



# Early Childhood Education, A.A.

## Family, Infant and Toddler Concentration

### 2017/2018

Early Childhood & Teacher Education Department



## Contents

|   |          |
|---|----------|
| <b>Program</b>  | <b>3</b> |
| Program Goals   | 3        |
| 2015/18 Curriculum Profile  | 3        |
| Program Map (link also to website)  | 3        |
| Professional Development  | 3        |
| Courses Offered by Semester   | 3        |
| Fall 2017   | 3        |
| Spring 2018   | 3        |
| Summer 2018   | 3        |
| Retention Rates Fall to Spring  | 3        |
| Student Enrollment (Three-Year Annual Trend)                                  | 4        |
| Student Graduation (Three-Year Annual Trend)                                  | 4        |
| Synopsis of Significant Findings  | 4        |
| Program Improvement Plans Implemented or In-Progress                          | 5        |
| Advisory Committee Work   | 5        |
| Student Advisement by Semester  | 5        |
| Yearly Return on Investment   | 5        |
| Alumni Surveys  | 5        |
| Program Learning Assessment Plan (Weave)                                      | 5        |
| Student Alumni  | 5        |
| Curriculum Committee Work (Link)  | 5        |
| Final Program Approvals (Board of trustees) approvals to move program forward | 6        |
| Accreditation   | 6        |
| Evaluation of the Program   | 6        |
| Appendix A: Program Map for <Program>   | 7        |
| Appendix B: Program and Student Assessment of Learning                        | 8        |



## Program

Early Childhood Education: Family, Infant and Toddler, A.A.

62 Hours

### Program Goals

1. Demonstrate mastery in the seven areas of study of children from birth through age eight by successfully completing each program course with a "C" or better.
2. 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.
3. Create environments that are healthy, respectful, supportive, and challenging for all children.
4. Create respectful, reciprocal relationships that support and empower families and that involve families in their children's learning.
5. Demonstrate knowledge of the goals, benefits, and uses of assessment.
6. Design, implement, and evaluate experiences that promote positive development and learning for all young children.
7. Demonstrate use of ethical guidelines and other professional standards related to early childhood practice.
8. Demonstrate mastery in and application of foundational concepts from general education.

### 2015/18 Curriculum Profile

The **Associate of Arts Degree in Early Childhood Multicultural Education - Family, Infant, and Toddler Studies** is a competency-based program that is part of the New Mexico Early Childhood Higher Education Articulation for two and four year institutions. The program is designed to provide professional development opportunities for early childhood professionals as well as for individuals interested in pursuing a Bachelor's degree in early childhood education or a related field. Educational emphasis is on child development, appreciating each family's unique culture, heritage, language, beliefs, and circumstances. The program will emphasize the full participation of every child through New Mexico's Early Learning System. Particular focus will be given to use of the New Mexico Early Learning Guidelines framework and New Mexico FOCUS: Essential Elements of Quality. The minimum credit hours include the thirty-six credit hour general education transfer core.

[https://luna.edu/media/page\\_files/CATALOG2015-2018.pdf](https://luna.edu/media/page_files/CATALOG2015-2018.pdf)



|   |                         |
|---|-------------------------|
| <b>Early Childhood Teacher (Family, Infants and Toddlers-FIT) Concentration</b> |                         |
| <b>Associate of Arts</b>  |                         |
| <b>Degree Requirements</b>  | <b>Credit Hours: 62</b> |

**General Education Core..... (30 hours)**

**AREA I. Communications.....(9 hours)**

- ENG 111 Freshman Composition 3
- ENG 115 Freshman Composition II 3
- SPCH 111 Public Speaking 3

**AREA II. Mathematics..... (4 hours)**

- MATH 180 4

**AREA III. Laboratory Science..... (8 hours)**

**AREA IV. Social and Behavioral Sciences..... (3 hours)**

**AREA V. Humanities and Fine Arts..... (6 hours)**

3 Credit Hours from Humanities/3 Credit Hours from Fine Arts

**PROGRAM REQUIREMENTS..... (29 hours)**

- ECME 110 Professionalism 2
- ECME 240 Guiding Young Children 3
- ECME 245 Caregiving for Infants and Toddlers 3
- ECME 250 Infant-Toddler Growth, Development and Learning 3
- ECME 255 Practicum for Infant-Toddler Growth, Development and Learning 2
- ECME 257 Assessment of Children and Evaluation of Programs 3
- ECME 260 Family and Community Collaboration 3
- ECME 265 Family, Infant, Toddler Professionals, Families & Communities 3
- ECME 267 Practicum for Family, Infant, Toddler Professionals, Families & Communities 2
- EDUC 102 Health, Safety and Nutrition 2
- EDUC 201 Child Growth, Development and Learning 3

**RELATED STUDIES..... (3 hours)**

- CSA 150 Computer Fundamentals 3



[https://luna.edu/media/page\\_files/Early\\_Childhood\\_Education\\_Curriculum\\_Profile\\_2012\\_-\\_2015\\_Updated.pdf](https://luna.edu/media/page_files/Early_Childhood_Education_Curriculum_Profile_2012_-_2015_Updated.pdf)

## Program Map

Refer to Appendix A for the program map.

[https://luna.edu/media/page\\_files/Early\\_Childhood\\_Education\\_Curriculum\\_Profile\\_2012\\_-\\_2015\\_Updated.pdf](https://luna.edu/media/page_files/Early_Childhood_Education_Curriculum_Profile_2012_-_2015_Updated.pdf)

## Professional Development

**Brenda Ortega, Director:** CQI 1: Starting the Path; CPR/AED Basic Life Support Training; Child Sexual Abuse Prevention/Awareness; Leadership Training; Early Learning NM Health & Safety Orientation; 45 Hour Face-to-Face Early Care, Education and Family Support; Quality Care for All; NMHEAR; FOCUS Training-ongoing with FOCUS Consultant

**Tycie Jackson, Advisor:** Advisor Orientation; FERPA Training; Dyslexia Workshop

**Belanna Apodaca, Administrative Assistant:** Meeting notes and Minutes Documentation Training

**Martha Trujillo, Lead Teacher/Preschool Manager:** FOCUS Training-ongoing with FOCUS Consultant

**Marcella Salazar, Preschool Teacher:** CPR/AED; Early Care, Education and Family Support 6 Hour Quality Early Childhood Programs for All; and Health and Safety Orientation; FOCUS Training-ongoing with FOCUS Consultant

## Courses Offered by Semester

### Fall 2017

| Early Childhood and Teacher Education Courses Offered Fall 2017 |      |  |              |        |                 |             |      |      |
|---|------|--|--------------|--------|-----------------|-------------|------|------|
| Course  | #    | Title                                  | Credit Hours | Days   | Times           | Campus      | Bldg | Room |
| ECME  | 110  | Professionalism                        | 2            | -T-R-- | 12:00PM-12:50PM | Main Campus | EARL | 117  |
| ECME  | 240R | Guiding Young Children (ITV)           | 3            | -T-R-- | 1:00PM-2:15PM   | Santa Rosa  | MAIN | 103  |
| ECME  | 240T | Guiding Young Children                 | 3            | -T-R-- | 1:00PM-2:15PM   | Main Campus | EARL | 117  |
| EDUC  | 102T | Health, Safety and Nutrition           | 2            | M-W--  | 9:00AM-9:50AM   | Main Campus | EARL | 117  |
| EDUC  | 201  | Child Growth, Development and Learning | 3            | M-W--  | 11:00AM-12:15PM | Main Campus | EARL | 117  |

### Spring 2018

| Early Childhood and Teacher Education Courses Offered Spring 2018 |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|
|---|--|--|--|--|--|--|--|--|

| Course | #    | Title                                  | Credit Hours | Days   | Times          | Campus      | Bldg | Room |
|--------|------|--|--------------|--------|----------------|-------------|------|------|
| ECME   | 110  | Professionalism                        | 2            | MTWR-- | 6:00PM-8:50PM  | Main Campus | EARL | 117  |
| ECME   | 260  | Family and Community Collaboration     | 3            | -T-R-- | 9:30AM-10:45AM | Main Campus | EARL | 117  |
| EDUC   | 102T | Health, Safety and Nutrition           | 2            | M-W--  | 9:00AM-9:50AM  | Main Campus | EARL | 117  |
| EDUC   | 201T | Child Growth, Development and Learning | 3            | -T-R-- | 8:00AM-9:15AM  | Main Campus | EARL | 117  |

### Summer 2018

There were no classes offered during the Summer 2018 for this program.

### Retention Rates Fall 2017 to Spring 2018

| Course                   | Total Fall Enrollment | Spring Enrollment* |
|--------------------------|-----------------------|--------------------|
| ECME 110 Professionalism | 1                     | 0                  |

\*The student did not return to the Spring 2018 Semester due to pregnancy.

### Student Enrollment (Three-Year Annual Trend)

| 2015/2016 | 2016/2017 | 2017/18 |
|-----------|-----------|---------|
| 4         | 1         | 0       |

### Fall 2017 By Course\*

| Course                                      | Credits | # Students Enrolled | Student Credit Hours |
|---|---------|---------------------|----------------------|
| ECME 110 Professionalism                    | 2       | 12                  | 24                   |
| ECME 240 Guiding Young Children             | 3       | 10                  | 30                   |
| ECME 260 Family and Community Collaboration | 3       |                     |                      |
| EDUC 102 Health, Safety and Nutrition       | 2       | 8                   | 16                   |
| EDUC 201 Child Growth, Development          | 3       | 8                   | 24                   |



|              |    |    |     |
|--------------|----|----|-----|
| and Learning |    |    |     |
| TOTAL        | 18 | 23 | 131 |

\*The classes listed are also required courses for the ECME: Birth - Grade 3, A.A. which is why the numbers show greater enrollment. There was only one student with a declared major in the ECME: FIT program.

Spring 2018 By Course\*

| Course   | Credit | # Students Enrolled | Student Credit Hours |
|--|--------|---------------------|----------------------|
| ECME 110 Professionalism                                   | 2      | 1                   | 2                    |
| ECME 257 Assessment of Children and Evaluation of Programs | 3      | 4                   | 12                   |
| ECME 260 Family And Community Collaboration                | 3      | 6                   | 18                   |
| EDUC 102 Health, Safety and Nutrition                      | 2      | 8                   | 16                   |
| EDUC 201 Child Growth, Development and Learning            | 3      | 6                   | 18                   |
| TOTAL  | 21     | 26                  | 154                  |

\*The classes listed are also required courses for the ECME: Birth - Grade 3, A.A. which is why the numbers show greater enrollment. There was only one student with a declared major in the ECME: FIT program.

Summer By Course

There were no classes offered during the Summer 2018 for this program.

**Student Graduation (Three-Year Annual Trend)**

| 2015/2016 | 2016/2017 | 2017/18 |
|-----------|-----------|---------|
| 4         | 0         | 0       |

**Synopsis of Significant Findings**

- There is enough interest in the FIT program since the Birth-Grade 3 curriculum also focuses on Families, Infants and Toddlers in addition to children ages 4 -8. The NMECED HED Taskforce has expressed concern for the future of the FIT program statewide.
- The Department was in a transition period in the 2016/2017 SY.
- The entire department experienced turn-over of three of its full-time employees during the Academic Year 2017-2018.
- The institution was put under a show cause order by the HLC.

### Program Improvement Plans Implemented or In-Progress

- Plans to suspend the FIT programs for the new catalog cycle are being investigated.
- A director and department advisor were hired.
- The Director became involved in the Early Childhood Education HED Taskforce.
- Recruitment efforts for the other programs are underway—multiple contacts have been made with students who have taken at least one class in our department; people who have expressed interest in the program have been contacted several times; participation in institution-wide recruitment events.
- Professional development opportunities are being sought out and submitted for approval such as the NAEYC National Conference, NACADA Conference, NMAEYC Conference, on-going FOCUS training. Other relative trainings as found and/or as necessary will be sought out and submitted for approval.
- Participation in institution-wide committees that help to enhance particular department goals (i.e.-R&C Committee, Academic Leadership Committee, Advisement Sub-Committee, Assessment Panel Team, etc.).
- Use of the 5 Star/CYFD Licensed Preschool as a lab for program students.
- The Director, Program Advisor and one adjunct were trained in LCCs new WEAVE program for program assessment. They are working toward inputting all of the Education Department’s relative information in to the program.

### Advisory Committee Work

This department does not have an advisory committee.

### Student Advisement by Semester

A minimum of 15 students were advised by the Administrative Assistant before the Department Director was hired. Thereafter, approximately 25 students were advised by the Administrative Assistant with the advice and consent of the Director or by the Director herself until the Department Advisor’s hiring in April 2018. The Department Advisor contacted and/or met with 31 students in her short tenure. The Advisor compiled files and charts for each student.

| Advisement per Program since April 2018 to May 2018:  | Number of Students Advised per Program: | Number of Graduates in May 2018 |
|---|---|---------------------------------|
| Early Childhood Multicultural Education: Birth to Grade 3, A.A.   | 18                                      | 4                               |
| Early Childhood Multicultural Education: Families, Infants & Toddlers, A.A.                               | 1                                       | 0                               |
| Early Childhood Development Certificate   | 2                                       | 0                               |
| Teacher Education, A.A.   | 5                                       | 2                               |
| Non-major or Gen. Studies Students who have expressed interest in the ECME or Teacher Education programs. | 3                                       | 0                               |





|                        |    |   |
|------------------------|----|---|
| <b>TOTAL ECME: FIT</b> | 1  | 0 |
| <b>TOTAL</b>           | 29 | 6 |

### Yearly Return on Investment

Costs for instruction are listed by course.

Revenue\*

| Course Name   | #of Credits | #of Students | SCH | Tier \$ | Tier Funding Tot | Tuition \$40 | Total Revenue |
|---------------|-------------|--------------|-----|---------|------------------|--------------|---------------|
| ECME 110      | 2           | 13           | 26  | \$133   | \$3,458          | \$520        | \$3,978       |
| ECME 240      | 3           | 10           | 30  | \$133   | \$3,990          | \$400        | \$4,390       |
| ECME 257      | 3           | 4            | 12  | \$133   | \$1,596          | \$160        | \$1,756       |
| ECME 260      | 3           | 5            | 15  | \$133   | \$1,995          | \$200        | \$2,195       |
| EDUC 102      | 2           | 15           | 30  | \$133   | \$3,990          | \$600        | \$4,590       |
| EDUC 201      | 3           | 14           | 42  | \$133   | \$5,586          | \$560        | \$6,146       |
| <b>TOTALS</b> | 16          | 61           | 155 | \$798   | \$20,615         | \$2,440      | \$23,055      |

\*Included in the Revenue are the number of students overall who took the classes listed during AY2017/2018. The classes listed above are also required for the ECME: Birth to Grade 3 A.A. There was only one student enrolled in the FIT program in 2017/2018.

Costs\*

| Course Name             | Instructor Salary | Fringe | Operational Costs (63 and 64 codes) | Total Costs |
|-------------------------|-------------------|--------|-------------------------------------|-------------|
| ECME 110<br>Fall 2017   | \$650 x 2         | \$0.00 | \$274.23                            | \$1,574.23  |
| ECME 240<br>Fall 2017   | \$650 x 3         | \$0.00 | \$274.23                            | \$2,224.23  |
| ECME 260<br>Spring 2018 | \$650 x 3         | \$0.00 | \$274.23                            | \$2,224.23  |
| EDUC 102<br>Fall 2017   | \$650 x 2         | \$0.00 | \$274.23                            | \$2,224.23  |
| EDUC 102<br>Spring 2018 | \$550 x 2         | \$0.00 | \$274.23                            | \$2,224.23  |
| EDUC 201<br>Fall 2017   | \$650 x 3         | \$0.00 | \$274.23                            | \$2,224.23  |
| EDUC 201<br>Spring 2018 | \$650 x 3         | \$0.00 | \$274.23                            | \$2,224.23  |
| <b>TOTAL</b>            |                   |        | \$1,919.61                          | \$14,919.61 |

\*Included in the Costs are the number of students overall who took the classes listed during AY2017/2018. The classes listed above are also required for the ECME: Birth to Grade 3 A.A. There was



only one student enrolled in the FIT program in 2017/2018.

**Academic Year 2017-2018**

|                                 |
|---------------------------------|
| <b>Revenue– Cost = Profit</b>   |
| <b>\$23,055 - \$14,919.61 =</b> |
| <b>\$8,135.39</b>               |

**Alumni Surveys**

This department does not have any alumni surveys on file but plans to develop at least one, which will be sent out by December 2018.

**Program Learning Assessment Plan (Weave)**

Appendix C provides the program assessment of learning plan created by the faculty.

**Student Alumni**

This department did not have a tracking plan for its graduating students. However, the new director and the program advisor are developing plans to maintain updated files on its graduates by which yearly contact can be made to gauge their status. Of the six 2018 graduates contact has been maintained with five of them. **The FIT program did not have any graduates in AY2017-2018.**

| Student Alumni<br>Academic Year 2017-2018 |   |               |              |   |
|---|---|---------------|--------------|---|
| Student                                   | Major   | Degree Earned | Term Awarded | After Graduation Plans  |
| 1   | Early Childhood Multicultural Education: Birth to Grade 3 | A.A.          | Summer 2018  | Attend NMHU; work toward a B.A.                                     |
| 2   | Early Childhood Multicultural Education: Birth to Grade 3 | A.A.          | Spring 2018  | Works at a local Daycare/Preschool; Attend NMHU; work toward a B.A. |
| 3   | Early Childhood Multicultural Education: Birth to Grade 3 | A.A.          | Spring 2018  | Attend NMHU; work toward a B.A.                                     |
| 5   | Teacher Education   | A.A.          | Spring 2018  | Unable to Contact   |
| 6   | Teacher Education   | A.A.          | Summer 2018  | Plans to continue work toward a B.A. at NMHU                        |

## **Curriculum Committee Work**

The ECED Department will petition to suspend the FIT program for the new catalog cycle.

## **Final Program Approvals (Board of trustees) approvals to move program forward**

There are none to be reported as of the time of this report. However, the Director will submit requests for approvals as the need for program changes come about. In addition the Education Department will submit requests for travel and permission to attend conferences for professional development to various conferences for Education Department members as well as the Administrative Assistant. For example, Department members will likely attend the NMNAEYC Conference and Appelbaum Trainings if the travel requests are approved.

## **Accreditation**

The director is researching the requirements for accreditation by the National Association for the Education of Young Children (NAEYC). *Please see comments above in the previous section.*

The Preschool is licensed by CYFD and currently rated as a 5 Star school by FOCUS. The designation enhances the learning of program students because the Preschool serves as a laboratory for quality hands-on teaching and learning experiences guided by program instructors and professional Preschool teachers.

## **Evaluation of the Program**

### *Summary*

The 2017-18 Academic Year was a transitional year for the Early Childhood Education program as it experienced the hiring of new staff in all but one of 5 positions. While there was sufficient program information such as a department strategic plan, course syllabi, student learning outcomes, suggested assignments, etc. to work with there was insufficient and incorrect statistical data to be had. Nevertheless, the data serves as place from which to start. In addition, there has been a concerted effort to maintain greater accuracy for the students and graduates of this particular academic year.

### *Leadership Challenges*

The Early Childhood Education Director was hired in September 2017. By December the Director's qualifications regarding leadership of the Preschool were questioned by the CYFDs Licensing and FOCUS departments which caused some backlash from the staff. By January CYFDs Licensing Department determined that the Director was indeed qualified and by March FOCUS determined the same. The director made concerted efforts to complete the required trainings by CYFD.

### *Higher Learning Commission Show-Cause Order*



Luna Community College was placed under a Show-Cause Order by the HLC on November 8, 2017 because it was out of compliance with a number of HLC's Criteria for Accreditation. As a result of the Show-Cause Order, the Institution focused on preparing its case as to why it should remain accredited. During that time it was actively working toward compliance. The Show-Cause Order served as an impetus for quick and thorough learning about the Education Department including various aspects of the overall institution.

*Overall Department Challenges*

The Education Department is conscientiously working toward increased program enrollment, retention and completion by participating in recruitment events and contacting former and potential students and actively advising current program students.

The Education Department has had difficulty finding instructors who meet the qualifications set forth by the institution and HLC. Oftentimes, pay is an issue. Two of the long-time adjunct instructors do not have M.A.s but are experienced Early Childhood educators.



## Appendix A: Program Map

Early Childhood Multicultural Education: Family, Infants & Toddlers, A. A.

### Program Map

Semester 1

| Course                               | Number | Title of Course                     | Credit Hours |
|--------------------------------------|--------|-------------------------------------|--------------|
| ECME                                 | 110    | Professionalism                     | 2            |
| ECME                                 | 245    | Caregiving for Infants and Toddlers | 3            |
| EDUC                                 | 102    | Health, Safety and Nutrition        | 2            |
| MATH                                 | 180    | College Algebra                     | 4            |
| CSA                                  | 150    | Computer Fundamentals               | 3            |
| <b>Total Semester 1 Credit Hours</b> |        |                                     | <b>14</b>    |

Semester 2

| Course                               | Number | Title of Course   | Credit Hours |
|--------------------------------------|--------|---|--------------|
| ECME                                 | 240    | Guiding Young Children  | 3            |
| ECME                                 | 250    | Infant-Toddler Growth, Development and Learning               | 3            |
| ECME                                 | 255    | Practicum for Infant-Toddler Growth, Development and Learning | 2            |
| ENG                                  | 111    | Freshman Composition I  | 3            |
|                                      |        | Laboratory Science  | 4            |
| <b>Total Semester 2 Credit Hours</b> |        |   | <b>15</b>    |

Semester 3

| Course                               | Number | Title of Course                        | Credit Hours |
|--------------------------------------|--------|--|--------------|
| ECME                                 | 260    | Family and Community Collaboration     | 3            |
| EDUC                                 | 201    | Child Growth, Development and Learning | 3            |
| ENG                                  | 115    | Freshman Composition II                | 3            |
|                                      |        | Humanities                             | 3            |
|                                      |        | Laboratory Science                     | 4            |
| <b>Total Semester 3 Credit Hours</b> |        |  | <b>16</b>    |



Semester 4

| Course                               | Number | Title of Course   | Credit Hours |
|--------------------------------------|--------|---|--------------|
| ECME                                 | 257    | Assessment of Children and Evaluation of Programs                             | 3            |
| ECME                                 | 265    | Family, Infants, Toddlers Professionals, Families & Communities               | 3            |
| ECME                                 | 267    | Practicum for Family, Infants, Toddlers Professionals, Families & Communities | 2            |
|                                      |        | Fine Arts   | 3            |
| SPCH                                 | 111    | Public Speaking   | 3            |
|                                      |        | Social and Behavioral Sciences  | 3            |
| <b>Total Semester 4 Credit Hours</b> |        |   | <b>17</b>    |

Appendix B: Curriculum Map

## For: Early Childhood Multicultural Education: Families, Infants, and Toddlers

**Objective 1:** Demonstrate mastery in the seven areas of study of children from birth through age eight by successfully completing each program course with a "C" or better

ECME 110 ECME 123 ECME 130 ECME 135  
ECME 230 ECME 235 ECME 240 ECME 257 ECME  
260 EDUC 102 EDUC 201

**Objective 2:** 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.

ECME 110 ECME 123 ECME 130 ECME 135  
ECME 230 ECME 235 ECME 240 ECME 257 ECME  
260 EDUC 201

**Objective 3:** Create environments that are healthy, respectful, supportive, and challenging for all children.

ECME 123 ECME 130 ECME 135 ECME 230  
ECME 235 ECME 240 ECME 260 EDUC 102  
EDUC 201

**Objective 4:** Create respectful, reciprocal relationships that support and empower families and that involve families in their children's learning.

ECME 110 ECME 123 ECME 130 ECME 135  
ECME 230 ECME 235 ECME 240 ECME 257 ECME  
260

**Objective 5:** Demonstrate knowledge of the goals, benefits, and uses of assessment.

ECME 123 ECME 130 ECME 135 ECME 230  
ECME 235 ECME 240 ECME 257

**Objective 6:** Design, implement, and evaluate experiences that promote positive development and learning for all young children.

ECME 123 ECME 130 ECME 135 ECME 230  
ECME 235 ECME 240 ECME 257 ECME 260 EDUC  
201

Objective 7: Demonstrate use of ethical guidelines and other professional standards related to early childhood practice.

ECME 110 ECME 123 ECME 135 ECME 230 ECME  
235 ECME 240 ECME 257 ECME 260

Objective 8: Demonstrate mastery in and application of foundational concepts from general education.

- Successful completion of 36 hours of general core.

**Program:**

**Degree:**

**Program Hours:**



| ECME Families, Infants & Toddlers           |        | Associate of Arts  | 29 Credit Hours        |
|---|--------|--|------------------------|
| Course                                      | Number | Title of Course  | Credit Hours           |
| ECME  | 110    | Professionalism  | 2                      |
| ECME  | 240    | Guiding Young Children   | 3                      |
| ECME  | 245    | Caregiving for Infants and Toddlers  | 3                      |
| ECME  | 250    | Infant-Toddler Growth, Development & Learning                              | 3                      |
| ECME  | 255    | Practicum Infant-Toddler Growth, Development & Learning                    | 2                      |
| ECME  | 257    | Assessment of Children and Evaluation of Programs                          | 3                      |
| ECME  | 260    | Family and Community Collaboration   | 3                      |
| ECME  | 265    | Family, Infant, Toddler<br>Professionals, Families & Communities           | 3                      |
| ECME  | 267    | Practicum Family, Infant, Toddler<br>Professionals, Families & Communities | 2                      |
| EDUC  | 102    | Health, Safety and Nutrition   | 2                      |
| EDUC  | 201    | Child Growth, Development and Learning                                     | 3                      |
| <b>Core Requirements:</b>                   |        |  | <b>33 Credit Hours</b> |
| <b>Total Program and Core Requirements:</b> |        |  | <b>62 Credit Hours</b> |

General Education Core Requirements

|             |            | TOTAL CORE HOURS                      | 33           |
|-------------|------------|---------------------------------------|--------------|
| Course      | Number     | Title of Course                       | Credit Hours |
| <b>AREA</b> | <b>I</b>   | <b>COMMUNICATIONS</b>                 |              |
| ENG         | 111        | Freshman Composition I                | 3            |
| ENG         | 115        | Freshman Composition II               | 3            |
| SPCH        | 111        | Public Speaking                       | 3            |
| <b>AREA</b> | <b>II</b>  | <b>MATHEMATICS</b>                    |              |
| MATH        | 180        | College Algebra                       | 4            |
| <b>AREA</b> | <b>III</b> | <b>LABORATORY SCIENCE</b>             | 8            |
| <b>AREA</b> | <b>IV</b>  | <b>SOCIAL AND BEHAVIORAL SCIENCES</b> | 3            |
| <b>AREA</b> | <b>V</b>   | <b>HUMANITIES AND FINE ARTS</b>       |              |
|             |            | Humanities                            | 3            |
|             |            | Fine Arts                             | 3            |
| <b>AREA</b> | <b>VI</b>  | <b>RELATED STUDIES</b>                |              |
| CSA         | 150        | Computer Fundamentals                 | 3            |
|             |            | <b>TOTAL CORE/PROGRAM HOURS</b>       | <b>62</b>    |



## Appendix C: Program and Student Assessment of Learning

### EARLY CHILDHOOD MULTICULTURAL EDUCATION PROGRAM GOALS – ASSESSMENT METHODS UTILIZED



