benefits		0.00	170,394	0.00	0	0.00	170,394	0.00	76,300	0.00	248,835	0.00	0
71000	Supplies & Expense		0.00	176,808	0.00	126,000	0.00	176,808	0.00	386,000	0.00	378,719	0.00	80,000
72000	Travel		0.00	7,000	0.00	0	0.00	7,000	0.00	10,000	0.00	7,000	0.00	0
Subtotal 2611 El Rito Trades			5.66	754,111	0.00	156,000	3.41	607,670	0.25	721,000	9.41	1,308,842	0.00	80,000
Subtotal 102 Vocational-Technical Instruction			9.76	1,238,702	0.00	156,000	7.51	1,092,261	0.25	872,208	13.51	1,913,642	0.00	80,000
105 Other														
2722 Summer Session Instruction														
61103	Part-Time Faculty		1.94	95,000	0.00	0	1.94	95,000	0.00	0	1.94	95,000	0.00	0
62000	Benefits		0.00	10,973	0.00	0	0.00	10,973	0.00	0	0.00	10,973	0.00	0
71000	Supplies & Expense		0.00	14,334	0.00	0	0.00	14,334	0.00	0	0.00	18,675	0.00	0
Subtotal 2722 Summer Session Instruction			1.94	120,307	0.00	0	1.94	120,307	0.00	0	1.94	124,648	0.00	0
2723 Distance Education														
61104	Faculty Stipends		0.00	5,000	0.00	0	0.00	5,000	0.00	0	0.00	5,000	0.00	0
61301	FT-Professional Salaries		2.25	153,498	0.00	0	2.25	153,498	0.00	0	3.00	137,424	0.00	0
61401	Support Staff Salaries		1.00	32,057	0.00	0	1.00	32,057	0.00	0	0.00	0	0.00	0
62000	Benefits		0.00	84,419	0.00	0	0.00	84,419	0.00	0	0.00	76,438	0.00	0
71000	Supplies & Expense		0.00	78,118	0.00	0	0.00	78,118	0.00	0	0.00	84,830	0.00	0
Subtotal 2723 Distance Education			3.25	353,092	0.00	0	3.25	353,092	0.00	0	3.00	303,692	0.00	0
2725 High School Equivalency Prog														
61301	FT-Professional Salaries		0.00	0	5.00	272,932	0.00	0	5.00	218,771	0.00	0	5.00	0
62000	Benefits		0.00	0	0.00	126,350	0.00	0	0.00	120,061	0.00	0	0.00	0
71000	Supplies & Expense		0.00	2,965	0.00	74,700	0.00	3,224	0.00	125,463	0.00	0	0.00	0

		Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
		Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
		FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
72000	Travel	0.00	0	0.00	0	0.00	0	0.00	7,800	0.00	0	0.00	0
73000	Equipment	0.00	0	0.00	0	0.00	0	0.00	16,314	0.00	0	0.00	0
Subtotal 2725 High School Equivalency Prog		0.00	2,965	5.00	473,982	0.00	3,224	5.00	488,409	0.00	0	5.00	0
2811 Adult Education													
61103	Part-Time Faculty	0.00	0	0.00	0	0.00	0	0.00	64,000	0.00	0	0.00	0
61301	FT-Professional Salaries	0.00	0	0.00	50,750	0.00	0	0.00	110,563	0.00	0	0.00	59,030
61401	Support Staff Salaries	0.00	0	2.00	71,200	0.00	0	2.00	51,200	0.00	0	2.00	71,200
61505	Other Salaries-Temp	0.00	0	1.00	40,000	0.00	0	1.00	0	0.00	0	1.00	40,000
62000	Benefits	0.00	0	0.00	76,997	0.00	0	0.00	69,958	0.00	0	0.00	81,067
71000	Supplies & Expense	0.00	0	0.00	5,908	0.00	0	0.00	14,610	0.00	0	0.00	5,908
72000	Travel	0.00	0	0.00	3,044	0.00	0	0.00	5,000	0.00	0	0.00	3,044
Subtotal 2811 Adult Education		0.00	0	3.00	247,899	0.00	0	3.00	315,332	0.00	0	3.00	260,249
Subtotal 105 Other		5.19	476,364	8.00	721,881	5.19	476,623	8.00	803,741	4.94	428,340	8.00	260,249
Total Exhibit 10		95.56	9,999,208	12.00	1,142,342	93.31	9,822,597	13.25	4,013,745	99.31	11,030,356	11.50	406,725

**Northern New Mexico College
Academic Support
NMHED Summary Exhibit11**

			Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
			Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
			FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
111 Library														
11000	2826	Library	3.50	385,024	0.00	0	3.50	385,024	0.00	0	3.50	352,108	0.00	0
Total 111	Library		3.50	385,024	0.00	0	3.50	385,024	0.00	0	3.50	352,108	0.00	0
118 Other														
11000	2871	Graduating/Commencement	0.00	18,455	0.00	0	0.00	18,455	0.00	0	0.00	17,391	0.00	0
Total 118	Other		0.00	18,455	0.00	0	0.00	18,455	0.00	0	0.00	17,391	0.00	0
Total Exhibit 11			3.50	403,479	0.00	0	3.50	403,479	0.00	0	3.50	369,499	0.00	0

111 Library														
11000	2826	Library	0.25	3,540	0.00	0	0.25	3,540	0.00	0	0.25	3,540	0.00	0
11012	2826	Library	0.00	3,201	0.00	0	0.00	3,201	0.00	0	0.00	3,201	0.00	0
13000	2826	Library	0.00	55,000	0.00	0	0.00	55,000	0.00	0	0.00	0	0.00	0
Total 111	Library		0.25	61,741	0.00	0	0.25	61,741	0.00	0	0.25	6,741	0.00	0

115 Academic Administration and Personnel														
11000	3000	Assistant Provost for Student Service	1.00	174,583	0.00	0	1.00	174,583	0.00	0	2.00	281,860	0.00	0
11000	4021	Grants Management	1.00	92,863	0.00	0	1.00	92,863	0.00	0	1.00	96,557	0.00	0
13000	3000	Assistant Provost for Student Service	0.00	7,389	0.00	0	0.00	7,389	0.00	0	1.00	110,173	0.00	0
Total 115	Academic Administration and Person		2.00	274,835	0.00	0	2.00	274,835	0.00	0	4.00	488,590	0.00	0

117 Course and Curriculum Development														
11000	3032	Assessment	1.00	160,413	0.00	0	1.00	160,413	0.00	0	1.00	163,094	0.00	0
13000	3032	Assessment	0.00	29,628	0.00	0	0.00	29,628	0.00	0	0.00	30,253	0.00	0
Total 117	Course and Curriculum Development		1.00	190,041	0.00	0	1.00	190,041	0.00	0	1.00	193,347	0.00	0

118 Other														
11000	2871	Graduating/Commencement	0.30	3,418	0.00	0	0.30	3,418	0.00	0	0.30	4,091	0.00	0
Total 118	Other		0.30	3,418	0.00	0	0.30	3,418	0.00	0	0.30	4,091	0.00	0

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Total Exhibit 11	3.55	530,035	0.00	0	3.55	530,035	0.00	0	5.55	692,769	0.00	0

Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount

Detail by Program and Org

111 Library

2826 Library													
61301	FT-Professional Salaries	2.00	127,535	0.00	0	2.00	127,535	0.00	0	2.00	132,805	0.00	0
61401	Support Staff Salaries	1.50	85,138	0.00	0	1.50	85,138	0.00	0	1.50	57,054	0.00	0
61505	Other Salaries-Temp	0.25	3,120	0.00	0	0.25	3,120	0.00	0	0.25	3,120	0.00	0
62000	Benefits	0.00	88,764	0.00	0	0.00	88,764	0.00	0	0.00	70,272	0.00	0
71000	Supplies & Expense	0.00	141,708	0.00	0	0.00	141,708	0.00	0	0.00	95,098	0.00	0
72000	Travel	0.00	500	0.00	0	0.00	500	0.00	0	0.00	500	0.00	0
Subtotal 2826 Library		3.75	446,765	0.00	0	3.75	446,765	0.00	0	3.75	358,849	0.00	0
Subtotal 111 Library		3.75	446,765	0.00	0	3.75	446,765	0.00	0	3.75	358,849	0.00	0

115 Academic Administration and Personnel

3000 Assistant Provost for Student Services													
61301	FT-Professional Salaries	1.00	113,300	0.00	0	1.00	113,300	0.00	0	2.50	209,828	0.00	0
61302	PT-Professional Salaries	0.00	0	0.00	0	0.00	0	0.00	0	0.50	38,241	0.00	0
62000	Benefits	0.00	43,894	0.00	0	0.00	43,894	0.00	0	0.00	105,087	0.00	0
71000	Supplies & Expense	0.00	24,278	0.00	0	0.00	24,278	0.00	0	0.00	38,377	0.00	0
72000	Travel	0.00	500	0.00	0	0.00	500	0.00	0	0.00	500	0.00	0
Subtotal 3000 Assistant Provost for Student Ser		1.00	181,972	0.00	0	1.00	181,972	0.00	0	3.00	392,033	0.00	0

4021 Grants Management													
61301	FT-Professional Salaries	1.00	65,508	0.00	0	1.00	65,508	0.00	0	1.00	68,128	0.00	0
62000	Benefits	0.00	26,355	0.00	0	0.00	26,355	0.00	0	0.00	27,429	0.00	0
71000	Supplies & Expense	0.00	500	0.00	0	0.00	500	0.00	0	0.00	500	0.00	0
72000	Travel	0.00	500	0.00	0	0.00	500	0.00	0	0.00	500	0.00	0
Subtotal 4021 Grants Management		1.00	92,863	0.00	0	1.00	92,863	0.00	0	1.00	96,557	0.00	0

			Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
			Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
			FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Subtotal	115	Academic Administration and Per	2.00	274,835	0.00	0	2.00	274,835	0.00	0	4.00	488,590	0.00	0
<u>117 Course and Curriculum Development</u>														
3032 Assessment														
61301		FT-Professional Salaries	1.00	83,000	0.00	0	1.00	83,000	0.00	0	1.00	83,000	0.00	0
62000		Benefits	0.00	35,674	0.00	0	0.00	35,674	0.00	0	0.00	36,118	0.00	0
71000		Supplies & Expense	0.00	71,367	0.00	0	0.00	71,367	0.00	0	0.00	74,229	0.00	0
Subtotal	3032	Assessment	1.00	190,041	0.00	0	1.00	190,041	0.00	0	1.00	193,347	0.00	0
Subtotal	117	Course and Curriculum Develop	1.00	190,041	0.00	0	1.00	190,041	0.00	0	1.00	193,347	0.00	0
<u>118 Other</u>														
2871 Graduating/Commencement														
61505		Other Salaries-Temp	0.30	1,000	0.00	0	0.30	1,000	0.00	0	0.30	1,000	0.00	0
62000		Benefits	0.00	321	0.00	0	0.00	321	0.00	0	0.00	309	0.00	0
71000		Supplies & Expense	0.00	20,552	0.00	0	0.00	20,552	0.00	0	0.00	20,173	0.00	0
Subtotal	2871	Graduating/Commencement	0.30	21,873	0.00	0	0.30	21,873	0.00	0	0.30	21,482	0.00	0
Subtotal	118	Other	0.30	21,873	0.00	0	0.30	21,873	0.00	0	0.30	21,482	0.00	0
Total Exhibit	11		7.05	933,514	0.00	0	7.05	933,514	0.00	0	9.05	1,062,268	0.00	0

Northern New Mexico College
Student Services
NMHED Summary Exhibit 12

			Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
			Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
			FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
<u>122 Supplementary Educational</u>														
11000	3051	Accessibility & Resource Center	1.00	124,311	0.00	0	1.00	124,311	0.00	0	1.00	125,417	0.00	0
11000	3053	Student Tutorial	1.00	72,140	0.00	0	1.00	72,140	0.00	0	1.00	73,372	0.00	0
Total 122	Supplementary Educational		2.00	196,451	0.00	0	2.00	196,451	0.00	0	2.00	198,789	0.00	0
<u>123 Advisement and Career Guidance</u>														
11000	3031	Advisement	2.00	202,935	0.00	0	2.00	202,935	0.00	0	3.00	268,968	0.00	0
11012	3031	Advisement	0.00	2,483	0.00	0	0.00	2,483	0.00	0	0.00	2,819	0.00	0
Total 123	Advisement and Career Guidance		2.00	205,418	0.00	0	2.00	205,418	0.00	0	3.00	271,787	0.00	0
<u>124 Financial Aid Administration</u>														
11000	3041	Financial Aid Administration	5.00	548,967	0.00	0	5.00	548,967	0.00	0	5.00	575,363	0.00	0
11201	3041	Financial Aid Administration	0.00	3,075	0.00	0	0.00	3,075	0.00	0	0.00	3,075	0.00	0
42519	3041	Financial Aid Administration	0.00	0	0.00	121,830	0.00	0	0.00	121,830	0.00	0	0.00	121,830
42529	3041	Financial Aid Administration	0.00	0	0.00	56,979	0.00	0	0.00	94,049	0.00	0	0.00	57,826
Total 124	Financial Aid Administration		5.00	552,042	0.00	178,809	5.00	552,042	0.00	215,879	5.00	578,438	0.00	179,656
<u>125 Student Admissions and Recruitment</u>														
11000	3021	Registrar & Records	3.00	272,272	0.00	0	3.00	272,272	0.00	0	3.00	286,068	0.00	0
11000	3022	Admissions & Recruitment	6.25	538,998	0.00	0	6.25	538,998	0.00	0	5.75	541,078	0.00	0
Total 125	Student Admissions and Recruitment		9.25	811,270	0.00	0	9.25	811,270	0.00	0	8.75	827,146	0.00	0
Total Exhibit 12			18.25	1,765,181	0.00	178,809	18.25	1,765,181	0.00	215,879	18.75	1,876,160	0.00	179,656

<u>122 Supplementary Educational</u>														
11000	2814	Title III	0.00	12,664	0.00	0	0.00	12,664	0.00	0	0.00	0	0.00	0
11000	2815	Title V	1.10	88,561	0.00	0	1.10	88,561	0.00	0	0.00	0	0.00	0
11303	2811	Adult Education	0.00	1,856	0.00	0	0.00	1,402	0.00	0	0.00	0	0.00	0
11303	2814	Title III	0.00	10,955	0.00	0	0.00	15,874	0.00	0	0.00	10,955	0.00	0
11303	3052	Student Support Services	0.00	6,096	0.00	0	0.00	7,190	0.00	0	0.00	6,183	0.00	0

			Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
			Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
			FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
41104	2815	Title V	0.00	0	0.50	53,523	0.00	0	0.50	253,879	0.00	0	0.50	0
41106	2815	Title V	0.00	0	3.60	595,900	0.00	0	6.10	1,239,802	0.00	0	1.61	336,702
41107	3052	Student Support Services	0.00	0	2.00	294,275	0.00	0	4.00	331,834	0.00	0	2.00	297,103
41108	2814	Title III	0.00	0	6.90	886,873	0.00	0	9.00	1,485,291	0.00	0	6.90	888,761
41109	3052	Student Support Services	0.00	0	3.00	214,860	0.00	0	3.00	246,029	0.00	0	3.00	214,860
41110	3052	Student Support Services	0.00	0	2.00	276,606	0.00	0	2.00	334,474	0.00	0	2.00	287,486
41126	2815	Title V	0.00	0	2.00	577,484	0.00	0	3.00	734,900	0.00	0	2.00	490,325
41127	2815	Title V	0.00	0	0.00	0	0.00	0	0.00	180,000	0.00	0	0.00	598,028
41224	3052	Student Support Services	0.00	0	0.00	0	0.00	0	0.00	60,000	0.00	0	0.00	0
41463	3052	Student Support Services	0.00	0	0.00	0	0.00	0	0.00	30,000	0.00	0	0.00	0
Total 122	Supplementary Educational		1.10	120,132	20.00	2,899,521	1.10	125,692	27.60	4,896,209	0.00	17,138	18.01	3,113,265
<u>123 Advisement and Career Guidance</u>														
11000	3022	Admissions & Recruitment	0.00	160,000	0.00	0	0.00	160,000	0.00	0	0.00	160,000	0.00	0
11000	3031	Advisement	1.00	41,882	0.00	0	1.00	41,882	0.00	0	0.00	684	0.00	0
11711	3031	Advisement	1.00	150,000	0.00	0	1.00	150,000	0.00	0	1.00	150,000	0.00	0
11712	3416	Moving Arts	1.00	200,000	0.00	0	1.00	200,000	0.00	0	1.00	200,000	0.00	0
11741	3031	Advisement	1.00	121,200	0.00	0	1.00	121,200	0.00	0	1.00	121,200	0.00	0
Total 123	Advisement and Career Guidance		4.00	673,082	0.00	0	4.00	673,082	0.00	0	3.00	631,884	0.00	0
<u>124 Financial Aid Administration</u>														
11000	3041	Financial Aid Administration	0.50	19,418	0.00	0	0.50	19,418	0.00	0	0.50	19,418	0.00	0
42516	3041	Financial Aid Administration	0.00	0	0.00	0	0.00	0	0.00	227,000	0.00	0	0.00	0
42519	3041	Financial Aid Administration	0.00	0	0.00	13,041	0.00	0	0.00	28,170	0.00	0	0.00	13,041
42529	3041	Financial Aid Administration	0.00	0	0.00	1,217	0.00	0	0.00	1,217	0.00	0	0.00	1,217
Total 124	Financial Aid Administration		0.50	19,418	0.00	14,258	0.50	19,418	0.00	256,387	0.50	19,418	0.00	14,258
<u>125 Student Admissions and Recruitment</u>														
11000	3021	Registrar & Records	0.00	20,999	0.00	0	0.00	20,999	0.00	0	0.00	31,067	0.00	0
11000	3022	Admissions & Recruitment	0.00	3,000	0.00	0	0.00	3,000	0.00	0	0.00	3,000	0.00	0
13000	3021	Registrar & Records	0.00	1,000	0.00	0	0.00	1,000	0.00	0	0.00	1,000	0.00	0
13000	3022	Admissions & Recruitment	1.25	86,988	0.00	0	1.00	69,246	0.00	0	2.25	211,792	0.00	0
Total 125	Student Admissions and Recruitment		1.25	111,987	0.00	0	1.00	94,245	0.00	0	2.25	246,859	0.00	0

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Total Exhibit 12	6.85	924,619	20.00	2,913,779	6.60	912,437	27.60	5,152,596	5.75	915,299	18.01	3,127,523

Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount

Detail by Program and Org

122 Supplementary Educational

2811 Adult Education

71000	Supplies & Expense	0.00	1,856	0.00	0	0.00	1,402	0.00	0	0.00	0	0.00	0
Subtotal	2811 Adult Education	0.00	1,856	0.00	0	0.00	1,402	0.00	0	0.00	0	0.00	0

2814 Title III

61101	Full-Time Faculty	0.00	0	0.00	0	0.00	0	1.00	65,365	0.00	0	0.00	0
61103	Part-Time Faculty	0.00	0	0.00	0	0.00	0	0.00	12,110	0.00	0	0.00	0
61106	Faculty Sal Ovrld Non Teaching	0.00	0	0.00	82,083	0.00	0	0.00	36,000	0.00	0	0.00	82,083
61301	FT-Professional Salaries	0.00	0	5.00	302,910	0.00	0	6.50	327,908	0.00	0	5.00	302,910
61302	PT-Professional Salaries	0.00	0	1.50	69,440	0.00	0	0.00	0	0.00	0	1.50	69,440
61402	Support Staff Salaries-FT	0.00	0	0.40	16,640	0.00	0	1.50	136,200	0.00	0	0.40	16,640
61403	Support Staff Stipends	0.00	0	0.00	5,000	0.00	0	0.00	11,700	0.00	0	0.00	0
61895	Student Salaries and Work Study	0.00	0	0.00	36,520	0.00	0	0.00	58,000	0.00	0	0.00	0
62000	Benefits	0.00	12,664	0.00	218,707	0.00	12,664	0.00	239,285	0.00	0	0.00	218,707
71000	Supplies & Expense	0.00	10,955	0.00	142,573	0.00	15,874	0.00	433,723	0.00	10,955	0.00	198,981
72000	Travel	0.00	0	0.00	13,000	0.00	0	0.00	35,000	0.00	0	0.00	0
73000	Equipment	0.00	0	0.00	0	0.00	0	0.00	130,000	0.00	0	0.00	0
Subtotal	2814 Title III	0.00	23,619	6.90	886,873	0.00	28,538	9.00	1,485,291	0.00	10,955	6.90	888,761

2815 Title V

61101	Full-Time Faculty	0.00	0	0.00	0	0.00	0	1.00	58,000	0.00	0	0.00	0
61103	Part-Time Faculty	0.00	0	0.00	0	0.00	0	0.00	9,460	0.00	0	0.00	0
61106	Faculty Sal Ovrld Non Teaching	0.00	0	0.00	79,900	0.00	0	0.00	0	0.00	0	0.00	79,900
61301	FT-Professional Salaries	0.50	23,096	4.25	583,681	0.50	23,096	5.25	517,373	0.00	0	2.92	857,623
61302	PT-Professional Salaries	0.60	36,761	0.50	25,500	0.60	36,761	0.00	0	0.00	0	0.00	0
61303	Professional Stipends	0.00	0	0.00	0	0.00	0	0.00	10,000	0.00	0	0.00	0

		Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
		Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
		FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
61401	Support Staff Salaries	0.00	0	0.75	42,120	0.00	0	2.75	154,887	0.00	0	0.59	28,080
61402	Support Staff Salaries-FT	0.00	0	0.00	0	0.00	0	0.00	102	0.00	0	0.00	0
61895	Student Salaries and Work Study	0.00	0	0.60	76,316	0.00	0	0.60	251,997	0.00	0	0.60	76,316
62000	Benefits	0.00	19,469	0.00	258,412	0.00	19,469	0.00	296,012	0.00	0	0.00	295,936
71000	Supplies & Expense	0.00	9,235	0.00	112,978	0.00	9,235	0.00	921,313	0.00	0	0.00	52,200
72000	Travel	0.00	0	0.00	13,000	0.00	0	0.00	87,581	0.00	0	0.00	20,000
73000	Equipment	0.00	0	0.00	35,000	0.00	0	0.00	101,856	0.00	0	0.00	15,000
Subtotal 2815 Title V		1.10	88,561	6.10	1,226,907	1.10	88,561	9.60	2,408,581	0.00	0	4.11	1,425,055
<u>3051 Accessibility & Resource Center</u>													
61301	FT-Professional Salaries	1.00	50,444	0.00	0	1.00	50,444	0.00	0	1.00	53,045	0.00	0
62000	Benefits	0.00	25,363	0.00	0	0.00	25,363	0.00	0	0.00	21,631	0.00	0
71000	Supplies & Expense	0.00	48,504	0.00	0	0.00	48,504	0.00	0	0.00	50,741	0.00	0
Subtotal 3051 Accessibility & Resource Center		1.00	124,311	0.00	0	1.00	124,311	0.00	0	1.00	125,417	0.00	0
<u>3052 Student Support Services</u>													
61103	Part-Time Faculty	0.00	0	0.00	6,300	0.00	0	0.00	6,300	0.00	0	0.00	6,300
61301	FT-Professional Salaries	0.00	0	6.00	322,338	0.00	0	8.00	415,811	0.00	0	6.00	321,296
61401	Support Staff Salaries	0.00	0	1.00	48,302	0.00	0	1.00	73,302	0.00	0	1.00	50,000
61505	Other Salaries-Temp	0.00	0	0.00	41,678	0.00	0	0.00	22,878	0.00	0	0.00	43,209
61895	Student Salaries and Work Study	0.00	0	0.00	36,000	0.00	0	0.00	24,000	0.00	0	0.00	36,000
62000	Benefits	0.00	0	0.00	161,792	0.00	0	0.00	179,331	0.00	0	0.00	159,482
71000	Supplies & Expense	0.00	6,096	0.00	154,004	0.00	7,190	0.00	231,743	0.00	6,183	0.00	167,835
72000	Travel	0.00	0	0.00	12,155	0.00	0	0.00	40,800	0.00	0	0.00	12,155
73000	Equipment	0.00	0	0.00	3,172	0.00	0	0.00	8,172	0.00	0	0.00	3,172

			Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
			Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
			FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Subtotal	3052	Student Support Services	0.00	6,096	7.00	785,741	0.00	7,190	9.00	1,002,337	0.00	6,183	7.00	799,449
3053 Student Tutorial														
61401		Support Staff Salaries	1.00	38,992	0.00	0	1.00	38,992	0.00	0	1.00	35,727	0.00	0
62000		Benefits	0.00	18,880	0.00	0	0.00	18,880	0.00	0	0.00	21,142	0.00	0
71000		Supplies & Expense	0.00	14,268	0.00	0	0.00	14,268	0.00	0	0.00	16,503	0.00	0
Subtotal	3053	Student Tutorial	1.00	72,140	0.00	0	1.00	72,140	0.00	0	1.00	73,372	0.00	0
Subtotal	122	Supplementary Educational	3.10	316,583	20.00	2,899,521	3.10	322,143	27.60	4,896,209	2.00	215,927	18.01	3,113,265
123 Advisement and Career Guidance														
3022 Admissions & Recruitment														
71000		Supplies & Expense	0.00	160,000	0.00	0	0.00	160,000	0.00	0	0.00	160,000	0.00	0
Subtotal	3022	Admissions & Recruitment	0.00	160,000	0.00	0	0.00	160,000	0.00	0	0.00	160,000	0.00	0
3031 Advisement														
61301		FT-Professional Salaries	4.00	296,119	0.00	0	4.00	296,119	0.00	0	5.00	349,238	0.00	0
61401		Support Staff Salaries	1.00	41,198	0.00	0	1.00	41,198	0.00	0	0.00	0	0.00	0
62000		Benefits	0.00	125,060	0.00	0	0.00	125,060	0.00	0	0.00	119,739	0.00	0
71000		Supplies & Expense	0.00	54,623	0.00	0	0.00	54,623	0.00	0	0.00	73,194	0.00	0
72000		Travel	0.00	1,500	0.00	0	0.00	1,500	0.00	0	0.00	1,500	0.00	0
Subtotal	3031	Advisement	5.00	518,500	0.00	0	5.00	518,500	0.00	0	5.00	543,671	0.00	0
3416 Moving Arts														
61301		FT-Professional Salaries	1.00	61,800	0.00	0	1.00	61,800	0.00	0	1.00	64,272	0.00	0
62000		Benefits	0.00	32,073	0.00	0	0.00	32,073	0.00	0	0.00	25,073	0.00	0
71000		Supplies & Expense	0.00	103,627	0.00	0	0.00	103,627	0.00	0	0.00	108,155	0.00	0
72000		Travel	0.00	2,500	0.00	0	0.00	2,500	0.00	0	0.00	2,500	0.00	0
Subtotal	3416	Moving Arts	1.00	200,000	0.00	0	1.00	200,000	0.00	0	1.00	200,000	0.00	0

			Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
			Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
			FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Subtotal	123	Advisement and Career Guidance	6.00	878,500	0.00	0	6.00	878,500	0.00	0	6.00	903,671	0.00	0
<u>124 Financial Aid Administration</u>														
3041 Financial Aid Administration														
61301		FT-Professional Salaries	5.00	336,723	0.00	0	5.00	336,723	0.00	0	5.00	337,323	0.00	0
61402		Support Staff Salaries-FT	0.50	18,918	0.00	0	0.50	18,918	0.00	0	0.50	18,918	0.00	0
61895		Student Salaries and Work Study	0.00	0	0.00	164,445	0.00	0	0.00	443,644	0.00	0	0.00	164,445
62000		Benefits	0.00	159,536	0.00	28,622	0.00	159,536	0.00	28,622	0.00	173,029	0.00	29,469
71000		Supplies & Expense	0.00	56,283	0.00	0	0.00	56,283	0.00	0	0.00	68,586	0.00	0
Subtotal	3041	Financial Aid Administration	5.50	571,460	0.00	193,067	5.50	571,460	0.00	472,266	5.50	597,856	0.00	193,914
Subtotal	124	Financial Aid Administration	5.50	571,460	0.00	193,067	5.50	571,460	0.00	472,266	5.50	597,856	0.00	193,914
<u>125 Student Admissions and Recruitment</u>														
3021 Registrar & Records														
61301		FT-Professional Salaries	3.00	188,252	0.00	0	3.00	188,252	0.00	0	3.00	192,201	0.00	0
62000		Benefits	0.00	73,604	0.00	0	0.00	73,604	0.00	0	0.00	84,960	0.00	0
71000		Supplies & Expense	0.00	31,915	0.00	0	0.00	31,915	0.00	0	0.00	40,474	0.00	0
72000		Travel	0.00	500	0.00	0	0.00	500	0.00	0	0.00	500	0.00	0
Subtotal	3021	Registrar & Records	3.00	294,271	0.00	0	3.00	294,271	0.00	0	3.00	318,135	0.00	0
3022 Admissions & Recruitment														
61301		FT-Professional Salaries	3.50	208,013	0.00	0	3.50	208,013	0.00	0	5.00	330,285	0.00	0
61401		Support Staff Salaries	4.00	186,831	0.00	0	3.75	169,089	0.00	0	3.00	137,644	0.00	0
62000		Benefits	0.00	154,130	0.00	0	0.00	154,130	0.00	0	0.00	182,642	0.00	0
71000		Supplies & Expense	0.00	75,537	0.00	0	0.00	75,537	0.00	0	0.00	100,824	0.00	0
72000		Travel	0.00	4,475	0.00	0	0.00	4,475	0.00	0	0.00	4,475	0.00	0
Subtotal	3022	Admissions & Recruitment	7.50	628,986	0.00	0	7.25	611,244	0.00	0	8.00	755,870	0.00	0

			Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
			Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
			FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Subtotal	125	Student Admissions and Recruit	10.50	923,257	0.00	0	10.25	905,515	0.00	0	11.00	1,074,005	0.00	0
Total Exhibit	12		25.10	2,689,800	20.00	3,092,588	24.85	2,677,618	27.60	5,368,475	24.50	2,791,459	18.01	3,307,179

**Northern New Mexico College
Institutional Support
NMHED Summary Exhibit13**

			Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
			Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
			FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
<u>131 Executive Management</u>														
11000	1005	President	3.00	579,327	0.00	0	3.00	579,327	0.00	0	2.00	555,797	0.00	0
11000	1007	Provost	2.00	366,291	0.00	0	2.00	366,291	0.00	0	2.00	396,711	0.00	0
11000	1010	Board of Regents	0.00	23,468	0.00	0	0.00	23,468	0.00	0	0.00	23,468	0.00	0
11000	1020	VP for Finance and Administration	3.00	646,064	0.00	0	3.00	646,064	0.00	0	3.00	574,731	0.00	0
11000	1022	VP for Finance and Admin - Unallocat	0.00	-132,740	0.00	0	0.00	-132,740	0.00	0	0.00	-138,444	0.00	0
11000	1040	Director of Diversity and Equity	1.00	93,027	0.00	0	1.00	93,027	0.00	0	1.00	95,708	0.00	0
11000	1077	Provost - Unallocated	0.00	2,500	0.00	0	0.00	2,500	0.00	0	0.00	2,500	0.00	0
11012	1007	Provost	0.00	5,007	0.00	0	0.00	5,007	0.00	0	0.00	3,450	0.00	0
11012	1020	VP for Finance and Administration	0.00	931	0.00	0	0.00	931	0.00	0	0.00	890	0.00	0
11302	1005	President	0.00	37,400	0.00	0	0.00	36,000	0.00	0	0.00	36,000	0.00	0
11303	1007	Provost	0.00	12,887	0.00	0	0.00	12,887	0.00	0	0.00	12,887	0.00	0
11303	1020	VP for Finance and Administration	0.00	124,538	0.00	0	0.00	322,935	0.00	0	0.00	92,055	0.00	0
Total 131 Executive Management			9.00	1,758,700	0.00	0	9.00	1,955,697	0.00	0	8.00	1,655,753	0.00	0
<u>132 Fiscal Operations</u>														
11000	4011	Business Office	12.60	1,609,612	0.00	0	12.60	1,609,612	0.00	0	13.00	1,796,299	0.00	0
11000	4021	Grants Management	0.00	7,389	0.00	0	0.00	7,389	0.00	0	0.00	9,626	0.00	0
Total 132 Fiscal Operations			12.60	1,617,001	0.00	0	12.60	1,617,001	0.00	0	13.00	1,805,925	0.00	0
<u>133 General Administration</u>														
11000	1031	Campus Security	7.00	546,242	0.00	0	7.00	546,242	0.00	0	6.00	557,826	0.00	0
11000	1035	Risk Management	0.00	240,850	0.00	0	0.00	240,850	0.00	0	0.00	217,335	0.00	0
11000	1060	Institutional Research	1.00	148,111	0.00	0	1.00	148,111	0.00	0	1.00	156,403	0.00	0
11000	1080	Human Resources	4.00	460,381	0.00	0	4.00	460,381	0.00	0	4.00	493,232	0.00	0
11301	1090	NNMC Labor Relations Board	0.00	5,000	0.00	0	0.00	5,000	0.00	0	0.00	5,000	0.00	0
Total 133 General Administration			12.00	1,400,584	0.00	0	12.00	1,400,584	0.00	0	11.00	1,429,796	0.00	0
<u>134 Planning-Public Relations</u>														

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
11000 4202 Communications	2.00	396,606	0.00	0	2.00	396,606	0.00	0	2.00	404,387	0.00	0
Total 134 Planning-Public Relations	2.00	396,606	0.00	0	2.00	396,606	0.00	0	2.00	404,387	0.00	0
Total Exhibit 13	35.60	5,172,891	0.00	0	35.60	5,369,888	0.00	0	34.00	5,295,861	0.00	0

131 Executive Management

11000 1005 President	0.00	34,415	0.00	0	0.00	34,415	0.00	0	0.00	26,193	0.00	0
11000 1007 Provost	0.00	54,000	0.00	0	0.00	54,000	0.00	0	0.00	54,000	0.00	0
11000 1010 Board of Regents	0.00	5,000	0.00	0	0.00	5,000	0.00	0	0.00	5,000	0.00	0
11000 1020 VP for Finance and Administration	0.00	75,000	0.00	0	0.00	75,000	0.00	0	0.00	75,000	0.00	0
11000 1022 VP for Finance and Admin - Unallocat	0.00	-222,494	0.00	0	0.00	-222,494	0.00	0	0.00	0	0.00	0
11000 1077 Provost - Unallocated	0.00	15,000	0.00	0	0.00	15,000	0.00	0	0.00	15,000	0.00	0
11012 1040 Director of Diversity and Equity	0.00	3,506	0.00	0	0.00	3,506	0.00	0	0.00	3,506	0.00	0
11302 1004 President's Eagle Fund	0.00	7,950	0.00	0	0.00	7,950	0.00	0	0.00	17,000	0.00	0
11303 1007 Provost	0.00	0	0.00	0	0.00	11,744	0.00	0	0.00	0	0.00	0
11303 1020 VP for Finance and Administration	0.00	50,000	0.00	0	0.00	50,000	0.00	0	0.00	40,000	0.00	0
13000 3000 Assistant Provost for Student Services	1.00	100,103	0.00	0	1.00	100,103	0.00	0	0.00	0	0.00	0
Total 131 Executive Management	1.00	122,480	0.00	0	1.00	134,224	0.00	0	0.00	235,699	0.00	0

132 Fiscal Operations

11000 4011 Business Office	1.00	24,100	0.00	0	1.00	24,100	0.00	0	1.00	39,460	0.00	0
11000 4021 Grants Management	0.00	800	0.00	0	0.00	800	0.00	0	0.00	800	0.00	0
13000 4011 Business Office	2.00	231,381	0.00	0	2.00	231,381	0.00	0	2.00	248,964	0.00	0
Total 132 Fiscal Operations	3.00	256,281	0.00	0	3.00	256,281	0.00	0	3.00	289,224	0.00	0

133 General Administration

11000 1035 Risk Management	0.00	17,600	0.00	0	0.00	17,600	0.00	0	0.00	0	0.00	0
13000 1031 Campus Security	2.00	105,257	0.00	0	2.00	105,257	0.00	0	2.00	138,416	0.00	0
13000 1060 Insitutional Research	1.00	110,286	0.00	0	1.00	109,283	0.00	0	1.00	125,608	0.00	0
41248 1031 Campus Security	0.00	0	2.00	112,500	0.00	0	2.00	112,500	0.00	0	2.00	56,250
Total 133 General Administration	3.00	233,143	2.00	112,500	3.00	232,140	2.00	112,500	3.00	264,024	2.00	56,250

134 Planning-Public Relations

11000 1070 Gifts Office	0.25	45,629	0.00	0	0.25	45,629	0.00	0	0.50	88,061	0.00	0
-------------------------	------	--------	------	---	------	--------	------	---	------	--------	------	---

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
11000 4202 Communications	1.45	86,926	0.00	0	1.45	86,926	0.00	0	1.45	90,697	0.00	0
40137 1021 Director-El Rito Campus	0.00	0	0.00	0	0.00	0	0.00	150,000	0.00	0	0.00	148,000
Total 134 Planning-Public Relations	1.70	132,555	0.00	0	1.70	132,555	0.00	150,000	1.95	178,758	0.00	148,000
Total Exhibit 13	8.70	744,459	2.00	112,500	8.70	755,200	2.00	262,500	7.95	967,705	2.00	204,250

Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount

Detail by Program and Org

131 Executive Management

1004 President's Eagle Fund													
71000	Supplies & Expense	0.00	7,950	0.00	0	0.00	7,950	0.00	0	0.00	17,000	0.00	0
Subtotal 1004 President's Eagle Fund		0.00	7,950	0.00	0	0.00	7,950	0.00	0	0.00	17,000	0.00	0
1005 President													
61301	FT-Professional Salaries	3.00	361,701	0.00	0	3.00	361,701	0.00	0	2.00	346,276	0.00	0
62000	Benefits	0.00	147,543	0.00	0	0.00	147,543	0.00	0	0.00	134,131	0.00	0
71000	Supplies & Expense	0.00	135,046	0.00	0	0.00	133,646	0.00	0	0.00	130,731	0.00	0
72000	Travel	0.00	6,852	0.00	0	0.00	6,852	0.00	0	0.00	6,852	0.00	0
Subtotal 1005 President		3.00	651,142	0.00	0	3.00	649,742	0.00	0	2.00	617,990	0.00	0
1007 Provost													
61301	FT-Professional Salaries	2.00	250,241	0.00	0	2.00	250,241	0.00	0	2.00	269,367	0.00	0
62000	Benefits	0.00	95,223	0.00	0	0.00	95,223	0.00	0	0.00	102,043	0.00	0
71000	Supplies & Expense	0.00	91,721	0.00	0	0.00	103,465	0.00	0	0.00	94,638	0.00	0
72000	Travel	0.00	1,000	0.00	0	0.00	1,000	0.00	0	0.00	1,000	0.00	0
Subtotal 1007 Provost		2.00	438,185	0.00	0	2.00	449,929	0.00	0	2.00	467,048	0.00	0
1010 Board of Regents													
61305	Per Diem Board of Regents	0.00	7,125	0.00	0	0.00	7,125	0.00	0	0.00	7,125	0.00	0
62000	Benefits	0.00	830	0.00	0	0.00	830	0.00	0	0.00	830	0.00	0
71000	Supplies & Expense	0.00	6,788	0.00	0	0.00	6,788	0.00	0	0.00	6,788	0.00	0
72000	Travel	0.00	13,725	0.00	0	0.00	13,725	0.00	0	0.00	13,725	0.00	0
Subtotal 1010 Board of Regents		0.00	28,468	0.00	0	0.00	28,468	0.00	0	0.00	28,468	0.00	0
1020 VP for Finance and Administration													
61301	FT-Professional Salaries	3.00	457,189	0.00	0	3.00	457,189	0.00	0	3.00	390,008	0.00	0

		Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
		Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
		FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
62000	Benefits	0.00	163,909	0.00	0	0.00	163,909	0.00	0	0.00	153,046	0.00	0
71000	Supplies & Expense	0.00	263,754	0.00	0	0.00	462,151	0.00	0	0.00	227,982	0.00	0
72000	Travel	0.00	10,750	0.00	0	0.00	10,750	0.00	0	0.00	10,750	0.00	0
73000	Equipment	0.00	931	0.00	0	0.00	931	0.00	0	0.00	890	0.00	0
Subtotal	1020 VP for Finance and Administratio	3.00	896,533	0.00	0	3.00	1,094,930	0.00	0	3.00	782,676	0.00	0
<u>1022 VP for Finance and Admin - Unallocated</u>													
62000	Benefits	0.00	-365,234	0.00	0	0.00	-365,234	0.00	0	0.00	-148,444	0.00	0
71000	Supplies & Expense	0.00	10,000	0.00	0	0.00	10,000	0.00	0	0.00	10,000	0.00	0
Subtotal	1022 VP for Finance and Admin - Unall	0.00	-355,234	0.00	0	0.00	-355,234	0.00	0	0.00	-138,444	0.00	0
<u>1040 Director of Diversity and Equity</u>													
61301	FT-Professional Salaries	1.00	57,609	0.00	0	1.00	57,609	0.00	0	1.00	57,609	0.00	0
62000	Benefits	0.00	27,629	0.00	0	0.00	27,629	0.00	0	0.00	28,073	0.00	0
71000	Supplies & Expense	0.00	11,295	0.00	0	0.00	11,295	0.00	0	0.00	13,532	0.00	0
Subtotal	1040 Director of Diversity and Equity	1.00	96,533	0.00	0	1.00	96,533	0.00	0	1.00	99,214	0.00	0
<u>1077 Provost - Unallocated</u>													
71000	Supplies & Expense	0.00	17,500	0.00	0	0.00	17,500	0.00	0	0.00	17,500	0.00	0
Subtotal	1077 Provost - Unallocated	0.00	17,500	0.00	0	0.00	17,500	0.00	0	0.00	17,500	0.00	0
<u>3000 Assistant Provost for Student Services</u>													
61301	FT-Professional Salaries	1.00	68,900	0.00	0	1.00	68,900	0.00	0	0.00	0	0.00	0
62000	Benefits	0.00	31,203	0.00	0	0.00	31,203	0.00	0	0.00	0	0.00	0
Subtotal	3000 Assistant Provost for Student Ser	1.00	100,103	0.00	0	1.00	100,103	0.00	0	0.00	0	0.00	0
Subtotal	131 Executive Management	10.00	1,881,180	0.00	0	10.00	2,089,921	0.00	0	8.00	1,891,452	0.00	0
<u>132 Fiscal Operations</u>													
<u>4011 Business Office</u>													
61301	FT-Professional Salaries	10.60	890,892	0.00	0	10.60	890,892	0.00	0	11.00	982,185	0.00	0

		Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
		Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
		FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
61401	Support Staff Salaries	4.00	180,261	0.00	0	4.00	180,261	0.00	0	4.00	197,685	0.00	0
61895	Student Salaries and Work Study	1.00	20,000	0.00	0	1.00	20,000	0.00	0	1.00	35,360	0.00	0
62000	Benefits	0.00	452,338	0.00	0	0.00	452,338	0.00	0	0.00	509,182	0.00	0
71000	Supplies & Expense	0.00	321,602	0.00	0	0.00	321,602	0.00	0	0.00	360,311	0.00	0
Subtotal	4011 Business Office	15.60	1,865,093	0.00	0	15.60	1,865,093	0.00	0	16.00	2,084,723	0.00	0
<u>4021 Grants Management</u>													
71000	Supplies & Expense	0.00	8,189	0.00	0	0.00	8,189	0.00	0	0.00	10,426	0.00	0
Subtotal	4021 Grants Management	0.00	8,189	0.00	0	0.00	8,189	0.00	0	0.00	10,426	0.00	0
Subtotal	132 Fiscal Operations	15.60	1,873,282	0.00	0	15.60	1,873,282	0.00	0	16.00	2,095,149	0.00	0
<u>133 General Administration</u>													
<u>1031 Campus Security</u>													
61301	FT-Professional Salaries	1.00	96,000	0.00	0	1.00	96,000	0.00	0	1.00	102,835	0.00	0
61401	Support Staff Salaries	8.00	275,159	2.00	64,242	8.00	275,159	2.00	64,242	7.00	285,716	2.00	32,121
61404	Overtime Pay	0.00	8,400	0.00	0	0.00	8,400	0.00	0	0.00	8,400	0.00	0
62000	Benefits	0.00	189,097	0.00	48,258	0.00	189,097	0.00	48,258	0.00	191,163	0.00	24,129
71000	Supplies & Expense	0.00	62,343	0.00	0	0.00	62,343	0.00	0	0.00	87,628	0.00	0
73000	Equipment	0.00	20,500	0.00	0	0.00	20,500	0.00	0	0.00	20,500	0.00	0
Subtotal	1031 Campus Security	9.00	651,499	2.00	112,500	9.00	651,499	2.00	112,500	8.00	696,242	2.00	56,250
<u>1035 Risk Management</u>													
62000	Benefits	0.00	17,600	0.00	0	0.00	17,600	0.00	0	0.00	0	0.00	0
71000	Supplies & Expense	0.00	240,850	0.00	0	0.00	240,850	0.00	0	0.00	217,335	0.00	0
Subtotal	1035 Risk Management	0.00	258,450	0.00	0	0.00	258,450	0.00	0	0.00	217,335	0.00	0
<u>1060 Insitutional Research</u>													
61301	FT-Professional Salaries	2.00	157,499	0.00	0	2.00	157,499	0.00	0	2.00	163,798	0.00	0

		Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
		Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
		FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
62000	Benefits	0.00	75,313	0.00	0	0.00	74,310	0.00	0	0.00	88,154	0.00	0
71000	Supplies & Expense	0.00	25,345	0.00	0	0.00	25,345	0.00	0	0.00	29,819	0.00	0
72000	Travel	0.00	240	0.00	0	0.00	240	0.00	0	0.00	240	0.00	0
Subtotal	1060 Insitutional Research	2.00	258,397	0.00	0	2.00	257,394	0.00	0	2.00	282,011	0.00	0
1080 Human Resources													
61301	FT-Professional Salaries	4.00	303,432	0.00	0	4.00	303,432	0.00	0	4.00	309,315	0.00	0
62000	Benefits	0.00	123,590	0.00	0	0.00	123,590	0.00	0	0.00	134,221	0.00	0
71000	Supplies & Expense	0.00	33,259	0.00	0	0.00	33,259	0.00	0	0.00	49,596	0.00	0
72000	Travel	0.00	100	0.00	0	0.00	100	0.00	0	0.00	100	0.00	0
Subtotal	1080 Human Resources	4.00	460,381	0.00	0	4.00	460,381	0.00	0	4.00	493,232	0.00	0
1090 NNMC Labor Relations Board													
71000	Supplies & Expense	0.00	4,500	0.00	0	0.00	4,500	0.00	0	0.00	4,500	0.00	0
72000	Travel	0.00	500	0.00	0	0.00	500	0.00	0	0.00	500	0.00	0
Subtotal	1090 NNMC Labor Relations Board	0.00	5,000	0.00	0	0.00	5,000	0.00	0	0.00	5,000	0.00	0
Subtotal	133 General Administration	15.00	1,633,727	2.00	112,500	15.00	1,632,724	2.00	112,500	14.00	1,693,820	2.00	56,250
134 Planning-Public Relations													
1021 Director-El Rito Campus													
71000	Supplies & Expense	0.00	0	0.00	0	0.00	0	0.00	150,000	0.00	0	0.00	148,000
Subtotal	1021 Director-El Rito Campus	0.00	0	0.00	0	0.00	0	0.00	150,000	0.00	0	0.00	148,000
1070 Gifts Office													
61302	PT-Professional Salaries	0.25	30,330	0.00	0	0.25	30,330	0.00	0	0.50	63,086	0.00	0
62000	Benefits	0.00	10,865	0.00	0	0.00	10,865	0.00	0	0.00	20,162	0.00	0
71000	Supplies & Expense	0.00	4,434	0.00	0	0.00	4,434	0.00	0	0.00	4,813	0.00	0
Subtotal	1070 Gifts Office	0.25	45,629	0.00	0	0.25	45,629	0.00	0	0.50	88,061	0.00	0
4202 Communications													

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
61301 FT-Professional Salaries	2.00	141,283	0.00	0	2.00	141,283	0.00	0	2.00	146,934	0.00	0
61302 PT-Professional Salaries	0.45	34,666	0.00	0	0.45	34,666	0.00	0	0.45	36,053	0.00	0
61401 Support Staff Salaries	1.00	43,260	0.00	0	1.00	43,260	0.00	0	1.00	45,644	0.00	0
62000 Benefits	0.00	94,320	0.00	0	0.00	94,320	0.00	0	0.00	88,732	0.00	0
71000 Supplies & Expense	0.00	170,003	0.00	0	0.00	170,003	0.00	0	0.00	177,721	0.00	0
Subtotal 4202 Communications	3.45	483,532	0.00	0	3.45	483,532	0.00	0	3.45	495,084	0.00	0
Subtotal 134 Planning-Public Relations	3.70	529,161	0.00	0	3.70	529,161	0.00	150,000	3.95	583,145	0.00	148,000
Total Exhibit 13	44.30	5,917,350	2.00	112,500	44.30	6,125,088	2.00	262,500	41.95	6,263,566	2.00	204,250

**Northern New Mexico College
Operation and Maintenance of Plant
NMHED Summary Exhibit 14**

			Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
			Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
			FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
141 Operations and Maintenance														
11000	4521	Maintenance - Espanola	20.05	1,972,452	0.00	0	20.05	1,972,452	0.00	0	21.80	2,184,878	0.00	0
Total 141 Operations and Maintenance			20.05	1,972,452	0.00	0	20.05	1,972,452	0.00	0	21.80	2,184,878	0.00	0
Total Exhibit 14			20.05	1,972,452	0.00	0	20.05	1,972,452	0.00	0	21.80	2,184,878	0.00	0
141 Operations and Maintenance														
11000	4521	Maintenance - Espanola	0.25	9,300	0.00	0	0.25	9,300	0.00	0	0.25	9,300	0.00	0
13000	2605	NNMC Branch Community College	4.20	461,179	0.00	0	4.20	461,179	0.00	0	4.20	474,802	0.00	0
Total 141 Operations and Maintenance			4.45	470,479	0.00	0	4.45	470,479	0.00	0	4.45	484,102	0.00	0
Total Exhibit 14			4.45	470,479	0.00	0	4.45	470,479	0.00	0	4.45	484,102	0.00	0

		Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
		Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
		FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Detail by Program and Org													
141 Operations and Maintenance													
2605 NNMC Branch Community College													
61401	Support Staff Salaries	4.20	159,129	0.00	0	4.20	159,129	0.00	0	4.20	178,087	0.00	0
62000	Benefits	0.00	90,050	0.00	0	0.00	90,050	0.00	0	0.00	84,715	0.00	0
71000	Supplies & Expense	0.00	212,000	0.00	0	0.00	212,000	0.00	0	0.00	212,000	0.00	0
Subtotal 2605 NNMC Branch Community Colleg		4.20	461,179	0.00	0	4.20	461,179	0.00	0	4.20	474,802	0.00	0
4521 Maintenance - Espanola													
61301	FT-Professional Salaries	2.00	149,031	0.00	0	2.00	149,031	0.00	0	3.00	235,165	0.00	0
61401	Support Staff Salaries	18.05	662,937	0.00	0	18.05	662,937	0.00	0	18.80	694,869	0.00	0
61404	Overtime Pay	0.00	10,000	0.00	0	0.00	10,000	0.00	0	0.00	10,000	0.00	0
61505	Other Salaries-Temp	0.25	7,800	0.00	0	0.25	7,800	0.00	0	0.25	7,800	0.00	0
62000	Benefits	0.00	403,195	0.00	0	0.00	403,195	0.00	0	0.00	435,295	0.00	0
71000	Supplies & Expense	0.00	738,789	0.00	0	0.00	738,789	0.00	0	0.00	801,049	0.00	0
73000	Equipment	0.00	10,000	0.00	0	0.00	10,000	0.00	0	0.00	10,000	0.00	0
Subtotal 4521 Maintenance - Espanola		20.30	1,981,752	0.00	0	20.30	1,981,752	0.00	0	22.05	2,194,178	0.00	0
Subtotal 141 Operations and Maintenance		24.50	2,442,931	0.00	0	24.50	2,442,931	0.00	0	26.25	2,668,980	0.00	0
Total Exhibit 14		24.50	2,442,931	0.00	0	24.50	2,442,931	0.00	0	26.25	2,668,980	0.00	0

Northern New Mexico College
Student Social and Cultural Activities
NMHD Summary Exhibit 15

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Revenue												
58110 Activity Fee		92,720		0		92,720		0		105,598		0
Total Revenue		92,720		0		92,720		0		105,598		0
Beginning Balance												
49999 Fund Balance		174,812		0		29,590		0		29,590		0
Total Beginning Balance		174,812	0.00	0	0.00	29,590	0.00	0	0.00	29,590	0.00	0
Expense												
61301 FT-Professional Salaries	1.00	44,187	0.00	0	1.00	44,187	0.00	0	1.00	45,954	0.00	0
62000 Benefits	0.00	20,527	0.00	0	0.00	20,527	0.00	0	0.00	21,398	0.00	0
71000 Supplies & Expense	0.00	55,394	0.00	0	0.00	61,550	0.00	0	0.00	65,554	0.00	0
Total Expense	1.00	120,108	0.00	0	1.00	126,264	0.00	0	1.00	132,906	0.00	0
Transfers In												
80200 Transfers In		15,000		0		15,000		0		15,000		0
Total Transfers In		15,000		0		15,000		0		15,000		0
Ending Balance		162,424		0		11,046		0		17,282		0
Revenue												
58001 Other Revenue		14,068		0		20,224		0		13,988		0
Total Revenue		14,068		0		20,224		0		13,988		0
Expense												
71000 Supplies & Expense	0.00	1,680	0.00	0	0.00	1,680	0.00	0	0.00	1,680	0.00	0
Total Expense	0.00	1,680	0.00	0	0.00	1,680	0.00	0	0.00	1,680	0.00	0
Ending Balance		12,388		0		18,544		0		12,308		0

Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount

Exhibit Detail By Fund

Student Services Support
83000

<u>Revenue</u>													
58110	Activity Fee		92,720		0		92,720		0		105,598		0
Total Revenue			92,720		0		92,720		0		105,598		0
<u>Beginning Balance</u>													
49999	Fund Balance		149,129		0		0		0		0		0
Total Beginning Balance			149,129		0		0		0		0		0
<u>Expense</u>													
61301	FT-Professional Salaries	1.00	44,187	0.00	0	1.00	44,187	0.00	0	1.00	45,954	0.00	0
62000	Benefits	0.00	20,527	0.00	0	0.00	20,527	0.00	0	0.00	21,398	0.00	0
71000	Supplies & Expense	0.00	28,006	0.00	0	0.00	28,006	0.00	0	0.00	38,246	0.00	0
Total Expense		1.00	92,720	0.00	0	1.00	92,720	0.00	0	1.00	105,598	0.00	0
Ending Balance, Fund 83000			149,129	0		0		0		0		0	

Student Organizations
83027

<u>Revenue</u>													
58001	Other Revenue		14,068		0		20,224		0		13,988		0
Total Revenue			14,068		0		20,224		0		13,988		0
<u>Beginning Balance</u>													
49999	Fund Balance		25,683		0		29,590		0		29,590		0
Total Beginning Balance			25,683		0		29,590		0		29,590		0
<u>Expense</u>													
71000	Supplies & Expense	0.00	29,068	0.00	0	0.00	35,224	0.00	0	0.00	28,988	0.00	0
Total Expense		0.00	29,068	0.00	0	0.00	35,224	0.00	0	0.00	28,988	0.00	0
<u>Transfers In</u>													

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
80200 Transfers In		15,000		0		15,000		0		15,000		0
Total Transfers In		15,000		0		15,000		0		15,000		0
Ending Balance, Fund 83027		25,683		0		29,590		0		29,590		0
Ending Balance, Exhibit 15		174,812		0		29,590		0		29,590		0

**Northern New Mexico College
Research
NMHED Summary Exhibit 16**

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26				
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted		
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
<u>Revenue</u>													
52000	Federal Grants		0		350,703		0		530,565		0		49,219
Total Revenue			0		350,703		0		530,565		0		49,219
<u>Expense</u>													
61104	Faculty Stipends	0.00	0	0.00	10,264	0.00	0	0.00	22,361	0.00	0	0.00	10,264
61106	Faculty Sal Ovrd Non Teaching	0.00	0	0.00	5,000	0.00	0	0.00	16,017	0.00	0	0.00	5,000
61895	Student Salaries and Work Study	0.00	0	0.00	0	0.00	0	0.00	20,000	0.00	0	0.00	0
62000	Benefits	0.00	0	0.00	4,706	0.00	0	0.00	9,057	0.00	0	0.00	4,706
71000	Supplies & Expense	0.00	0	0.00	303,375	0.00	0	0.00	414,435	0.00	0	0.00	13,891
72000	Travel	0.00	0	0.00	4,000	0.00	0	0.00	5,500	0.00	0	0.00	4,000
Total Expense		0.00	0	0.00	327,345	0.00	0	0.00	487,370	0.00	0	0.00	37,861
<u>Transfers Out</u>													
80100	Transfers Out		0		23,358		0		43,195		0		11,358
Total Transfers Out		0.00	0	0.00	23,358	0.00	0	0.00	43,195	0.00	0	0.00	11,358
Ending Balance			0		0		0		0		0		0

Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount

Exhibit Detail By Fund

NSF UNIDOS
40102

<u>Revenue</u>													
52000	Federal Grants		0		0		0		26,706		0		0
Total Revenue			0		0		0		26,706		0		0
<u>Expense</u>													
61106	Faculty Sal Ovrld Non Teaching	0.00	0	0.00	0	0.00	0	0.00	16,017	0.00	0	0.00	0
62000	Benefits	0.00	0	0.00	0	0.00	0	0.00	4,207	0.00	0	0.00	0
71000	Supplies & Expense	0.00	0	0.00	0	0.00	0	0.00	1,500	0.00	0	0.00	0
72000	Travel	0.00	0	0.00	0	0.00	0	0.00	1,500	0.00	0	0.00	0
Total Expense		0.00	0	0.00	0	0.00	0	0.00	23,224	0.00	0	0.00	0
<u>Transfers Out</u>													
80100	Transfers Out		0		0		0		3,482		0		0
Total Transfers Out			0		0		0		3,482		0		0
Ending Balance, Fund 40102			0		0		0		0		0		0

NSF EDGE CMT
40130

<u>Revenue</u>													
52000	Federal Grants		0		0		0		26,000		0		0
Total Revenue			0		0		0		26,000		0		0
<u>Expense</u>													
61895	Student Salaries and Work Study	0.00	0	0.00	0	0.00	0	0.00	20,000	0.00	0	0.00	0
Total Expense		0.00	0	0.00	0	0.00	0	0.00	20,000	0.00	0	0.00	0
<u>Transfers Out</u>													
80100	Transfers Out		0		0		0		6,000		0		0

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Total Transfers Out		0		0		0		6,000		0		0
Ending Balance, Fund 40130		0		0		0		0		0		0

INBRE Liaison 24-25
40132

Revenue												
52000	Federal Grants		0		350,703		0		477,859		0	49,219
Total Revenue			0		350,703		0		477,859		0	49,219
Expense												
61104	Faculty Stipends	0.00	0	0.00	10,264	0.00	0	0.00	22,361	0.00	0	10,264
61106	Faculty Sal Ovrld Non Teaching	0.00	0	0.00	5,000	0.00	0	0.00	0	0.00	0	5,000
62000	Benefits	0.00	0	0.00	4,706	0.00	0	0.00	4,850	0.00	0	4,706
71000	Supplies & Expense	0.00	0	0.00	303,375	0.00	0	0.00	412,935	0.00	0	13,891
72000	Travel	0.00	0	0.00	4,000	0.00	0	0.00	4,000	0.00	0	4,000
Total Expense		0.00	0	0.00	327,345	0.00	0	0.00	444,146	0.00	0	37,861
Transfers Out												
80100	Transfers Out		0		23,358		0		33,713		0	11,358
Total Transfers Out			0		23,358		0		33,713		0	11,358
Ending Balance, Fund 40132			0		0		0		0		0	0
Ending Balance, Exhibit 16			0		0		0		0		0	0

**Northern New Mexico College
Public Services
NMHED Summary Exhibit 17**

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26				
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted		
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Revenue													
51000	General Fund Appropriation		175,200		0		175,200		0		175,200		0
53000	State Grants		285,481		0		285,481		25,000		295,426		0
Total Revenue			460,681		0		460,681		25,000		470,626		0
Beginning Balance													
49999	Fund Balance		530,293		0		513,273		0		513,273		0
Total Beginning Balance			530,293		0		513,273		0		513,273		0
Expense													
61301	FT-Professional Salaries	2.00	184,486	0.00	0	2.00	184,486	0.00	0	2.00	190,020	0.00	0
62000	Benefits	0.00	84,804	0.00	0	0.00	84,804	0.00	0	0.00	88,805	0.00	0
71000	Supplies & Expense	0.00	195,618	0.00	0	0.00	195,618	0.00	25,000	0.00	200,502	0.00	0
72000	Travel	0.00	10,550	0.00	0	0.00	10,550	0.00	0	0.00	10,550	0.00	0
Total Expense		2.00	475,458	0.00	0	2.00	475,458	0.00	25,000	2.00	489,877	0.00	0
Transfers In													
80200	Transfers In		14,777		0		14,777		0		19,251		0
Total Transfers In			14,777		0		14,777		0		19,251		0

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Ending Balance		530,293		0		513,273		0		513,273		0

Exhibit Detail By Fund

Native American Student Center

11711

Beginning Balance

49999 Fund Balance		115,573		0		115,573		0		115,573		0
Total Beginning Balance		115,573		0		115,573		0		115,573		0
Ending Balance, Fund 11711		115,573		0		115,573		0		115,573		0

Non-Academic Youth Program

11712

Revenue

51000 General Fund Appropriation		50,000		0		50,000		0		50,000		0
Total Revenue		50,000		0		50,000		0		50,000		0

Expense

71000 Supplies & Expense	0.00	50,000	0.00	0	0.00	50,000	0.00	0	0.00	50,000	0.00	0
Total Expense	0.00	50,000	0.00	0	0.00	50,000	0.00	0	0.00	50,000	0.00	0
Ending Balance, Fund 11712		0		0		0		0		0		0

Small Business Development Ctr

11730

Revenue

53000 State Grants		285,481		0		285,481		0		295,426		0
Total Revenue		285,481		0		285,481		0		295,426		0

Expense

--	--	--	--	--	--	--	--	--	--	--	--	--

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
61301 FT-Professional Salaries	2.00	184,486	0.00	0	2.00	184,486	0.00	0	2.00	190,020	0.00	0
62000 Benefits	0.00	84,804	0.00	0	0.00	84,804	0.00	0	0.00	88,805	0.00	0
71000 Supplies & Expense	0.00	20,418	0.00	0	0.00	20,418	0.00	0	0.00	25,302	0.00	0
72000 Travel	0.00	10,550	0.00	0	0.00	10,550	0.00	0	0.00	10,550	0.00	0
Total Expense	2.00	300,258	0.00	0	2.00	300,258	0.00	0	2.00	314,677	0.00	0
Transfers In												
80200 Transfers In		14,777		0		14,777		0		19,251		0
Total Transfers In		14,777		0		14,777		0		19,251		0
Ending Balance, Fund 11730		0		0		0		0		0		0

STEM Initiative
11740

<u>Revenue</u>												
51000 General Fund Appropriation		125,200		0		125,200		0		125,200		0
Total Revenue		125,200		0		125,200		0		125,200		0
<u>Beginning Balance</u>												
49999 Fund Balance		65,320		0		65,320		0		65,320		0
Total Beginning Balance		65,320		0		65,320		0		65,320		0
<u>Expense</u>												
71000 Supplies & Expense	0.00	125,200	0.00	0	0.00	125,200	0.00	0	0.00	125,200	0.00	0
Total Expense	0.00	125,200	0.00	0	0.00	125,200	0.00	0	0.00	125,200	0.00	0
Ending Balance, Fund 11740		65,320		0		65,320		0		65,320		0

Veterans Center
11741

<u>Beginning Balance</u>												
49999 Fund Balance		349,400		0		332,380		0		332,380		0
Total Beginning Balance		349,400		0		332,380		0		332,380		0

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Ending Balance, Fund 11741		349,400		0		332,380		0		332,380		0

HED College Food Security Initiative
41235

<u>Revenue</u>													
53000	State Grants		0		0		0		25,000		0		0
Total Revenue			0		0		0		25,000		0		0
<u>Expense</u>													
71000	Supplies & Expense	0.00	0	0.00	0	0.00	0	0.00	25,000	0.00	0	0.00	0
Total Expense		0.00	0	0.00	0	0.00	0	0.00	25,000	0.00	0	0.00	0
Ending Balance, Fund 41235			0		0		0		0		0		0
Ending Balance, Exhibit 17			530,293		0		513,273		0		513,273		0

Northern New Mexico College
Internal Services
NMHED Summary Exhibit 18

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Revenue												
50002 Fees		620,000	0	0	710,000	0	0	0	715,000	0	0	0
Total Revenue		620,000	0	0	710,000	0	0	0	715,000	0	0	0
Expense												
61301 FT-Professional Salaries	6.00	458,412	0.00	0	6.00	458,412	0.00	0	5.00	486,336	0.00	0
61401 Support Staff Salaries	3.00	137,734	0.00	0	3.00	137,734	0.00	0	4.00	186,511	0.00	0
61895 Student Salaries and Work Study	0.64	20,000	0.00	0	0.64	20,000	0.00	0	0.00	0	0.00	0
62000 Benefits	0.00	266,238	0.00	0	0.00	266,238	0.00	0	0.00	297,033	0.00	0
71000 Supplies & Expense	0.00	-332,574	0.00	0	0.00	270,917	0.00	0	0.00	-150,172	0.00	0
72000 Travel	0.00	4,000	0.00	0	0.00	4,000	0.00	0	0.00	5,000	0.00	0
73000 Equipment	0.00	100,000	0.00	0	0.00	100,000	0.00	0	0.00	103,090	0.00	0
Total Expense	9.64	653,810	0.00	0	9.64	1,257,301	0.00	0	9.00	927,798	0.00	0
Transfers In												
80200 Transfers In		212,798	0	0	212,798	0	0	0	212,798	0	0	0
Total Transfers In		212,798	0	0	212,798	0	0	0	212,798	0	0	0
Transfers Out												
80100 Transfers Out		274,962	0	0	0	0	0	0	0	0	0	0
Total Transfers Out		274,962	0	0	0	0	0	0	0	0	0	0
Ending Balance		-95,974	0	0	-334,503	0	0	0	0	0	0	0
Beginning Balance												
49999 Fund Balance		898,356	0	0	0	0	0	0	0	0	0	0
Total Beginning Balance		898,356	0	0	0	0	0	0	0	0	0	0
Expense												
61301 FT-Professional Salaries	1.00	85,000	0.00	0	1.00	85,000	0.00	0	1.00	85,000	0.00	0
62000 Benefits	0.00	42,777	0.00	0	0.00	42,777	0.00	0	0.00	36,752	0.00	0
71000 Supplies & Expense	0.00	734,778	0.00	0	0.00	14,778	0.00	0	0.00	9,626	0.00	0

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Total Expense	1.00	862,555	0.00	0	1.00	142,555	0.00	0	1.00	131,378	0.00	0
Transfers In												
80200 Transfers In		136,086		0		477,058		0		131,378		0
Total Transfers In		136,086		0		477,058		0		131,378		0
Ending Balance		171,887		0		334,503		0		0		0

Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount

Exhibit Detail By Fund

Instruction & General
11000

<u>Expense</u>													
71000	Supplies & Expense	0.00	720,000	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
Total Expense		0.00	720,000	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
Ending Balance, Fund 11000			-720,000	0	0	0	0	0	0	0	0	0	

Internal Services
11801

<u>Revenue</u>													
50002	Fees		620,000	0		710,000	0		715,000	0			
Total Revenue			620,000	0		710,000	0		715,000	0			
<u>Beginning Balance</u>													
49999	Fund Balance		898,356	0		0	0		0	0			
Total Beginning Balance			898,356	0		0	0		0	0			
<u>Expense</u>													
61301	FT-Professional Salaries	6.00	458,412	0.00	0	6.00	458,412	0.00	0	6.00	486,336	0.00	0
61401	Support Staff Salaries	3.00	137,734	0.00	0	3.00	137,734	0.00	0	3.00	186,511	0.00	0
61895	Student Salaries and Work Study	0.64	20,000	0.00	0	0.64	20,000	0.00	0	0.64	0	0.00	0
62000	Benefits	0.00	272,707	0.00	0	0.00	272,707	0.00	0	0.00	297,033	0.00	0
71000	Supplies & Expense	0.00	-332,574	0.00	0	0.00	270,917	0.00	0	0.00	-150,172	0.00	0
72000	Travel	0.00	4,000	0.00	0	0.00	4,000	0.00	0	0.00	5,000	0.00	0
73000	Equipment	0.00	100,000	0.00	0	0.00	100,000	0.00	0	0.00	103,090	0.00	0
Total Expense		9.64	660,279	0.00	0	9.64	1,263,770	0.00	0	9.64	927,798	0.00	0
<u>Transfers In</u>													
80200	Transfers In		212,798	0		553,770	0		212,798	0			

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Total Transfers In		212,798		0		553,770		0		212,798		0
Transfers Out												
80100 Transfers Out		274,962		0		0		0		0		0
Total Transfers Out		274,962		0		0		0		0		0
Ending Balance, Fund 11801		795,913		0		0		0		0		0

NNMC Branch Community College
13000

Expense												
61301 FT-Professional Salaries	1.00	85,000	0.00	0	1.00	85,000	0.00	0	1.00	85,000	0.00	0
62000 Benefits	0.00	36,308	0.00	0	0.00	36,308	0.00	0	0.00	36,752	0.00	0
71000 Supplies & Expense	0.00	14,778	0.00	0	0.00	14,778	0.00	0	0.00	9,626	0.00	0
Total Expense	1.00	136,086	0.00	0	1.00	136,086	0.00	0	1.00	131,378	0.00	0
Transfers In												
80200 Transfers In		136,086		0		136,086		0		131,378		0
Total Transfers In		136,086		0		136,086		0		131,378		0
Ending Balance, Fund 13000		0		0		0		0		0		0
Ending Balance, Exhibit 18		75,913		0		0		0		0		0

Northern New Mexico College
Student Financial Aid Grants and Stipends
NMHED Summary Exhibit 19

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26				
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted		
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Revenue													
52000	Federal Grants	0	3,706,179	0	3,706,179	0	3,706,179	0	3,706,179	0	3,706,179	0	3,706,179
53000	State Grants	0	393,680	0	393,680	0	676,680	0	676,680	0	393,680	0	393,680
55005	Private Gifts and Grants	0	210,000	0	210,000	0	332,000	0	332,000	0	210,000	0	210,000
Total Revenue		0	4,309,859	0	4,714,859	0	4,714,859	0	4,714,859	0	4,309,859	0	4,309,859
Expense													
71000	Supplies & Expense	0.00	175,316	0.00	4,339,919	0.00	175,316	0.00	4,744,919	0.00	216,182	0.00	4,339,919
Total Expense		0.00	175,316	0.00	4,339,919	0.00	175,316	0.00	4,744,919	0.00	216,182	0.00	4,339,919
Transfers In													
80200	Transfers In		175,316		30,060		175,316		30,060		216,182		30,060
Total Transfers In			175,316		30,060		175,316		30,060		216,182		30,060
Ending Balance		0	0	0	0	0	0	0	0	0	0	0	0
Revenue													
52000	Federal Grants	0	180,700	0	202,851	0	202,851	0	202,851	0	180,700	0	180,700
53000	State Grants	0	0	0	3,200,000	0	3,200,000	0	3,200,000	0	0	0	0
Total Revenue		0	180,700	0	3,402,851	0	3,402,851	0	3,402,851	0	180,700	0	180,700
Expense													
71000	Supplies & Expense	0.00	175,000	0.00	180,700	0.00	175,000	0.00	3,540,000	0.00	170,000	0.00	180,700
Total Expense		0.00	175,000	0.00	180,700	0.00	175,000	0.00	3,540,000	0.00	170,000	0.00	180,700
Transfers In													
80200	Transfers In		175,000		0		175,000		137,149		170,000		0
Total Transfers In			175,000		0		175,000		137,149		170,000		0
Ending Balance		0	0	0	0	0	0	0	0	0	0	0	0

Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount

Exhibit Detail By Fund

Instruction & General
11000

<u>Expense</u>													
71000	Supplies & Expense	0.00	50,000	0.00	0	0.00	50,000	0.00	0	0.00	50,000	0.00	0
Total Expense		0.00	50,000	0.00	0	0.00	50,000	0.00	0	0.00	50,000	0.00	0
<u>Transfers In</u>													
80200	Transfers In		50,000		0		50,000		0		50,000		0
Total Transfers In			50,000		0		50,000		0		50,000		0
Ending Balance, Fund 11000			0	0	0	0	0	0	0	0	0	0	

3% Institutional Scholarship
11900

<u>Expense</u>													
71000	Supplies & Expense	0.00	175,316	0.00	0	0.00	175,316	0.00	0	0.00	216,182	0.00	0
Total Expense		0.00	175,316	0.00	0	0.00	175,316	0.00	0	0.00	216,182	0.00	0
<u>Transfers In</u>													
80200	Transfers In		175,316		0		175,316		0		216,182		0
Total Transfers In			175,316		0		175,316		0		216,182		0
Ending Balance, Fund 11900			0	0	0	0	0	0	0	0	0	0	

Athletics Administration
12105

<u>Expense</u>													
71000	Supplies & Expense	0.00	125,000	0.00	0	0.00	125,000	0.00	0	0.00	120,000	0.00	0
Total Expense		0.00	125,000	0.00	0	0.00	125,000	0.00	0	0.00	120,000	0.00	0

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26				
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted		
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Transfers In													
80200	Transfers In		125,000		0		125,000		0		120,000		0
Total Transfers In			125,000		0		125,000		0		120,000		0
Ending Balance, Fund 12105			0		0		0		0		0		0

Alliance for Minority Participation 2024
40135

Revenue													
52000	Federal Grants		0		13,000		0		25,000		0		13,000
Total Revenue			0		13,000		0		25,000		0		13,000
Expense													
71000	Supplies & Expense	0.00	0	0.00	13,000	0.00	0	0.00	25,000	0.00	0	0.00	13,000
Total Expense		0.00	0	0.00	13,000	0.00	0	0.00	25,000	0.00	0	0.00	13,000
Ending Balance, Fund 40135			0		0		0		0		0		0

College Assistance Migrant Program 2022
41107

Revenue													
52000	Federal Grants		0		152,700		0		162,851		0		152,700
Total Revenue			0		152,700		0		162,851		0		152,700
Expense													
71000	Supplies & Expense	0.00	0	0.00	152,700	0.00	0	0.00	300,000	0.00	0	0.00	152,700
Total Expense		0.00	0	0.00	152,700	0.00	0	0.00	300,000	0.00	0	0.00	152,700
Transfers In													
80200	Transfers In		0		0		0		137,149		0		0
Total Transfers In			0		0		0		137,149		0		0
Ending Balance, Fund 41107			0		0		0		0		0		0

Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount

NMSIG
42110

<u>Revenue</u>												
53000	State Grants		0		112,839		0		112,839		0	112,839
Total Revenue			0		112,839		0		112,839		0	112,839
<u>Expense</u>												
71000	Supplies & Expense	0.00	0	0.00	112,839	0.00	0	0.00	112,839	0.00	0	112,839
Total Expense		0.00	0	0.00	112,839	0.00	0	0.00	112,839	0.00	0	112,839
Ending Balance, Fund 42110			0		0		0		0		0	0

NM Success Scholarships
42111

<u>Revenue</u>												
53000	State Grants		0		250,000		0		500,000		0	250,000
Total Revenue			0		250,000		0		500,000		0	250,000
<u>Expense</u>												
71000	Supplies & Expense	0.00	0	0.00	250,000	0.00	0	0.00	500,000	0.00	0	250,000
Total Expense		0.00	0	0.00	250,000	0.00	0	0.00	500,000	0.00	0	250,000
Ending Balance, Fund 42111			0		0		0		0		0	0

NM College Affordability Act
42112

<u>Revenue</u>												
53000	State Grants		0		13,136		0		13,136		0	13,136
Total Revenue			0		13,136		0		13,136		0	13,136
<u>Expense</u>												
71000	Supplies & Expense	0.00	0	0.00	13,136	0.00	0	0.00	13,136	0.00	0	13,136

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Total Expense	0.00	0	0.00	13,136	0.00	0	0.00	13,136	0.00	0	0.00	13,136
Ending Balance, Fund 42112		0		0		0		0		0		0

Legislative Endowment Fund
42120

<u>Revenue</u>													
53000	State Grants		0		1,705		0		1,705		0	1,705	
Total Revenue			0		1,705		0		1,705		0	1,705	
<u>Expense</u>													
71000	Supplies & Expense	0.00	0	0.00	1,705	0.00	0	0.00	1,705	0.00	0	0.00	1,705
Total Expense		0.00	0	0.00	1,705	0.00	0	0.00	1,705	0.00	0	0.00	1,705
Ending Balance, Fund 42120			0		0		0		0		0	0	

Teacher Prep Scholarship
42124

<u>Revenue</u>													
53000	State Grants		0		0		0		200,000		0	0	
Total Revenue			0		0		0		200,000		0	0	
<u>Expense</u>													
71000	Supplies & Expense	0.00	0	0.00	0	0.00	0	0.00	200,000	0.00	0	0.00	0
Total Expense		0.00	0	0.00	0	0.00	0	0.00	200,000	0.00	0	0.00	0
Ending Balance, Fund 42124			0		0		0		0		0	0	

NM Opportunity Scholarship
42125

<u>Revenue</u>												
53000	State Grants		0		0		0		3,000,000		0	0

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Total Revenue		0		0		0		3,000,000		0		0
Expense												
71000 Supplies & Expense	0.00	0	0.00	0	0.00	0	0.00	3,000,000	0.00	0	0.00	0
Total Expense	0.00	0	0.00	0	0.00	0	0.00	3,000,000	0.00	0	0.00	0
Ending Balance, Fund 42125		0		0		0		0		0		0

Teacher Loan for Service
42210

Revenue												
53000 State Grants		0		4,000		0		4,000		0		4,000
Total Revenue		0		4,000		0		4,000		0		4,000
Expense												
71000 Supplies & Expense	0.00	0	0.00	4,000	0.00	0	0.00	4,000	0.00	0	0.00	4,000
Total Expense	0.00	0	0.00	4,000	0.00	0	0.00	4,000	0.00	0	0.00	4,000
Ending Balance, Fund 42210		0		0		0		0		0		0

Nursing Loan for Service
42211

Revenue												
53000 State Grants		0		12,000		0		45,000		0		12,000
Total Revenue		0		12,000		0		45,000		0		12,000
Expense												
71000 Supplies & Expense	0.00	0	0.00	12,000	0.00	0	0.00	45,000	0.00	0	0.00	12,000
Total Expense	0.00	0	0.00	12,000	0.00	0	0.00	45,000	0.00	0	0.00	12,000
Ending Balance, Fund 42211		0		0		0		0		0		0

Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount

Pell Grant
42310

<u>Revenue</u>												
52000	Federal Grants		0		2,900,000		0		2,900,000		0	2,900,000
Total Revenue			0		2,900,000		0		2,900,000		0	2,900,000
<u>Expense</u>												
71000	Supplies & Expense	0.00	0	0.00	2,900,000	0.00	0	0.00	2,900,000	0.00	0	2,900,000
Total Expense		0.00	0	0.00	2,900,000	0.00	0	0.00	2,900,000	0.00	0	2,900,000
Ending Balance, Fund 42310			0		0		0		0		0	0

SEOG
42311

<u>Revenue</u>												
52000	Federal Grants		0		90,179		0		90,179		0	90,179
Total Revenue			0		90,179		0		90,179		0	90,179
<u>Expense</u>												
71000	Supplies & Expense	0.00	0	0.00	120,239	0.00	0	0.00	120,239	0.00	0	120,239
Total Expense		0.00	0	0.00	120,239	0.00	0	0.00	120,239	0.00	0	120,239
<u>Transfers In</u>												
80200	Transfers In		0		30,060		0		30,060		0	30,060
Total Transfers In			0		30,060		0		30,060		0	30,060
Ending Balance, Fund 42311			0		0		0		0		0	0

Federal Agencies Scholarship
42312

<u>Revenue</u>												
55005	Private Gifts and Grants		0		105,000		0		105,000		0	105,000

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Total Revenue		0		105,000		0		105,000		0		105,000
Expense												
71000 Supplies & Expense	0.00	0	0.00	105,000	0.00	0	0.00	105,000	0.00	0	0.00	105,000
Total Expense	0.00	0	0.00	105,000	0.00	0	0.00	105,000	0.00	0	0.00	105,000
Ending Balance, Fund 42312		0		0		0		0		0		0

Fed Direct Loan Subsidized
42352

Revenue												
52000 Federal Grants		0		450,000		0		450,000		0		450,000
Total Revenue		0		450,000		0		450,000		0		450,000
Expense												
71000 Supplies & Expense	0.00	0	0.00	450,000	0.00	0	0.00	450,000	0.00	0	0.00	450,000
Total Expense	0.00	0	0.00	450,000	0.00	0	0.00	450,000	0.00	0	0.00	450,000
Ending Balance, Fund 42352		0		0		0		0		0		0

Fed Direct Loan Unsubsidized
42355

Revenue												
52000 Federal Grants		0		266,000		0		266,000		0		266,000
Total Revenue		0		266,000		0		266,000		0		266,000
Expense												
71000 Supplies & Expense	0.00	0	0.00	266,000	0.00	0	0.00	266,000	0.00	0	0.00	266,000
Total Expense	0.00	0	0.00	266,000	0.00	0	0.00	266,000	0.00	0	0.00	266,000
Ending Balance, Fund 42355		0		0		0		0		0		0

Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount

Fed. Direct Plus Loan
42356

<u>Revenue</u>													
52000	Federal Grants		0		15,000		0		15,000		0		15,000
Total Revenue			0		15,000		0		15,000		0		15,000
<u>Expense</u>													
71000	Supplies & Expense	0.00	0	0.00	15,000	0.00	0	0.00	15,000	0.00	0	0.00	15,000
Total Expense		0.00	0	0.00	15,000	0.00	0	0.00	15,000	0.00	0	0.00	15,000
Ending Balance, Fund 42356			0		0		0		0		0		0

Miscellaneous Scholarships
42423

<u>Revenue</u>													
55005	Private Gifts and Grants		0		105,000		0		227,000		0		105,000
Total Revenue			0		105,000		0		227,000		0		105,000
<u>Expense</u>													
71000	Supplies & Expense	0.00	0	0.00	105,000	0.00	0	0.00	227,000	0.00	0	0.00	105,000
Total Expense		0.00	0	0.00	105,000	0.00	0	0.00	227,000	0.00	0	0.00	105,000
Ending Balance, Fund 42423			0		0		0		0		0		0
Ending Balance, Exhibit 19			0		0		0		0		0		0

**Northern New Mexico College
Auxiliary Enterprises
NMHED Summary Exhibit 20**

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
<u>Beginning Balance</u>												
49999 Fund Balance		102,104		0	102,104		0	102,104		0		0
Total Beginning Balance		102,104		0	102,104		0	102,104		0		0
Ending Balance		102,104		0	102,104		0	102,104		0		0
<u>Revenue</u>												
57000 Sales and Service		289,712		0	289,712		0	224,485		0		0
58001 Other Revenue		2,000		0	2,000		0	0		0		0
Total Revenue		291,712		0	291,712		0	224,485		0		0
<u>Expense</u>												
61301 FT-Professional Salaries	0.40	42,362	0.00	0	0.40	42,362	0.00	0	0.00	0	0.00	0
62000 Benefits	0.00	15,318	0.00	0	0.00	15,318	0.00	0	0.00	46	0.00	0
71000 Supplies & Expense	0.00	230,172	0.00	0	0.00	230,172	0.00	0	0.00	200,943	0.00	0
73000 Equipment	0.00	12,000	0.00	0	0.00	12,000	0.00	0	0.00	0	0.00	0
Total Expense	0.40	299,852	0.00	0	0.40	299,852	0.00	0	0.00	200,989	0.00	0
<u>Transfers In</u>												
80200 Transfers In		16,150		0	16,150		0	0		0		0
Total Transfers In		16,150		0	16,150		0	0		0		0
Ending Balance		8,010		0	8,010		0	23,496		0		0
<u>Revenue</u>												
51000 General Fund Appropriation		50,000		0	50,000		0	50,000		0		0
58001 Other Revenue		78,836		0	78,836		0	42,933		0		0
Total Revenue		128,836		0	128,836		0	92,933		0		0
<u>Beginning Balance</u>												
49999 Fund Balance		185,444		0	106,236		0	185,444		0		0
Total Beginning Balance		185,444		0	106,236		0	185,444		0		0
<u>Expense</u>												

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
61401 Support Staff Salaries	0.00	0	0.00	0	0.00	0	0.00	0	0.00	6,137	0.00	0
61404 Overtime Pay	0.00	0	0.00	0	0.00	0	0.00	0	0.00	999	0.00	0
62000 Benefits	0.00	0	0.00	0	0.00	0	0.00	0	0.00	475	0.00	0
71000 Supplies & Expense	0.00	133,846	0.00	0	0.00	133,846	0.00	0	0.00	105,818	0.00	0
73000 Equipment	0.00	3,000	0.00	0	0.00	3,000	0.00	0	0.00	3,000	0.00	0
Total Expense	0.00	136,846	0.00	0	0.00	136,846	0.00	0	0.00	116,429	0.00	0
Ending Balance		177,434		0		98,226		0		161,948		0

Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount

Exhibit Detail By Fund

I&G Income Facilities Rental-Espanola
12004

<u>Revenue</u>													
58001	Other Revenue		78,336		0		78,336		0		17,925		0
Total Revenue			78,336		0		78,336		0		17,925		0
<u>Beginning Balance</u>													
49999	Fund Balance		138,193		0		58,985		0		138,193		0
Total Beginning Balance			138,193		0		58,985		0		138,193		0
<u>Expense</u>													
61401	Support Staff Salaries	0.00	0	0.00	0	0.00	0	0.00	0	0.00	6,137	0.00	0
61404	Overtime Pay	0.00	0	0.00	0	0.00	0	0.00	0	0.00	999	0.00	0
62000	Benefits	0.00	0	0.00	0	0.00	0	0.00	0	0.00	475	0.00	0
71000	Supplies & Expense	0.00	78,336	0.00	0	0.00	78,336	0.00	0	0.00	10,314	0.00	0
Total Expense		0.00	78,336	0.00	0	0.00	78,336	0.00	0	0.00	17,925	0.00	0
Ending Balance, Fund	12004		138,193		0		58,985		0		138,193		0

Northern Bookstore
12005

<u>Revenue</u>													
57000	Sales and Service		236,500		0		236,500		0		216,360		0
58001	Other Revenue		2,500		0		2,500		0		0		0
Total Revenue			239,000		0		239,000		0		216,360		0
<u>Beginning Balance</u>													
49999	Fund Balance		18,255		0		18,255		0		18,255		0
Total Beginning Balance			18,255		0		18,255		0		18,255		0
<u>Expense</u>													

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
61301 FT-Professional Salaries	0.40	42,362	0.00	0	0.40	42,362	0.00	0	0.40	0	0.00	0
62000 Benefits	0.00	15,318	0.00	0	0.00	15,318	0.00	0	0.00	46	0.00	0
71000 Supplies & Expense	0.00	178,320	0.00	0	0.00	178,320	0.00	0	0.00	213,314	0.00	0
73000 Equipment	0.00	3,000	0.00	0	0.00	3,000	0.00	0	0.00	3,000	0.00	0
Total Expense	0.40	239,000	0.00	0	0.40	239,000	0.00	0	0.40	216,360	0.00	0
Ending Balance, Fund 12005		18,255	0		18,255	0		18,255	0		0	

El Rito Operations-On Campus Housing 12010

<u>Revenue</u>												
57000 Sales and Service		53,212	0		53,212	0		8,125		0		0
58001 Other Revenue		0	0		0	0		25,008		0		0
Total Revenue		53,212	0		53,212	0		33,133		0		0
<u>Beginning Balance</u>												
49999 Fund Balance		102,104	0		102,104	0		102,104		0		0
Total Beginning Balance		102,104	0		102,104	0		102,104		0		0
<u>Expense</u>												
71000 Supplies & Expense	0.00	53,212	0.00	0	0.00	53,212	0.00	0	0.00	33,133	0.00	0
Total Expense	0.00	53,212	0.00	0	0.00	53,212	0.00	0	0.00	33,133	0.00	0
Ending Balance, Fund 12010		102,104	0		102,104	0		102,104		0		0

Food Service Espanola 12011

<u>Expense</u>												
71000 Supplies & Expense	0.00	4,150	0.00	0	0.00	4,150	0.00	0	0.00	0	0.00	0
73000 Equipment	0.00	12,000	0.00	0	0.00	12,000	0.00	0	0.00	0	0.00	0
Total Expense	0.00	16,150	0.00	0	0.00	16,150	0.00	0	0.00	0	0.00	0
<u>Transfers In</u>												

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
80200 Transfers In		16,150		0		16,150		0		0		0
Total Transfers In		16,150		0		16,150		0		0		0
Ending Balance, Fund 12011		0		0		0		0		0		0

Sostenga
12012

<u>Revenue</u>												
51000 General Fund Appropriation		50,000		0		50,000		0		50,000		0
Total Revenue		50,000		0		50,000		0		50,000		0
<u>Beginning Balance</u>												
49999 Fund Balance		28,996		0		28,996		0		28,996		0
Total Beginning Balance		28,996		0		28,996		0		28,996		0
<u>Expense</u>												
71000 Supplies & Expense	0.00	50,000	0.00	0	0.00	50,000	0.00	0	0.00	50,000	0.00	0
Total Expense	0.00	50,000	0.00	0	0.00	50,000	0.00	0	0.00	50,000	0.00	0
Ending Balance, Fund 12012		28,996		0		28,996		0		28,996		0
Ending Balance, Exhibit 20		287,548		0		208,340		0		287,548		0

**Northern New Mexico College
Intercollegiate Athletics
NMHED Summary Exhibit 21**

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Revenue												
50002 Fees		196,000	0	0	196,000	0	0	0	229,030	0	0	0
51000 General Fund Appropriation		570,900	0	0	570,900	0	0	0	582,700	0	0	0
57000 Sales and Service		42,521	0	0	42,521	0	0	0	40,500	0	0	0
58001 Other Revenue		37,505	0	0	37,505	0	0	0	31,103	0	0	0
Total Revenue		846,926	0	0	846,926	0	0	0	883,333	0	0	0
Expense												
61301 FT-Professional Salaries	5.00	296,932	0.00	0	5.00	296,932	0.00	0	4.50	285,776	0.00	0
61303 Professional Stipends	0.00	0	0.00	0	0.00	0	0.00	0	0.00	16,000	0.00	0
61505 Other Salaries-Temp	0.00	14,300	0.00	0	0.00	14,300	0.00	0	0.00	14,300	0.00	0
62000 Benefits	0.00	147,199	0.00	0	0.00	147,199	0.00	0	0.00	147,095	0.00	0
71000 Supplies & Expense	0.00	102,647	0.00	0	0.00	102,647	0.00	0	0.00	113,593	0.00	0
72000 Travel	0.00	77,000	0.00	0	0.00	77,000	0.00	0	0.00	72,454	0.00	0
Total Expense	5.00	638,078	0.00	0	5.00	638,078	0.00	0	4.50	649,218	0.00	0
Ending Balance		208,848	0	0	208,848	0	0	0	234,115	0	0	0
Revenue												
57000 Sales and Service		0	0	0	0	0	0	0	3,919	0	0	0
Total Revenue		0	0	0	0	0	0	0	3,919	0	0	0
Expense												
61302 PT-Professional Salaries	1.50	77,230	0.00	0	1.50	77,230	0.00	0	1.50	58,888	0.00	0
61303 Professional Stipends	0.00	0	0.00	0	0.00	0	0.00	0	0.00	12,000	0.00	0
62000 Benefits	0.00	4,671	0.00	0	0.00	4,671	0.00	0	0.00	7,270	0.00	0
71000 Supplies & Expense	0.00	1,947	0.00	0	0.00	1,947	0.00	0	0.00	38,876	0.00	0
72000 Travel	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1,000	0.00	0
Total Expense	1.50	83,848	0.00	0	1.50	83,848	0.00	0	1.50	118,034	0.00	0
Transfers Out												

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
80100 Transfers Out		125,000		0		125,000		0		120,000		0
Total Transfers Out		125,000		0		125,000		0		120,000		0
Ending Balance		-208,848		0		-208,848		0		-234,115		0

Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount

Exhibit Detail By Fund

Athletics Administration
12105

Revenue													
50002	Fees		196,000		0		196,000		0		229,030		0
51000	General Fund Appropriation		570,900		0		570,900		0		582,700		0
57000	Sales and Service		42,521		0		42,521		0		44,419		0
58001	Other Revenue		37,505		0		37,505		0		31,103		0
Total Revenue			846,926		0		846,926		0		887,252		0
Expense													
61301	FT-Professional Salaries	5.00	296,932	0.00	0	5.00	296,932	0.00	0	5.00	285,776	0.00	0
61302	PT-Professional Salaries	1.50	77,230	0.00	0	1.50	77,230	0.00	0	1.50	58,888	0.00	0
61303	Professional Stipends	0.00	0	0.00	0	0.00	0	0.00	0	0.00	28,000	0.00	0
61505	Other Salaries-Temp	0.00	14,300	0.00	0	0.00	14,300	0.00	0	0.00	14,300	0.00	0
62000	Benefits	0.00	151,870	0.00	0	0.00	151,870	0.00	0	0.00	154,365	0.00	0
71000	Supplies & Expense	0.00	104,594	0.00	0	0.00	104,594	0.00	0	0.00	152,469	0.00	0
72000	Travel	0.00	77,000	0.00	0	0.00	77,000	0.00	0	0.00	73,454	0.00	0
Total Expense		6.50	721,926	0.00	0	6.50	721,926	0.00	0	6.50	767,252	0.00	0
Transfers Out													
80100	Transfers Out		125,000		0		125,000		0		120,000		0
Total Transfers Out			125,000		0		125,000		0		120,000		0
Ending Balance, Fund 12105			0		0		0		0		0		0
Ending Balance, Exhibit 21			0		0		0		0		0		0

Northern New Mexico College
Capital Outlay
NMHED Summary Exhibit I

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26				
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted		
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Revenue													
51000	General Fund Appropriation		15,983,000		0		17,645,300		0		19,811,920		0
52000	Federal Grants		0		0		0		250,000		0		450,000
Total Revenue			15,983,000		0		17,645,300		250,000		19,811,920		450,000
Expense													
71000	Supplies & Expense	0.00	12,883,000	0.00	0	0.00	14,545,300	0.00	250,000	0.00	16,688,920	0.00	450,000
73000	Equipment	0.00	3,100,000	0.00	0	0.00	3,100,000	0.00	0	0.00	3,123,000	0.00	0
Total Expense		0.00	15,983,000	0.00	0	0.00	17,645,300	0.00	250,000	0.00	19,811,920	0.00	450,000
Ending Balance			0		0		0		0		0		0

Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount

Exhibit Detail By Fund
Exhibit Rpt

Athletics Administration
12105

Revenue

51000	General Fund Appropriation		100,000		0		100,000		0		0		0
Total Revenue			100,000		0		100,000		0		0		0

Expense

73000	Equipment	0.00	100,000	0.00	0	0.00	100,000	0.00	0	0.00	0	0.00	0
Total Expense		0.00	100,000	0.00	0	0.00	100,000	0.00	0	0.00	0	0.00	0

Ending Balance, Fund 12105			0		0		0		0		0		0
----------------------------	--	--	---	--	---	--	---	--	---	--	---	--	---

Coronavirus State and Local Fiscal Recovery Fund
40305

Revenue

52000	Federal Grants		0		0		0		250,000		0		450,000
Total Revenue			0		0		0		250,000		0		450,000

Expense

71000	Supplies & Expense	0.00	0	0.00	0	0.00	0	0.00	250,000	0.00	0	0.00	450,000
Total Expense		0.00	0	0.00	0	0.00	0	0.00	250,000	0.00	0	0.00	450,000

Ending Balance, Fund 40305			0		0		0		0		0		0
----------------------------	--	--	---	--	---	--	---	--	---	--	---	--	---

GOB 2020 Infrastructure
92544

Revenue

51000	General Fund Appropriation		0		0		2,162,300		0		0		0
Total Revenue			0		0		2,162,300		0		0		0

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Expense												
71000 Supplies & Expense	0.00	0	0.00	0	0.00	2,162,300	0.00	0	0.00	0	0.00	0
Total Expense	0.00	0	0.00	0	0.00	2,162,300	0.00	0	0.00	0	0.00	0
Ending Balance, Fund 92544		0		0		0		0		0		0

STB HVAC & Sys Improvements
92545

Revenue												
51000 General Fund Appropriation		1,000,000		0		500,000		0		899,920		0
Total Revenue		1,000,000		0		500,000		0		899,920		0
Expense												
71000 Supplies & Expense	0.00	1,000,000	0.00	0	0.00	500,000	0.00	0	0.00	899,920	0.00	0
Total Expense	0.00	1,000,000	0.00	0	0.00	500,000	0.00	0	0.00	899,920	0.00	0
Ending Balance, Fund 92545		0		0		0		0		0		0

STB 2022 Infrastructure Improvements
92548

Revenue												
51000 General Fund Appropriation		433,000		0		433,000		0		368,000		0
Total Revenue		433,000		0		433,000		0		368,000		0
Expense												
71000 Supplies & Expense	0.00	433,000	0.00	0	0.00	433,000	0.00	0	0.00	368,000	0.00	0
Total Expense	0.00	433,000	0.00	0	0.00	433,000	0.00	0	0.00	368,000	0.00	0
Ending Balance, Fund 92548		0		0		0		0		0		0

STB 2022 Eagles Sportsplex
92549

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26					
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted			
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount		
Revenue														
51000	General Fund Appropriation			100,000	0		100,000	0		100,000	0			
Total Revenue			100,000	0		100,000	0		100,000	0				
Expense														
71000	Supplies & Expense		0.00	100,000	0.00	0	0.00	100,000	0.00	0	0.00	100,000	0.00	0
Total Expense			0.00	100,000	0.00	0	0.00	100,000	0.00	0	0.00	100,000	0.00	0
Ending Balance, Fund 92549				0	0		0	0		0	0		0	

GOB 2022 Infrastructure Improvements
92551

Revenue														
51000	General Fund Appropriation			3,000,000	0		3,000,000	0		3,000,000	0			
Total Revenue			3,000,000	0		3,000,000	0		3,000,000	0				
Expense														
71000	Supplies & Expense		0.00	3,000,000	0.00	0	0.00	3,000,000	0.00	0	0.00	3,000,000	0.00	0
Total Expense			0.00	3,000,000	0.00	0	0.00	3,000,000	0.00	0	0.00	3,000,000	0.00	0
Ending Balance, Fund 92551				0	0		0	0		0	0		0	

Espanola Campus Beautification Plan
96024

Revenue														
51000	General Fund Appropriation			100,000	0		100,000	0		0	0			
Total Revenue			100,000	0		100,000	0		0	0				
Expense														
71000	Supplies & Expense		0.00	100,000	0.00	0	0.00	100,000	0.00	0	0.00	0	0.00	0
Total Expense			0.00	100,000	0.00	0	0.00	100,000	0.00	0	0.00	0	0.00	0
Ending Balance, Fund 96024				0	0		0	0		0	0		0	

Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount

Espanola Campus Improvement
96025

Revenue

51000	General Fund Appropriation		500,000		0		500,000		0		221,500		0
Total Revenue			500,000		0		500,000		0		221,500		0

Expense

71000	Supplies & Expense	0.00	500,000	0.00	0	0.00	500,000	0.00	0	0.00	221,500	0.00	0
Total Expense		0.00	500,000	0.00	0	0.00	500,000	0.00	0	0.00	221,500	0.00	0

Ending Balance, Fund 96025			0		0		0		0		0		0
----------------------------	--	--	----------	--	----------	--	----------	--	----------	--	----------	--	----------

Espanola Office and Classroom Improvement
96026

Revenue

51000	General Fund Appropriation		500,000		0		500,000		0		268,000		0
Total Revenue			500,000		0		500,000		0		268,000		0

Expense

71000	Supplies & Expense	0.00	500,000	0.00	0	0.00	500,000	0.00	0	0.00	268,000	0.00	0
Total Expense		0.00	500,000	0.00	0	0.00	500,000	0.00	0	0.00	268,000	0.00	0

Ending Balance, Fund 96026			0		0		0		0		0		0
----------------------------	--	--	----------	--	----------	--	----------	--	----------	--	----------	--	----------

GF 2024 Security Improvements and Information Sys
96027

Revenue

51000	General Fund Appropriation		3,000,000		0		3,000,000		0		2,933,000		0
Total Revenue			3,000,000		0		3,000,000		0		2,933,000		0

Expense

73000	Equipment	0.00	3,000,000	0.00	0	0.00	3,000,000	0.00	0	0.00	2,933,000	0.00	0
-------	-----------	------	-----------	------	---	------	-----------	------	---	------	-----------	------	---

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Total Expense	0.00	3,000,000	0.00	0	0.00	3,000,000	0.00	0	0.00	2,933,000	0.00	0
Ending Balance, Fund 96027		0		0		0		0		0		0

GOB 2024 Classroom & Facilities Espanola Campus
96028

<u>Revenue</u>													
51000	General Fund Appropriation		5,000,000		0		5,000,000		0		5,000,000		0
Total Revenue			5,000,000		0		5,000,000		0		5,000,000		0
<u>Expense</u>													
71000	Supplies & Expense	0.00	5,000,000	0.00	0	0.00	5,000,000	0.00	0	0.00	5,000,000	0.00	0
Total Expense		0.00	5,000,000	0.00	0	0.00	5,000,000	0.00	0	0.00	5,000,000	0.00	0
Ending Balance, Fund 96028			0		0		0		0		0		0

GF 2024 Trades & Workforce Development Center
96029

<u>Revenue</u>													
51000	General Fund Appropriation		1,000,000		0		1,000,000		0		990,000		0
Total Revenue			1,000,000		0		1,000,000		0		990,000		0
<u>Expense</u>													
71000	Supplies & Expense	0.00	1,000,000	0.00	0	0.00	1,000,000	0.00	0	0.00	990,000	0.00	0
Total Expense		0.00	1,000,000	0.00	0	0.00	1,000,000	0.00	0	0.00	990,000	0.00	0
Ending Balance, Fund 96029			0		0		0		0		0		0

GF 2024 El Rito Campus Facility Improvements
96030

<u>Revenue</u>													
51000	General Fund Appropriation		500,000		0		500,000		0		495,000		0

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Total Revenue		500,000		0		500,000		0		495,000		0
Expense												
71000 Supplies & Expense	0.00	500,000	0.00	0	0.00	500,000	0.00	0	0.00	495,000	0.00	0
Total Expense	0.00	500,000	0.00	0	0.00	500,000	0.00	0	0.00	495,000	0.00	0
Ending Balance, Fund 96030		0		0		0		0		0		0

GF 2024 Eagle Memorial Sportsplex \$100k
96031

Revenue												
51000 General Fund Appropriation		100,000		0		100,000		0		100,000		0
Total Revenue		100,000		0		100,000		0		100,000		0
Expense												
71000 Supplies & Expense	0.00	100,000	0.00	0	0.00	100,000	0.00	0	0.00	100,000	0.00	0
Total Expense	0.00	100,000	0.00	0	0.00	100,000	0.00	0	0.00	100,000	0.00	0
Ending Balance, Fund 96031		0		0		0		0		0		0

GF 2024 Fine Arts & Student Support \$500k
96032

Revenue												
51000 General Fund Appropriation		500,000		0		500,000		0		396,500		0
Total Revenue		500,000		0		500,000		0		396,500		0
Expense												
71000 Supplies & Expense	0.00	500,000	0.00	0	0.00	500,000	0.00	0	0.00	396,500	0.00	0
Total Expense	0.00	500,000	0.00	0	0.00	500,000	0.00	0	0.00	396,500	0.00	0
Ending Balance, Fund 96032		0		0		0		0		0		0

Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount

GF 2024 Infrastructure El Rito & Espanola \$150k
96033

Revenue

51000	General Fund Appropriation		150,000		0		150,000		0		150,000		0
Total Revenue			150,000		0		150,000		0		150,000		0

Expense

71000	Supplies & Expense	0.00	150,000	0.00	0	0.00	150,000	0.00	0	0.00	150,000	0.00	0
Total Expense		0.00	150,000	0.00	0	0.00	150,000	0.00	0	0.00	150,000	0.00	0

Ending Balance, Fund 96033			0		0		0		0		0		0
----------------------------	--	--	---	--	---	--	---	--	---	--	---	--	---

2025 Infrastructure Improvements 3,500,000
96034

Revenue

51000	General Fund Appropriation		0		0		0		0		3,500,000		0
Total Revenue			0		0		0		0		3,500,000		0

Expense

71000	Supplies & Expense	0.00	0	0.00	0	0.00	0	0.00	0	0.00	3,500,000	0.00	0
Total Expense		0.00	0	0.00	0	0.00	0	0.00	0	0.00	3,500,000	0.00	0

Ending Balance, Fund 96034			0		0		0		0		0		0
----------------------------	--	--	---	--	---	--	---	--	---	--	---	--	---

2025 Amphitheater Construction
96035

Revenue

51000	General Fund Appropriation		0		0		0		0		1,000,000		0
Total Revenue			0		0		0		0		1,000,000		0

Expense

71000	Supplies & Expense	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1,000,000	0.00	0
-------	--------------------	------	---	------	---	------	---	------	---	------	-----------	------	---

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Total Expense	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1,000,000	0.00	0
Ending Balance, Fund 96035		0		0		0		0		0		0

2025 Campus Improvement
96036

<u>Revenue</u>													
51000	General Fund Appropriation		0		0		0		0		100,000	0	
Total Revenue			0		0		0		0		100,000	0	
<u>Expense</u>													
71000	Supplies & Expense	0.00	0	0.00	0	0.00	0	0.00	0	0.00	100,000	0.00	0
Total Expense		0.00	0	0.00	0	0.00	0	0.00	0	0.00	100,000	0.00	0
Ending Balance, Fund 96036			0		0		0		0		0		0

2025 Eagle Memorial
96037

<u>Revenue</u>													
51000	General Fund Appropriation		0		0		0		0		100,000	0	
Total Revenue			0		0		0		0		100,000	0	
<u>Expense</u>													
71000	Supplies & Expense	0.00	0	0.00	0	0.00	0	0.00	0	0.00	100,000	0.00	0
Total Expense		0.00	0	0.00	0	0.00	0	0.00	0	0.00	100,000	0.00	0
Ending Balance, Fund 96037			0		0		0		0		0		0

2025 Passenger Vehicles
96038

<u>Revenue</u>												
51000	General Fund Appropriation		0		0		0		0		190,000	0

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Total Revenue		0		0		0		0		190,000		0
<hr/>												
Expense												
73000 Equipment	0.00	0	0.00	0	0.00	0	0.00	0	0.00	190,000	0.00	0
Total Expense	0.00	0	0.00	0	0.00	0	0.00	0	0.00	190,000	0.00	0
<hr/>												
Ending Balance, Fund 96038		0		0		0		0		0		0
<hr/>												
Ending Balance, Exhibit I		0		0		0		0		0		0
<hr/>												

**Northern New Mexico College
Renewal and Replacement
NMHED Summary Exhibit II**

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26				
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted		
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
<u>Expense</u>													
71000	Supplies & Expense	0.00	165,000	0.00	0	0.00	165,000	0.00	0	0.00	165,000	0.00	0
73000	Equipment	0.00	65,000	0.00	0	0.00	65,000	0.00	0	0.00	65,000	0.00	0
Total Expense		0.00	230,000	0.00	0	0.00	230,000	0.00	0	0.00	230,000	0.00	0
<u>Transfers In</u>													
80200	Transfers In		230,000		0		230,000		0		230,000		0
Total Transfers In			230,000		0		230,000		0		230,000		0
Ending Balance			0		0		0		0		0		0
<u>Expense</u>													
71000	Supplies & Expense	0.00	752,670	0.00	0	0.00	752,670	0.00	0	0.00	250,000	0.00	0
Total Expense		0.00	752,670	0.00	0	0.00	752,670	0.00	0	0.00	250,000	0.00	0
<u>Transfers In</u>													
80200	Transfers In		752,670		0		752,670		0		250,000		0
Total Transfers In			752,670		0		752,670		0		250,000		0
Ending Balance			0		0		0		0		0		0

Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount

Exhibit Detail By Fund

NNMC Branch Community College
13000

<u>Expense</u>													
71000	Supplies & Expense	0.00	369,961	0.00	0	0.00	369,961	0.00	0	0.00	250,000	0.00	0
Total Expense		0.00	369,961	0.00	0	0.00	369,961	0.00	0	0.00	250,000	0.00	0
<u>Transfers In</u>													
80200	Transfers In		369,961		0		369,961		0		250,000		0
Total Transfers In			369,961		0		369,961		0		250,000		0
Ending Balance, Fund 13000			0		0		0		0		0		0

Building Repair & Replacement
91110

<u>Expense</u>													
71000	Supplies & Expense	0.00	165,000	0.00	0	0.00	165,000	0.00	0	0.00	165,000	0.00	0
Total Expense		0.00	165,000	0.00	0	0.00	165,000	0.00	0	0.00	165,000	0.00	0
<u>Transfers In</u>													
80200	Transfers In		165,000		0		165,000		0		165,000		0
Total Transfers In			165,000		0		165,000		0		165,000		0
Ending Balance, Fund 91110			0		0		0		0		0		0

State BR&R Allocation
91111

<u>Expense</u>													
71000	Supplies & Expense	0.00	382,709	0.00	0	0.00	382,709	0.00	0	0.00	0	0.00	0
Total Expense		0.00	382,709	0.00	0	0.00	382,709	0.00	0	0.00	0	0.00	0
<u>Transfers In</u>													

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
80200 Transfers In		382,709		0		382,709		0		0		0
Total Transfers In		382,709		0		382,709		0		0		0
Ending Balance, Fund 91111		0		0		0		0		0		0

Equipment Repair & Replacement
91210

<u>Expense</u>												
<u>Transfers In</u>												
73000 Equipment	0.00	65,000	0.00	0	0.00	65,000	0.00	0	0.00	65,000	0.00	0
Total Expense	0.00	65,000	0.00	0	0.00	65,000	0.00	0	0.00	65,000	0.00	0
80200 Transfers In		65,000		0		65,000		0		65,000		0
Total Transfers In		65,000		0		65,000		0		65,000		0
Ending Balance, Fund 91210		0		0		0		0		0		0
Ending Balance, Exhibit II		0		0		0		0		0		0

Northern New Mexico College
Summary of Current Funds Revenue By Source
NMHED Exhibit a

	Original Budget FY25		Estimated Actuals FY25		Proposed Budget FY26	
	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted
	Amount	Amount	Amount	Amount	Amount	Amount
<u>Tuition Resident</u>						
Ex 02 Instruction and General	3,518,764	0	3,518,764	0	2,896,415	0
Total Tuition Resident	3,518,764	0	3,518,764	0	2,896,415	0
<u>Tuition Non Resident</u>						
Ex 02 Instruction and General	171,106	0	171,106	0	116,296	0
Total Tuition Non Resident	171,106	0	171,106	0	116,296	0
<u>Fees</u>						
Ex 02 Instruction and General	991,507	0	991,507	0	1,640,644	0
Ex 18 Internal Service Department	620,000	0	710,000	0	715,000	0
Ex 21 Intercollegiate Athletics	196,000	0	196,000	0	229,030	0
Total Fees	1,807,507	0	1,897,507	0	2,584,674	0
<u>General Fund Appropriation</u>						
Ex 02 Instruction and General	15,130,309	0	15,130,309	0	15,493,800	0
Ex 17 Public Service	175,200	0	175,200	0	175,200	0
Ex 20 Auxiliary Enterprises	50,000	0	50,000	0	50,000	0
Ex 21 Intercollegiate Athletics	570,900	0	570,900	0	582,700	0
Total General Fund Appropriation	15,926,409	0	15,926,409	0	16,301,700	0
<u>Federal Grants</u>						
Ex 02 Instruction and General	3,075	4,202,615	3,075	7,136,343	3,075	3,784,612
Ex 16 Research Grants	0	350,703	0	530,565	0	49,219
Ex 19 Student Financial Aid	0	3,886,879	0	3,909,030	0	3,886,879
Total Federal Grants	3,075	8,440,197	3,075	11,575,938	3,075	7,720,710
<u>State Grants</u>						
Ex 02 Instruction and General	0	330,488	0	2,319,516	0	274,238
Ex 17 Public Service	285,481	0	285,481	25,000	295,426	0
Ex 19 Student Financial Aid	0	393,680	0	3,876,680	0	393,680

	Original Budget FY25		Estimated Actuals FY25		Proposed Budget FY26	
	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted
	Amount	Amount	Amount	Amount	Amount	Amount
Total State Grants	285,481	724,168	285,481	6,221,196	295,426	667,918
<u>Local Grants and Contracts</u>						
Ex 02 Instruction and General	0	0	0	16,130	0	0
Total Local Grants and Contracts	0	0	0	16,130	0	0
<u>Local Government Appropriation</u>						
Ex 02 Instruction and General	2,800,000	0	2,800,000	0	3,025,046	0
Total Local Government Appropriation	2,800,000	0	2,800,000	0	3,025,046	0
<u>Private Gifts and Grants</u>						
Ex 02 Instruction and General	0	0	0	572,153	0	0
Ex 19 Student Financial Aid	0	210,000	0	332,000	0	210,000
Total Private Gifts and Grants	0	210,000	0	904,153	0	210,000
<u>Endowment Dinner Revenue</u>						
Ex 02 Instruction and General	184,000	0	184,000	0	184,000	0
Total Endowment Dinner Revenue	184,000	0	184,000	0	184,000	0
<u>Permanent Fund</u>						
Ex 02 Instruction and General	344,970	0	344,970	0	350,606	0
Total Permanent Fund	344,970	0	344,970	0	350,606	0
<u>Sales and Service</u>						
Ex 02 Instruction and General	1,000	0	1,000	0	1,000	0
Ex 20 Auxiliary Enterprises	289,712	0	289,712	0	224,485	0
Ex 21 Intercollegiate Athletics	42,521	0	42,521	0	44,419	0
Total Sales and Service	333,233	0	333,233	0	269,904	0
<u>SBDC Program Income</u>						
Ex 02 Instruction and General	1,450	0	1,450	0	3,875	0
Total SBDC Program Income	1,450	0	1,450	0	3,875	0
<u>Other Revenue</u>						
Ex 02 Instruction and General	180,970	0	137,082	0	186,320	0
Ex 15 Student Social and Cultural	14,068	0	20,224	0	13,988	0
Ex 20 Auxiliary Enterprises	80,836	0	80,836	0	42,933	0
Ex 21 Intercollegiate Athletics	37,505	0	37,505	0	31,103	0

	Original Budget FY25		Estimated Actuals FY25		Proposed Budget FY26	
	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted
	Amount	Amount	Amount	Amount	Amount	Amount
Total Other Revenue	313,379	0	275,647	0	274,344	0
<u>Activity Fee</u>						
Ex 15 Student Social and Cultural	92,720	0	92,720	0	105,598	0
Total Activity Fee	92,720	0	92,720	0	105,598	0

	Original Budget FY25		Estimated Actuals FY25		Proposed Budget FY26	
	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted
	Amount	Amount	Amount	Amount	Amount	Amount
Total By Source	25,782,094	9,374,365	25,834,361	18,717,417	26,410,958	8,598,628
Exhibits						
Ex 02 Instruction and General	23,327,151	4,533,103	23,283,262	10,044,142	23,901,076	4,058,850
Ex 15 Student Social and Cultural	106,788	0	112,944	0	119,586	0
Ex 16 Research Grants	0	350,703	0	530,565	0	49,219
Ex 17 Public Service	460,681	0	460,681	25,000	470,626	0
Ex 18 Internal Service Department	620,000	0	710,000	0	715,000	0
Ex 19 Student Financial Aid	0	4,490,559	0	8,117,710	0	4,490,559
Ex 20 Auxiliary Enterprises	420,548	0	420,548	0	317,418	0
Ex 21 Intercollegiate Athletics	846,926	0	846,926	0	887,252	0
Total Exhibits	25,782,094	9,374,365	25,834,361	18,717,417	26,410,958	8,598,628
Sources						
50000 Tuition Resident	3,518,764	0	3,518,764	0	2,896,415	0
50001 Tuition Non Resident	171,106	0	171,106	0	116,296	0
50002 Fees	1,807,507	0	1,897,507	0	2,584,674	0
51000 General Fund Appropriation	15,926,409	0	15,926,409	0	16,301,700	0
52000 Federal Grants	3,075	8,440,197	3,075	11,575,938	3,075	7,720,710
53000 State Grants	285,481	724,168	285,481	6,221,196	295,426	667,918
54000 Local Grants and Contracts	0	0	0	16,130	0	0
54001 Local Government Appropriation	2,800,000	0	2,800,000	0	3,025,046	0
55005 Private Gifts and Grants	0	210,000	0	904,153	0	210,000
55023 Endowment Dinner Revenue	184,000	0	184,000	0	184,000	0
56000 Permanent Fund	344,970	0	344,970	0	350,606	0
57000 Sales and Service	333,233	0	333,233	0	269,904	0
58000 SBDC Program Income	1,450	0	1,450	0	3,875	0
58001 Other Revenue	313,379	0	275,647	0	274,344	0
58110 Activity Fee	92,720	0	92,720	0	105,598	0
Total Sources	25,782,094	9,374,365	25,834,361	18,717,417	26,410,958	8,598,628

Northern New Mexico College
NMHD Summary of Salaries in All Current Funds
Exhibit b

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26					
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted			
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount		
61101 Faculty Salaries Full-time														
10	<u>General Academic Instruction</u>		53.98	3,667,546	4.00	186,661	53.98	3,667,546	5.00	408,944	59.48	4,092,925	3.50	0
12	<u>Supplementary Educational</u>		0.00	0	0.00	0	0.00	0	2.00	123,365	0.00	0	0.00	0
Total Faculty Salaries Full-time			53.98	3,667,546	4.00	186,661	53.98	3,667,546	7.00	532,309	59.48	4,092,925	3.50	0
61102 Faculty Sal FT Ovrld-Teaching														
10	<u>General Academic Instruction</u>		0.75	52,358	0.00	0	0.75	52,358	0.00	0	0.75	52,358	0.00	0
Total Faculty Sal FT Ovrld-Teaching			0.75	52,358	0.00	0	0.75	52,358	0.00	0	0.75	52,358	0.00	0
61103 Faculty Salaries Adjunct														
10	<u>Other</u>		16.08	787,390	0.00	0	16.08	787,390	0.00	64,000	16.08	832,890	0.00	0
12	<u>Supplementary Educational</u>		0.00	0	0.00	6,300	0.00	0	0.00	27,870	0.00	0	0.00	6,300
Total Faculty Salaries Adjunct			16.08	787,390	0.00	6,300	16.08	787,390	0.00	91,870	16.08	832,890	0.00	6,300
61104 Faculty - Stipends/Honorariums														
10	<u>Vocational-Technical Instruction</u>		0.00	97,189	0.00	35,750	0.00	97,189	0.00	35,750	0.00	98,120	0.00	0
16	<u>Research Grants</u>		0.00	0	0.00	10,264	0.00	0	0.00	22,361	0.00	0	0.00	10,264
Total Faculty - Stipends/Honorariums			0.00	97,189	0.00	46,014	0.00	97,189	0.00	58,111	0.00	98,120	0.00	10,264
61106 Faculty Sal-Ovrld Non-Teaching														
10	<u>Vocational-Technical Instruction</u>		0.00	225,968	0.00	0	0.00	225,968	0.00	0	0.00	250,724	0.00	13,000
12	<u>Supplementary Educational</u>		0.00	0	0.00	161,983	0.00	0	0.00	36,000	0.00	0	0.00	161,983
16	<u>Research Grants</u>		0.00	0	0.00	5,000	0.00	0	0.00	16,017	0.00	0	0.00	5,000

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Total Faculty Sal-Ovrld Non-Teaching	0.00	225,968	0.00	166,983	0.00	225,968	0.00	52,017	0.00	250,724	0.00	179,983
61301 Professional Salaries-FT												
10 Other	8.16	576,711	5.00	323,682	8.16	576,711	5.25	471,034	9.91	624,911	5.00	59,030
11 Library	5.00	389,343	0.00	0	5.00	389,343	0.00	0	6.50	493,761	0.00	0
12 Supplementary Educational	18.00	1,164,447	15.25	1,208,929	18.00	1,164,447	19.75	1,261,092	20.00	1,326,364	13.92	1,481,829
13 General Administration	29.60	2,784,746	0.00	0	29.60	2,784,746	0.00	0	28.00	2,768,327	0.00	0
14 Operations and Maintenance	2.00	149,031	0.00	0	2.00	149,031	0.00	0	3.00	235,165	0.00	0
15 Student Social and Cultural	1.00	44,187	0.00	0	1.00	44,187	0.00	0	1.00	45,954	0.00	0
17 Public Service	2.00	184,486	0.00	0	2.00	184,486	0.00	0	2.00	190,020	0.00	0
18 Internal Service Department	7.00	543,412	0.00	0	7.00	543,412	0.00	0	6.00	571,336	0.00	0
20 Auxiliary Enterprises	0.40	42,362	0.00	0	0.40	42,362	0.00	0	0.00	0	0.00	0
21 Intercollegiate Athletics	5.00	296,932	0.00	0	5.00	296,932	0.00	0	4.50	285,776	0.00	0
Total Professional Salaries-FT	78.16	6,175,657	20.25	1,532,611	78.16	6,175,657	25.00	1,732,126	80.91	6,541,614	18.92	1,540,859
61302 Professional Salaries-PT												
10 General Academic Instruction	0.25	18,315	0.00	0	0.25	18,315	0.00	0	0.50	38,095	0.00	0
11 Academic Administration and Personnel	0.00	0	0.00	0	0.00	0	0.00	0	0.50	38,241	0.00	0
12 Supplementary Educational	0.60	36,761	2.00	94,940	0.60	36,761	0.00	0	0.00	0	1.50	69,440
13 Planning-Public Relations	0.70	64,996	0.00	0	0.70	64,996	0.00	0	0.95	99,139	0.00	0
21 Intercollegiate Athletics	1.50	77,230	0.00	0	1.50	77,230	0.00	0	1.50	58,888	0.00	0
Total Professional Salaries-PT	3.05	197,302	2.00	94,940	3.05	197,302	0.00	0	3.45	234,363	1.50	69,440
61303 Professional-Stipends/Honorariums												
10 General Academic Instruction	0.00	0	0.00	0	0.00	0	0.00	54,500	0.00	0	0.00	0
12 Supplementary Educational	0.00	0	0.00	0	0.00	0	0.00	10,000	0.00	0	0.00	0

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
21 <u>Intercollegiate Athletics</u>	0.00	0	0.00	0	0.00	0	0.00	0	0.00	28,000	0.00	0
Total Professional-Stipends/Honorariums	0.00	0	0.00	0	0.00	0	0.00	64,500	0.00	28,000	0.00	0
61305 <u>Per Diem Board of Regents</u>												
13 <u>Executive Management</u>	0.00	7,125	0.00	0	0.00	7,125	0.00	0	0.00	7,125	0.00	0
Total Per Diem Board of Regents	0.00	7,125	0.00	0	0.00	7,125	0.00	0	0.00	7,125	0.00	0
61401 <u>Support Staff Salaries-FT</u>												
10 <u>Other</u>	12.75	549,478	2.00	71,200	10.50	403,037	2.00	51,200	10.50	500,795	2.00	71,200
11 <u>Library</u>	1.50	85,138	0.00	0	1.50	85,138	0.00	0	1.50	57,054	0.00	0
12 <u>Supplementary Educational</u>	6.00	267,021	1.75	90,422	5.75	249,279	3.75	228,189	4.00	173,371	1.59	78,080
13 <u>Planning-Public Relations</u>	13.00	498,680	2.00	64,242	13.00	498,680	2.00	64,242	12.00	529,045	2.00	32,121
14 <u>Operations and Maintenance</u>	22.25	822,066	0.00	0	22.25	822,066	0.00	0	23.00	872,956	0.00	0
18 <u>Internal Service Department</u>	3.00	137,734	0.00	0	3.00	137,734	0.00	0	4.00	186,511	0.00	0
20 <u>Auxiliary Enterprises</u>	0.00	0	0.00	0	0.00	0	0.00	0	0.00	6,137	0.00	0
Total Support Staff Salaries-FT	58.50	2,360,117	5.75	225,864	56.00	2,195,934	7.75	343,631	55.00	2,325,869	5.59	181,401
61402 <u>Support Staff Salaries-PT</u>												
10 <u>General Academic Instruction</u>	1.50	50,877	0.00	0	1.50	50,877	0.00	0	1.00	42,507	0.00	0
12 <u>Supplementary Educational</u>	0.50	18,918	0.40	16,640	0.50	18,918	1.50	136,302	0.50	18,918	0.40	16,640
Total Support Staff Salaries-PT	2.00	69,795	0.40	16,640	2.00	69,795	1.50	136,302	1.50	61,425	0.40	16,640
61403 <u>Support Staff-Stipends/Honorariums</u>												
12 <u>Supplementary Educational</u>	0.00	0	0.00	5,000	0.00	0	0.00	11,700	0.00	0	0.00	0
Total Support Staff-Stipends/Honorariums	0.00	0	0.00	5,000	0.00	0	0.00	11,700	0.00	0	0.00	0
61404 <u>Overtime Pay</u>												
13 <u>General Administration</u>	0.00	8,400	0.00	0	0.00	8,400	0.00	0	0.00	8,400	0.00	0

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
14 <u>Operations and Maintenance</u>	0.00	10,000	0.00	0	0.00	10,000	0.00	0	0.00	10,000	0.00	0
20 <u>Auxiliary Enterprises</u>	0.00	0	0.00	0	0.00	0	0.00	0	0.00	999	0.00	0
Total Overtime Pay	0.00	18,400	0.00	0	0.00	18,400	0.00	0	0.00	19,399	0.00	0
61451 <u>Student Salaries</u>												
10 <u>Vocational-Technical Instruction</u>	0.00	0	0.00	0	0.00	0	0.00	77,000	0.00	0	0.00	0
12 <u>Supplementary Educational</u>	0.00	0	0.60	148,836	0.00	0	0.60	560,997	0.00	0	0.60	112,316
13 <u>Fiscal Operations</u>	1.00	20,000	0.00	0	1.00	20,000	0.00	0	1.00	35,360	0.00	0
16 <u>Research Grants</u>	0.00	0	0.00	0	0.00	0	0.00	20,000	0.00	0	0.00	0
18 <u>Internal Service Department</u>	0.64	20,000	0.00	0	0.64	20,000	0.00	0	0.00	0	0.00	0
Total Student Salaries	1.64	40,000	0.60	148,836	1.64	40,000	0.60	657,997	1.00	35,360	0.60	112,316
61505 <u>Other Salaries - Temp</u>												
10 <u>General Academic Instruction</u>	2.09	76,416	1.00	40,000	2.09	76,416	1.00	0	1.09	44,280	1.00	40,000
11 <u>Other</u>	0.55	4,120	0.00	0	0.55	4,120	0.00	0	0.55	4,120	0.00	0
12 <u>Supplementary Educational</u>	0.00	0	0.00	41,678	0.00	0	0.00	22,878	0.00	0	0.00	43,209
14 <u>Operations and Maintenance</u>	0.25	7,800	0.00	0	0.25	7,800	0.00	0	0.25	7,800	0.00	0
21 <u>Intercollegiate Athletics</u>	0.00	14,300	0.00	0	0.00	14,300	0.00	0	0.00	14,300	0.00	0
Total Other Salaries - Temp	2.89	102,636	1.00	81,678	2.89	102,636	1.00	22,878	1.89	70,500	1.00	83,209
61511 <u>Salary Contingency Restricted</u>												
10 <u>General Academic Instruction</u>	0.00	-399,328	0.00	0	0.00	-399,328	0.00	0	0.00	-431,155	0.00	0
Total Salary Contingency Restricted	0.00	-399,328	0.00	0	0.00	-399,328	0.00	0	0.00	-431,155	0.00	0
61601 <u>Federal Work Study</u>												
12 <u>Financial Aid Administration</u>	0.00	0	0.00	111,515	0.00	0	0.00	126,644	0.00	0	0.00	111,515
Total Federal Work Study	0.00	0	0.00	111,515	0.00	0	0.00	126,644	0.00	0	0.00	111,515
61602 <u>State Work Study</u>												

	Original Budget FY25				Estimated Actuals FY25				Proposed Budget FY26			
	Unrestricted		Restricted		Unrestricted		Restricted		Unrestricted		Restricted	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
12 <u>Financial Aid Administration</u>	0.00	0	0.00	52,930	0.00	0	0.00	90,000	0.00	0	0.00	52,930
Total State Work Study	0.00	0	0.00	52,930	0.00	0	0.00	90,000	0.00	0	0.00	52,930
Total All Exhibits	217.05	13,402,155	34.00	2,675,972	214.55	13,237,972	42.85	3,920,085	220.06	14,219,517	31.51	2,364,857
Exhibits												
Ex 10 Unassigned	95.56	5,702,920	12.00	657,293	93.31	5,556,479	13.25	1,162,428	99.31	6,146,450	11.50	183,230
Ex 11 Library	7.05	478,601	0.00	0	7.05	478,601	0.00	0	9.05	593,176	0.00	0
Ex 12 Student Admissions and Recruitment	25.10	1,487,147	20.00	1,939,173	24.85	1,469,405	27.60	2,635,037	24.50	1,518,653	18.01	2,134,242
Ex 13 Executive Management	44.30	3,383,947	2.00	64,242	44.30	3,383,947	2.00	64,242	41.95	3,447,396	2.00	32,121
Ex 14 Operations and Maintenance	24.50	988,897	0.00	0	24.50	988,897	0.00	0	26.25	1,125,921	0.00	0
Ex 15 Student Social and Cultural	1.00	44,187	0.00	0	1.00	44,187	0.00	0	1.00	45,954	0.00	0
Ex 16 Research Grants	0.00	0	0.00	15,264	0.00	0	0.00	58,378	0.00	0	0.00	15,264
Ex 17 Public Service	2.00	184,486	0.00	0	2.00	184,486	0.00	0	2.00	190,020	0.00	0
Ex 18 Internal Service Department	10.64	701,146	0.00	0	10.64	701,146	0.00	0	10.00	757,847	0.00	0
Ex 20 Auxiliary Enterprises	0.40	42,362	0.00	0	0.40	42,362	0.00	0	0.00	7,136	0.00	0
Ex 21 Intercollegiate Athletics	6.50	388,462	0.00	0	6.50	388,462	0.00	0	6.00	386,964	0.00	0
Total Exhibits	217.05	13,402,155	34.00	2,675,972	214.55	13,237,972	42.85	3,920,085	220.06	14,219,517	31.51	2,364,857

**Northern New Mexico College
Proposed Salary Increase
NMHED Summary Exhibit c**

	<u>FY26 (2025-2026)</u>
Returning Faculty	4%
Adjunct Faculty	0%
Returning Professional Staff (FLSA Exempt)	4%
Returning Professional Staff (FLSA Non-Exempt)	4%
GA/TA	0%
Students	0%
Cost of Salaries	\$432,456
Cost of Benefits	\$132,543
Total Salaries and Benefits	\$564,998

Northern New Mexico College
Tuition and Required Fees
NMHED Summary Exhibit d

FY26 (2025-2026)

	Tuition	Fees*	Total
NEW MEXICO RESIDENTS			
1-11 hours, per credit hour (Part-time)	\$211.00	\$0	\$211.00
12 to 18 hours = block (Full-time)	\$2,532.00	\$0	\$2,532.00
18+ hours	\$211.00	\$0	\$211.00
Senior Residents Age 65+			
First 9 credits	\$5.00	\$0	\$5.00
Credits after the first 9 credits up to 12, per credit	\$211.00	\$0	\$211.00
12 to 18 hours = block (Full-time)	NA	\$0	\$678.00
18+ hours	\$211.00	\$0	\$211.00
NON-RESIDENTS (including international students)			
1-11 hours, per credit hour (Part-time)	\$597.00	\$0	\$597.00
12 to 18 hours = block (Full-time)	\$7,164.00	\$0	\$7,164.00
NON-RESIDENTS (WUE)**			
1-11 hours, per credit hour (Part-time)	\$280.00	\$0	\$280.00
12 to 18 hours = block (Full-time)	\$3,360.00	\$0	\$3,360.00
COMMUNITY RATE (for art classes)			
Per credit hour (6 hours or less)	\$100.00	\$0	\$100.00
Per credit hour (more than 6 hours)	\$211.00	\$0	\$211.00
MILITARY			
90% of the In-State/Out-of-State new tuition rate. Applicable to all categories 1-11, 12 to 18, and 18+.			

*Students who take any online course (WEB) while enrolled in a traditional face-to-face program will pay an additional fee of \$84/credit for that course.

**Reduced rate of 150% of resident tuition for eligible degrees, offered through the Western Undergraduate Exchange (www.wiche.edu/wue).

	Tuition	Fee/Discount*	Total
NEW MEXICO RESIDENTS			
1-11 hours, per credit hour (Part-time)	\$295.00	\$0	\$295.00
12 to 18 hours = block (Full-time)	\$3,540.00	\$0	\$3,540.00
18+ hours	\$295.00	\$0	\$295.00
Senior Residents Age 65+			
First 9 credits	\$5.00	\$0	\$5.00
Credits after the first 9 credits up to 12, per credit	\$295.00	\$0	\$295.00
12 to 18 hours = block (Full-time)	NA	NA	\$930.00
18+ hours	\$295.00	\$0	\$295.00
NON-RESIDENTS (including international students and non-WUE) AND NON-RESIDENT taking UPPER-DIVISION NURSING COURSES (WEB) RN TO BSN			
1-11 hours, per credit hour (Part-time)	\$320.00	\$0	\$320.00
12 to 18 hours = block (Full-time)	\$3,840.00	\$0	\$3,840.00
18+ hours	\$320.00	\$0	\$320.00
MILITARY			
90% of the In-State/Out-of-State new tuition rate. Applicable to all categories 1-11, 12 to 18, and 18+.			

*Students who take any non-online course (i.e., TR, RMOTE, HYB) while enrolled in an online program will get a discount of \$84/credit for that course

**Northern New Mexico College
Salaries of Principal Officers
NMHED Summary Exhibit e**

<u>Last Name</u>	<u>First Name</u>	<u>Banner Position No.</u>	<u>Position Classification</u>	<u>Working Title</u>	<u>Original Budget FY25</u>		<u>Proposed Budget FY26</u>	
					<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
Exhibit 13 Institutional Support								
61301 Professional Salaries-FT								
Baca, Matthew		102451	Executive/Managers	CC101005 P102451 General Counsel	1.00	\$138,113	1.00	\$143,638
Balderas, Hector		101790	Executive/Managers	CC101002 P101790 President	1.00	\$239,475	1.00	\$249,054
Storey, Theresa		001392	Executive/Managers	CC101005 P001392 CFO/Compliance Ofcr	1.00	\$144,118	1.00	\$149,883
VACANT, POSITION-Denise Mont		102191	Executive/Managers	CC101005 P102191 Chief of Staf/VP of F&	1.00	\$192,974	1.00	\$200,693
VACANT, POSITION-Provost		102619	Executive/Managers	CC101003 Provost &VP of Acad Af	1.00	\$187,326	1.00	\$208,690
Subtotal,	61301	Professional Salaries-FT			5.00	\$902,006	5.00	\$951,957
Principal Officer Total					5.00	\$902,006	5.00	\$951,957

*Chief Financial Officer***NORTHERN New Mexico College****MEMORANDUM**

TO: Board of Regents
Northern New Mexico College

FROM: Theresa Storey, Chief Financial Officer

THRU: Hector Balderas, President

DATE: May 9, 2025

RE: FY25 Budget Adjustment Request – Action Item

Background:

Northern New Mexico College (NNMC) is required to submit a final Budget Adjustment Request (BAR) to the New Mexico Higher Education Department. This BAR reflects the changes to the initial approved budget, covering both restricted and unrestricted funds.

NNMC submitted its FY25 final BAR in draft form to the New Mexico Higher Education Department by the May 1, 2025, deadline, as it is pending approval from the Board.

Required Action:

The FY25 BAR is submitted to the BOR for review and approval.

Thank you for your consideration.

INSTITUTION :	Northern New Mexico College		FY 2025
Adjustment to Fund:	Unrestricted		Request # 1
	Current Approved Budget	INCREASE (DECREASE)	Revised Budget
REVENUES			
Instruction and General	23,327,151	(43,888)	23,283,263
Student Social & Cultural Activities	106,788	6,156	112,944
Research	0	0	0
Public Service	460,681	0	460,681
Internal Service Dept.	620,000	90,000	710,000
Student Financial Aid	0	0	0
Auxiliary Enterprises	420,548	0	420,548
Athletics	846,926	0	846,926
Independent Operations	0	0	0
Subtotal Current Funds	25,782,094	52,268	25,834,362
Capital Outlay	15,983,000	1,662,300	17,645,300
Renewals & Replacements	0	0	0
Retirement of Indebtedness	0	0	0
Subtotal Plant Funds	15,983,000	1,662,300	17,645,300
TOTAL REVENUES	41,765,094	1,714,568	43,479,662
BEGINNING BALANCES			
Instruction and General	12,492,896	8,221,496	20,714,392
Student Social & Cultural Activities	174,812	(145,222)	29,590
Research	0	0	0
Public Service	530,293	(17,020)	513,273
Internal Service Dept.	898,356	(898,356)	0
Student Financial Aid	0	0	0
Auxiliary Enterprises	287,548	(79,208)	208,340
Athletics	0	0	0
Independent Operations	0	0	0
Subtotal Current Funds	14,383,905	7,081,690	21,465,595
Capital Outlay	0	0	0
Renewals & Replacements	0	0	0
Retirement of Indebtedness	0	0	0
Subtotal Plant Funds	0	0	0
TOTAL BEGINNING BALANCES	14,383,905	7,081,690	21,465,595
TOTAL AVAILABLE			
Instruction and General	35,820,047	8,177,608	43,997,655
Student Social & Cultural Activities	281,600	(139,066)	142,534
Research	0	0	0
Public Service	990,974	(17,020)	973,954
Internal Service Dept.	1,518,356	(808,356)	710,000
Student Financial Aid	0	0	0
Auxiliary Enterprises	708,096	(79,208)	628,888
Athletics	846,926	0	846,926
Independent Operations	0	0	0
Subtotal Current Funds	40,165,999	7,133,958	47,299,957
Capital Outlay	15,983,000	1,662,300	17,645,300
Renewals & Replacements	0	0	0
Retirement of Indebtedness	0	0	0
Subtotal Plant Funds	15,983,000	1,662,300	17,645,300
GRAND TOTAL AVAILABLE	56,148,999	8,796,258	64,945,257

INSTITUTION :	Northern New Mexico College		FY 2025
Adjustment to Fund:	Unrestricted		Request # 1
	Current Approved Budget	INCREASE (DECREASE)	Revised Budget
EXPENDITURES			
Instruction and General	21,982,833	18,915	22,001,748
Student Social & Cultural Activities	121,788	6,156	127,944
Research		0	
Public Service	475,458	0	475,458
Internal Service Dept.	1,516,365	(116,509)	1,399,856
Student Financial Aid	350,316	0	350,316
Auxiliary Enterprises	436,698	0	436,698
Athletics	721,926	0	721,926
Independent Operations		0	
Subtotal Current Funds	25,605,384	(91,438)	25,513,946
Capital Outlay	15,983,000	1,662,300	17,645,300
Renewals & Replacements	982,670	0	982,670
Retirement of Indebtedness		0	
Subtotal Plant Funds	16,965,670	1,662,300	18,627,970
TOTAL EXPENDITURES	42,571,054	1,570,862	44,141,916
TRANSFERS IN (OUT)			
Instruction and General	(1,148,864)	519,497	(1,668,361)
Student Social & Cultural Activities	15,000	0	15,000
Research		0	
Public Service	14,777	0	14,777
Internal Service Dept.	73,922	615,934	689,856
Student Financial Aid	350,316	0	350,316
Auxiliary Enterprises	16,150	0	16,150
Athletics	(125,000)	0	(125,000)
Independent Operations		0	
Subtotal Current Funds	(803,699)	1,135,431	(707,262)
Capital Outlay		0	
Renewals & Replacements	982,670	0	982,670
Retirement of Indebtedness		0	
Subtotal Plant Funds	982,670	0	982,670
NET TRANSFERS	178,971	1,135,431	275,408
ENDING BALANCES			
Instruction and General	12,688,350	7,639,196	20,327,546
Student Social & Cultural Activities	174,812	(145,222)	29,590
Research	0	0	0
Public Service	530,293	(17,020)	513,273
Internal Service Dept.	75,913	(75,913)	0
Student Financial Aid	0	0	0
Auxiliary Enterprises	287,548	(79,208)	208,340
Athletics	0	0	0
Independent Operations	0	0	0
Subtotal Current Funds	13,756,916	7,321,833	21,078,749
Capital Outlay	0	0	0
Renewals & Replacements	0	0	0
Retirement of Indebtedness	0	0	0
Subtotal Plant Funds	0	0	0
TOTAL ENDING BALANCES	13,756,916	7,321,833	21,078,749
TOTAL EXPENDITURES, TRANSFERS, BALANCES	56,148,999	7,757,264	64,945,257

INSTITUTION : Northern New Mexico College FY 2025

Adjustment to Fund: Unrestricted Request # 1

	<u>Current Approved Budget</u>	<u>INCREASE (DECREASE)</u>	<u>Revised Budget</u>
INSTRUCTION & GENERAL:			
REVENUES			
Tuition and Fees	4,681,377	0	4,681,377
Federal Government Appropriations		0	
State Government Appropriations	15,130,309	0	15,130,309
Local Government Appropriations	2,800,000	0	2,800,000
Federal Grants/Contracts	3,075	0	3,075
State Grants/Contracts		0	
Local Grants/Contracts		0	
Private Gifts/Grants/Contracts		0	
Endowment/Land/Permanent Fund	528,970	0	528,970
Sales & Services of Ed Activities	1,000	0	1,000
Other Sources	182,420	(43,888)	138,532
TOTAL REVENUES	23,327,151	(43,888)	23,283,263
BEGINNING BALANCE	12,492,896	8,221,496	20,714,392
TOTAL AVAILABLE	35,820,047	8,177,608	43,997,655
EXPENDITURES			
Instruction	9,999,208	(176,611)	9,822,597
Academic Support	933,514	0	933,514
Student Services	2,689,800	(12,182)	2,677,618
Institutional Support	5,917,380	207,708	6,125,088
Operation & Maintenance of Plant	2,442,931	0	2,442,931
TOTAL EXPENDITURES	21,982,833	18,915	22,001,748
TRANSFERS IN (OUT) OF I&G			
Student Social & Cultural Activities		0	
Research		0	
Public Service		0	
Internal Service Dept.		0	
Student Financial Aid		0	
Auxiliary Enterprises		0	
Intercollegiate Athletics		0	
Independent Operations		0	
Capital Outlay		0	
Renewals & Replacements		0	
Retirement of Indebtedness		0	
Non-Budgetary Exhibits:			
Endowment Fund		0	
Other (Specify)	1,148,864	519,497	1,668,361
Other (Specify)		0	
NET TRANSFERS	1,148,864	519,497	1,668,361
ENDING BALANCE	12,688,350	7,639,196	20,327,546

Prepared by: Theresa Storey, Chief Financial Officer/Compliance Officer Date Approved by BOR

For NMHED Use Only	Accept	Reject	Date	
NMHED Analyst	_____	_____	___ / ___ / ___	NMHED Control # _____
NMHED Director	_____	_____	___ / ___ / ___	
For DFA Use Only				
DFA Analyst	_____	_____	___ / ___ / ___	DFA Control # _____
DFA Director	_____	_____	___ / ___ / ___	Agency Code _____
	Increase _____	Decrease _____	Transfer _____	

INSTITUTION :	Northern New Mexico College		FY 2025
Adjustment to Fund:	Restricted		Request # 1
	Current Approved Budget	INCREASE (DECREASE)	Revised Budget
REVENUES			
Instruction and General	4,533,103	5,511,039	10,044,142
Student Social & Cultural Activities		0	
Research	350,703	179,862	530,565
Public Service		25,000	25,000
Internal Service Dept.		0	
Student Financial Aid	4,490,559	3,627,151	8,117,710
Auxiliary Enterprises		0	
Athletics		0	
Independent Operations		0	
Subtotal Current Funds	9,374,365	9,343,052	18,717,417
Capital Outlay		250,000	250,000
Renewals & Replacements		0	
Retirement of Indebtedness		0	
Subtotal Plant Funds	0	250,000	250,000
TOTAL REVENUES	9,374,365	9,593,052	18,967,417
BEGINNING BALANCES			
Instruction and General	0	0	0
Student Social & Cultural Activities		0	
Research		0	
Public Service		0	
Internal Service Dept.		0	
Student Financial Aid		0	
Auxiliary Enterprises		0	
Athletics		0	
Independent Operations		0	
Subtotal Current Funds	0	0	0
Capital Outlay		0	
Renewals & Replacements		0	
Retirement of Indebtedness		0	
Subtotal Plant Funds	0	0	0
TOTAL BEGINNING BALANCES	0	0	0
TOTAL AVAILABLE			
Instruction and General	4,533,103	5,511,039	10,044,142
Student Social & Cultural Activities	0	0	0
Research	350,703	179,862	530,565
Public Service	0	25,000	25,000
Internal Service Dept.	0	0	0
Student Financial Aid	4,490,559	3,627,151	8,117,710
Auxiliary Enterprises	0	0	0
Athletics	0	0	0
Independent Operations	0	0	0
Subtotal Current Funds	9,374,365	9,343,052	18,717,417
Capital Outlay	0	250,000	250,000
Renewals & Replacements	0	0	0
Retirement of Indebtedness	0	0	0
Subtotal Plant Funds	0	250,000	250,000
GRAND TOTAL AVAILABLE	9,374,365	9,593,052	18,967,417

INSTITUTION :	Northern New Mexico College		FY 2025
Adjustment to Fund:	Restricted		Request # 1
	Current Approved Budget	INCREASE (DECREASE)	Revised Budget
EXPENDITURES			
Instruction and General	4,347,430	5,297,290	9,644,720
Student Social & Cultural Activities		0	
Research	327,345	160,025	487,370
Public Service		25,000	25,000
Internal Service Dept.		8,284,919	8,284,919
Student Financial Aid	4,520,619	(4,520,619)	
Auxiliary Enterprises		0	
Athletics		0	
Independent Operations		0	
Subtotal Current Funds	9,195,394	9,246,615	18,442,009
Capital Outlay		250,000	250,000
Renewals & Replacements		0	
Retirement of Indebtedness		0	
Subtotal Plant Funds	0	250,000	250,000
TOTAL EXPENDITURES	9,195,394	9,496,615	18,692,009
TRANSFERS IN (OUT)			
Instruction and General	(185,673)	213,749	(399,422)
Student Social & Cultural Activities		0	
Research	(23,358)	(19,837)	(43,195)
Public Service		0	
Internal Service Dept.	30,060	137,149	167,209
Student Financial Aid		0	
Auxiliary Enterprises		0	
Athletics		0	
Independent Operations		0	0
Subtotal Current Funds	(178,971)	331,061	(275,408)
Capital Outlay		0	
Renewals & Replacements		0	0
Retirement of Indebtedness		0	
Subtotal Plant Funds	0	0	0
NET TRANSFERS	(178,971)	331,061	(275,408)
ENDING BALANCES			
Instruction and General	0	0	0
Student Social & Cultural Activities	0	0	0
Research	0	0	0
Public Service	0	0	0
Internal Service Dept.	30,060	(8,147,770)	(8,117,710)
Student Financial Aid	(30,060)	8,147,770	8,117,710
Auxiliary Enterprises	0	0	0
Athletics	0	0	0
Independent Operations	0	0	0
Subtotal Current Funds	0	0	0
Capital Outlay	0	0	0
Renewals & Replacements	0	0	0
Retirement of Indebtedness	0	0	0
Subtotal Plant Funds	0	0	0
TOTAL ENDING BALANCES	0	0	0
TOTAL EXPENDITURES, TRANSFERS, BALANCES	9,374,365	9,165,554	18,967,417

INSTITUTION : Northern New Mexico College FY 2025

Adjustment to Fund: Restricted Request # 1

	<u>Current Approved Budget</u>	<u>INCREASE (DECREASE)</u>	<u>Revised Budget</u>
INSTRUCTION & GENERAL:			
REVENUES			
Tuition and Fees		0	
Federal Government Appropriations	4,202,615	2,933,728	7,136,343
State Government Appropriations	330,488	1,989,028	2,319,516
Local Government Appropriations		16,130	16,130
Federal Grants/Contracts		0	
State Grants/Contracts		0	
Local Grants/Contracts		0	
Private Gifts/Grants/Contracts		572,153	572,153
Endowment/Land/Permanent Fund		0	
Sales & Services of Ed Activities		0	
Other Sources		0	
TOTAL REVENUES	4,533,103	5,511,039	10,044,142
BEGINNING BALANCE		0	
TOTAL AVAILABLE	4,533,103	5,511,039	10,044,142
EXPENDITURES			
Instruction	1,142,342	2,871,403	4,013,745
Academic Support		0	
Student Services	3,092,588	2,275,887	5,368,475
Institutional Support	112,500	150,000	262,500
Operation & Maintenance of Plant		0	
TOTAL EXPENDITURES	4,347,430	5,297,290	9,644,720
TRANSFERS IN (OUT) OF I&G			
Student Social & Cultural Activities		0	
Research		0	
Public Service		0	
Internal Service Dept.		0	
Student Financial Aid		0	
Auxiliary Enterprises		0	
Intercollegiate Athletics		0	
Independent Operations		0	
Capital Outlay		0	
Renewals & Replacements		0	
Retirement of Indebtedness		0	
Non-Budgetary Exhibits:			
Endowment Fund		0	
Other (Specify)	185,673	213,749	399,422
Other (Specify)		0	
NET TRANSFERS	185,673	213,749	399,422
ENDING BALANCE	0	0	0

Prepared by: Theresa Storey, Chief Financial Officer/Compliance Officer Date Approved by BOR

For NMHED Use Only	Accept	Reject	Date	
NMHED Analyst	_____	_____	___ / ___ / ___	NMHED Control # _____
NMHED Director	_____	_____	___ / ___ / ___	
For DFA Use Only				
DFA Analyst	_____	_____	___ / ___ / ___	DFA Control # _____
DFA Director	_____	_____	___ / ___ / ___	Agency Code _____
Increase _____ Decrease _____ Transfer _____				

