

ARTICULATION AGREEMENT

DATE DRAFTED: December 8, 2021

VALID ACADEMIC YEARS: FA21-SP22

LMC COURSE: CHDEV-001 "Introduction to Principles and Practices in Early Education"

HIGH SCHOOL COURSE: ROP Careers with Children

School: Freedom High School

Address: 1050 Neroly Rd., Oakley, CA 94561

- A. COLLEGE COURSE DESCRIPTION:** This course covers the social, emotional, physical and cognitive development of the school-age child ages five through twelve. A focus on culturally relevant differentiated curriculum and environmental design to meet the needs of all children, including those with special needs will be incorporated. Students will develop strategies to guide and support children's behavior based on individual needs. Careers working with school-age children will also be explored. This course meets the requirement of a School-age course for the Child Development Permit Matrix with a School-Age Emphasis.
- B. UNITS:** 3
- C. PRE-REQUISITES:** None
- D. REQUIRED CONTENT FOR ARTICULATION:**
1. History of Early Childhood Education (CSLO 1)
 - a. European influences
Locke, Rousseau, Pestalozzi, Froebel, Montessori,
 - b. Developments in the United States
McMillians, Smith Hill, Dewey
 2. Careers and Professional Involvement (CSLO 2)
 - a. Program types
Public, private, non-profit, faith-based, employer-sponsored, laboratory
 - b. Code of Ethics
 3. Child Development Permit Matrix and Professional preparation (CSLO 2)
 - a. Licensure, credentials, permits
California Child Development Permit Matrix
 - b. Title 22 and Title 5 requirements
 - c. LMC coursework for permit advancement
 4. Child Development Principles and Theorist's Perspectives (CSLO 1)
 - a. Basic principles of human development
 - b. Developmental theorist's perspectives
Bruner, Piaget, Vygotsky, Freud, Erikson, Maslow, Kohlberg, Skinner, Gardner
 5. Developmentally Appropriate Practices Defined (CSLO 1)
 - a. Elements of developmentally appropriate practice
 - b. Developing dispositions
 - c. Principles of developmentally appropriate practice

6. Planning and Evaluating Classroom Environments (CSLO 1, 3)
 - a. Principles of novelty, predictability, and aesthetics
 - b. Physical, temporal, and social environment
 - c. Learning/inquiry areas
Construction, imagination, literacy, logical/mathematical, scientific, creative
7. Concepts of Curriculum Development and Implementation (CSLO 3, 4)
 - a. "Whole child" integration
 - b. Observation and assessment
California's curriculum framework and DRDP
8. Play
 - a. Definition and criteria
 - b. Values of play
 - c. Adult role in play facilitation
9. Educational Philosophies & Curriculum Models (CSLO 1, 3)
 - a. Relationship of philosophy of education and curriculum
 - b. Curriculum models/approaches
Anti-Bias Curriculum, Head Start, High Scope, Montessori, Reggio Emilia, Project Approach
10. Family Partnerships & Communication (CSLO 4)
 - a. Barriers to communication
 - b. Advantages to teacher, parent, and child
 - c. Processes to build partnerships
11. Serving Children w/Special Needs (CSLO 1, 4)
 - a. Inclusion and legal responsibilities
 - b. The children receiving special education
 - c. Support services in Contra Costa County and beyond
12. Concepts of Classroom Management and Child Guidance (CSLO 3, 4)
 - a. Positive guidance vs. discipline
 - b. Encouragement vs. praise
 - c. Principles of conscious discipline/brain-smart guidance

E. REQUIRED COMPETENCIES (PERFORMANCE OBJECTIVES) FOR ARTICULATION:

1. Interpret best and promising developmentally appropriate practices as they relate to infant, toddler, preschool, and school age care and education, within the context of historical underpinnings, range of delivery systems, program types and philosophies, and ethical standards.
2. Identify the professional requirements needed for a career in Early Childhood Education, and develop a formal Education Plan to reach a designated career goal.
3. Assess early childhood environments, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children and their families including those with diverse characteristics.
4. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.

F. METHODS FOR END OF COURSE ASSESSMENT:

1. Portfolio Assessment
2. Written Final
3. Credit by exam: Students must receive a grade of "B" or better in the course and on the final exam.

G. TEXTBOOKS OR OTHER SUPPORTING MATERIALS

1. California Department of Education Curriculum Framework
2. Who Am I in the Lives of Children? S. Feeny and E. Morvacik. Pearson Publishing.
3. Principles of Developmentally Appropriate Practice Ed. Sue Bredekamp, et.al. NAEYC.
4. Caring For the Developing Child
5. Conscious Discipline

H. PROCEDURES AND/OR CRITERIA FOR COURSE ARTICULATION:

- a. Complete the ROP Careers with Children course at Freedom High School with a grade of "B" or better.
- b. Receive a "B" or better on the agreed upon college/high school final exam procedure.
- c. Apply for admission at Los Medanos College.
- d. Be recommended for credit by the high school teacher.
- e. Register for CATEMA for electronic recommendation of college credit **within the academic year in which credit was earned.**
- f. Upon completion of the above, the student will receive on his/her LMC and CCCCD (California Community College District) transcript the units of credit for LMC's CHDEV-001 "Principles & Practices of Teaching Young Children" course.
- g. College transcripts will reflect the **FINAL EXAM GRADE** earned and will be notated as *Credit by Exam.

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COLLEGE SIGNATURES

Natalie Hannum

Natalie Hannum (Jan 12, 2022 12:45 PST)

Natalie Hannum Date
LMC Vice President of Instruction



Dennis Franco Date
LMC Dean of Instruction

Janice Townsend

Janice Townsend (Jan 12, 2022 06:36 HST)

Janice Townsend Date
LMC Child Development Dept. Chair

Randi Osburn

Randi Osburn (Dec 9, 2021 11:37 PST)

Randi Osburn Date
LMC Child Development Faculty

HIGH SCHOOL/ROP/DISTRICT SIGNATURES

Lauren Kelly

Lauren Kelly (Jan 12, 2022 17:15 PST)

Lauren Kelly Date
Principal, Freedom High School

Erik Faulkner

Erik Faulkner (Jan 13, 2022 12:12 PST)

Erik Faulkner Date
LUHSD Associate Superintendent Educational Services

Dan Hanel

Dan Hanel Date
Principal, ROP Student Programs

Stephanie Marple

Stephanie Marple (Jan 13, 2022 11:00 PST)

Stephanie Marple Date
Faculty, Freedom High School












CHDEV-001_FHS_FA21-SP22
















Final Audit Report

2022-01-13

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