Luna Community College

Early Childhood Education, A.A.

Birth through Grade 3 Concentration

Early Childhood Development Certificate

2017/2018

Early Childhood & Teacher Education Department

Luna Community College

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Early Childhood Education

Early Childhood Multicultural Education: Birth to Grade 3, A.A.; 62 Credit Hours

Early Childhood Development Certificate; 32 Credit 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** is intended for students whose goal is to pursue a Bachelor's degree in early childhood education or a related field. Educational emphasis is on the children's developmental progress toward competence, interdependence, socialization and the integration of content areas. In New Mexico the Early Childhood Multicultural framework delineates the content children are to learn, the processes through which children achieve the identified curricular goals, what teachers do to help children achieve these goals, and the context in which teaching and learning occur. The curriculum is flexible to facilitate adaptation to our multicultural communities and all children, including those with special needs. The minimum credit hours include the thirty-six credit hour general education transfer core.

https://luna.edu/media/page_files/Early_Childhood_Education_Curriculum_Profile_2012_-_2015_Updated.pdf

Early Childhood Teacher (Birth-Grade 3) Concentration Associate of Arts

~~**Degree Requirements** **Credit Hours: 62**~~

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 123	Introduction to Language, Literacy, and Reading	3
ECME 130	Curriculum Development through Play-Birth through Age 4 (Pre-K)	3
ECME 135	Practicum for Curriculum Development through Play Birth through Age 4 (Pre-K)	2
ECME 230	Curriculum Development and Implementation Age 3 (Pre-K) through Grade 3	3
ECME 235	Practicum for Curriculum Development and Implementation Age 3 (Pre-K) through Grade 3	2
ECME 240	Guiding Young Children	3
ECME 257	Assessment of Children and Evaluation of Programs	3
ECME 260	Family and Community Collaboration	3
EDUC 102	Health, Safety and Nutrition	2
EDUC 201	Child Growth, Development and Learning	3
RELATED STUDIES		**(3 hours)**
CSA 150	Computer Fundamentals	3

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2015/18 Curriculum Profile

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. Coursework in the Early Childhood Development Certificate can be applied toward the Associate of Arts Degree in Early Childhood Multicultural Education. Students are strongly encouraged to consult with their LCC advisor for proper advisement and course selection.

Early Childhood Development Certificate

~~Certificate Requirements~~ ~~Credit Hours: 32~~

PROGRAM REQUIREMENTS		**(29 hours)**
ECME 110	Professionalism	2
ECME 123	Introduction to Language, Literacy, and Reading	3
ECME 130	Curriculum Development through Play-Birth through Age 4 (Pre-K)	3
ECME 135	Practicum for Curriculum Development through Play Birth through Age 4 (Pre-K)	2
ECME 230	Curriculum Development and Implementation Age 3 (Pre-K) through Grade 3	3
ECME 235	Practicum for Curriculum Development and Implementation Age 3 (Pre-K) through Grade 3	2
ECME 240	Guiding Young Children	3
ECME 257	Assessment of Children and Evaluation of Programs	3
ECME 260	Family and Community Collaboration	3
EDUC 102	Health, Safety and Nutrition	2
EDUC 201	Child Growth, Development and Learning	3
RELATED STUDIES		**(3 hours)**
CSA 150	Computer Fundamentals	3
SPCH 111	Public Speaking	3

Program Map

Refer to Appendix A for the program map.

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 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	130R	Curriculum Development through Play-Birth through Age 4 (Pre-K)	3	-T-R--	3:00PM-4:15PM	Santa Rosa	MAIN	103
ECME	130T	Curriculum Development through Play-Birth through Age 4 (Pre-K)	3	-T-R--	3:00PM-4:15PM	Main Campus	EARL	117
ECME	135T	Practicum for Curriculum Development through Play-Birth through Age 4 (Pre-K)	2	-----S	8:00AM-3:20PM	Main Campus	EARL	117
ECME	240	Guiding Young	3	-T-R--	1:00PM-	Santa	MAI	103

	R	Children (ITV)			2:15PM	Rosa	N	
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 Education Courses Offered Spring 2018								
Course	#	Title	Credit Hours	Days	Times	Campus	Bldg	Room
ECME	110	Professionalism *This class was offered to 1 student for 8 weeks so that she could meet the requirements to graduate in May of 2018.*	2	MTWR--	6:00PM-8:50PM	Main Campus	EARL	117
ECME	123T	Introduction to Language, Literacy, and Reading	3	-T-R--	12:30PM-1:45PM	Main Campus	EARL	117
ECME	230T	Curriculum Development and Implementation Age 3 (Pre-K) through Grade 3	3	-T-R--	3:00PM-4:15PM	Main Campus	EARL	117
ECME	235T	Practicum for Curriculum Development and Implementation Age 3 (Pre-K) through Grade 3	2	-----S	8:00AM-3:20PM	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	201 T	Child Growth, Development and Learning	3	-T-R--	8:00AM-9:15AM	Main Campus	EARL	117

Summer 2018

Early Childhood Education Courses Offered Summer 2018								
Course	#	Title	Credit Hours	Days	Times	Campus	Bldg	Room
ECME	123 T	Introduction to Language, Literacy, and Reading *Did Not Make*	3	-T-R--	12:30PM-1:45PM	Main Campus	EARL	117

Student Enrollment (Three-Year Annual Trend)

2015/2016	2016/2017	2017/18
70	51	43

Fall 2017 By Course

Course	Credit	# Students Enrolled	Student Credit Hours
ECME 110 Professionalism	2	12	24
ECME 130 Curriculum Development through Play-Birth through Age 4 (Pre-K)	3	7	21
ECME 135 Practicum for Curriculum Development through Play-Birth through Age 4 (Pre-K)	2	8	16
ECME 240 Guiding Young Children	3	10	30
ECME 260 Family and Community Collaboration	3		
EDUC 102 Health,	2	8	16

Safety and Nutrition			
EDUC 201 Child Growth, Development and Learning	3	8	24
TOTAL	18	23	131

Spring 2018 By Course

Course	Credit	# Students Enrolled	Student Credit Hours
ECME 110 Professionalism	2	1	2
ECME 123 Introduction to Language, Literacy, and Reading	3	14	42
ECME 230 Curriculum Development and Implementation Age 3 (Pre-K) through Grade 3	3	10	30
ECME 235 Practicum for Curriculum Development and Implementation Age 3 (Pre-K) through Grade 3	2	8	16
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

Summer 2018 By Course: One class was offered but did not make for ECME: Birth to Grade 3, A.A.

Student Graduation (Three-Year Annual Trend)

2015/2016	2016/2017	2017/18
5	3	4

Synopsis of Significant Findings

- 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

- A director and department advisor were hired.
- Recruitment efforts 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 became involved in the Early Childhood Education HED Taskforce.
- 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.

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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
TOTAL ECME: Birth to Grade 3, A.A./ECD Certificate	20	4
TOTAL	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 123	3	14	42	$133	$5,586	$560	$6,146
ECME 130	3	7	21	$133	$2,793	$280	$3,073
ECME 135	2	8	16	$133	$2,128	$320	$2,448
ECME 230	3	8	24	$133	$3,192	$320	$3,512
ECME 235	2	6	12	$133	$1,596	$240	$1,836
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

TOTALS	29	104	270	--	$35,910	$4,160	$40,070

Costs

Course Name	Instructor Salary	Fringe	Operational Costs (63 and 64 codes)	Total Costs
ECME 110 Fall 2017	$650 x 2	$0.00	$274.23	$1,574.23
ECME 110 Spring 2018	N/A	$0.00	$274.23	$274.23 *(Instructor did not get paid)*
ECME 123 Spring 2018	$650 x 3	$0.00	$274.23	$2,224.23
ECME 130 Fall 2017	$650 x 3	$0.00	$274.23	$2,224.23
ECME 135 Fall 2017	$650 x 2	$0.00	$274.23	$2,224.23
ECME 230 Spring 2018	$650 x 3	$0.00	$274.23	$2,224.23
ECME 235 Spring 2018	$650 x 2	$0.00	$274.23	$2,224.23
ECME 240 Fall 2017	$650 x 3	$0.00	$274.23	$2,224.23
ECME 260 Spring 2018	$650 x 3	$0.00	$274.23	$2,224.23
EDUC 102 Fall 2017	$650 x 2	$0.00	$274.23	$2,224.23
EDUC 102 Spring 2018	$550 x 2	$0.00	$274.23	$2,224.23
EDUC 201 Fall 2017	$650 x 3	$0.00	$274.23	$2,224.23
EDUC 201 Spring 2018	$650 x 3	$0.00	$274.23	$2,224.23
TOTAL			$3,565.00	$23,515

Academic Year 2017-2018

Revenue– Cost = Profit
$40,070 - $23,515 = $16,555

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.

Student Alumni 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 following change will be submitted to the curriculum committee to clarify the credit hour requirement as stated in the 2015-2018 Catalog *from* "Area V. Humanities and Fine Arts (6 Hours)—from at least 2 Different Disciplines" *to* "Area V. Humanities and Fine Arts (3 Hours in Humanities and 3 Hours in Fine Arts)."

The Early Childhood Education HED Taskforce is currently revising the course descriptions, student learning outcomes, syllabi, suggested assignments, etc. for Early Childhood Programs. It is also aligning the programs across NM universities and colleges and validating NM articulation agreements. The program director will revise LCC's Early Childhood Education programs accordingly and report on any changes that come about as a result.

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: Birth to Grade 3, A. A.

Program Map

Semester 1

Course	Number	Title of Course	Credit Hours
ECME	110	Professionalism	2
ECME	123	Introduction to Language, Literacy, and Reading	3
EDUC	102	Health, Safety and Nutrition	2
MATH	180	College Algebra	4
CSA	150	Computer Fundamentals	3
		Total Semester 1 Credit Hours	**14**

Semester 2

Course	Number	Title of Course	Credit Hours
ECME	240	Guiding Young Children	3
ECME	130	Curriculum Development through Play-Birth through Age 4 (Pre-K)	3
ECME	135	Practicum for Curriculum Development through Play-Birth through Age 4 (Pre-K)	2
ENG	111	Freshman Composition I	3
		Laboratory Science	4
		Total Semester 2 Credit Hours	**15**

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
		Total Semester 3 Credit Hours	**16**

Semester 4

Course	Number	Title of Course	Credit Hours
ECME	257	Assessment of Children and Evaluation of Programs	3
ECME	230	Curriculum Development and Implementation Age 3 (Pre-K) through Grade 3	3
ECME	235	Practicum for Curriculum Development and Implementation Age 3 (Pre-K) through Grade 3	2
		Fine Arts	3
SPCH	111	Public Speaking	3
		Social and Behavioral Sciences	**3**
		Total Semester 4 Credit Hours	**17**

Early Childhood Development Certificate

Semester 1

Course	Number	Title of Course	Credit Hours
ECME	110	Professionalism	2
ECME	123	Introduction to Language, Literacy, and Reading	3
EDUC	102	Health, Safety and Nutrition	2
ECME	130	Curriculum Development through Play-Birth through Age 4 (Pre-K)	3
ECME	135	Practicum for Curriculum Development through Play-Birth through Age 4 (Pre-K)	2
EDUC	201	Child Growth, Development and Learning	3
		Total Semester 1 Credit Hours	15
CSA	150	Computer Fundamentals	3
		OR	
SPCH	111	Public Speaking	3
		If taken Semester 1	
		Total Semester 1 Credit Hours	**18**

Semester 2

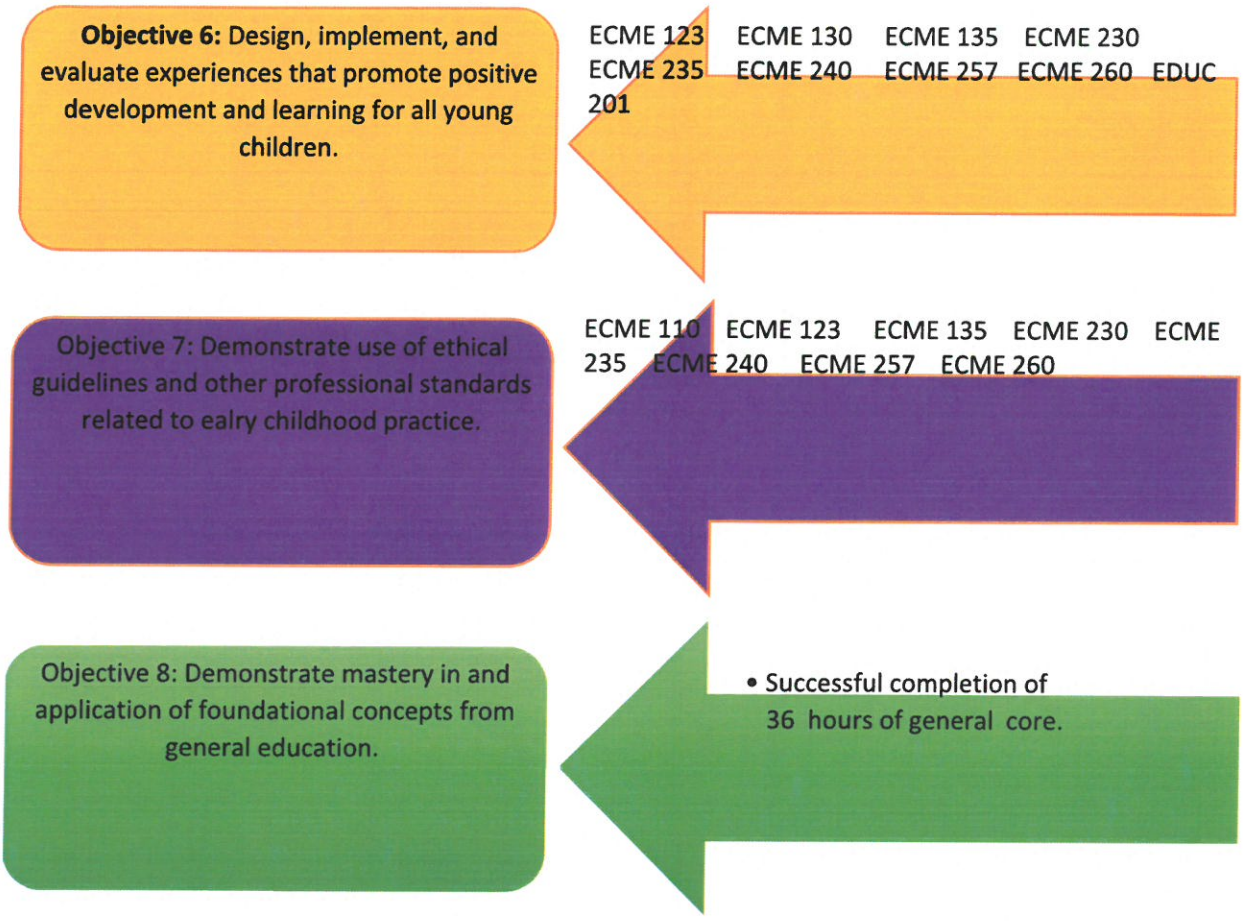
Course	Number	Title of Course	Credit Hours
ECME	240	Guiding Young Children	3
ECME	257	Assessment of Children and Evaluation of Programs	3
ECME	260	Family and Community Collaboration	3
ECME	230	Curriculum Development and Implementation Age 3 (Pre-K) through Grade 3	3
ECME	235	Practicum for Curriculum Development and Implementation Age 3 (Pre-K) through Grade 3	2
		Total Semester 2 Credit Hours	**14**
CSA	150	Computer Fundamentals	3
		OR	
SPCH	111	Public Speaking	3
		If taken Semester 2	
		Total Semester 2 Credit Hours	**17**

Only a total of 3 elective credit hours are required for the entire certificate program, therefore only ONE of the two elective options needs to be taken. A third available option to complete the elective

*requirement without overloading Semester 1 and Semester 2 is to take CSA 150 **or** SPCH 111 during the Summer term.*

Appendix B: Curriculum Map

For: Early Childhood Multicultural Education: Birth to Grade 3, **A. A.** Early Childhood Development **Certificate**


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 ealry 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: Birth to Grade 3 Early Childhood Development	Associate of Arts Certificate*	29 Credit Hours 32 Credit Hours

Course	Number	Title of Course	Credit Hours
ECME	110	Professionalism	2
ECME	123	Introduction to Language, Literacy, and Reading	3
ECME	130	Curriculum Development through Play-Birth through Age 4 (Pre-K)	3
ECME	135	Practicum for Curriculum Development through Play-Birth through Age 4 (Pre-K)	2
ECME	230	Curriculum Development and Implementation Age 3 (Pre-K) through Grade 3	3
ECME	235	Practicum for Curriculum Development and Implementation Age 3 (Pre-K) through Grade 3	2
ECME	240	Guiding Young Children	3
ECME	257	Assessment of Children and Evaluation of Programs	3
ECME	260	Family and Community Collaboration	3
EDUC	102	Health, Safety and Nutrition	2
EDUC	201	Child Growth, Development and Learning	3
Core Requirements:			33 Credit Hours
Total Program and Core Requirements:			**62 Credit Hours**

General Education Core Requirements			
		TOTAL CORE HOURS	33
Course	**Number**	**Title of Course**	**Credit Hours**
AREA	**I**	**COMMUNICATIONS**	
ENG	111	Freshman Composition I	3
ENG	115	Freshman Composition II	3
SPCH	111	Public Speaking* Option needed for Early Childhood Development Certificate or CSA 150	3
AREA	**II**	**MATHEMATICS**	
MATH	180	College Algebra	4
AREA	**III**	**LABORATORY SCIENCE**	8
AREA	**IV**	**SOCIAL AND BEHAVIORAL SCIENCES**	3
AREA	**V**	**HUMANITIES AND FINE ARTS**	
		Humanities	3
		Fine Arts	3
AREA	**VI**	**RELATED STUDIES**	
CSA	150	Computer Fundamentals* Option needed for Early Childhood Development Certificate or SPCH 111	3
		TOTAL CORE/PROGRAM HOURS	**62**

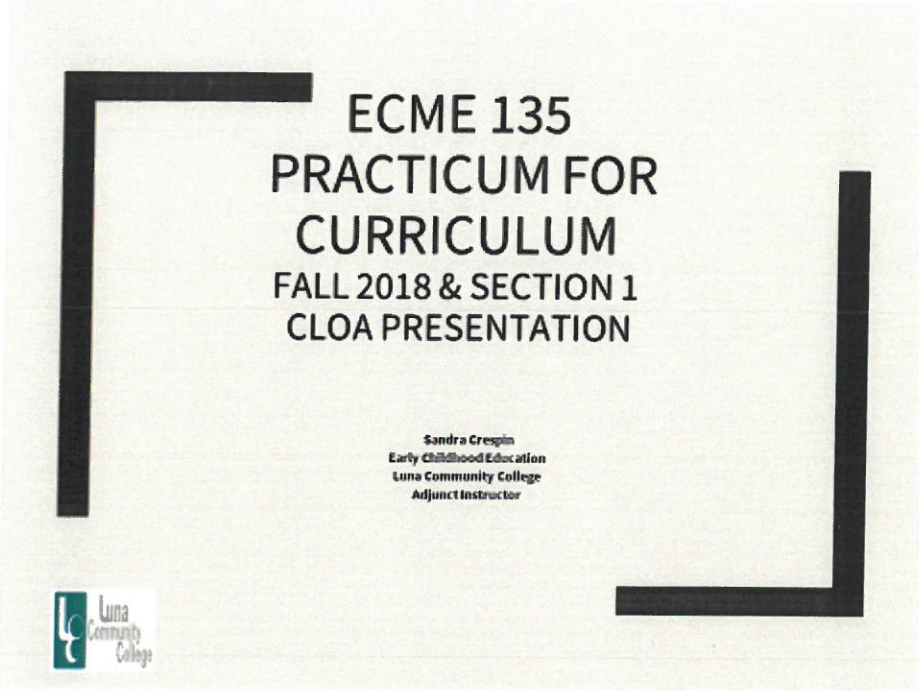
Luna Community College

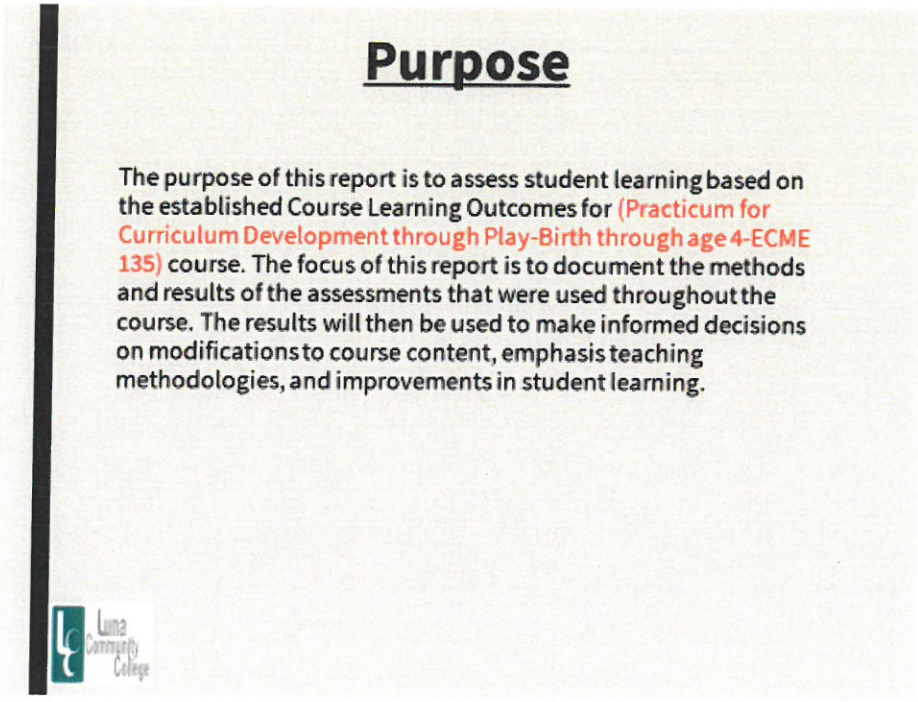
Appendix C: Program and Student Assessment of Learning

EARLY CHILDHOOD MULTICULTURAL EDUCATION PROGRAM GOALS – ASSESSMENT METHODS UTILIZED

Obj. 1	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.	ECME 110 ECME 123 ECME 130 ECME 135 ECME 230 ECME 235 ECME 240 ECME 257 ECME 260 EDUC 102 EDUC 201 ECME ECME	Classroom assignments pre/post exam course grades, successful completion of practicum courses pre/posttest
Obj. 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 235 ECME 230 ECME 235 ECME 240 ECME 257 ECME 260 EDUC 201	Written and Oral Presentations Philosophy statement, pre/posttest Practicum participation, practicum portfolio
Obj. 3	Create environments that are healthy, respectful, supportive, and challenging for all children.	ECME 123 ECME 130 ECME 135 ECME 230 ECME235 ECME 240 ECME 260 EDUC 102 EDUC 201	Written and Oral Presentations pre/posttest, course grade Practicum Portfolio , practicum participation
Obj 4	Create respectful, reciprical relationships that support and empower families and that involve families in their children's learning.	ECME 110 ECME 123 ECME 130 ECME 235 ECME 230 ECME 235 ECME240 ECME 257 ECME 260	Written and Oral Presentations pre/posttest, course grade Practicum Portfolios, practicum participation, lesson planning
Obj. 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	Written and Oral Presentations pre/posttest practicum participation, lesson planning, practicum portfolio
Obj. 6	Design, implement, and evaluate experiences that promote positive development and learning for all young children.	ECME 123 ECME 130 ECME235 ECME 230 ECME 236 ECME 240 ECME 257 ECME 260 EDUC 201	Written and oral presentations, Practicum Portfolios, practicum participation pre/posttest
Obj. 7	Demonstrate use of ethical guidelines and other professional standards related to early childhood practice.	ECME110 ECME 123 ECME 135 ECME 230 ECME 235 ECME 240 ECME 257 ECME 260	Written and Oral Presentations Philosophy statement, pre/posttest Successful completion of practicum courses
Obj. 8	Demonstrate mastery in and application of foundational concepts from general education.	Successful completion of 35 hrs of general core	

Luna Community College





Course Description

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. Co-requisite: ECME130. NM Common Course Number: ECED2162.

Course Learning Outcomes

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals. Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

1. 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.
2. Develop, implement and evaluate an integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values.
3. Provides and uses anti-bias materials and literature, and experiences in all content areas of the curriculum.
4. 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.
5. Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play.
6. Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors.
7. 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.
8. 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.

Assessment Methods

- 100% Portfolio Assessment which includes:
  - 10%-Table of Contents/organization
  - 50%-Activity Log Observation Summary-70 hours in classroom
  - 10%-Resume/Philosophy statement
  - 10%-Early Learning Standards are documented
  - 20%-Cooperating Teacher Evaluation Forms

Pre/Post-Test

Pre	N/A	#####
Post	N/A	#####

Grade Distribution

The ultimate outcome for this course is to complete 70 hours of observation in an early childhood setting. Also must complete a Portfolio with a C or better.

Grade Distribution

Beginning Enrollment																		*Percent Retention	100%
6																			
Observe	As	Bs	Cs	Ds	Fs	I	AU	S	U	W	Total	%As	%Bs	%Cs	%Ds	%Fs	%Ws		
	3	1	2									50%	16%	33%				100%	

* Students earning A,B or C, S grades

COURSE Competency Rubric

Overview & analysis of the outcomes can be documented here.

Course Learning Outcomes/Competency

CLO's/ Competencies
List CLO's/Copmetencies Ex: 1. Demonstrate .....

RUBRIC
*5=Excellent
*4=Good
*3=Average
*2=Unsatisfactory
*1= Poor

	Students						
CLO	A	B	C	D	E	F	Avg
1	4	5	3	5	3	5	4.2
2	4	4	3	5	4	4	4.0
3	3	4	4	4	3	4	3.5
4	4	5	3	5	3	5	4.2
5	4	5	4	4	4	4	4.2
6	4	4	3	4	4	5	4.0
7	4	5	3	5	4	5	4.3
8	4	4	4	5	4	5	4.3

Conclusion

In this course every student averaged above a three in the Course Competency Rubric. Five out of six averaged above a 3.5 (average to good) in the competency rubric. The data also shows that three out six were averaging in the good to excellent category.

In the course outcome data seven out of eight competencies were met with an average of four or better.

Competency three is the one that needs additional support.

Every student completed the course with a C or better.

The retention for this class was at a 100%