



# Concurrent Enrollment CTE Yearly Teacher Packet

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## Submit Dates and Deadlines

<u>2020-2021</u> Preferred: February 28, 2020 Final day to submit: April 15, 2020	<u>2021-2022</u> Preferred: February 26, 2021 Final day to submit: April 15, 2021
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The following documentation is needed to determine alignment with college courses. Submitting an incomplete packet will result in the request being denied until all required documentation is received.

### Required Documentation

- **Yearly renewal with no change – No change in teacher**
  - High School Course Verification Form
  - Course Syllabus (see template)
  - Standards and Competencies (see provided example)\*
    - \*CCS Course Catalog and Student Learning Outcomes [CCS Course Catalog](#)
- **Yearly renewal with revisions – Change in teacher**
  - High School Course Verification Form
  - Course Syllabus (see template)
  - CTE Education Certificate (copies from district)
  - Standards and Competencies (see provided example)\*
    - \*CCS Course Catalog and Student Learning Outcomes [CCS Course Catalog](#)
  - Identify Reason for Revision (add additional documentation if necessary – for example: changing teacher then new documentation will need to be submitted such as High School Teacher Information Sheet and CTE Education Certifications)

**Email Yearly Renewal Packet to the campus where course will be articulated.**

#### **Spokane Community College**

1810 Green St, MS 2151  
Spokane WA 99217-5399

scc.cte@scc.spokane.edu  
509-533-8062

#### **Spokane Falls Community College**

3410 W Fort George Wright Dr, MS 3011  
Spokane WA 99224

cte@sfcc.spokane.edu  
509-533-3134



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# SYLLABUS TEMPLATE

Course syllabus must be submitted EVERY SCHOOL YEAR by High School Instructor

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## Course Name & Number

Instructor: \_\_\_\_\_ Email: \_\_\_\_\_

Room Number: \_\_\_\_\_ Phone: \_\_\_\_\_

Semester: \_\_\_\_\_ Office Hours: \_\_\_\_\_

## Course Description

[Include: Length of course, instructional hours, and general course overview]

## Course Learning Outcomes

[These must align with the SCC/SFCC course identified in the articulation request]

## Methods of Instruction

[Include: Method of course delivery, such as lecture, online content, independent reading assignments, research projects, etc.]

## Textbook/Course Materials

[Include any required materials students need to complete the course, such as workbooks, supplemental materials, software, etc.]

## College CTE Dual Credit Program

This course is CTE Dual Credit approved and articulated with CCS. Students who demonstrate proficiency of the college course competencies by receiving the appropriate grade for EACH semester enrolled in the articulated high school class, may earn college credit through the College CTE Dual Credit program. Only students who meet deadlines and eligibility requirements will be awarded college credit. Participation in the CTE Dual Credit program is voluntary. High school students registered in the Student Enrollment Reporting System (SERS) for CTE Dual Credit will follow CCS student policies for transcription of credit as the high school grading system may not exactly align with the College's. Credit and/or grades will not be removed once they have been transcribed.

Students may earn credit for the following college courses: (Course Prefix and Number) (Course Name) – (Number of Credits) (Course Prefix and Number) (Course Name) – (Number of Credits)

**Competencies and Skills**

[Include any competencies and skills students should master by the end of the course. These may already be outlined in the course learning outcomes, but if not, they should be listed here.]

**Course Prerequisites** *(Only include if applicable)*

[Include any prerequisites associated with SCC/SFCC courses. Students must meet college prerequisites to qualify for enrollment in a CTE Dual Credit course. If you are unsure of prerequisites, please contact the appropriate college for information]

**Grading**

[Include: Course grading scale with percentages and GPA]

**Assessment**

[Include: Any required assessment tools students complete in the course, such as quizzes, exams, certifications, projects, internships, etc.]

**Important Course Policies**

[Include information about your course, such as attendance policies, participation, written formatting requirements, special accommodations, plagiarism, and other general classroom expectations]

**Course Outline**

[Include: Instructional topics with any associated assignments and due dates students need to know in advance]

**EXAMPLE - Course Standards and Competencies: Child Development & Early Childhood**

HS Course Title	College Course Title	Credits	Course Length (Yearlong or Semester)
Child Development 1 (90 hours) (Childcare Basics 30 hours)	ECED& 100 Child Care Basics	3	Semester 1
Child Development 2 (90 hrs)	ECED& 132 Infants and Toddlers ECED& 120 Practicum – Nurturing Relationships (22)	3 2	Semester 2
Early Childhood Education 1 & 2 (90 hrs)	ECED 191 Practicum: Observation and Assessment (66) ECED& 170 Learning Environments for Young Children ECED& 190 Observation and Assessment	3 2 3	Yearlong

Note: ECED& 100 Child Care Basics is articulated according to student attainment of MERIT competencies, attainment of DEL certification and “C” or better

SPS framework and practices are based on the National Standards for Family and Consumer Sciences Education and the Washington State Standards and Competencies for Early Care and Education Professionals

# EXAMPLE - Course Standards and Competencies: Child Development & Early Childhood

This example includes only page 1 of 6. It is not a complete document.

<p align="center"><b>High School Standards/Outcomes</b> <b>Child Development 1 &amp; 2</b></p>	<p align="center"><b>College Standards/Outcomes</b> <b>ECED&amp; 132 Infants and Toddlers</b> <b>ECED&amp; 120 Nurturing Relationships</b> <b>ECED&amp; 190 Observation and Assessments</b></p>
<p>CD 1; Part 1</p> <p><u>Competencies</u></p> <p>4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.</p> <p>4.2.3 Analyze cultural and environmental influences when assessing children’s development.</p> <p>4.2.4 Analyze abilities and needs of children and their effects on children’s growth and development.</p> <p>4.3.2 Implement learning activities in all curriculum areas that meet the development needs of children.</p> <p>4.3.3 Implement an integrated curriculum that incorporates a child’s language, learning styles, early experiences, and cultural values.</p> <p>4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.</p> <p>4.3.5 Arrange learning centers that provide for children’s exploration, discovery, and development.</p> <p>4.3.6 Establish activities, routines, and transitions.</p> <p>4.4.1 Manage physical space to maintain a learning environment.</p> <p>4.4.2 Apply safe and healthy practices that comply with state regulations.</p> <p>4.4.3 Implement strategies to teach children health, safety, and sanitation habits.</p> <p>4.4.4 Plan safe and healthy meals and snacks.</p> <p>4.4.5 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.</p> <p>4.4.6 Implement basic health practices and prevention procedures for works and children regarding childhood illness and communicable diseases.</p> <p>4.4.7 Demonstrate security and emergency procedures.</p> <p>4.5.1 Apply developmentally appropriate guidelines for behavior.</p> <p>4.5.2 Demonstrate problem-solving skills with children</p> <p>4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children.</p> <p>4.5.4 Implement strategies for constructive and supportive interaction between children and families.</p> <p>4.5.5 Analyze children’s developmental progress and summarize development issues and concerns.</p> <p>4.6.2 Apply professional ethical standards an accepted by the recognized professional organizations.</p> <p>4.6.3 Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs.</p>	<p><b>ECED&amp; 120</b></p> <ol style="list-style-type: none"> <li><b>Demonstrate appropriate practices that ensure and maintain the health, safety, and nutrition of children.</b> <i>Met by: 12.3.1; 12.1.1; 4.4.1; 4.4.2; 4.4.3; 4.4.5; 4.4.6; 4.4.7</i></li> <li><b>Establish supportive relationships with children; guide them as individuals and as part of a group.</b> <i>Met by: 4.3.1; 4.3.2; 4.3.3; 4.3.4; 4.3.5; 4.3.6</i></li> <li><b>Serve children and families in a professional manner.</b> <i>Met by: 4.5.1; 4.5.2; 4.5.3; 4.5.4; 4.5.5</i></li> <li><b>Demonstrates cultural competence and responsiveness within and across cultures; creating an inclusive, welcoming, and respectful environment where all children, youth, and families can take pride in their cultural identities, beliefs, and practices.</b> <i>Met by: 4.6.1; 4.6.2; 4.6.3; 4.6.4; 4.6.5; 4.6.6</i></li> <li><b>22 hour practicum; students complete DEL requirements for state-approved placements.</b> <i>Met by: 4.3; 4.4; 4.5; 4.6</i></li> </ol> <p><b>ECED&amp; 132</b></p> <ol style="list-style-type: none"> <li>Describe developmental milestones from birth to 36 months articulating the influences of individual development, temperament and cultural norms. <i>Met by: 12.1; 12.2</i></li> <li>Develop a plan to create reciprocal, culturally sensitive partnerships with families. <i>Met by: 12.3</i></li> <li>Describe state infant/toddler child care regulations and procedures related to group size, health, nutrition, and safety. <i>Met by: 4.6.3; 4.4.2; 4.4.3; 4.4.4</i></li> <li>Describe guidance techniques that are appropriate and effective with infants and toddlers. <i>Met by: 4.2</i></li> <li>Create and critique infant and toddler early learning environments. <i>Met by: 4.3</i></li> </ol>

Course Standards and Competencies: \_\_\_\_\_

<b>HS Course Title</b>	<b>College Course Title</b>	<b>Credits</b>	<b>Course Length (Yearlong or Semester)</b>

**Course Standards and Competencies**

<u>High School Standards/Outcomes</u>	<u>College Standards/Outcomes</u>