

LUNA COMMUNITY COLLEGE

2012-2015

**EARLY CHILDHOOD EDUCATION
CERTIFICATE/ASSOCIATE OF ARTS**

Program Description, Program Outcomes
and Course Learning Objectives

EARLY CHILDHOOD MULTICULTURAL EDUCATION

Certificate

The Early Childhood Development Program provides an innovative and practical approach to early childhood development for children birth through eight years of age. The program is designed to enhance parental and professional growth.

The program curriculum is based upon the seven general early childhood education competency areas of the New Mexico Public Education Department in early childhood education (birth to third grade).

The majority of the practical experience will occur at the Nick Salazar Early Childhood Education Center Preschool or at an appropriate setting as approved by the faculty advisor.

Institutional Proficiency Requirements

In addition to the courses listed below for this program of study, students must also complete institutional proficiencies of [ENG104](#), [MATH105](#) and [READ105](#) that are outlined on page 75 to meet all graduation requirements.

Degree Requirements

Credit Hours: 32

Proficiency Courses *Not included in degree credit hours*

- *ENG104
- *MATH105
- *READ 105

PROGRAM REQUIREMENTS

29 HRS

ECME110	PROFESSIONALISM	2
ECME123	INTRODUCTION TO READING AND LITERACY DEVELOPMENT	3
ECME 130	CURRICULUM DEVELOPMENT AND IMPLEMENTATION I	3
ECME135	CURRICULUM DEVELOPMENT AND IMPLEMENTATION PRACTICUM I	2
ECME230	CURRICULUM DEVELOPMENT AND IMPLEMENTATION II	3
ECME235	CURRICULUM DEVELOPMENT AND IMPLEMENTATION PRACTICUM II	2
ECME240	GUIDING YOUNG CHILDREN	3
ECME257	ASSESSMENT OF CHILDREN AND EVALUATION OF PROGRAMS	3
ECME260	FAMILY AND COMMUNITY COLLABORATION	3
EDUC102	HEALTH, SAFETY AND NUTRITION	2
EDUC201	CHILD GROWTH, DEVELOPMENT AND LEARNING	3
Approved Electives (choose 1)		3
CSA150	COMPUTER FUNDAMENTALS	3

EARLY CHILDHOOD MULTICULTURAL EDUCATION
Associate of Arts

Degree Requirements		Credit Hours:	68
General Education Core			36
Area I. Communications			
ENG111 Freshman Composition I			3
ENG115 Freshman Composition II			3
SPCH111 Public Speaking			3
Area II. Mathematics			
MATH180 College Algebra			4
Area III. Laboratory Science			8
Area IV. Social and Behavioral Sciences			6
Area V. Humanities and Fine Arts ~ from at least 2 disciplines			9
 PROGRAM REQUIREMENTS			 29
ECME110	PROFESSIONALISM		2
ECME123	INTRODUCTION TO READING AND LITERACY DEVELOPMENT		3
ECME 130	CURRICULUM DEVELOPMENT AND IMPLEMENTATION I		3
ECME135	CURRICULUM DEVELOPMENT AND IMPLEMENTATION PRACTICUM I		2
ECME230	CURRICULUM DEVELOPMENT AND IMPLEMENTATION II		3
ECME235	CURRICULUM DEVELOPMENT AND IMPLEMENTATION PRACTICUM II		2
ECME240	GUIDING YOUNG CHILDREN		3
ECME257	Assessment of Children and Evaluation of Programs		3
ECME260	Family and Community Collaboration		3
EDUC102	Health, Safety, and Nutrition		2
EDUC201	Child growth, development, and learning		3
Related Studies			3
CSA150	Computer Fundamentals		3

PROGRAM OBJECTIVES

EARLY CHILDHOOD MULTICULTURAL EDUCATION CERTIFICATE AND ASSOCIATE DEGREE

Demonstrate mastery in the six areas of study of children from birth through age eight by successfully completing each program course with a "C" or better

Demonstrate competency to work in classrooms with children and families of diverse cultures, linguistic backgrounds and developmental levels that are represented in the state of New Mexico.

Create environments that are healthy, respectful, supportive, and challenging for all children

Create respectful, reciprocal relationships that support and empower families and that involve families in their children's learning.

Demonstrate knowledge of the goals, benefits, and uses of assessment.

Design, implement, and evaluate experiences that promote positive development and learning for all young children.

Demonstrate use of ethical guidelines and other professional standards related to early childhood practice

Demonstrate mastery in and application of foundational concepts from general education.

EARLY CHILDHOOD MULTICULTURAL EDUCATION

COURSE DESCRIPTIONS AND LEARNING OBJECTIVES

ECME110 – Professionalism

Credit Hours: 2

This course provides a broad-based orientation to the field of early care and education. Early childhood history, philosophy, ethics and advocacy are introduced. Basic principles of early childhood systems are explored. Multiple perspectives on early care and education are introduced. Professional responsibilities such as cultural responsiveness and reflective practice are examined. NM Common Course Number: ECED2152.

LEARNING OBJECTIVES:

- Identify and apply the codes of ethics and conduct of various organizations. (VI.A)
- Identify and discuss federal, state and local regulations and standards, including confidentiality and accountability. (VI.B)
- Identify legislation and public policies affecting children, families, and programs for young children and the early childhood profession. (VI.C)
- Describe and model practices that demonstrate a commitment to inclusion and cultural and linguistic diversity. (VI.D)
- Participate in trainings, workshops, classes, and presentations for personal and professional growth. (VI.E)
- Discuss how early care and education programs differ culturally, historically, and philosophically. (VI.F)
- Describe the characteristics of and need for quality programs for young children. (VI.G)
- Describe sources of referral for related services, and identify a variety of service providers. (VI.H)
- Identify and describe professional skills and knowledge required in early care and education. (VI.I)
- Describe the roles and responsibilities of supervisors, staff, and volunteers. (VI.J)

ECME123 – INTRODUCTION TO READING AND LITERACY DEVELOPMENT

Credit Hours: 3

This course is designed to prepare early childhood professionals for promoting children's emergent literacy and reading development. Through a developmental approach, the course addresses ways in which early childhood professionals can foster young children's phonemic awareness, literacy problem solving skills, fluency, vocabulary, comprehension, and language development. This course provides the foundation for early childhood professionals to become knowledgeable about literacy development in young children. An integrated language arts perspective and an interdisciplinary approach as it addresses developing writing, reading, and oral language in the home and school contexts will be addressed. 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.
NM Common Course Number: READ2113.

Learning Objectives:

- Demonstrate knowledge of the impact and the inter-relatedness of socio-cultural and political contexts on development and learning. (I.F)
- Describe the relationship between children’s language development and cognitive, social, and emotional development. (I.G)
- Describe the relationship between language development and cognitive development. (I.H)
- Describe how adults support the child’s use of verbal, non-verbal, and alternative means of communication. (I.I)
- Identify various sources of information and materials (including sources in families’ home languages) that are appropriate for and relevant to each family. (III.C)
- Identify a variety of literacy materials suitable for use in the home. (III.H)
- Identify ways to develop partnerships with community members in promoting child and family literacy(III.J)
- Describe the sequence of oral language development. (IVa.D.)
- Identify and describe ways in which early childhood professionals and programs can adapt curriculum content to meet the needs of all children, including those with special needs. (IVa.F)
- Describe the effect of bias on children, families and communities. (IVa.G)
- Describe the role of play in young children’s growth and learning in each developmental domain. (IVb.H)

ECME130- Curriculum Development and Implementation I

Credit Hours: 3

This beginning curriculum course focuses on developmentally appropriate content in early childhood programs. It addresses content that is relevant for children birth through age eight and developmentally appropriate 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 and IEPs are included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age eight, is emphasized. Corequisite: [ECME135](#). NM Common Course Number: ECED2163.

Learning Objectives:

- Describe relevant curriculum content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for young children from birth through age eight. (IVa.A)
- Describe how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels. (IVa.B)
- Identify critical concepts important in each content area, why it is of value, and how it links with earlier and later understandings within and across areas. (IVa.C)

- Describe reading and writing components of literacy at each developmental level. (IVa.D)
 - Develop, implement, and evaluate an integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. (IVa.E)
 - Adapt content to meet the needs of each child, including the development of Individualized Family Service Plans (IFSP) and / or Individualized Education Plans (IEP) for children with special needs through the team process with families and other team members. (IVa.F)
 - Identify anti-bias materials/literature and experiences in all content areas of the curriculum. (IVa.G)
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ECME135 Curriculum Development and Implementation Practicum I

Credit Hours: 2

This course provides opportunities for students to apply knowledge gained from Curriculum Development and Implementation I and develop skills in planning developmentally appropriate learning experiences for young children from birth through age eight, including young children with special needs. Learning experiences will cover all content areas including literacy, math, science, social studies, health/wellness, the arts, and adaptive skills for children, birth through age eight. Prerequisites: [ECME110](#) and [EDUC201](#). Corequisite: [ECME130](#). NM Common Course Number: ECED2162.

Learning Objectives:

- Describe developmentally appropriate content. (IVa.A)
 - Describe how each area of development impacts learning. (IVa.B)
 - Articulate the value of each content area and the value of integrated curriculum. (IVa.C)
 - Describe the continuum of emergent reading and writing skills. (IVa.D)
 - Develop, implement, and evaluate an integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. (IVa.E)
 - Adapt content to meet the needs of each child, including the development of Individualized Family Service Plans (IFSP) and / or Individualized Education Plans (IEP) for children with special needs through the team process with families and other team members. (IVa.F)
 - Provide and use anti-bias materials/literature and experiences in all content areas of the curriculum. (IVa.G)
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ECME230- Curriculum Development and Implementation II

Credit Hours: 3

This basic course focuses on the learning environment and the implementation of curriculum in early childhood programs. Students will use their knowledge of content, developmentally appropriate practices, and language and culture to design and implement experiences and environments that

promote optimal development and learning for children from birth through age 8, including children with special needs. Various curriculum models and teaching and learning strategies will be included. Corequisite: [ECME235](#). NM Common Course Number: ECED2173.

Learning Objectives:

- Articulate how various program models and learning environments meet the individual needs of specific children, including children with special needs. (IVb.A)
- Plan environments that are responsive to children with special needs and the languages and cultures represented. (IVb.B)
- Describe how the use of developmentally appropriate guidance techniques and opportunities for social interaction lead to young children's healthy concept of self, self-regulation, and ability to interact appropriately with others. (IVb.C)
- Describe ways the learning environment provides opportunities for children to construct their own knowledge through various strategies that include decision making, problem solving, and inquiry experiences. (IVb.D)
- Plan and implement an environment that provides many opportunities for each child's creative expression. (IVB.E)
- Describe ways adults can foster young children's ability to persist at self-chosen activities. (IVb.F)
- Carefully plan the physical environments and daily schedules to promote children's development and learning. (IVb.G)
- Describe developmentally appropriate methods for developing intellectual curiosity, solving problems, and making decision for children of various ages. (IVb.H)
- Create an environment that encourages children's use of symbolic representation (including play and the use of language in various ways) in order to process information and deepen their understanding of content. (IVb.I)
- Identify ways to interact with young children to facilitate the development of expressive language and thought. (IVb.J)
- Describe strategies to support children's reading and writing skills at each developmental level. (IVb.K)
- Describe how technology is integrated into a developmentally appropriate program. (IVb.L)
- Describe the various roles of adults in early childhood programs . (IVb. M)
- Demonstrate correct oral and written communication skills in English. (IVb.N)

ECME235 Curriculum Development and Implementation Practicum II

Credit Hours: 2

This course provides opportunities for students to apply knowledge gained from Curriculum Development and Implementation II and develop skills in planning learning environments and implementing curriculum in programs serving young children, birth through age eight, including those with special needs. Corequisite: [ECME230](#). NM Common Course Number: ECED2172.

- Use observation of children within programs and learning environments to determine the appropriateness of the program. (IVb.A)

- Identify, observe, and describe how young children learn through their active interactions and exploration of the environment. (IVb.B)
- Describe the importance of young children’s development of healthy self-concept, self-regulation, and the ability to interact appropriately with others. (IVb.C)
- Implement activities that encourage active learning, child choice and decision-making, exploration of the environment, and interaction with others. (IVb.D)
- Describe effective ways to facilitate children’s exploration, creative expression, and learning through open-ended activities. (IVB.E)
- Describe ways adults can foster young children’s ability to persist at self-chosen activities. (IVb.F)
- Carefully plan the physical environments and daily schedules to promote children’s development and learning. (IVb.G)
- Describe the role of play in young children’s growth and learning in each developmental domain. (IVb.H)
- Identify ways to interact with young children to facilitate the development of expressive language and thought. (IVb.I)
- Identify ways to interact with young children to facilitate the development of expressive language and thought. (IVb.J)
- Describe strategies to support children’s reading and writing. (IVb.K)
- Describe how technology is integrated into a developmentally appropriate program. (IVb.L)
- Describe the various roles of adults in early childhood programs. (IVb. M)
- Develop strategies to effectively communicate with children and their families in their home language. (IVb.N)

ECME240 – Guiding Young Children

Credit Hours: 3

This course explores various theories of child guidance and the practical application of each. It provides developmentally appropriate methods for guiding children and effective strategies and suggestions for facilitating positive interactions. Appropriate strategies for preventing and dealing with violence, aggression, anger, and stress will be included. Emphasis is placed on helping children become self-responsible, competent, independent, and cooperative learners. NM Common Course Number: ECED2183.

- Define appropriate guidance to support the development of self-regulatory capacities in young children. (I.K)
- Plan, maintain, and facilitate the use of indoor and outdoor learning environments to promote each child’s physical and emotional well-being. (II.B)
- Identify signs of emotional distress, child abuse, and neglect in young children. (II.D)
- Identify decision-making and interpersonal skills that enable children and families to make healthy choices and establish health-promoting behaviors. (II.H)
- List several effects of family stress on children and other family members. (III.F)
- Match program models and learning environments to appropriate age and developmental levels of children. (Ivb.A)

- Describe how the use of developmentally appropriate guidance techniques and opportunities for social interaction lead to young children’s healthy concept of self, self-regulation, and ability to interact appropriately with others. (Ivb.C)
- Describe the influences of the physical setting, schedule, routines, and transitions on the children and how these experiences can promote children’s development and learning. (Ivb.G)
- Describe state and federal requirements for safeguarding confidentiality and privacy. (V.B.)
- Articulate a personal philosophy of early care and education that supports inclusion and cultural and linguistic diversity to practice with young children. (VI.D)

ECME257 – Assessment of Children and Evaluation of Programs

Credit Hours: 3

This course familiarizes students with a variety of culturally appropriate assessment methods and instruments, including systematic observation. This course addresses the development and use of formative and summative program evaluation 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. NM Common Course Number: ECED1143.

- Identify and describe specific assessment measures/procedures currently in use at local, state, and national levels. (V.A)
- Describe state and federal requirements for safeguarding confidentiality and privacy. (V.B)
- Describe the educator’s role and federal regulations for Individual Family Service Plans (IFSP) and Individual Education Plans (IEP). (V.C)
- Describe the role of the evaluator in affecting the results of assessment. (V.D)
- Describe ways to foster family involvement in the assessment and goal-setting process by collaborating with families throughout the assessment process. (V.E)
- Describe the use of various strategies that facilitate the communication of assessment results to family members, such as using interpreters and supportive friends and/or relatives, familiar locations, and interpersonal communication skills. (V.F)
- Describe various strategies for involving stakeholders in program evaluations. (V.G)
- Describe multiple ways to evaluate different program components. (V.H)
- Describe examples of both formative and summative program evaluations. (V.I)
- Describe the role of self-evaluation in ongoing program evaluation in order to create and maintain quality programs and services to young children and families. (V.J)

ECME260 Family and Community Collaboration

Credit Hours: 3

This course examines the involvement of families from diverse cultural and linguistic backgrounds in early childhood programs. Ways to establish collaborative relationships with parents and others involved with children in early childhood settings are discussed. Strategies for communicating with parents and guardians about their children and incorporating the families' goals and desires for their children into the early children program will be included. NM Common Course Number: ECED1133.

- Identify ways that teachers seek and maintain a collaborative relationship with parents, guardians, families, community agencies, and other professionals to meet the needs of each child. (III.A)
- Design activities that facilitate the recognition and full inclusion of all program participants. (III.B)
- Identify various sources of information and materials (including sources in families' home languages) that are appropriate for and relevant to each family. (III.C)
- Articulate the importance of using and valuing languages of the children and families enrolled in the program. (III.D)
- Define the meaning of family system. (III.E)
- Describe the effects of family stress on children and other family members. (III.F)
- Articulate the impact of culture and language on family members' participation in the IFSP/IEP team. (III.G)
- Identify a variety of literacy materials suitable for use in the home. (III.H)
- Describe the value of family and community members as resources to the learning environment. (III.I)
- Identify ways to develop partnerships with community members in promoting child and family literacy. (III.J)
- List ways which teachers communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations. (III.K)

EDUC102- Health, Safety and Nutrition

Credit Hours: 2

This course provides information related to standards and practices that promote children's physical and mental well-being, sound nutritional practices, and maintenance of safe learning environments. It includes information for developing sound health and safety management procedures for the prevention of childhood illnesses and communicable diseases. The course examines the many nutritional factors that are important for children's total development, healthy eating habits, physical activity, and rest. Students gain knowledge necessary for creating safe learning environments for decreasing risk and preventing childhood injury. NM Common Course Number: ECED1122.

Learning Objectives:

- Identify individual physical, mental health, nutritional, and safety needs of infants, toddlers, preschoolers, and school-age children, such as allergies, special diets, medications, differing abilities, and specific medical conditions. (II.A)
- Describe, design, and maintain indoor and outdoor learning environments that are free of hazards/risks and that promote physical and emotional well-being of infants, toddlers, preschoolers, and school-age children. (II.B)
- Identify appropriate resources for referral for a variety of conditions and situations. (II.C)
- Explain the importance of recognizing and properly reporting signs of emotional distress, child abuse, and neglect to families, administrators, and colleagues. (II.D)

- List opportunities for children to practice healthy behaviors through daily routines that include hand-washing, teeth-brushing, face-washing, rest/sleep time, active movement, and healthy snacks/meals. (II.E)
- Identify the varied signs of fatigue in young children. (II.F)
- Design activities that promote children’s health and nutrition, such as health fairs, public information displays, growth and developmental screenings, dental screenings, and nutritional counseling. (II.G)
- Identify opportunities in the early childhood setting for young children to develop decision-making and interpersonal skills for promoting healthy physical and psychological behaviors. (II.H)

EDUC 201- Child Growth, Development, and Learning

Credit Hours: 3

This basic course in the growth, development, and learning of young children, prenatal through age eight, provides students with the foundation for becoming competent early childhood professionals and knowledge of how young children grow, develop and learn. Major theories of child development are integrated with all aspects of development, including biological-physical, social, cultural, emotional, and language domains. The adult's role in supporting each child's growth, development and learning will be emphasized. NM Common Course Number: ECED1113.

Learning Objectives:

- Explain how developmental variations and family culture, language, and environment influence a child’s growth and development. (I.A)
- Describe ways in which biological, maturational, and environmental factors interact to influence the growth and development of children. (I.B)
- Identify activities and strategies that facilitate individual growth and learning. (I.C)
- Articulate a personal philosophy of acceptance and respect for all children. (I.D)
- Describe the inter-relatedness of physical/motor, social/emotional, language/cognitive and adaptive/living skills in early childhood education. (I.E)
- Define the major components of the social, political, and cultural contexts as they influence children’s development and learning. (I.F)
- Describe the relationship between children’s language development and cognitive, social, and emotional development. (I.G)
- Observe and describe the language use of infants, toddlers, preschoolers, and school-age children in the context of family and culture. (I.H)
- Describe the theoretical foundations related to the acquisition and use of verbal, non-verbal, and alternative means of communication. (I.I)
- Observe and describe how adults facilitate children’s ability to identify and express their feelings in appropriate ways. (I.J)
- List several factors that support the development of self-regulatory capacities in children. (I.K)