

Phase II

UNIVERSITY OF HAWAI'I SYSTEM ARTICULATION AGREEMENT November 26, 2018

**Early Childhood Education (ECED)
Hawai'i Community College
Honolulu Community College
University of Hawai'i Maui College
Kaua'i Community College**

Fall 2018

UNIVERSITY OF HAWAII SYSTEM ARTICULATION AGREEMENT

Early Childhood Education (ECE) – HawCC, HonCC, UH Maui College, and Kaua'i CC

INTRODUCTION

The University of Hawai'i (UH) is comprised of ten campuses located on six islands in the State of Hawai'i. While each campus has a unique identity and mission, the ten campuses operate as one system.

During the course of their education, students may decide to transfer from one campus to another in the UH System. The development of an articulated program of study supports the transfer of earned academic credits within the UH System.

PURPOSE

The primary purpose of this articulation agreement is to facilitate the matriculation of students and the transfer of courses across the university system. Moreover, it is intended to inform students whose program of study requires ECE courses as part of their degree requirements of the program opportunities that are available to them throughout the UH System.

AGREEMENT AND PROCEDURES

1. **Scope of Agreement.** This Articulation Agreement applies among the UH Community Colleges and the University of Hawai'i Maui College.
2. **General Guidelines for the Application of Award of Transfer Credits**
 - A. Student Eligibility: Students must be currently enrolled at a participating UH campus to be eligible for the award of any transfer credit.
 - B. Timeline for Application: Students should apply for transfer credits during their first year of attendance at the receiving campus.
 - C. Transferability: Credits awarded within the guidelines established in this Agreement will transfer between and among designated University of Hawai'i campuses. However, students should be informed by both "sending" and "receiving" campuses that transferred credits may **not** be applicable to programs outside this Agreement.
 - D. Campus Procedures: Each UH Campus that is a party to this Agreement will be responsible for establishing procedures that detail the timeline and deadlines for application, review requests for award of transfer credit, and the appeals process for such credit.

The document lists all ECED courses that are equivalent within the University of Hawai'i System. If a course is unique to a campus and, hence, does not have an equivalent course within the UH System, then it is not listed in this document.

This Articulation Agreement will remain in effect until October 2021. It will be subject to review in October 2020, and may be continued, revised, or discontinued with the consent of all faculty members and administration of all campuses represented in this agreement. The Articulation Agreement remains in effect while review continues.

Note: Phase I: By December 31, 2017 PCC's will complete discussions and secure agreements on alpha, number, title, credits, contact hours, schedule types associated TE's. By December 31, 2018 Phase I alignment changes will display in all college catalogs and implemented in STAR GPS.

Note: Phase II: By December 31, 2018 PCC's will complete discussions and secure agreements on description, pre-requisites. SLO alignment will be deferred to a later date (Phase III). By December 31, 2019 all Phase I and Phase II alignment changes will display in all college catalogs and implemented in STAR GPS.

Note: If the class alpha with the same core course student learning outcome (SLOs) is offered at another campus, it articulates as well.

ECED 105
Introduction to Early Childhood Education

Effective Fall 2018, each community college campus offering this course has agreed to:

Course alpha and number

ECED 105

Course title:

Introduction to Early Childhood Education

Credit Hours:

3

Contact Hours:

45

Basis:

15 (Lecture)

Teaching Equivalencies (TE):

3.00 (45/15)

Course description:

Introduces and explores the nature of the field of early childhood education and care.

Prerequisites:

HonCC: ENG 100 + ENG 100S or Placement at ENG 100.

UHMC: Placement at ENG 100 or consent.

Hawai'i, Kaua'i: Placement at ENG 100.

Student Learning Outcomes:

Phase III, Fall 2019

ECED 110
Developmentally Appropriate Practices

Effective Fall 2018, each community college campus offering this course has agreed to:

Course alpha and number:

ECED 110

Course title:

Developmentally Appropriate Practices

Credit Hours:

3

Contact Hours:

45

Basis:

15 (Lecture)

Teaching Equivalencies (TE):

3.00 (45/15)

Course description:

Introduces concepts of developmentally appropriate practice and the importance of play. Provides an overview of and experience with the knowledge and skills necessary for working with children birth through age eight, including children with special needs.

Prerequisites:

No Prerequisites

Student Learning Outcomes:

Phase III, Fall 2019

ECED 115
Health, Safety, and Nutrition for the Young Child

Effective Fall 2018, each community college campus offering this course has agreed to:

Course alpha and number:

ECED 115

Course title:

Health, Safety, and Nutrition for the Young Child

Credit Hours:

3

Contact Hours:

45

Basis:

15 (Lecture)

Teaching Equivalencies (TE):

3.00 (45/15)

Course description:

Introduces theories and practices for creating and maintaining a safe, healthy learning environment for young children and adults in group settings. Introduces guidelines and practices for providing for the nutritional needs of young children and adults in group settings.

Prerequisites:

HonCC: ENG 100 + 100S or Placement into ENG 100.

KauCC: Placement into ENG 100.

UHMC: Placement into ENG 100 or consent.

Hawai'i: Placement into ENG 100

Student Learning Outcomes:

Phase III, Fall 2019

ECED 131
Early Childhood Development: Theory Into Practice

Effective Fall 2018, each community college campus offering this course has agreed to:

Course alpha and number:

ECED 131

Course title:

Early Childhood Development: Theory into Practice

Credit Hours:

3

Contact Hours:

45

Basis:

Lecture (15)

Teaching Equivalencies (TE):

3.00 (45/15)

Course description:

Introduces principles of human development from conception through age eight and how this informs practice. Focuses on the relationships between physical, cognitive, emotional and social aspects of the individual during this period.

Prerequisites:

HonCC: ENG 100 + ENG 100S or Placement into ENG 100.

KauCC: Placement into ENG 100.

UHMC: Placement at ENG 100 or consent.

Hawai'i: Placement at ENG 100.

Student Learning Outcomes:

Phase III, Fall 2019

ECED 140
Guiding Young Children in Group Settings

Effective Fall 2018, each community college campus offering this course has agreed to:

Course alpha and number:

ECED 140

Course title:

Guiding Young Children in Group Settings

Credit Hours:

3

Contact Hours:

45

Basis:

15 (Lecture)

Teaching Equivalencies (TE):

3.00 (45/15)

Course description:

Addresses positive ways to support children's social-emotional development. Focuses on adult-child and child-child interactions and relationships.

Prerequisites:

HonCC: ENG 100 + ENG 100S or Placement at ENG 100.

KauCC: Placement at ENG 100.

UHMC: Placement at ENG 100 or consent.

Hawai'i: Placement at ENG 100

Note: All campuses agreed to: Recommended: ECED 131.

Student Learning Outcomes:

Phase III, Fall 2019

ECED 152
Early Literacy Development

Effective Fall 2018, each community college campus offering this course has agreed to:

Course alpha and number:

ECED 152

Course title:

Early Literacy Development

Credit Hours:

3

Contact Hours:

45

Basis:

15 (Lecture)

Teaching Equivalencies (TE):

3.00 (45/15)

Course description:

This course begins with a survey of the history and contemporary issues and trends in early literacy development. It includes an in-depth exploration of how young children learn to read and write and what teachers and caregivers need to know and be able to do to support literacy development from birth through the primary years.

Prerequisites:

HonCC: ENG 100 + ENG 100S or Placement into ENG 100.

Hawai'i: Placement into ENG 100.

Maui: Placement into ENG 100 or consent.

Note: Not in Kaua'i catalog.

Student Learning Outcomes:

Phase III, Fall 2019

ECED 170
Introduction to Working with Infants and Toddlers

Effective Fall 2018, each community college campus offering this course has agreed to:

Course alpha and number:

ECED 170

Course title:

Introduction to Working With Infants and Toddlers

Credit Hours:

3

Contact Hours:

45

Basis:

15 (Lecture)

Teaching Equivalencies (TE):

3.00 (45/15)

Course description:

Provides an overview of the basic skills needed for working with infants and toddlers and their families in group care settings. Focuses on interactive aspects of child development. Introduces infant-toddler caregiving routines and environments, and caregiver roles.

Prerequisites:

HonCC: ENG 100 + ENG 100S or Placement at ENG 100.

KauCC: Placement at ENG 100.

UHMC: Placement at ENG 100 or consent.

Hawai'i: Placement at ENG 100.

Student Learning Outcomes:

Phase III, Fall 2019

ECED 245
Child, Family, and Community

Effective Fall 2018, each community college campus offering this course has agreed to:

Course alpha and number:

ECED 245

Course title:

Child, Family, and Community

Credit Hours:

3

Contact Hours:

45

Basis:

15 (Lecture)

Teaching Equivalencies (TE):

3.00 (45/15)

Course description:

Develops communication skills and other strategies for building effective relationships with diverse families and relevant community members. Introduces students to the local resources available for family referral.

Prerequisites:

ENG 100; Recommended Preparation: ECED 105

Student Learning Outcomes:

Phase III, Fall 2019

ECED 263
Language and Creative Expression Curriculum

Effective Fall 2018, each community college campus offering this course has agreed to:

Course alpha and number:

ECED 263

Course title:

Language and Creative Expression Curriculum

Credit Hours:

3

Contact Hours:

45

Basis:

15 (Lecture)

Teaching Equivalencies (TE):

3.00 (45/15)

Course description:

Addresses creative and language disciplines, stages of development for each, and how these relate to appropriate early childhood curriculum. Includes designing curriculum for language, literacy, literature, and creative expression (art, music, & creative movement/dance) based on observation of children. Students must have contact with preschool children in a formal setting for observation and implementation of course assignments.

Prerequisites:

ENG 100 and "C" or higher in ECED 110 and ECED 131.

Student Learning Outcomes:

Phase III, Fall 2019

ECED 264
Inquiry and Physical Curriculum

Effective Fall 2018, each community college campus offering this course has agreed to:

Course alpha and number:

ECED 264

Course title:

Inquiry and Physical Curriculum

Credit Hours:

3

Contact Hours:

45

Basis:

15 (Lecture)

Teaching Equivalencies (TE):

3.00 (45/15)

Course description:

Addresses physical development and inquiry disciplines, stages of development for each, and how these relate to appropriate early childhood curriculum. Includes designing curriculum for physical development, and inquiry (math, science, and social studies) based on observation of children. Introduces integrated curriculum based on science and social studies topics. Students must have contact with preschool children in a formal setting for observation and implementation of course assignments.

Prerequisites:

ENG 100 and "C" or higher in ECED 110 and ECED 131.

Student Learning Outcomes:

Phase III, Fall 2019

ECED 275
Inclusion of Children with Special Needs

Effective Fall 2018, each community college campus offering this course has agreed to:

Course alpha and number:

ECED 275

Course title:

Inclusion of Children with Special Needs

Credit Hours:

3

Contact Hours:

45

Basis:

15 (Lecture)

Teaching Equivalencies (TE):

3.00 (45/15)

Course description:

Introduces legal, historical, and research information about serving young children with special needs in inclusive environments. Introduces issues and practices associated with establishing partnerships with families and understanding collaborative relationships that contribute to meeting diverse needs of young children in inclusive settings. Facilitates development of skills to adapt and modify the learning environment in line with developmentally appropriate practice. Introduces traditional and alternative assessment and identifies skills necessary to facilitate successful transitions.

Prerequisites:

ENG 100 and "C" or Higher in ECED 131.

Student Learning Outcomes:

Phase III, Fall 2019

UNIVERSITY OF HAWAII SYSTEM ARTICULATION AGREEMENT
EARLY CHILDHOOD EDUCATION (ECED)

Hawai'i Community College



Rachel Solemsaas, Chancellor

1/3/19
Date



Joni Onishi, Vice Chancellor for Academic Affairs

1/14/2019
Date



Melanie Wilson, Dean of Liberal Arts and Public Service

1/14/19
Date



Janet Smith, Program Coordinator

1/10/19
Date



Brenda Watanabe, Program Coordinator

1/10/19
Date

UNIVERSITY OF HAWAI'I SYSTEM ARTICULATION AGREEMENT
Early Childhood Education (ECED)

Honolulu Community College



Erika Lacro, Chancellor

12-6-17

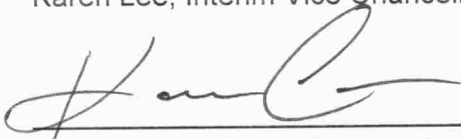
Date



Karen Lee, Interim Vice Chancellor of Academic Affairs

12/6/17

Date



Keala Chock, Dean, Communication & Services

12-5-17

Date



John Vierra Division Chair, Communication & Services

11-29-17

Date



Iris Jean Saito, Professor and Department Liaison

11-29-17

Date

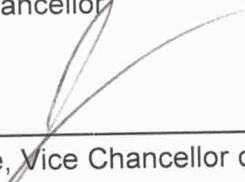
UNIVERSITY OF HAWAI'I SYSTEM ARTICULATION AGREEMENT
Early Child Education (ECED)

University of Hawai'i Maui College



Lui Hokoana, Chancellor

12/7/17
Date



Jonathan McKee, Vice Chancellor of Academic Affairs

12-6-17
Date



David Grooms, Interim Assistant Dean of Instructions

12/5/17
Date



Julie Powers, Division Chair

12/5/17
Date

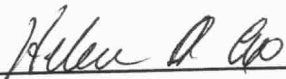


Elaine Yamashita, Program Coordinator

12-5-17
Date

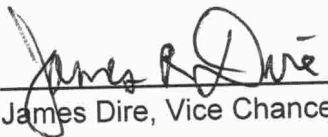
UNIVERSITY OF HAWAI'I SYSTEM ARTICULATION AGREEMENT
Early Childhood Education (ECED)

Kaua'i Community College



Helen Cox, Chancellor

12/11/17
Date



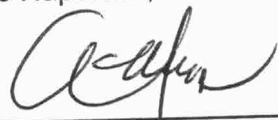
James Dire, Vice Chancellor of Academic Affairs

12/7/17
Date



Tammie Napoleon, HED Division Chair

12/6/17
Date



Antonia Fujimoto, Program Coordinator

12/6/2017
Date

