



Alabama Department of Postsecondary Education

Representing the Alabama Community College System

STATEWIDE CAREER/TECHNICAL EDUCATION COURSE ARTICULATION REVIEW MINUTES

Articulation Agreement Identifier: CHD 100 (2006-1) Identifier is the postsecondary course prefix followed by Plan-of-Instruction version number (e.g.; INT 100 (2005-1)).

Applicable CIP code(s): 19.0708

Postsecondary course prefix, number, and title: CHD 100 – Introduction to Early Care and Education of Children

Secondary Education course(s) title and number: 440901/510021 - Child Development + 330206/460009 - Education and Training OR 330303/460013 - Early Childhood Education I + 330304/460014 - Early Childhood Education II

Initial Review: Jan 28, 2010 Annual DPE Review: February 9, 2012

Effective date: **Fall Semester 2011.**

Course Content Analysis (all postsecondary course objectives must be sufficiently addressed in the secondary courses):

Notes:

- 1 Skills and knowledge contained in the postsecondary course objectives must be present in the corresponding secondary objectives for a “match” to occur.**
- 2. Postsecondary and Secondary objectives must reflect similar content and performance levels before the course articulation agreement will be recommended to the TEDAC Oversight Committee.**
- 3. More than one Secondary course may be used in order to articulate to a Postsecondary course.**

Postsecondary Course Objectives	Secondary Course(s) and Location(s)	TEDAC Comments
<p>Module A - Ethical Guidelines And Professional Standards Of The Child Care Profession</p> <p>Competency:</p> <p>A1.0 Explain ethical and professional behaviors related to early childcare profession.</p> <p>Objectives:</p> <p>A1.1.1 Describe the role of early childhood care and education providers.</p> <p>A1.1.2 Describe employment opportunities for early childhood care and education providers.</p> <p>A1.1.3 Explain the role of professional organizations associated with early childcare and development.</p> <p>A1.1.4 Explain the National Association for the Education of Young Children (NAEYC) ethical guidelines and professional standards related the early childhood practice.</p> <p>A1.1.5 Explain the purpose of Child Development Association (CDA) credentialing.</p> <p>A1.1.6 Explain state legal requirements and standards.</p> <p>A1.1.7 State resources available for continuing education of early child care providers.</p> <p>Competency:</p> <p>A2.0 Value the practice of ethics and other professional behaviors related to the early childcare profession.</p> <p>Objective:</p> <p>A2.1.1 State the value of continuing education for early child care providers.</p> <p>A2.1.2 Prioritize the criticality of ethical and professional behaviors associated with early childcare.</p>	<p>Course title – Child Development</p> <p>Unit 1 – Learning About Children</p> <p>Content Standards:</p> <ol style="list-style-type: none"> 1. Assess the importance of child development study. <ul style="list-style-type: none"> • Determining readiness for parenthood • Explaining the purpose of observation in child development study 2. Evaluate factors that influence growth and development of children. Examples: heredity, environment, nutrition, physical activity, developmental disorders, early brain development, birth defects, exceptionalities. 3. Explain contributions of child development theorists. Examples: Freud, Piaget, Erikson, Skinner, Havighurst, Maslow <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Explain why childhood is an important time of development. 2. Determine the changes that parenthood brings. 3. Analyze considerations couples should look at before deciding to become parents. 4. Describe reasons for studying children. 5. Determine the importance of observing young children. 6. Evaluate methods of observation. 7. Discuss guidelines for observing young children. 8. Explain why confidentiality is essential when observing and interpreting the behavior of children. 	

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	<ol style="list-style-type: none"> 9. Determine how personal characteristics are inherited. 10. Analyze major birth defects. 11. Explain causes of birth defects. 12. Determine how birth defects can be diagnosed and prevented. 13. Assess factors that influence growth and development. 14. Compare major child development theorists. 	
<p>Module B – Concepts Of Child Development Competency: B1.0 Identify behaviors associated with the domains of child development. Performance Objective: B1.1 In a child care environment, identify and document characteristics of the domains of development in children. Learning Objectives: B1.1.1 Explain the characteristics of the domains of child development. B1.1.2 Explain the interrelationship of the domains of child development. B1.1.3 Explain the influences of development in the domains of child development. B1.1.4 Describe current theories related to the domains of child development. B1.1.5 Describe the development of self-concept. B1.1.6 Identify factors that interfere with positive development of the domains of child development. B1.1.7 Identify behaviors which facilitate the development of the domains of child development.</p>	<p>Unit 2 – Prenatal Development and the Newborn Child Content Standards: 4. Describe stages of prenatal development and labor and potential risks to mother and child during prenatal development, labor, and birth. • Describing causes of birth defects and the impact of each 5. Determine physical and emotional needs of the mother and newborn child. Learning Objectives: 1. Describe the various early signs of pregnancy. 2. Describe the three stages of prenatal development. 3. Determine the characteristics of the three trimesters of pregnancy. 4. Analyze warning signs of pregnancy complications and possible tests that may be done during pregnancy. 5. Explain how a pregnant woman’s emotions affect her stress level. 6. Analyze ways to reduce stress. 6. Determine causes of birth defects and the impact of</p>	

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<p>Competency: B2.0 Identify behaviors associated with the social and emotional development of children.</p> <p>Performance Objective: B2.1 In a child care environment, identify and document social and emotional characteristics of children in a variety of developmental stages.</p> <p>Learning Objectives: B2.1.1 Explain elements of social and emotional development. B2.1.2 Identify factors that interfere with positive social interaction. B2.1.3 Identify behaviors which facilitate social/emotional development within the child and within groups.</p> <p>Competency: B3.0 Provide an environment that is healthy, respectful, supportive, and challenging for children.</p> <p>Performance Objective: B3.1 In a child care environment, observe and document the effect of the environment on the development of children.</p> <p>Learning Objectives: B3.1.1 Identify the concept of “environments” as related to young children. B3.1.2 Explain the impact of environments on development of young children. B3.1.3 Differentiate between environmental factors that enhance or restrict child development.</p> <p>Competency: B4.0 Apply developmentally appropriate practices in the development of children.</p> <p>Performance Objective: B4.1 In a child care environment, identify and document appropriate and inappropriate practices for</p>	<p>each.</p> <ol style="list-style-type: none"> 7. Analyze what happens during each of the three stages of childbirth. 8. Describe possible complications the mother or newborn may experience during labor and delivery. 9. Describe the care given to a mother and newborn after delivery. <p>Unit 3 – Infants Content Standards:</p> <ol style="list-style-type: none"> 6. Describe physical, emotional, social and intellectual developmental needs of the infant. <ul style="list-style-type: none"> • Summarizing developmental milestones during the first year of life • Identifying infant care skills required by the caregiver • Describing how emotions and temperament develop in the infant • Explaining how the infant learns through social interaction • Describing ways to stimulate brain development in an infant • Explaining how infants develop communication skills <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Describe physical, social, emotional and intellectual development during the first year of life. 2. Describe the development of senses and motor skills during the first twelve months. 3. Determine activities that support the development of the brain. 	

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<p>children of various developmental ages/stages.</p> <p>Learning Objectives: B4.1.1 Explain developmentally appropriate practices. B4.1.2 Identify guidelines for developmentally appropriate practices. B4.1.3 Differentiate between appropriate and inappropriate practices.</p> <p>Competency: B5.0 Practice behaviors that foster positive guidance in children.</p> <p>Performance Objective: B5.1 In a child care environment, observe and document behaviors that foster positive guidance of children. B5.2 Value behaviors that support positive guidance of children. (Affective assessment)</p> <p>Learning Objectives: B5.1.1 Identify basic concepts and components of behaviors of young children. B5.1.2 Differentiate between appropriate and inappropriate techniques for guidance and discipline for children. B6.2.1 State the value of positive behaviors that support positive guidance of young children. B6.2.2 Prioritize the criticality of behaviors associated with positive guidance of young children.</p> <p>MODULE C - LESSON PLANNING FOR EARLY CHILD CARE EDUCATION</p> <p>Competency: C1.0 Explain the purpose of lesson plans.</p> <p>Objectives: (Cognitive assessment) C1.1.1 Explain the purpose of a lesson plan. C1.1.2 Identify the components of a lesson plan.</p>	<p>4. Define emotional and social development. 5. Explain how a baby’s care affects emotional and social development. 6. Analyze different temperament traits. 7. Describe how emotions change during infancy. 8. Analyze signs of social development in babies. 9. Determine how behavior is learned. 10. Illustrate signs of intellectual growth in infants.</p> <p>Unit 4 – Toddlers</p> <p>Content Standards:</p> <p>7. Describe physical, emotional, social, and intellectual developmental needs of the toddler.</p> <ul style="list-style-type: none"> • Identifying developmental milestones of children ages one to three • Describing how self-care skills are introduced to the toddler • Explaining how individual differences affect emotional development in toddlers • Explaining the importance of friends and play to a toddler’s social development • Summarizing the connection between brain research and learning • Explaining the importance of reading to the toddler <p>Learning Objectives:</p> <p>1. Describe the changes in an average toddler’s physical appearance. 2. Distinguish between a toddler’s large and small motor skills; give examples of each. 3. Plan healthy meals and snacks appropriate for toddlers. 4. Describe the patterns of emotional development in</p>	

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	<p>toddlers.</p> <ol style="list-style-type: none"> 5. Describe the patterns of social development in toddlers. 6. Explain how a positive self-concept affects a toddler's development. 7. Compare the basic personality types of young children. 8. Determine effective discipline techniques. 9. Analyze various methods of learning. 10. Explain the basic elements of intellectual activity. <p>Unit 5 – Preschoolers Content Standards:</p> <ol style="list-style-type: none"> 8. Describe physical, emotional, social, and intellectual developmental needs of the preschooler. <ul style="list-style-type: none"> • Summarizing developmental milestones of children ages four to five • Explaining the importance of providing nutritious meals and snacks for preschoolers • Describing how preschool-age children develop self-help and self-care habits • Evaluating the impact of building self-confidence in the preschool-age child • Describing language development of preschool-age children <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Determine the physical changes in children from four to six. 2. Compare average motor development of four, five and six-year-olds. 3. Explain why good nutrition is essential for children 	

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	<p>four to six.</p> <ol style="list-style-type: none"> 4. Describe ways to encourage good nutrition in preschoolers. 5. Explain how to help children develop good self-care habits. 6. Evaluate emotional development in preschool children. 7. Describe social development in preschooler. 8. Explain moral development in children four to six. 9. Analyze ways to help children learn from everyday experiences. 10. Determine ways to encourage child's interest in reading, art, and music. <p>Unit 6 – School Age Children Content Standards:</p> <ol style="list-style-type: none"> 9. Describe physical, emotional, social and intellectual developmental needs of the school-age child. <ul style="list-style-type: none"> • Analyzing developmental milestones for the six-to twelve-year-old child • Explaining personal hygiene of the school-age child • Describing the connection between competence and self-esteem in school age children • Determining how relationships with peers change during this period <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Describe physical, social, emotional and intellectual development of school-age children. 	

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	<ol style="list-style-type: none"> 2. Determine the average changes in height and weight of children during this period. 3. Analyze the physical changes that take place in puberty. 4. Evaluate the signs of the child's sense of self. 5. Describe changes in friendship during this period. 6. Analyze the effects of peer pressure. 7. Explain changes in how children get along with parents during this period. 8. Determine signs of intellectual development of the school-age child. 9. Compare the thinking skills of children in middle childhood and early adolescence. <p>Unit 7 – Adolescents Content Standards:</p> <ol style="list-style-type: none"> 10. Describe physical, emotional, social, and intellectual developmental needs of the adolescent. <ul style="list-style-type: none"> • Describing the developmental milestones of thirteen-to eighteen-year-old children • Summarizing the importance of nutrition, hygiene, exercise, and sleep during adolescence • Explaining the need for adolescents to develop their own personal identity • Recognizing the importance of adolescents' developing strong personal morals and values <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Compare and contrast the physical development of adolescent male and adolescent females. 2. Compare the social and emotional differences between adolescent boys and girls. 	

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	<p>3. Describe how the intellectual development of males and females differ.</p> <p>4. Assess the importance of nutrition, hygiene, exercise, and sleep during adolescence.</p> <p>5. Determine how morals and values are formed by an individual.</p> <p>Unit 8 – Care and Guidance of Children Content Standards:</p> <p>11. Explain the importance of consistency when guiding children.</p> <ul style="list-style-type: none"> • Identifying ways to encourage appropriate behavior and correct inappropriate behavior <p>12. Assess the importance of play and play activities in the lives of children</p> <ul style="list-style-type: none"> • Explaining the significance of child-adult interaction • Identifying enrichment activities that optimize learning <p>Examples: art, music, science, literature</p> <p>13. Prepare nutritious meals for children.</p> <ul style="list-style-type: none"> • Practicing safety and sanitation techniques during food preparation • Demonstrating safe and correct use of kitchen equipment <p>14. Determine ways to meet children’s health and safety needs, including recognizing safety hazards and devices, selecting safe and age-appropriate toys, identifying the need for regular health check-ups and</p>	

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	<p>immunizations, describing care of children with illness, and outlining procedures to follow in an emergency situation.</p> <p>15. Explain procedures for reporting child abuse.</p> <p>16. Compare factors to consider when selecting child care providers.</p> <ul style="list-style-type: none"> • Describing ways to assist children in transitioning from home to daycare to school <p>17. Assess community support services and resources available to families with children who have special needs.</p> <ul style="list-style-type: none"> • Identifying needs of special children and ways parents meet those needs • Summarizing current approaches to educate children with special needs <p>18. Determine ways to assist children with stress and family crisis.</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Explain the importance of consistency in guiding children. 2. Determine effective ways of dealing with misbehavior. 3. Explain how and why to set limits. 4. Apply effective techniques for encouraging appropriate behavior. 5. Determine the importance of play in the intellectual, physical, social and emotion development in children. 6. Evaluate toys that are age-appropriate. 7. Analyze ways play benefits children. 8. Determine the significance of child-adult interaction. 9. Demonstrate activities that optimize learning. 	

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	<ol style="list-style-type: none"> 10. Prepare nutritious and appealing meals and snacks for children using safe and sanitary techniques. 11. Describe guidelines for maintaining a safe environment and for promoting children’s safety. 12. Evaluate ways to promote and practice fire safety in the home. 13. Explain sun safety for children. 14. Determine weather or disaster emergencies. 15. Analyze ways to prevent and treat falls, burns and poisonings in the home. 16. Determine the positive environmental factors that influence good health in children. 17. Explain the importance of first aid training. 18. Explain the importance of cleanliness in the home. 19. Describe caring for children with special illnesses. 20. Compare various injuries and how to treat them. 21. Interpret immunization and health check up schedule. 22. Evaluate the All Kids program in Alabama. 23. Analyze the various types of child care and the advantages and disadvantages of each. 24. Assess the signs of child abuse and neglect and procedures for reporting. 25. Determine situations and feelings that cause stress and its effect on families and children. <p>Unit 9 – Technology and Careers Content Standards:</p> <ol style="list-style-type: none"> 19. Analyze ways technology impacts and is used to study the growth and development of children. 20. Explain career options related to child development. <ol style="list-style-type: none"> 1. Analyze methods of evaluating how technology impacts the family through the family life cycle. 	

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	<p>2. Determine the responsibilities and rewards of choosing a career in child development.</p> <p>3. Analyze the process of preparing for choosing a career in child development.</p> <p>Course Title: Education and Training</p> <p>Unit 1 – Foundation</p> <p>Content Standard(s):</p> <p>1. Apply mathematical, reading, writing, critical-thinking and problem solving skills to effectively perform in the educational setting.</p> <p>2. Describe standards, policies, and procedures for an educational setting to ensure safe and healthy environments, including managing, reporting, and documenting emergency situations.</p> <p>3. Explain the impact of goal-setting, teamwork, and technical skills in the field of education.</p> <ul style="list-style-type: none"> • Recognizing the importance of FCCLA programs to the field of education <p>4. Interpret the Alabama Quality Teaching Standards and the Alabama Code of Ethics for professional guidance.</p> <p>5. Determine professional organizations that impact the education profession.</p> <p>Learning Objective:</p> <p>1. Integrate academic, critical thinking and problem-solving skills to effectively perform.</p> <p>2. Explain standards, policies, and procedures for a safe and healthy environment.</p> <p>3. Describe the standards, policies, and procedures for managing, reporting, and documenting emergency</p>	

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	<p>situations.</p> <ol style="list-style-type: none"> 4. Explain the impact of goal setting, teamwork, and technical skills as required skills in the field of education. 5. Determine the importance of FCCLA programs to the field of education. 6. Analyze the Alabama Quality Teaching Standards for their impact on teaching and learning in Alabama. 7. Explain the Alabama Code of Ethics in relationship to and educator’s professional behavior. 8. Analyze the impact of professional organizations on the education profession. <p>Unit 2 – Field of Education Content Standard(s)</p> <ol style="list-style-type: none"> 6. Analyze the organizational structure and funding sources for education in the United States at the national, state, and local levels. 7. Identify the history, current trends, initiatives, and issues in education in the United States at the national, state, and local levels. Examples: character education, reading, financial literacy, school safety 8. Evaluate the impact of the physical, emotional, social, and intellectual development of learners of various ages on the teaching and learning processes. Examples: preschool, elementary, intermediate, middle school, high school, college, adult learners. <p>Learning Objective(s):</p> <ol style="list-style-type: none"> 1. Describe the organizational structure for education in the United States at the national, state, and local 	

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	<p>levels.</p> <ol style="list-style-type: none"> 2. Explain the funding sources for education in the United States at the national, state, and local levels. 3. Trace the history of education in the United States at the national, state, and local levels. 4. Determine current trends in education in the United States at the national, state, and local levels. 5. Analyze initiatives in education in the United States at the national, state, and local levels. 6. Describe issues in education in the United States at the national, state, and local levels. 7. Explain the physical, emotional, social, and intellectual development of learners at all stages of the life span. 8. Analyze the impact of human development on the teaching and learning processes at each stage of the life span. 9. Assess the impact of human development on the teaching and learning processes at various levels of education. <p>Unit 3 – Faculty and Staff Content Standard(s)</p> <ol style="list-style-type: none"> 9. Critique the role of the teacher, administrator, and professional support personnel in the educational system. 10. Analyze characteristics of teacher, administrator, and professional support personnel for their effectiveness in the educational system. 	

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	<p>11. Describe effective communication skills required in the teaching, administration, and professional support services professions.</p> <p>Learning Objective(s)</p> <ol style="list-style-type: none"> 1. Determine the role of teachers in the educational system. 2. Determine the role of administrators in the educational system. 3. Determine the role of professional support services personnel in the educational system. 4. Analyze characteristics of teachers for their effectiveness in the educational system. 5. Analyze characteristics of administrators for their effectiveness in the educational system. 6. Analyze characteristics of professional support services personnel in the educational system. 7. Determine effective communication skills required in the profession of education. <p>Unit 4 – Teaching Content Standards</p> <ol style="list-style-type: none"> 12. Determine steps utilized in the teaching and learning processes. 13. Describe an environment conducive to learning. 14. Analyze learning styles and teaching methods to 	

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	<p>determine their impact on student achievement.</p> <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Define teaching. 2. Define learning. 3. Analyze the steps involved in the teaching and learning processes. 4. Determine characteristics of a learning environment conducive to learning. 5. Define learning styles. 6. Analyze learning styles to determine their impact on student achievement. 7. Define teaching methods. 8. Analyze teaching methods to determine their impact on student achievement. <p>Unit 5 – Curriculum</p> <p>Content Standards:</p> <ol style="list-style-type: none"> 15. Compare differences in student characteristics that impact the way in which curricula is planned, implemented, assessed and revised. 16. Analyze the process of designing curricula for achieving student excellence. 17. Compare types of data used to assess student achievement and to plan curricula. <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Assess differences in students that impact the way 	

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	<p>curricula is planned, implemented, assessed, and revised.</p> <ol style="list-style-type: none"> 2. Determine the process for designing curricula that impacts student achievement. 3. Analyze types of data used to assess student achievement. 4. Explain what is meant by a data driven curriculum. <p>Unit 6 – Technology and Careers Content Standards</p> <ol style="list-style-type: none"> 18. Determine the impact of technology on the field of education. 19. Utilize information technology to assess, manage, and integrate effective data communication and documents in the field of education. <ul style="list-style-type: none"> • Utilizing charts and graphs to summarize data 20. Analyze career options, credentials, and entrepreneurial opportunities related to the field of education. <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Analyze the impact of technology on the field of education. 2. Utilize information technology to assess, manage, integrate data, and documents. 3. Create charts and graphs to summarize data. 4. Analyze career options, credentials, and 	

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	entrepreneurial opportunities related to the field of education.	