

### **Western New Mexico University (WNMU) Mission Statement**

An open-access Hispanic-Serving Institution (HSI) and New Mexico's Applied Liberal Arts and Sciences University, Western New Mexico University combines a foundation of liberal arts education with quality professional programs and career and technical preparation in a diverse, inclusive, creative, and caring community of learners empowered with the essential skills and knowledge for lifelong success in work and life.

### **New Mexico Center of Excellence (NMCoe) Mission Statement**

The New Mexico Center of Excellence for Early Childhood Education of Western New Mexico University is dedicated to advancing the highest standards of quality of early care and education. Our work is grounded in evidence-based standards and practices integrated across all areas of early childhood development and education.

We pursue this mission through four foundational pillars:

1. Comprehensive teacher education and training programs,
2. Embedded therapeutic services and supports,
3. Ongoing research in child development, learning, and growth,
4. Laboratory sites that foster a child's overall wellbeing in a child-and family-centered framework that honors each family's uniqueness and diversity.

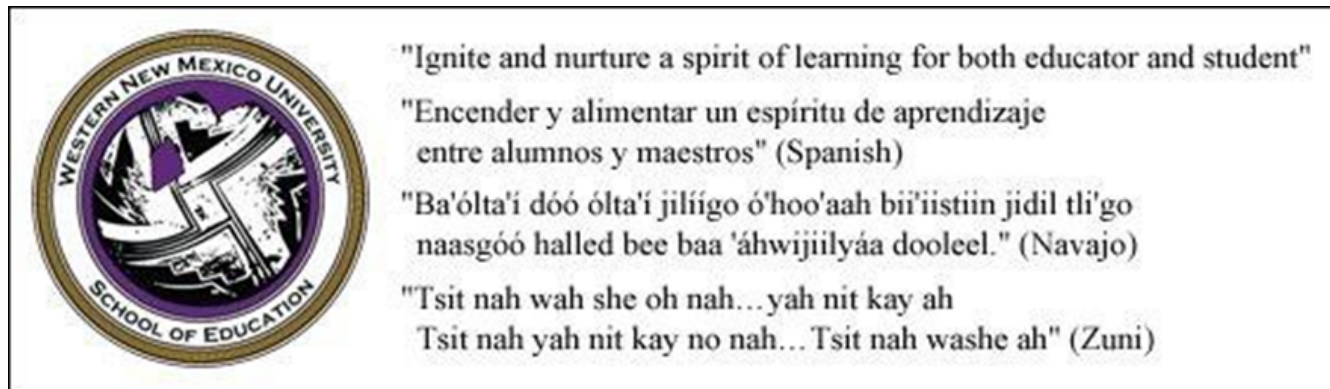
### **New Mexico Center of Excellence (NMCoe) Vision**

The New Mexico Center of Excellence for Early Childhood Education at Western New Mexico University envisions a future where every child has access to high-quality early care and education that transcends conventional boundaries. We strive to create a nurturing and inclusive environment that integrates evidence-based practices and therapeutic supports, fostering holistic development and well-being. With a commitment to ongoing research and innovation, we aspire to be a leader in shaping the landscape of early childhood education, empowering families, and celebrating the diversity and unique strengths of each child and family within our community.

### **College of Education (COE) Conceptual Framework**

The purpose of the College of Education at Western New Mexico University is to “ignite and nurture a spirit of learning for both educator and student.” The conceptual framework that organizes the professional education curriculum to fulfill our purpose is founded on five guiding principles: diversity, quality, application, collaboration, and integrated use of technology. Based upon the five philosophical

assumptions (stated in the College of Education Conceptual Framework), the prospective teacher, counselor and administrator at Western New Mexico University are provided an opportunity to experience a specific knowledge base. The knowledge base for all professional education programs at Western New Mexico University is organized around two categories: All College of Education programs 1) maximize opportunities for student thinking and achievement and 2) facilitate active, participatory decision making.



The College of Education's conceptual framework supports the program's commitment to diversity, equity, and inclusion to prepare candidates to work in a diverse, inclusive setting by addressing five distinct areas of student and program needs including diversity, quality, application, collaboration, and advocacy.

- Diversity—Recognize, accept, value, and promote diverse ideas, languages, and cultures.
- Quality—Stress quality programs aligned with professional, state, and national standards that produce exemplary results.
- Application—Integrate theoretical knowledge into the world of practice through field-based experience and active reflection
- Collaboration—Demonstrate the skills, knowledge, and dispositions to effectively collaborate with students, parents, other professionals and other community stakeholders.
- Advocacy—Review and critique theories and policies, advocating for equitable access, resources, technologies and policies that are consistent with researched practices.

### **Early Childhood Education (ECE) Conceptual Framework**

Early Childhood Programs at Western New Mexico University emphasize facilitated active, participatory decision making by maximizing opportunities for student thinking, inquiry, and achievement. Courses are designed around active learning that invites students to engage in experiential, hands-on problem solving, collaborative inquiry, and reflective practice that respects regional cultures and languages. Through practicum placements, student teaching, and residency programs in authentic early childhood settings across New Mexico, students translate theory into practice, conduct purposeful observations, and collaborate with mentors, families, and colleagues to co-create meaningful learning experiences that honor tribal and Hispanic traditions, promote bilingual development, and uphold community values. By analyzing and interpreting data from assessments, portfolios, and classroom observations, students make informed instructional decisions, design inclusive, play-based learning environments, develop culturally responsive curricula rooted in local contexts, implement developmentally appropriate practices, and adapt approaches to meet the unique developmental and cultural needs of each child within vibrant communities.

### **Early Childhood Education & Family Support, AA.**

#### **Program Goals:**

The Associate of Arts Degree in Early Childhood Education and Family Support is designed to equip the student with the knowledge and skills necessary to fulfill the needs of a variety of state and community programs, including but not limited to:

- Public school classroom assistants
- Child care educators
- School age child care staff
- Family home visitors
- Early interventionists
- Infant Mental Health professionals
- Social workers
- Health professionals
- Child and Adult Care Food Program representatives
- Foster Care Parents and others interested in parenting issues

This inclusive degree is designed to achieve competence in the areas defined by the New Mexico Office of Child Development. WNMU has participated with other New Mexico colleges and universities to develop a transfer module and common core competencies to facilitate

credit transfer from one institution to another.

The Associate of Arts Degree in Early Childhood Education helps students attain credit and experience, leading to New Mexico Early Childhood Licensure. However, the New Mexico License requires that courses be completed at both associate and bachelor's degree levels.

### **Candidate Learning Objectives:**

- **Educators integrate theoretical knowledge into the world of practice through field-based experiences and reflection**

Students demonstrate their understanding in the following ways-

- Becoming a part of a team that works collaboratively with children, families, and community resources in early childhood education settings
- Participating in conferences, workshops, and class assignments that advocate early childhood education principles and philosophies
- Participating and reflecting on involvement in experiences while interacting with children, families, and auxiliary staff.

- **Educators possess the skills and knowledge to effectively collaborate with families, professionals- both within and across schools and agencies and other community stakeholders.**

Students demonstrate their understanding in the following ways-

- Participate and reflect on experiences that link the children and families together
- Plan curriculum activities that reflect the multicultural experiences that can be shared in the education and home setting
- Use technology to research curriculum ideas and activities that meet the needs of the different developmental skills of the children
- Develop and present activities that demonstrate understanding of learning styles, developmentally appropriate curriculum, and growth patterns of children
- Demonstrate communication techniques to address family's needs, agencies, and stakeholders that advocate the needs of children in an early childhood education setting

- **Educators advocate for equitable access and model thoughtful, effective, integrated use of technology resources.**

Students demonstrate their understanding in the following ways-

- Use of technology to research curriculum ideas and activities that meet the needs of the different developmental skills of the children
- Use of research and technology to create portfolios, written assignments, and presentations in the classroom.

- Review the research and literature on the use of technology resources in early childhood education settings and reflect on best practices for the integrated use of technology in the classroom
- Plan an early childhood educational design that incorporates the use of technology in the classroom.

**Outcome Measure #1: The Number of Program Completers**

**Program name: Early Childhood Education and Family Support, A.A.**

| Academic Year | Number of program completers | % of program completers who were attending full-time (at the time of completion) | % of program completers who were attending part-time <sup>1</sup> (at the time of completion) |
|---------------|------------------------------|--|---|
| 2022/2023     | 17                           | 41%  | 59%   |
| 2023/2024     | 22                           | 36%  | 64%   |
| 2024/2025     | 24                           | 17%  | 83%   |

**Outcome Measure #2: The Program Completion Rate**

Note that the program takes 4 semesters or two academic years to complete if the candidate attends full-time (12 credit hours per semester)

**Program Name: Early Childhood Education and Family Support, A.A.**

| Academic year in which a Fall cohort of <i>full-time</i> candidates enrolled in the program (select three sequential years) | Percentage of those candidates who completed the program within 150% of the published timeframe | Percentage of those candidates who completed the program within (select one measure):<br><input type="checkbox"/> 100% (exactly the published timeframe)<br><input type="checkbox"/> 200% (twice the published timeframe) <i>or</i><br><input checked="" type="checkbox"/> 300% (three times the published timeframe) |
|---|---|---|
| Fall 2023   | 47%   | 41%   |

<sup>1</sup> Part-time status is defined by the institution.

|           |     |     |
|-----------|-----|-----|
| Fall 2024 | 36% | 18% |
| Fall 2025 | 42% | 17% |

**Outcome Measure #3: Institutional Selected Data**

| <b>Academic Year</b> | <b>% of Part-Time Candidates Enrolled in the Program (% of Total Enrollment)</b> | <b>Retention Rate among Part-Time Candidates</b> | <b>% of Full-Time Candidates Enrolled in the Program (% of Total Enrollment)</b> | <b>Retention Rate among Full-Time Candidates</b> |
|----------------------|--|--|--|--|
| Fall 2022-Fall 2023  | 65.1%  | 50%  | 34.9%  | 73.3%  |
| Fall 2023-Fall 2024  | 76%  | 60%  | 24%  | 2%   |
| Fall 2024-Fall 2025  | 23%  | 38%  | 77%  | 43%  |