

**NEWTEC**

PROGRAM ARTICULATION AGREEMENT

College Program: Early Childhood Education

CIP 13.1210

Career Pathway: Teaching/Training

Career Cluster: Education and Training

The purpose of this agreement is to grant college credit to high school students who have achieved the level of knowledge and skill required for the college-equivalent entry-level course(s) identified in this agreement. Upon successful completion of the identified course competencies with a grade of 'B' (3.0) or higher and the high school teacher's endorsement that the competency requirements have been met, articulated credit will be granted.

The following Spokane Falls Community College course(s) have been approved for Tech Prep articulation with Cheney School District high school course(s) as listed below:

High School / Course Title	College / Course Title	Credits
Cheney HS – Child Development STARS Model Curriculum – <i>certification</i>	SFCC ECED& 100 Child Care Basics	3

**see attached list(s) of competencies for articulated courses*

Student Articulation Procedure:

1. Be enrolled in the required high school class.
2. Register for Tech Prep/Dual Credit articulated course during the same academic year the high school class is completed. If a series of courses are involved in the articulation, students register for credit during the same academic year the last course in the series is completed. **Students cannot earn "retroactive credit" for courses taken in previous years.**
3. Earn a grade of 'B' (3.0) or better in all courses required under the articulation agreement.
4. Complete all required skills as identified on-the competency profile.
5. If an exam or review of completed work is required under the terms of this agreement, students must receive a passing score (determined by college or industry certification) to earn college credit (*see competency list for requirements*).

High School Instructors:

1. Ensure all students receive a copy of the course syllabus outlining information about Tech Prep, the college course competencies and the process required to earn college credit.
2. Hold students accountable for the same competency standard and course expectations as required by the college-equivalent course (*see competency list attached*).
3. If required for articulation, ensure students are prepared to take industry certification exams, complete a professional portfolio documenting their work, or take a final exam to measure their level of skill and competence in the coursework.
4. Submit final grades for all students registered to earn Tech Prep college credit no later than June of the current academic year.
5. Attend scheduled meetings, workshops or in-service activities that enhance the high school/college partnership & support implementation of the Tech Prep articulated program.

Articulation Review and Renewal:

The designated program facilitators, college administrators and/or instructors and high school faculty will meet regularly to revise or discuss the articulation agreement. Agreements must be reviewed/updated and re-signed by college faculty/deans and CTE directors/HS teachers on a schedule, not to exceed a three (3) year rotation, or as deemed necessary due to changes in HS/college course content or structure. Individual teacher verification forms must be signed and submitted annually. Minor revisions can be made via phone calls, correspondence or e-mail.

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Early Childhood Education**

**PARTICIPATING INSTITUTIONS
Cheney School District and Spokane Falls Community College**

We the undersigned representatives of the Northeast Washington Technical Education Consortium (NEWTEC), agree to all provisions of the articulation program/course agreement, have reviewed the course competencies, and understand the process to which students may be granted college credit through the Tech Prep program. We commit staff time and resources to ensure successful program implementation.

Allen Skoog, Date
Cheney HS CTE Director

Ruth McPherson, Date
SFCC Faculty

Karlyn Urdahl, Date
Cheney HS CTE Teacher

Joseph Jozwiak, Date
SFCC Assistant Program Dean

Nancy Fair-Szofran, Date
Provost


Original: 10/27/10

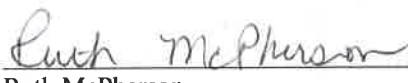
Revised: 2013-14; 9/22/14 update course to ECED& 100 3cr per curriculum change.


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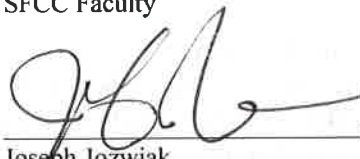
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 12/12/13
Date
Allen Skoog,
Cheney HS CTE Director

 12/4/13
Date
Ruth McPherson,
SFCC Faculty


 12/12/13
Date
Karlyn Urdahl,
Cheney HS CTE Teacher

 12/9
Date
Joseph Jozwiak,
SFCC Assistant Program Dean

 12-16-13
Date
Nancy Fair-Szofran,
Provost

Original: 10/27/10
Revised: 2013-14

Early Childhood Education Competency Profile

<p>Common Course Title: Child Care Basics Number of College Credits: 3 Common Course Number: ECED& 100</p>	
<p>Common Course Description: Designed to meet licensing requirements for early learning lead teachers and family home child care providers, STARS 30 hour basics course recognized in the MERIT system. Topics: child growth/development, cultural competency, community resources, guidance, health/safety/nutrition and professional practice.</p>	

Common Student Outcomes	Washington State Core Competencies
1. Identify ways to create partnerships and provide resources for all families.	IV. Family and Community Partnerships 1b, 1c, 1d, 1e, 1f I. Child Growth and Development 1h
2. Observe and describe developmental characteristics and behaviors of infants, toddlers, preschoolers, and young children.	I. Child Growth and Development 1a, 1b, 1g
3. Plan for learning through play and active involvement for children in care programs.	II. Curriculum and Learning Environment 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i, 1j I. Child Growth and Development 1f
4. Demonstrate techniques for keeping children healthy and safe in preparing food, hand washing, diapering/toileting, cleaning, managing medication, preventing accidents, and identifying incidences of child abuse and neglect.	V. Health, Safety and Nutrition: knowledge of regulations 1a, 1d, 1g, 1h; Environmental Safety 1e, 1g; Responding to Health Needs of children, 1a, 1b, 1d, 1f, 1g
5. Describe techniques for meeting the nutritional and exercise needs of children.	V. Health, Safety and Nutrition: Nutrition, 1a, 1b, 1c, 1d, 1e, 1i
6. Identify appropriate guidance techniques.	VI. Interactions 1a, 1b, 1c, 1e, 1f, 1g, 1h, 1i; Enhancing Group Experience 1a, 1b, 1d, 1e
7. Relate how the Washington Administrative Code governs child care programs and support staff in safely caring for children.	VII. Program Planning and Development 1a, 1b, 1c, 2a VIII. Professional Development and Leadership 1e, 1h
8. List examples of professional practice in Early Childhood Education.	VIII: Professional Development and Leadership 1a, 1b, 1c, 1d, 1g

Instructor's guide: Child Care Basics, Washington State STARS Model Curriculum for High School revised 2013, Department of Early Learning

Student's textbooks: Child Care Center Licensing Guidebook, 2nd edition Department of Early Learning OR Washington State Family Home Child Care Licensing Guide, 2nd edition, Department of Early Learning 2013

