Tech Prep Articulation Agreement

<table>
<thead>
<tr>
<th>Early Childhood Education</th>
<th>Marin County High School ROP Programs†</th>
<th>Articulates With College of Marin Equivalent</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of 1 year of ROP Early Childhood Education course with a “B” grade or better.</td>
<td>= ECE 114 ECE 115</td>
<td>3 units 3 units</td>
<td></td>
</tr>
</tbody>
</table>

†Includes San Marin High School and San Rafael High School

Purpose

The purpose of this agreement is to identify those high school/ROP courses and programs that articulate with College of Marin courses and programs. The document is written for students, parents, instructors, counselors and administrators who need detailed information about what Tech Prep is and how it is implemented.

This Articulation Agreement works to ensure that faculty from the Marin County Schools/ROP Child Development Program and the College of Marin Early Childhood Education Program coordinate instruction and student learning to help students transition from high school to community college without course duplication. The Agreement is created with the goal of helping to prepare students for success in high-skill careers through curriculum that integrates academics with hands-on experiences in the early care and education field. Specifically, this agreement will enable students successfully completing one year of the ROP Early Childhood Education course with a “B” grade or better to receive 6 units of ECE credit at the College. With this level of preparation, students may be immediately hired as a teacher if they continue to take more College of Marin classes leading to completion of the 12 unit requirement for fully qualified teachers as specified by Community Care Licensing.

Faculty from Marin County High School/ROP programs and the College of Marin have collaborated in comparing the curriculum needed for these courses and believe that successful completion of the courses will give students many of the job competencies essential for workforce success, e.g. Community Care Licensing standards. Students taking tech prep courses will be eligible to receive advanced placement and apply for credit by exam, following the college procedures outlined in the College Catalog and mentioned below under Process.

Process

A student may receive advanced placement at the College of Marin by following these steps:

1. The student shall complete the articulated course identified in this agreement with a grade of “B” or better.
2. The student shall bring a transcript or report card to the first class meeting of the next course in the sequence.

A student may receive **college credit** for the articulated course at the College of Marin by following these steps:

1. This agreement stipulates that students will register in ECE 114 (only offered in the fall) and receive an Incomplete for that semester since they are still completing their year-long ROP preparation. Then, students will register for ECE 115 (only offered in the spring). At the end of the spring semester, the ECE Coordinator and the ROP instructor in conference will evaluate each student’s performance by academic record and portfolio. If the student achieves a “B” grade of better in each level of instruction, a college grade of “Credit” will be awarded. The ECE Coordinator (also the instructor of record for both courses) will remove the Incomplete grade for ECE 114, given in the previous semester, and enter a Credit grade. A credit grade will then be entered for ECE 115 for the spring semester.

2. The student must meet the College of Marin residency requirements for a career certificate or a degree, but not a skills certificate. Skills certificates are a departmental designation with each department at the College. Skills Certificates are an acknowledgement that the student has attained a specified set of competencies within an occupational program. Skills Certificates may be part of a “ladder” of skills, beginning with job entry skills and leading to a full Career Certificate program or may constitute a skill set that enables a student to upgrade or advance in an existing career. Skills Certificates require less than 18 units and are shorter in duration than the Career Certificate. The Early Childhood Development Skills Certificate is detailed on page 147 of the College Catalog. ECE 114 and ECE 115 represent six of the 12 units required for the ECE Skills Certificate.

Otherwise, residency requirements for degree and career certificates stipulate that a student has successfully completed 12 units of credit at College of Marin, is a registered student during the semester of request, and is in good academic standing (2.0 GPA or better for all college course work.)

**Implementation Plan**

Marin County High School ROP Programs and the College of Marin will implement the Tech Prep Articulation Agreement using the plan below:

1. Instructors from both the high school and college programs will evaluate course outlines, curricula, and competency standards for the courses considered for articulation.

2. Any high school/ROP instructor may request that a course or program be considered for articulation by contacting the full-time College of Marin instructor who teaches the articulated course or the Dean of Workforce Development. The College of Marin may initiate articulation with a high school/ROP instructor.

3. The content and integrity of the courses articulated must be agreed upon and maintained and is subject to review at the request of either party. Curriculum may be revised to maintain up-to-date content and assure articulation. Students must complete articulated courses with a grade of “B” or better.

4. Course objectives, outlines, and/or competencies need not match 100 percent.
5. Participating faculty and administrators will have orientation on and access to the curriculum of the articulated courses, as well as the articulation process itself.

6. Instructors of articulated courses will meet annually with their Advisory Committees to keep the committees informed of the progress and maintenance of articulation.

7. Articulation agreements will be valid for three years from the date signed unless voided by one of the parties.

8. The Dean of Workforce Development will see that the articulation process is in place and assure that appropriate faculty is participating in good faith.

**Suggested Career Pathway Options**

These courses are connected to Tech Prep career pathways and may lead the Tech Prep student to a Skills Certificate, a Career Certificate, or an Associate in Science (A.S.) degree.

<table>
<thead>
<tr>
<th><em>Early Childhood Education Courses</em></th>
<th><strong>Core Skills Certificate</strong></th>
<th><strong>Career Certificate</strong></th>
<th><strong>Associate Degree</strong></th>
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</thead>
<tbody>
<tr>
<td>ECE 114  ECE 115</td>
<td>❑ Child, Family, &amp; Community (ECE112)  ❑ Introduction to Early Childhood Education (ECE114)  ❑ Introduction to Early Childhood Curriculum (ECE115)  ❑ Child Development (ECE110)  ❑ Introduction to Child Development (ECE101)</td>
<td>The Early Childhood Career Certificate is awarded upon successful completion of most the required courses for the major and 16 General Education units as specified in the current College Catalog.</td>
<td>A. S. in Early Childhood Education, Occupational  See Associate Degree requirements in the current College Catalog.</td>
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*Please refer to the College of Marin catalog for a listing of courses, course requirements for Skills Certificates, Career Certificates and degree programs.

** Associate Degree requirements include general education courses in addition to core requirements.
<table>
<thead>
<tr>
<th>*Early Childhood Education Courses</th>
<th>Community Care Licensing Teacher requirements</th>
<th>Commission on Teacher Credentialing – Child Development Permits</th>
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</thead>
<tbody>
<tr>
<td>ECE 114 ECE 115</td>
<td>12 College units in early childhood education including:</td>
<td>Child Development Permits range from Assistant Teacher (6 units of ECE) to Program Director (MA in ECE).*** Units accepted toward all levels of the Child Development Permit include ECE114 and ECE115</td>
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<tr>
<td></td>
<td>- 3 units in Child Development (ECE101 or ECE110)</td>
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</tr>
<tr>
<td></td>
<td>- 3 units in Child, Family, &amp; Community (ECE112)</td>
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</tr>
<tr>
<td></td>
<td>- 6 units in Programs and Curriculum (ECE114 and ECE115 among other options)</td>
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*** More detailed information on Child Development permits is available from the California Commission on Teacher Credentialing (ctc.ca.gov).

**Representative Course Outlines**

The topics included in the course outlines for Early Childhood Education show a representative course sequence, but are not intended as limits on content. The order of presentation and emphasis on certain topics may vary.

**ECE 114**

Introduction to Early Childhood Education

Course Content

**I. HISTORICAL ROOTS**

A. PHILOSOPHIES  
B. ATTITUDES TOWARD CHILDREN  
C. EDUCATION MODELS

**II. PURPOSES OF PROGRAMS**

A. CHILD CARE  
B. ENRICHMENT  
C. ACADEMIC  
D. SPECIAL NEEDS  
E. SOCIALIZATION

**III. PROGRAM SETTINGS AND AGES**

A. FAMILY CHILD CARE  
B. CENTER-BASED  
C. INFANTS, TODDLERS, PRESCHOOLERS, KINDERGARTEN, PRIMARY  
D. BEFORE AND AFTER SCHOOL CARE  
E. PART DAY VS. FULL DAY
IV. FUNDING SYSTEMS
   A. FOR-PROFIT
   B. NOT-FOR-PROFIT (CHURCH-SPONSORED; YMCA; PARENT COOPERATIVES; etc.)
   C. EMPLOYER-SUPPORTED
   D. UNIVERSITY AND COLLEGE-AFFILIATED PROGRAMS (LABORATORY SCHOOLS)
   E. PUBLICLY SUPPORTED (SCHOOL DISTRICTS; STATE FUNDED; HEAD START; etc.)

V. PROGRAMS WITH SPECIFIC THEORETICAL FOUNDATIONS
   A. MONTESSORI
   B. COGNITIVELY ORIENTED CURRICULUM (HIGH/SCOPE)
   C. REGGIO EMILIA
   D. OTHER MODELS

VI. EVALUATION OF QUALITY PROGRAMS
   A. EARLY CHILDHOOD ENVIRONMENTAL RATING SCALE
   B. NAEYC ACCREDITATION

VII. TEACHER'S ROLE
   A. OBSERVATION AND EVALUATION
   B. FACILITATING PLAY
   C. LEARNING ENVIRONMENT
   D. GUIDANCE AND DISCIPLINE
   E. CURRICULUM
   F. FAMILY-CENTER PARTNERSHIP

VIII. TEACHER DEVELOPMENT
   A. CHARACTERISTICS
   B. ETHICS AND PROFESSIONALISM
   C. TRAINING AND CERTIFICATION
   D. ADVOCACY
   E. CAREER OPTIONS

IX. ISSUES AND TRENDS
   A. QUALITY AND COMPENSATION
   B. DIVERSITY
   C. BURN-OUT
   D. STRESS
   E. PUBLIC POLICY
I. INTRODUCTION TO THE COURSE.
   A. SYLLABUS REVIEW
   B. WHAT IS CURRICULUM?

II. ELEMENTS OF A QUALITY CLASSROOM ENVIRONMENT
    A. SETTING UP THE PHYSICAL ENVIRONMENT
    B. CREATING A HEALTHY SOCIAL-EMOTIONAL ENVIRONMENT

III. ELEMENTS OF A DAILY ROUTINE
     A. FREE CHOICE TIMES
     B. SMALL GROUP TIME
     C. LARGE GROUP TIME
     D. OUTDOOR PLAY
     E. MEALS AND OTHER CAREGIVING ROUTINES

IV. DEVELOPMENTAL TASKS AS THE CURRICULUM
    A. MOTOR SKILLS
    B. SOCIAL AND EMOTIONAL DEVELOPMENT
    C. COGNITIVE DEVELOPMENT

V. APPROACHES TO CURRICULUM PLANNING
    A. ROLES OF TEACHERS
    B. OBSERVING, RECORDING AND ASSESSING
    C. ANTI-BIAS PRINCIPLES
    D. ADAPTATIONS FOR THE INCLUSIVE CLASSROOM
    E. CREATING CURRICULUM WEBS
    F. EMERGENT CURRICULUM
    G. PROJECT APPROACH
    H. REGGIO EMILIA
    I. CURRICULUM STANDARDS

VI. PLANNING FOR SPECIFIC CONTENT AREAS
    A. MATH AND SCIENCE
    B. LANGUAGE AND LITERACY
    C. USING BOOKS WITH CHILDREN
    D. GAMES AND PLAY
The parties below agree that the procedures set forth in this Articulation Agreement and the competencies for the articulated courses are a part of this Agreement.

<table>
<thead>
<tr>
<th>Regional Occupational Program</th>
<th>College of Marin</th>
</tr>
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<tbody>
<tr>
<td>Coordinator/Date</td>
<td>Coordinator/Education/Date</td>
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<table>
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<tr>
<th>San Marin High School</th>
<th>College of Marin</th>
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<tbody>
<tr>
<td>Principal/Date</td>
<td>Dean of Workforce Development/Date</td>
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