



## ARTICULATION AGREEMENT

Date Approved 03/12/18

<b>Yuba College Course:</b>	<b>Dept:</b> Social Science <b>Course No:</b> ECE 1A <b>Title:</b> Early Childhood Ed.	<b>High School or ROP Course:</b>  <b>Hours:</b>	ROP Early Childhood Careers  270 hrs
<b>College:</b>	Yuba College	<b>School/ROP:</b>	River Valley High School

### A. COLLEGE UNITS: ECE 1A - 3 Units

### A. GENERAL COURSE DESCRIPTION FOR ECE 1A:

An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative and intellectual development for all children. This course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics and professional identity.

### F. COURSE CONTENT FOR ECE 1A:

1. Current and historic models, influences and approaches in the field of early childhood
2. Delivery systems (nonprofit, profit, publicly funded, alternative payment/voucher)
3. Program types (family child care, centers, after school programs, license-exempt; infant/toddler, preschool, school-age)
4. Licensing and regulation (Title 22, Title 5, Fire Code etc), and personnel requirements
5. NAEYC Code of ethics
6. Attention to unique needs of children ages of 0 to 3, preschool aged and in after school care
7. Addressing the needs of the "whole" child
8. The meaning of DCLAP - developmentally, culturally, linguistically appropriate practice
9. Play as a vehicle for development and learning
10. Unique roles of a teacher in an early childhood setting
11. Importance of relationships and interactions
12. Collaboration and partnerships with families, colleagues, and health care professionals
13. 5 principles of family centered care
14. Positive guidance strategies
15. Constructivist theory as the basis for guidance (e.g. definition and use of "time out" vs. time away)
16. Steps to supporting conflict resolution
17. Strategies for encouraging cooperative behavior and problem solving
18. Applying developmentally-appropriate practices to normative and atypical development
19. The influence of environment on behavior and learning
20. NAEYC Code - ethical and professional behavior
21. Critical nature of relationships; attachment, responsiveness, Respect
22. The interrelationship of planning, observation, and assessment
23. The role of shared reflective practice

- 24. Essentials of program planning
- 25. Quality indicators (e.g., accreditation)
- 26. Career options/paths
- 27. Professional organizations and ongoing professional development.

**G. COMPETENCIES AND SKILL REQUIREMENT (PERFORMANCE OBJECTIVES) FOR ECE 1A:**

***At the conclusion of this course, the student should be able to:***

Student will identify and assess the underlying theoretical perspective in forming a professional personal philosophy of teaching in relation to early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

**H. CREDIT BY EXAMINATION CRITERIA:**

Students must obtain a grade of 'B' or better in the course and a grade of 'C' or better on the final examination and Portfolio.

**I. PROCEDURES AND/OR CRITERIA FOR COURSE ARTICULATION:**

- 1. The high school/ROP instructor will enter an articulation agreement with Yuba College.
- 2. Students will enroll into the CTE Transitions Program during the academic year at their high school/ROP.
- 3. When the student has completed the approved credit by examination criteria for the course the high school/ROP instructor will provide CTE Transitions Program Office the course grade and final exam grade.
- 4. CTE Transitions Program processes students that met credit by examination criteria.
- 5. Students are awarded transcript credit for the articulated course in which they completed.

**J. TEXTBOOKS OR OTHER SUPPORTING MATERIALS (INCLUDING SOFTWARE):**

"Who Am I In The Lives of Children"; Working With Young Children by Judy Herr

**Agreement was based on Statewide Career Pathways Project template: Yes  No**

**Name of Template used:** Early Care & Education Field Experience

This agreement will be reviewed annually.

**Signatures are provided per the Articulation Credit by Examination Agreement Form:**

**HIGH SCHOOL/ROP/DISTRICT SIGNATURE:**

Requested by:			
<u>Anna O'Leary</u>	<u>11/5/18</u>	<u>[Signature]</u>	<u>11.7.18</u>
High School Instructor (Print & Sign)	Date	High School Dept Chair/Coordinator (Print & Sign)	Date
<u>[Signature]</u>	<u>11/8/19</u>		
High School Principal (Print & Sign)	Date	ROP Director (If Applicable) (Print & Sign)	Date

**COLLEGE SIGNATURES:**

Approved by:		
<u>[Signature]</u>	<u>3/28/19</u>	<u>[Signature]</u>
College Instructor	Date	Campus Dean/Department Dean
<u>[Signature]</u>	<u>4-10-19</u>	
V.P. Academic and Student Services/ Articulation Officer	Date	