Grossmont-Cuyamaca Community College District
Articulation Agreement

High School Course	Credits	College Course	Units
Developmental Psychology of Children 1, 2 T173, T174	10.0	CD 123, Principles and Practices of Programs and Curriculum for Young Children	3.0
High school(s):		**College:**	
West Hills High School		Cuyamaca College	

Course Prerequisites
None

Recommended Preparation
None

College Course Description
Examination of theoretical principles of developmentally appropriate practices applied to programs and environments. Emphasizes the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative, and intellectual development for all children. Reviews the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics and professional identity. Includes the legal requirements for programs in California including Title 22 and Title 5.

Required Content for Articulation
1. History, philosophy and influences of early childhood programs
2. Educational preparation and career paths, including a survey of professional organizations and ongoing professional development
3. Ethical and professional behavior and the NAEYC Code of Ethics
4. Program types and delivery systems of child development programs
5. Laws, licensing requirements, and national standards for quality program
6. Review of developmental ages and stages, the whole child, and the importance of play
7. Inclusive developmentally, culturally and linguistically appropriate practices, including the application of developmentally appropriate practices to normative and atypical development
8. Role of the teacher
9. The critical nature of respectful relationships, attachment, interaction, collaboration, and partnerships
10. Theories and strategies for encouraging cooperative behavior, problem solving and conflict resolution
11. The influence of environment on behavior and learning
12. Elements of effective planning processes to co-construct curriculum with children reflecting observation, and assessment
13. Evaluation of programs, incorporating the application of quality indicators such as accreditation standards

Required Competencies (SLOs) for Articulation

Upon successful completion of this course, students will be able to:

1. Assess 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.
2. Describe the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children and the skills for planning a play-based curriculum.
3. Apply a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

1. History and philosophy of early childhood education.
2. Types of programs serving young children, public and private.
3. ADA, IDEA, Title 22 and Title 5 regulations as they apply to teachers in early childhood programs.
4. Role of the teacher and aptitudes for a career in early childhood education and care.
5. Routines and transitions, classroom management techniques.
6. Overview of curriculum methods, materials, and processes.
7. Working with families, children with special needs, diverse cultures and languages.

Assessment Methods

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

1. Quizzes and exams which measure students' ability to recall and generalize information about:
   a. The history of child development.
   b. Types of early childhood programs, requirements, and regulations.
   c. Observation, assessment and guidance techniques applicable to children and early childhood programs and environments.
   d. Developmental appropriateness, play, learning environments and curriculum planning.
2. Written assignments, including the development of a personal philosophy of early childhood education and professionalism, which measure students' ability to identify and incorporate early childhood education principles and philosophies.
3. Observation of early childhood programs and curriculum that require students to describe, compare and contrast early childhood care and education programs and curriculum.
4. Credit by Exam.

Texts and other supporting materials (software, etc.)

1. Feeney, et al. *Who Am I In The Lives of Children? An Introduction to Early Childhood Education.* 10th edition. Pearson, 2015
2. Copple and Bredekamp. *Basics of Developmentally Appropriate Practice: An Introduction for Teachers of Children 3 to 6.* National Association for the Education of Young Children, 3rd ed., 2010.

Criteria for Course Articulation

1. High school and college teachers attend articulation meetings to determine curriculum alignment and articulation competency rubric.
2. Students must pass the high school course with a grade of **"B" or higher for *BOTH* semesters** of the high school course and have mastered course competencies as identified in the articulation competency rubric.

Agreement was based on Statewide Career pathways Project Template: Yes __X__ No _____

Articulation meeting held: **December 2022**

Effective date: **December 01, 2022**   Expiration date: **December 01, 2025**

High School Signatures   **Cuyamaca College Signatures**

_____ 2/1/23   _____ 11/8/22
Teacher   Date   Instructor/Division Chair, Cuyamaca College   Date

Tanya Morrison   Nicole G. Hernandez
Teacher (print name)   Instructor/Division Chair (print name)

April Baker   _____ 11/8/22
Principal   Date   Dean of Career Education, Cuyamaca College   Date

April Baker   George Dowden
Principal (print name)   Dean of Career Education (print name)