

**MASSACHUSETTS
STATE ARTICULATION AGREEMENT**

BETWEEN

**MASSACHUSETTS COMMUNITY COLLEGES AND
MASSACHUSETTS CHAPTER 74 APPROVED SECONDARY
CAREER/VOCATIONAL TECHNICAL PROGRAMS**

EARLY CHILDHOOD EDUCATION

Effective Date: December 5, 2012

MASSACHUSETTS STATE ARTICULATION AGREEMENT

From:

***A Chapter 74 Approved Secondary
Career/Vocational Technical Program***

To:

Community College Courses*

In this Program:

Early Childhood Education

One or more of the following course(s) or equivalent:

Child Development and Behavior
Child Growth and Development
Development in Early Childhood
Early Childhood Curriculum and Program Planning
Early Childhood Education Elective
Early Childhood Growth
Early Childhood Programs
Foundations of Early Childhood Education
Growth & Development of the Young Child
Introduction to Early Childhood Education

In accordance with the definition of an articulation agreement found in the Carl D. Perkins Career and Technical Education Improvement Act of 2006, this state level articulation agreement has been established between all Massachusetts Community Colleges and all high schools having Chapter 74 approved secondary career/vocational technical programs in *Early Childhood Education* to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree linked through this credit transfer agreement

The principles, policies, and guidelines in this transfer agreement shall apply uniformly to all students attempting to transfer credits earned in Massachusetts secondary CVTE programs.

****The specific course a student receives credit for is determined by the community college curriculum.***

SECTION I: ADMISSION CRITERIA AND PROCEDURES APPLY

- 1) Students eligible for credit are subject to the same application and admission requirements as all other students. The graduation requirements will be no different from the graduation requirements for all other students.
- 2) The minimum high school grade point average (GPA) of 2.0 plus an average grade of B (3.0/80% or higher) earned in the course/s that comprise the Massachusetts Chapter 74 approved Secondary Career/Vocational Technical program listed above.
- 3) Massachusetts students who have completed the Chapter 74 approved secondary career/vocational technical program covered by this agreement shall provide evidence (transcript) that he/she earned a 3.0 GPA/80% or higher in the technical courses that will be awarded advanced credit at all 15 Massachusetts Community Colleges.

SECTION II: AWARDING OF CREDIT

- 1) Articulated credits accepted by a community college pursuant to this agreement shall be placed on the student's college transcript prior to the end of the first semester. When possible the posting will be within 60 days of receiving the student's high school transcript but no later than 30 days after the semester add-drop deadline.
- 2) The credit *shall not* be held in escrow or be dependent upon the results of the college placement test results, required prerequisites, etc.
- 3) Student will receive credit regardless of their college major.
- 4) The student will be awarded up to 3 credits or the number of credits that will allow the student to move to the next class level without penalty. The intent of this section is to award the student the appropriate number of credits so that he/she will be in sync with the native student who attends the community college and who has completed the introductory class.

SECTION III: SECONDARY SCHOOL ELIGIBILITY FOR ADVANCED CREDIT

The Massachusetts Community Colleges will honor this agreement for two years after the student's date of high school graduation. In cases where a student's graduation exceeds 2 years, the community college will determine eligibility on a case by case basis.

This agreement is contingent upon a high school with Chapter 74 approved programs maintaining:

- 1) Current accreditation by the New England Association of Schools and Colleges; and
- 2) Current approval by the Massachusetts Department of Elementary and Secondary Education pursuant to Massachusetts General Law Chapter 74 and the Vocational Technical Education Regulations.

SECTION IV: APPEAL PROCESS

Matriculated students have the right to petition the college responsible for certifying credit (e.g. college transfer coordinator, academic dean or other person/s) if credit is not awarded under this agreement. Students may appeal or grieve denial of credit with any community college by referring to the grievance process in that college student handbook. If a student prevails on appeal the college must place the credit on the student's college transcript prior to the end of the first semester – within 60 days of receiving the student's high school transcript but no later than 30 days after the add-drop deadline.

SECTION V: GENERAL CONDITIONS OF THIS AGREEMENT

- 1) Students receiving articulated credits are strongly advised to review all enrollment, transfer and graduation requirements for four-year post-secondary schools prior to making plans to apply to any Massachusetts Community College.
- 2) The transferability of the associate degree credit to a baccalaureate program is determined by each four year institution and cannot be guaranteed.
- 3) This agreement is endorsed by the Massachusetts Community Colleges Executive Office on behalf of Massachusetts Community College Presidents' and the Massachusetts Association of Vocational Administrators.
- 4) This agreement will be reviewed when a substantive change in the framework occurs by the framework's review committee.

SECTION VI: FAIR NOTICE OF MATERIAL MODIFICATION

- 1) A fair notice period of 24 months by a community college will provide confidence to students and parents that the agreement will be in effect when the student graduates from high school. It is intended that this section not be combined with any other section for the purpose of extending the warning period to be more than 24 months.

SECTION VII: COLLEGES ARE ENCOURAGED TO DEVELOP ARTICULATION

- 1) Individual colleges are encouraged to continue the practice of developing individual articulation agreements in a variety of classes/programs.
- 2) Colleges are encouraged to consider adopting this agreement to apply to secondary non-chapter 74 programs where appropriate.
- 3) The community colleges continue to have the discretion to award advanced credit in cases not specifically covered by this agreement. This agreement may apply to students in secondary non-chapter 74 approved programs or in cases where a word or course title or program title may vary from this agreement, etc.
- 4) The community college program title changes alone will not impact this agreement because the agreement is based upon student achievement of knowledge and skills in this area as outlined in the Massachusetts Chapter 74 frameworks.

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EARLY CHILDHOOD EDUCATION

Effective Date: December 5, 2012



William Messner
President, Holyoke Community College and
Chair, Massachusetts Community Colleges Council of Presidents



David J. Ferreira
Executive Director
Massachusetts Association of Vocational Administrators

Early Childhood Education: Course Objective Comparisons

POST SECONDARY PROGRAM OBJECTIVES	CHAPTER 74 EARLY CHILDHOOD EDUCATION FRAMEWORKS	
1a: Define young children's characteristics and needs.	2.A.01.03	Explain safety precautions in a manner that reassures children.
	2.A.02.01	Assist children in developing and maintaining physical and mental health.
	2.A.02.05	Communicate children's unusual or atypical behaviors and and physical symptoms to staff.
	2.A.03.05	Facilitate routines (mealtimes, toileting, naps, transitions, and clean-up) that support children's individual needs.
	2.B.01.02	Apply appropriate theories to activities for and interactions with young children.
	2.B.02.01	Identify the stages of prenatal development.
	2.B.02.02	Identify physical developmental milestones.
		2.B.02.02.a fine motor
		2.B.02.02.b gross motor
	2.B.02.03	Document children's physical development.
	2.B.02.06	Describe how physical development influences self-concept and social development.
	2.B.03.01	Explain the fundamentals of brain development.
	2.B.03.02	Identify cognitive developmental milestones.
	2.B.04.01	Identify receptive and expressive language milestones and factors affecting mastery.
	2.B.04.07	Describe possible signs of hearing and speech delays or challenges.
	2.B.05.02	Identify the developmental stages of drawing.
	2.B.06.01	Define the stages of social and emotional development.
	2.B.06.02	Identify basic emotions as expressed by children at different stages of development.
	2.B.06.03	Explain how social and emotional development impacts the other domains of the whole child.
	2.B.06.04	Explain the importance of love, affection, identity and acceptance in the development of self-worth.
2.B.06.11	Provide appropriate verbal and non-verbal responses to children's behavior and emotions.	
2.B.06.12	Explain the stages of social play.	
1b: Describe the multiple influences on development and learning.	2.A.02.01	Assist children in developing and maintaining physical and mental health.
	2.A.03.01	Design space into identifiable areas that encourage appropriate and independent use of materials.
	2.A.03.03	Facilitate spontaneous, child initiated activities in order to support emergent curriculum.
	2.A.03.05	Facilitate routines (mealtimes, toileting, naps, transitions, and clean-up) that support children's individual needs.
	2.A.03.06	Take advantage of teachable moments.
	2.B.01.01	Compare and contrast the principles of the major child development theorists (Erikson, Gardner, Maslow, Piaget, Vygotsky).
	2.B.02.01	Identify the stages of prenatal development.
	2.B.02.02	Identify physical developmental milestones.
		2.B.02.02.a fine motor
		2.B.02.02.b gross motor
	2.B.02.03	Document children's physical development.
	2.B.02.06	Describe how physical development influences self-concept and social development.
	2.B.03.01	Explain the fundamentals of brain development.
	2.B.03.02	Identify cognitive developmental milestones.
	2.B.03.04	Document children's cognitive development and readiness for new learning opportunities.
	2.B.03.09	Explain how cognitive development influences self-concept and other domains within the whole child.
	2.B.04.02	Describe the educator's role as a language model for children.
	2.B.04.03	Demonstrate respectful tone, clear speech and responsive conversation.
	2.B.04.04	Demonstrate active listening to facilitate children's self-expression.
2.B.04.06	Demonstrate awareness of local speech patterns, idioms and cultural differences.	
2.B.04.08	Identify the needs of English language learners.	
2.B.05.01	Explain the importance of creative expression.	
2.B.05.02	Identify the developmental stages of drawing.	
2.B.06.01	Define the stages of social and emotional development.	
2.B.06.02	Identify basic emotions as expressed by children at different stages of development.	

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POST SECONDARY PROGRAM OBJECTIVES	CHAPTER 74 EARLY CHILDHOOD EDUCATION FRAMEWORKS	
	2.B.06.03	Explain how social and emotional development impacts the other domains of the whole child.
	2.B.06.04	Explain the importance of love, affection, identity and acceptance in the development of self-worth.
	2.B.06.05	Identify realistic expectations for children's developmentally appropriate behavior.
	2.B.06.11	Provide appropriate verbal and non-verbal responses to children's behavior and emotions.
	2.B.06.12	Explain the stages of social play.
	2.B.06.13	Plan activities that facilitate play, develop relationships among children and develop a child's sense of self and independence.
	2.B.06.14	Implement activities that facilitate play, develop relationships among children and develop a child's sense of self and independence.
1c: Apply developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.	2.A.01.01	Explain appropriate safety practices to prevent injury to children.
	2.A.01.02	Ensure that the indoor and outdoor play areas and equipment are safe and in good repair.
	2.A.01.03	Explain safety precautions in a manner that reassures children.
	2.A.01.04	Maintain a current list of phone numbers for contacting parents/guardians.
	2.A.01.05	Communicate emergency information and procedures using age-appropriate language and tools.
	2.A.01.06	Maintain the contents of mandated first aid kit.
	2.A.01.07	Apply developmentally appropriate supervision.
	2.A.01.08	Maintain industry required safety certifications such as first aid and CPR.
	2.A.02.01	Assist children in developing and maintaining physical and mental health.
	2.A.02.02	Inspect environment for adequate ventilation and lighting, comfortable room temperatures, and appropriate sanitation.
	2.A.02.03	Identify procedures for maintaining health records and administering medications and first aid.
	2.A.02.04	Identify symptoms of abuse and neglect.
	2.A.02.05	Communicate children's unusual or atypical behaviors and and physical symptoms to staff.
	2.A.03.01	Design space into identifiable areas that encourage appropriate and independent use of materials.
	2.A.03.02	Plan a balance of active and quiet, free and unstructured, individual and group, and indoor and outdoor activities.
	2.A.03.03	Facilitate spontaneous, child initiated activities in order to support emergent curriculum.
	2.A.03.04	Analyze individual, small and large group activities to implement modifications as appropriate.
	2.A.03.05	Facilitate routines (mealtimes, toileting, naps, transitions, and clean-up) that support children's individual needs.
	2.A.03.06	Take advantage of teachable moments.
	2.A.03.07	Facilitate responsive relationships between adults and children and among children.
	2.B.01.02	Apply appropriate theories to activities for and interactions with young children.
	2.B.02.05	Implement appropriate motor activities.
	2.B.02.05.a	fine motor
	2.B.02.05.b	gross motor
	2.B.03.06	Implement activities that:
	2.B.03.06.a	strengthen curiosity, inventiveness and problem-solving abilities.
	2.B.03.06.b	introduce/reinforce math concepts.
	2.B.03.06.c	develop pre-literacy and literacy.
	2.B.03.06.d	introduce/reinforce science concepts.
	2.B.03.07	Choose appropriate children's literature.
	2.B.03.08	Implement repetition of familiar experiences to promote mastery of skill.
	2.B.04.03	Demonstrate respectful tone, clear speech and responsive conversation.
	2.B.04.04	Demonstrate active listening to facilitate children's self-expression.
	2.B.04.05	Identify types of non-verbal communication.
	2.B.04.06	Demonstrate awareness of local speech patterns, idioms and cultural differences.
	2.B.04.07	Describe possible signs of hearing and speech delays or challenges.
	2.B.04.10	Implement learning materials and activities that advance communication and language skills.
	2.B.05.06	Implement activities for open-ended:
	2.B.05.06.a	visual art.

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POST SECONDARY PROGRAM OBJECTIVES	CHAPTER 74 EARLY CHILDHOOD EDUCATION FRAMEWORKS	
		2.B.05.06.b creative movement. 2.B.05.06.c music. 2.B.05.06.d dramatic play.
	2.B.06.08	Assist children in identifying and expressing their feelings and asserting their rights in socially acceptable ways.
	2.B.06.10	Assist children in respecting the rights and possessions of others.
	2.B.06.11	Provide appropriate verbal and non-verbal responses to children's behavior and emotions.
	2.B.06.13	Plan activities that facilitate play, develop relationships among children and develop a child's sense of self and independence.
	2.B.06.14	Implement activities that facilitate play, develop relationships among children and develop a child's sense of self and independence.
	2.C.02.01	Apply positive guidance methods and techniques appropriate to the situation.
	2.C.02.02	Implement consistent, reliable, yet flexible routines and transitions to meet children's needs.
	2.C.02.03	Implement positive strategies to address challenging behaviors.
2a: Define diverse family and community characteristics.	2.A.01.04	Maintain a current list of phone numbers for contacting parents/guardians.
	2.B.04.08	Identify the needs of English language learners.
	2.B.06.06	Explain appropriate responses to various stressors in children's lives (transition and family crises).
	2.B.06.09	Accommodate differences in the expression of feelings and independence in various cultural settings.
	2.C.01.02	Describe the role of the educator in helping parents/guardians develop appropriate expectations for children's behavior.
	2.D.01.01	Describe the various compositions of families.
	2.D.01.02	Describe the various cultures of families.
	2.D.02.01	Explain strategies that build relationships with children and their families.
	2.D.02.02	Describe various means to support families.
	2.D.02.05	Identify ways to help family members separate from their children.
	2.F.02.06	Demonstrate sensitivity to the values and customs of various cultures.
2b: Develop respectful, reciprocal relationships to support and engage families and communities.	2.C.01.02	Describe the role of the educator in helping parents/guardians develop appropriate expectations for children's behavior.
	2.C.01.03	Compile a variety of resources about child-rearing techniques, guidance and self-discipline for various audiences.
	2.D.02.01	Explain strategies that build relationships with children and their families.
	2.D.02.02	Describe various means to support families.
	2.D.02.03	Explain the importance of communicating classroom policies to families.
	2.D.02.04	Explain the importance of allowing families to visit the center and participate in activities.
	2.D.02.05	Identify ways to help family members separate from their children.
2c: Involve families and communities in their children's development and learning.	2.C.01.03	Compile a variety of resources about child-rearing techniques, guidance and self-discipline for various audiences.
	2.D.02.02	Describe various means to support families.
	2.D.02.03	Explain the importance of communicating classroom policies to families.
	2.D.02.04	Explain the importance of allowing families to visit the center and participate in activities.
	2.D.02.05	Identify ways to help family members separate from their children.
3a: Explain the goals, benefits, and uses of assessment.	2.E.01.01	Describe various assessments.
	2.E.01.02	Evaluate methods used to assess learner progress.
	2.E.01.03	Determine appropriate assessments.
3b: Demonstrate observation, documentation, and other appropriate assessment tools and approaches.	2.E.02.01	Observe children objectively to identify their strengths and needs.
	2.E.02.02	Evaluate assessment data for progress and/or mastery.
3c: Practice responsible assessment to promote positive outcomes for each child.	2.E.02.02	Evaluate assessment data for progress and/or mastery.
	2.E.02.03	Utilize assessment data to adapt activities.
	2.E.02.04	Describe appropriate methods of communicating assessment and observation results.

Early Childhood Education: Course Objective Comparisons

POST SECONDARY PROGRAM OBJECTIVES	CHAPTER 74 EARLY CHILDHOOD EDUCATION FRAMEWORKS	
4a: Defend positive relationships and supportive interactions as the foundation of their work with children.	2.A.03.07	Facilitate responsive relationships between adults and children and among children.
	2.B.04.03	Demonstrate respectful tone, clear speech and responsive conversation.
	2.B.04.04	Demonstrate active listening to facilitate children's self-expression.
	2.B.06.08	Assist children in identifying and expressing their feelings and asserting their rights in socially acceptable ways.
	2.B.06.09	Accommodate differences in the expression of feelings and independence in various cultural settings.
	2.B.06.10	Assist children in respecting the rights and possessions of others.
	2.B.06.11	Provide appropriate verbal and non-verbal responses to children's behavior and emotions.
	2.B.06.13	Plan activities that facilitate play, develop relationships among children and develop a child's sense of self and independence.
	2.B.06.14	Implement activities that facilitate play, develop relationships among children and develop a child's sense of self and independence.
	2.C.01.02	Describe the role of the educator in helping parents/guardians develop appropriate expectations for children's behavior.
	2.C.01.03	Compile a variety of resources about child-rearing techniques, guidance and self-discipline for various audiences.
	2.C.01.04	Document clear, reasonable and consistent guidelines for children's behavior.
	2.C.02.01	Apply positive guidance methods and techniques appropriate to the situation.
	2.C.02.02	Implement consistent, reliable, yet flexible routines and transitions to meet children's needs.
	2.C.02.03	Implement positive strategies to address challenging behaviors.
	2.D.02.01	Explain strategies that build relationships with children and their families.
	2.D.02.02	Describe various means to support families.
	2.D.02.03	Explain the importance of communicating classroom policies to families.
	2.D.02.04	Explain the importance of allowing families to visit the center and participate in activities.
2.D.02.05	Identify ways to help family members separate from their children.	
4b: Compare effective strategies and tools for early education.	2.B.01.01	Compare and contrast the principles of the major child development theorists (Erikson, Gardner, Maslow, Piaget, Vygotsky).
	2.B.04.09	Develop learning materials and activities that advance communication and language skills.
	2.B.05.05	Plan activities for open-ended:
		2.B.05.05.a visual art.
		2.B.05.05.b creative movement.
		2.B.05.05.c music.
		2.B.05.05.d dramatic play.
	2.B.05.07	Develop a variety of materials to enhance dramatic play in various learning centers.
	2.B.06.13	Plan activities that facilitate play, develop relationships among children and develop a child's sense of self and independence.
	2.C.01.03	Compile a variety of resources about child-rearing techniques, guidance and self-discipline for various audiences.
	2.E.01.02	Evaluate methods used to assess learner progress.
	2.E.02.02	Evaluate assessment data for progress and/or mastery.
2.E.02.03	Utilize assessment data to adapt activities.	
2.F.02.04	Create a lesson plan that meets industry standards.	
2.F.03.04	Compare various positive communication strategies to use with children with developmental delays or impairments.	
4c: Apply a broad repertoire of developmentally appropriate teaching/learning approaches.	2.A.01.07	Apply developmentally appropriate supervision.
	2.B.01.02	Apply appropriate theories to activities for and interactions with young children.
	2.B.02.05	Implement appropriate motor activities.
		2.B.02.05.a fine motor
	2.B.02.05.b gross motor	

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	2.B.03.06	Implement activities that: 2.B.03.06.a strengthen curiosity, inventiveness and problem-solving abilities. 2.B.03.06.b introduce/reinforce math concepts. 2.B.03.06.c develop pre-literacy and literacy. 2.B.03.06.d introduce/reinforce science concepts.
	2.B.04.10	Implement learning materials and activities that advance communication and language skills.
	2.B.05.06	Implement activities for open-ended: 2.B.05.06.a visual art. 2.B.05.06.b creative movement. 2.B.05.06.c music. 2.B.05.06.d dramatic play.
	2.B.06.12	Explain the stages of social play.
	2.B.06.14	Implement activities that facilitate play, develop relationships among children and develop a child's sense of self and independence.
	2.C.02.01	Apply positive guidance methods and techniques appropriate to the situation.
	2.C.02.02	Implement consistent, reliable, yet flexible routines and transitions to meet children's needs.
	2.C.02.03	Implement positive strategies to address challenging behaviors.
	2.E.02.03	Utilize assessment data to adapt activities.
5a: Summarize content knowledge and resources in academic disciplines.	2.B.03.03	Identify the stages of handwriting.
	2.B.03.05	Plan activities that: 2.B.03.05.a strengthen curiosity, inventiveness and problem-solving abilities. 2.B.03.05.b introduce/reinforce math concepts. 2.B.03.05.c develop pre-literacy and literacy. 2.B.03.05.d introduce/reinforce science concepts.
	2.B.03.06	Implement activities that: 2.B.03.06.a strengthen curiosity, inventiveness and problem-solving abilities. 2.B.03.06.b introduce/reinforce math concepts. 2.B.03.06.c develop pre-literacy and literacy. 2.B.03.06.d introduce/reinforce science concepts.
	2.B.03.07	Choose appropriate children's literature.
	2.B.03.09	Explain how cognitive development influences self-concept and other domains within the whole child.
	2.B.04.01	Identify receptive and expressive language milestones and factors affecting mastery.
	2.B.04.09	Develop learning materials and activities that advance communication and language skills.
5b: Apply the central concepts, inquiry tools, and structures of content areas or academic disciplines.	2.B.02.04	Plan appropriate motor activities. 2.B.02.04.a fine motor 2.B.02.04.b gross motor
	2.B.03.05	Plan activities that: 2.B.03.05.a strengthen curiosity, inventiveness and problem-solving abilities. 2.B.03.05.b introduce/reinforce math concepts. 2.B.03.05.c develop pre-literacy and literacy. 2.B.03.05.d introduce/reinforce science concepts.
	2.B.05.05	Plan activities for open-ended: 2.B.05.05.a visual art. 2.B.05.05.b creative movement. 2.B.05.05.c music. 2.B.05.05.d dramatic play.
	2.B.06.13	Plan activities that facilitate play, develop relationships among children and develop a child's sense of self and independence.

Early Childhood Education: Course Objective Comparisons

POST SECONDARY PROGRAM OBJECTIVES	CHAPTER 74 EARLY CHILDHOOD EDUCATION FRAMEWORKS	
5c: Practice using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	2.B.02.05	Implement appropriate motor activities.
		2.B.02.05.a fine motor
		2.B.02.05.b gross motor
	2.B.03.06	Implement activities that:
		2.B.03.06.a strengthen curiosity, inventiveness and problem-solving abilities.
		2.B.03.06.b introduce/reinforce math concepts.
		2.B.03.06.c develop pre-literacy and literacy.
		2.B.03.06.d introduce/reinforce science concepts.
	2.B.03.08	Implement repetition of familiar experiences to promote mastery of skill.
	2.B.04.10	Implement learning materials and activities that advance communication and language skills.
	2.B.05.06	Implement activities for open-ended:
		2.B.05.06.a visual art.
		2.B.05.06.b creative movement.
	2.B.05.06.c music.	
	2.B.05.06.d dramatic play.	
2.B.06.14	Implement activities that facilitate play, develop relationships among children and develop a child's sense of self and independence.	
6b: Model ethical standards and other professional guidelines.	2.F.01.01	Summarize rules/guidelines of relevant regulatory, licensing and professional agencies.
	2.F.01.03	Describe the current laws and policies concerning the reporting of suspected child abuse.
	2.F.01.04	Create an individual portfolio including a personalized professional development plan.
	2.F.02.01	Explain characteristics of an effective educator including consistent use of professional language and demeanor.
	2.F.02.02	Explain the philosophy of developmentally appropriate practice.
	2.F.02.03	Implement the NAEYC Code of Ethics, especially confidentiality regarding children, families and staff.
	2.F.02.04	Create a lesson plan that meets industry standards.
	2.F.03.01	List the components of EI, IFSP, IEP, Section 504 and ADA.
	2.F.03.03	Identify learning challenges and the appropriate referral process.
	2.F.03.04	Compare various positive communication strategies to use with children with developmental delays or impairments.