

PROCEDURE

The student *will* submit the competency certificate to the Community College Early Childhood Department or designated representative for enrollment and placement during the admission process. To officially obtain advanced standing status, the student must be admitted to one of the colleges and enrolled in an Early Childhood program of study within one academic year of graduation from high school, the student must receive a minimum of an 80% in the equivalent high school course(s), and the student must have the signed certificate from the high school. Transferability of this course to a four-year institution will be determined by the receiving institution.

ARTICULATION AGREEMENT FOR ECE 103 INTRODUCTION TO EARLY CHILDHOOD EDUCATION

The student has satisfactorily completed the following competencies and artifact requirements:

1. Explain the roles of an early childhood professional and various careers.(Examples: paraeducators, child care provider, assistant teacher, teacher, manager, etc). NAEYC Standard 6a.
2. Describe current issues and evidence based practices relevant to early childhood care and education (Examples: inclusion, culture, language, development, multiple intelligences, etc) NAEYC Standard 6a.
3. Identify philosophers and theorists and how they influence early childhood today. NAEYC Standards 1a, 1b.
4. Identify goals, benefits and uses of assessment. NAEYC Standards: 3a, 3b, 4a
5. Explore professional skills: collaboration, problem-solving, commitment to NAEYC Code of Ethics, dispositions of effective teachers including cultural awareness and sensitivity. NAEYC Standard 6b.
6. Describe strategies to support cultural, linguistically and ability diverse children and families and develop awareness of community partnerships. NAEYC Standard 2a.

Portfolio Artifacts: All students will be expected to present artifacts from this course that they deem suitable for a cumulative professional portfolio. The artifacts will serve as evidence of the students' understanding of the Early Childhood Standards as outlined by NAEYC and INTASC, FCS National Standards and FCCLA National Programs. (Attached) The artifacts and reflective captions document each student's knowledge, skills, and dispositions as reflected in learning opportunities completed in this course.

Performance Level: A performance level of 80% is recommended.

Timeline to Articulate: Enrollment in an applicable postsecondary program must occur within one academic year of graduation from high school.

Secondary Procedure: The secondary Family and Consumer Sciences instructors shall complete and sign the certificate as well as obtain the principal's signature.

Postsecondary Procedure: The student must submit the certificate to the postsecondary program department or an enrollment officer during the admission process.

Transcript Recording: Time of certificate recording on transcript will depend on the established policy of the receiving institution.

Baccalaureate Implications: Transferability of these competencies to a four-year degree will be determined by the receiving institution.

Student Outcomes/Competencies: ECE 103 Introduction to Early Childhood Education

The following grid is a comparison between the National Association for the Education of Young Children (NAEYC) Standards for Professional Preparation and Interstate New Teacher Assessment and Support Consortium (INTASC) Standards. This grid is expanded from the grid used in "Preparing Early Childhood Professionals; NAEYC's Standards for Associate Degree Programs". The standards addressed in the course are identified with an "X". In addition, the competencies have been cross-walked with the Family and Consumer Sciences (FCS) National Standards and FCCLA*.

NAEYC Standards for Professional Preparation of Students at the Associate Degree Level	NAEYC Standards Addressed	INTASC Standards	FCS National Standards	FCCLA Integration Through STAR Events**
Promoting Child Development and Learning				
1a: Knowing and understanding young children's characteristics and needs	X	Standard 1 Standard 3	Standard 4	Focus on Children; Early Childhood***
1b: Knowing and understanding the multiple influences on development and learning	X		Standard 4	Focus on Children; Early Childhood***
		Standard 4	Focus on Children; Early Childhood***	
1c: Using knowledge of development to create healthy, respectful, supportive, and challenging environments			Standard 4	Focus on Children; Early Childhood***
			Standard 4	Focus on Children; Early Childhood***
			Standard 4	Focus on Children; Early Childhood***
Building Family and Community Relationships				
2a: Knowing about and understanding family characteristics	X	Standard 2	Standard 6	Focus on Children; Early Childhood***
2b: Supporting and empowering families and communities through respectful, reciprocal relationships			Standard 6	Focus on Children; Early Childhood***
			Standard 6	Focus on Children; Early Childhood***
2c: Involving families and communities in their children's development and learning			Standard 6	Focus on Children; Early Childhood***
			Standard 6	Focus on Children; Early Childhood***
Observing, Documenting and Assessing to Support Young Children and Families				
3a: Understanding the goals, benefits and uses of assessment	X	Standard 6	Standard 4	Early Childhood and Teach & Train***
3b: Knowing about and using observation, documentation and other appropriate assessment tools	X		Standard 4	Early Childhood and Teach & Train***
			Standard 4	Early Childhood and Teach & Train***
3c: Understanding and practicing responsible assessment			Standard 4	Early Childhood and Teach & Train***
			Standard 4	Early Childhood and Teach & Train***
3d: Knowing about assessment partnerships with families and other professionals			Standard 4	Early Childhood and Teach & Train***

Using Developmentally Appropriate Approaches to Connect with Children and Families				
4a: Understand positive relationships and supportive interactions as the foundation of their work with children	X	Standard 1 Standard 8	Standard 4, 6,12	Focus on Children; Early Childhood***
			Standard 4,6,12	Focus on Children; Early Childhood***
4b: Knowing and understanding effective strategies and tools for early education; including appropriate uses of technology			Standard 4,6,12	Focus on Children; Early Childhood***
			Standard 4,6,12	Focus on Children; Early Childhood***
			Standard 4,6,12	Focus on Children; Early Childhood***
			Standard 4,6,12	Focus on Children; Early Childhood***
4c: Uses a broad repertoire of developmentally appropriate teaching/learning experience			Standard 4	Focus on Children; Early Childhood***
4d: Reflecting on own practice to promote positive outcomes for each child			Standard 4	Focus on Children; Early Childhood***
			Standard 4	Focus on Children; Early Childhood***
			Standard 4	Focus on Children; Early Childhood***
Using Content Knowledge to Build Meaningful Curriculum				
5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movement, dance, visual arts; mathematics; science; physical activity, healthy and safety, and social studies			Standard 4	Focus on Children; Early Childhood***
5b. Knowing and using central concepts, inquiry tools, and structures of content areas or academic disciplines			Standard 4	Focus on Children; Early Childhood***
5c. Using their own knowledge of appropriate early learning standards, and other resources to design, implement and evaluate meaningful and challenging curriculum for each child			Standard 4	Focus on Children; Early Childhood***
Becoming a Professional				
6a: Identifying and involving oneself with the early childhood field	X	Standard 9 Standard 10	Standard 4	Focus on Children; Early Childhood***
6b: Knowing about and upholding ethical standards and other professional guidelines	X		Standard 4	Focus on Children; Early Childhood***
6c: Engaging in continuous, collaborative learning to inform practice			Standard 4	Focus on Children; Early Childhood***
6d: Integrating knowledgeable, critical and reflective perspectives on early education			Standard 4	Focus on Children; Early Childhood***

6e: Engaging in informed advocacy for children and the profession			Standard 4	Focus on Children; Early Childhood***
*Family, Career and Community Leaders of America, Inc.® (FCCLA) is a nonprofit national career and technical student leadership organization for young men and women in Family and Consumer Sciences education in public and private schools through grade 12.				
** STAR Events (Students Taking Action with Recognition) are competitive events in which members are recognized for proficiency and achievement in chapter and individual projects, leadership skills, and career preparation.				
***Additional integration may take place in these additional: Teach & Train; Entrepreneurship; Career Investigation; Illustrated Talk; Chapter Showcase, Applied Technology, Job Interview, Chapter Service and National Programs in Action (Families First) when a specific early childhood topic is being researched.				

Revised: May 24, 2012