

Luna Community College

**2012 - 2015**

**Updated**

**EARLY CHILDHOOD MULTICULTURAL  
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.

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 their LCC advisor for proper advisement and course selection.

#### Institutional Proficiency Requirements

In addition to the courses listed below for this program of study, students must also complete institutional proficiencies of ENG098, and MATH075 to meet all graduation requirements

---

<b>Certificate Requirements</b>		<b>Credit Hours: 32</b>
<b>Program Requirements</b>		<b>(29 hours)</b>
ECME110	Professionalism	2
ECME123	Introduction to Reading and Literacy Development	3
ECME130	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
<b>Approved Elective</b>		<b>(3 hours)</b>
CSA150	Computer Fundamentals	3

---

## EARLY CHILDHOOD MULTICULTURAL EDUCATION

### ASSOCIATE OF ARTS

The Associate of Arts Degree in Early Childhood Multicultural Education is intended for student whose goal is to pursue a Bachelor's degree in early childhood education or related field. The minimum credit hours include thirty-six credit hours of general education transfer core.

---

Degree Requirements	Credit Hours: 68
---------------------	------------------

---

<b>General Education Core</b>	<b>(36 hours)</b>
-------------------------------	-------------------

Area I. Communications	(9 hours)
------------------------	-----------

ENG111	Freshman Composition I	3
ENG115	Freshman Composition II	3
SPCH111	Public Speaking	3

Area II. Mathematics	(4 hours)
----------------------	-----------

MATH180	College Algebra	4
---------	-----------------	---

Area III. Laboratory Science	(8 hours)
------------------------------	-----------

Area IV. Social and Behavioral Sciences	(6 hours)
---	-----------

Area V. Humanities and Fine Arts	(9 hours)
----------------------------------	-----------

**From at least 2 different disciplines**

<b>Program Requirements</b>	<b>(29 hours)</b>
-----------------------------	-------------------

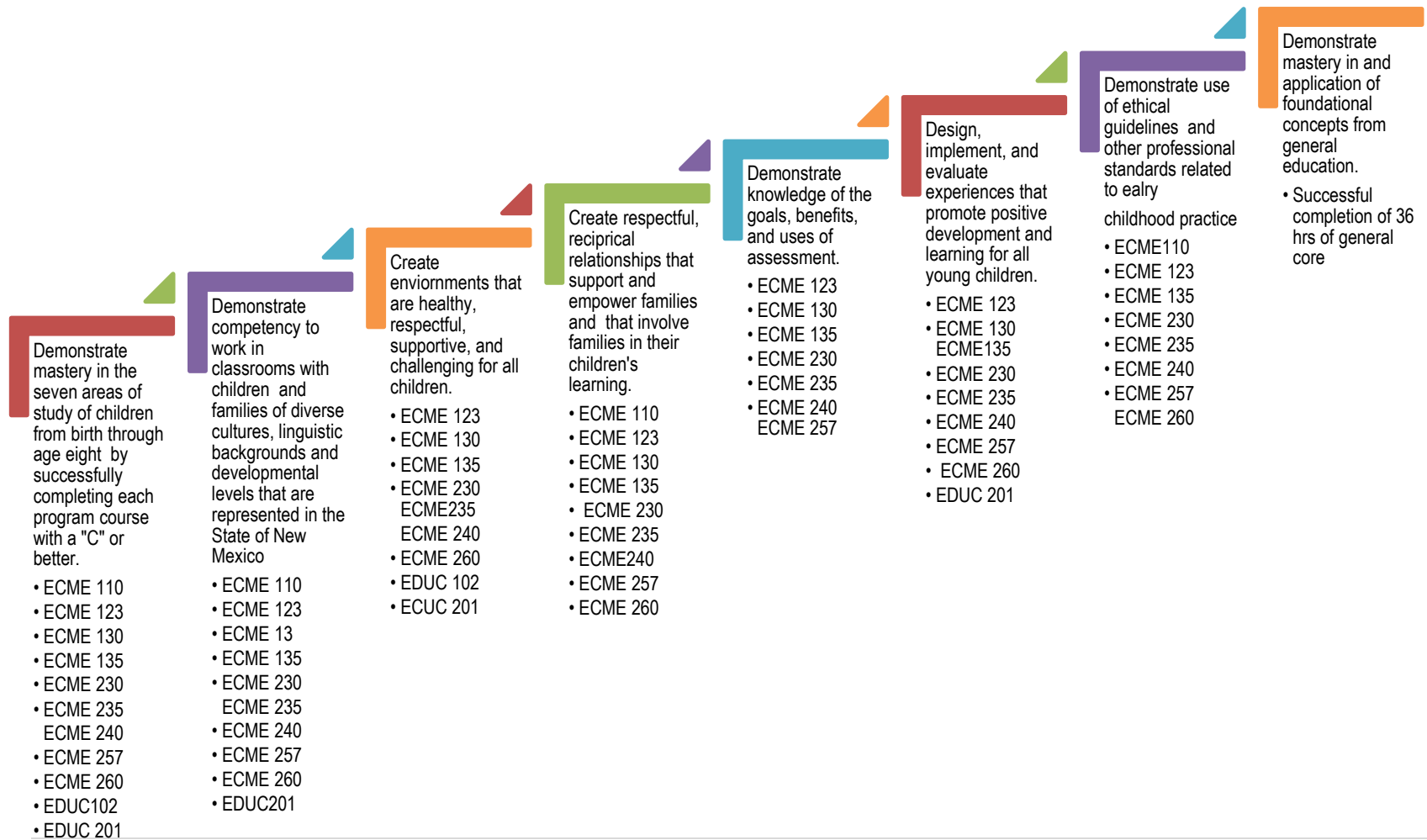
ECME110	Professionalism	2
ECME123	Introduction to Reading and Literacy Development	3
ECME130	Curriculum Development and Implementation I	3
ECME135	Curriculum Development and Implementation Practicum I	2
ECME230	Curriculum Development and Implementation II	3
ECME235	Curriculum Development and Implementation 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

<b>Approved Elective</b>	
--------------------------	--

CSA150	Computer Fundamentals	3
--------	-----------------------	---

## EARLY CHILDHOOD MULTICULTURAL EDUCATION PROGRAM GOALS

2012-2015



## **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.

#### **Course Objectives:**

- Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals, and, in cases of suspected abuse or neglect, reporting to designated authorities. B.4
  - Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations. C.11
  - Use both self and collaborative evaluations as part of ongoing program evaluations. F.12
  - Demonstrate ability to adhere to early childhood professional codes of ethical conduct and issues of confidentiality. G.1
  - Demonstrate awareness of federal, state, and local regulations, and public policies regarding programs and services for children birth through eight years of age. G.2
  - Demonstrate understanding of conditions of children, families, and professionals; the historical and current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession. G.3
  - Demonstrate critical reflection of one's own professional and educational practices from community, state, national, and global perspective. G.4
  - Demonstrate understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice. G.5
  - Demonstrate knowledge in technology resources to engage in ongoing professional development. G.7
- 

### **ECME123 - Introduction to Reading and Literacy Development**

**Credit Hours: 3**

**(Equivalent to State articulated course: Introduction to Language, Literacy and Reading)**

This course is designed to prepare early childhood professionals for promoting children's emergent literacy and reading development. Through a developmental approach, the course addresses ways in which early childhood professionals can foster young children's oral language development, phonemic awareness, and literacy problem solving skills, fluency, vocabulary, comprehension. This course provides the foundation for early childhood professionals to become knowledgeable about literacy development in young children. Instructional approaches and theory-based and research-based strategies to support the emergent literacy and reading skills of native speakers and English language learners will be presented. NM Common Course Number: READ2113.

#### **Course Objectives:**

- Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7
  - Demonstrate knowledge of the development sequence of language and literacy, including the influence of culture and home factors. A.8
  - Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. A.9
  - Develop partnerships with family members to promote early literacy in the home. C.8
  - Establish partnerships with community members in promoting literacy. C.10
-

- Demonstrate knowledge of the reading and writing components of emergent literacy at each developmental level. D.4
- Provide and use anti-bias materials/literature and experiences in all content areas of the curriculum. D.7
- Create and manage a literacy-rich environment that is responsive to each child's unique path of development. E.9
- Use a variety of strategies during adult-child and child-child interactions and facilitate communication and dialogue of expressive language and thought. E.10
- Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of literacy skills. E.11

### **ECME130- Curriculum Development and Implementation I**

**Credit Hours: 3**

**(Equivalent to State articulated course: Curriculum Development through Play: Birth through Age 4(PreK))**

This beginning curriculum course places play at the center of curriculum in developmentally appropriate early childhood programs. It addresses content that is relevant for children birth through age four in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with special needs and the development of IFSP's is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four, is emphasized. Corequisite: ECME135. NM Common Course Number: ECED2163.

#### **Course Objectives:**

- Use appropriate guidance to support the development of self-regulatory capacities in young children. A.11
- Demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth to four (0-4) years of age. D.1
- Demonstrate the integration of knowledge of how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels. D.2
- Adapt content to meet the needs of each child, including the development of individualized family service plans (IFSP) or individualized educational plans (IEP) for children with diverse abilities through the team process with families and other team members. D.6
- Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities. E.1
- Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, diverse abilities, and the language and cultures in New Mexico. E.2
- 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. E.4
- Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.5
- Plan blocks of uninterrupted time in activities, both indoors and outdoors. E.6
- 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. E.7
- Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussions, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions. E.8
- Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of emergent literacy skills. E.11

- Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development of intervention planning. F.9

---

**ECME135- Curriculum Development and Implementation Practicum I**

**Credit Hours: 2**

**(Equivalent to State articulated course: Practicum for Curriculum Development through Play: Birth through Age 4(PreK))**

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

**Course Objectives:**

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

---

**ECME230- CURRICULUM DEVELOPEMNT AND IMPLEMENTATION II**

**Credit Hours: 3**

**(Equivalent of State Articulated: Curriculum Development and Implementation Age 3 (PreK) through Grade 3)**

**Course Objectives:**

- Use appropriate guidance to support the development of self-regulatory capacities in young children. A.11
- Demonstrate the integration of knowledge of how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels. D.2
- Demonstrate knowledge of what is important in each content area, why it is of value, and how it links with early and later understandings within and across areas. D.3
- Demonstrate knowledge of the language, reading and writing components of emergent literacy at each developmental level. D.4
- Adapt content to meet the needs of each child, including the development of individualized family service plans (IFSP) or individualized education plans (IEP) for children with diverse abilities through the team process with families and other team members. D.6
- Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities. E.1

- Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, diverse abilities, and the language and cultures in New Mexico. E.2
- Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that includes decision-making, problem solving, and inquiry experiences. E.4
- Demonstrate understanding that each child's creative expressing is unique and can be encouraged through diverse ways, including creative play. E.5
- Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.6
- 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. E.7
- Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology. E.12
- Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development of intervention planning. F.9

**ECME235- CURRICULUM DEVELOPEMNT AND IMPLEMENTATION PRACTICUM II**

**Credit Hours: 2**

**(Equivalent to State Articulated: Curriculum Development and Implementation Age 3 (PreK) through Grade 3)**

**Course Objectives:**

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

**ECME240- Guiding Young Children**

**Credit Hours: 3**

This course explores various theories of child guidance and practical application of each. It provides developmentally appropriate methods for guiding children and effective strategies and suggestions for facilitating positive social interactions. Strategies for preventing challenging behaviors through the use of environment, routines and schedule will be presented. Emphasis is placed on helping children become self-responsible, competent, independent, and cooperative learners and including families as part of the guidance approach. NM Common Course Number: ECED2183.

**Course Objectives:**

- Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning and recognize that children are best understood in the contexts of family, culture and society. A.6



- Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7
- Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways. A.10
- Use appropriate guidance to support the development of self-regulatory capacities in young children. A.11
- Recognize and respond to each child's physical health, intellectual and emotional well-being, and nutritional and safety needs. B.1
- Demonstrate knowledge and skill in building positive, reciprocal relationships with families. C.1
- Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices. C.4
- Demonstrate the ability to incorporate the families' desires and goals for their children into classroom or intervention strategies. C.7
- Demonstrate knowledge and skills in developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in development of positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults. E.3
- 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. E.7
- Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development or intervention planning. F.9

### **ECME257- Assessment of Children and Evaluation of Programs**

**Credit Hours: 3**

This basic course familiarizes students with a variety of culturally appropriate assessment methods and instruments, including systematic observation of typically and non-typically developing children. The course addresses the development and use of formative and summative assessment and evaluation instruments to ensure comprehensive quality of the total environment for children, families, and the community. Students will develop skills for evaluating the assessment process and involving other teachers, professionals, and families in the process. NM Common Course Number: ECED1143

#### **Course Objectives:**

- Demonstrate ability to choose valid tools that are developmentally, culturally, and linguistically appropriate; use the tools correctly; make appropriate referrals; and interpret assessment results, with the goal of obtaining valid, useful information to inform practice and decision making. F.1
- Demonstrate knowledge of maintaining appropriate records of children's development and behavior that safeguard confidentiality and privacy. F.2
- Demonstrate knowledge of the educator's role as a participating member of the assessment process as described and mandated by state and federal regulations for Individual family service plans (IFSP) and individual education plans (IEP). F.3
- Demonstrate understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning on assessment outcomes.
- Involve the family and, as appropriate, other team members in assessing the child's development, strengths, and needs in order to set goals for the child. F.4
- Involve the family and, as appropriate, other team members in assessing the child's development, strengths, and needs in order to set goals for the child. F.5
- Articulate an understanding of the distinctions and definitions of assessment concepts (e.g, screening, diagnostic assessment, standardized testing, accountability assessment). F.6
- Apply understanding of assessment concepts toward selection of appropriate formal assessment measures, critiquing the limitations of inappropriate measures, and discussing assessment issues as part of interdisciplinary teams. F.7

- Articulate an understanding, that responsible assessment is legally and ethically grounded and guided by sound professional standards. It is collaborative and open with the goal of supporting diverse children and families. F.8
- Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development and/or intervention planning. F.9
- Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families. F.10
- Demonstrate knowledge and use of program evaluation to ensure comprehensive quality of the total environment for children, families, and community. F.11
- Use both self and collaborative evaluation as part of ongoing program evaluations. F.12

---

**ECME260- Family and Community Collaboration**

**Credit Hour: 3**

This beginning course examines the involvement of families and communities from diverse cultural and linguistic backgrounds in early childhood programs. Ways to establish collaborative relationships with families in early childhood settings is discussed. Families' goals and desires for their children will be supported through culturally responsive strategies. NM Common Course Number: ECED1133.

**Course Objectives:**

- Demonstrate knowledge and skill in building positive, reciprocal relationships with families. C.1
- Articulate an understanding of a safe and welcoming environment for families and community members. C.2
- Develop and maintain ongoing contact with families through a variety of communication strategies. C.3
- Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices. C.4
- Articulate understanding of the complexity and dynamics of family systems. C.5
- Demonstrate understanding of the importance of families as the primary educator of their child. C.6
- Involve families and community members in contributing to the learning environment. C.9
- Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulation. C.11
- Apply knowledge of family theory and research to understand family and community characteristics including socioeconomic conditions; family structures, relationships, stressors, and supports, (including the impact of having a child with diverse abilities); home language and ethnicity. C.12
- Demonstrate knowledge of and skill to access community resources that assist families and contribute directly or indirectly to children's positive development such as mental health services, health care, adult education, English language instruction, and economic assistance. C.13
- Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals. E.14
- Demonstrate a commitment to leadership and advocacy for excellence in programs and services for young children their families. G.6

---

**EDUC102- Health, Safety and Nutrition**

**Credit Hour: 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 indoor and outdoor learning environments for young children. The course examines the many scheduling factors that are important for children's total development, healthy nutrition, physical activity, and rest. NM Common Course Number: ECED1122.

**Course Objectives:**

- Recognize and respond to each child's physical health, intellectual and emotional well-being, and nutritional and safety needs. B.1

- Articulate an understanding of indoor and outdoor learning environments that provide opportunities for children to put into practice healthy behaviors (physically, socially and emotionally). B.2
- Use appropriate health appraisal and management procedures and makes referrals when necessary. B.3
- Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals, and, in cases of suspected abuse or neglect, reporting to designated authorities. B.4
- Establish an environment that provides opportunities and reinforcement for children’s practice of healthy behaviors that promote appropriate nutrition and physical and psychological well being. B.5
- Provide a consistent daily schedule for rest/sleep, as developmentally appropriate. B.6
- Implement health care and educational activities for children and families based on health and nutritional information that is responsive to diverse cultures. B.7
- Assist young children and their families, as individually appropriate, in developing decision-making and interpersonal skills that enable them to make healthy choices and establish health-promoting behaviors. B.8

**EDUC201- Child Growth, Development and Learning**

**Credit Hour: 3**

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

**Course Objectives:**

- Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice. A.1
- Demonstrate knowledge of the interaction between maturation and environmental factors that influence physical, social, emotional, cognitive, and cultural domains in the healthy development of each child. A.2
- Demonstrate knowledge of the significance of individual differences in development and learning. Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays and/or specific disabilities. A.3
- Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities. A.4
- Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7
- Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. A.8
- Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. A.9
- Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways. A.10
- Use appropriate guidance to support the development of self-regulating capacities in young children A.11