



SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE • MESA COLLEGE • MIRAMAR COLLEGE • CONTINUING EDUCATION

CTE TRANSITIONS CREDIT BY EXAM AGREEMENT

San Diego Continuing Education

HMDV 575A

HMDV 575B

&

San Diego Mesa College

San Diego Miramar College

CHIL 176 (3 units)

2020-2022

AGREEMENT SUMMARY

A student who completes the San Diego Continuing Education course(s), ***HMDV 575A and HMDV 575B*** and meets the San Diego Community College District defined performance and competency criteria outlined in this agreement, will be granted **3** units of college credit at **San Diego Mesa or Miramar College** for **CHIL 176**. The student will receive college credits upon successful completion of the CTE Transitions Credit by Exam requirements.

SDCE Course Number(s):	HMDV 575A and HMDV 575B
College Course Number:	CHIL 176
SDCCD College:	San Diego Mesa and Miramar College
Units:	3 college units
College Approved Credit by Exam Method:	<ul style="list-style-type: none"> • Completion of final portfolio approved by college faculty with grade of B or better in HMDV 575A and HMDV 575B. • The average of the final portfolio grades for HMDV 575A and HMDV 575B will become the transcribed college grade for CHIL 176.
Testing location/proctor:	Portfolio administered at SDCE by SDCE faculty
Industry Sector:	Education and Human Development
SDCE Program Area:	Child Development
College Program Area:	Child Development
Agreement Effective Dates:	Fall 2020 through Summer 2022

Table 1.

PURPOSE OF AGREEMENT

CTE Transitions Credit by Exam is an early college credit model based on course to course agreements that connect existing career education Continuing Education pathways to Career Education degrees and certificates at San Diego City, Mesa, and Miramar College through a credit by exam process. The purpose of CTE Transitions Credit by Exam course to course agreements is to accelerate college career education degree or certificate completion.

The process of developing an agreement connects College faculty to Continuing Education faculty and supports pathway alignment from Continuing Education career education pathways into college career education programs.

Agreement Development:

- Builds faculty to faculty partnerships
- Supports curricular updates, modernization, and alignment
- Increases Continuing Education student awareness of occupational pathways and opportunities at the community colleges
- Encourages the collaborative development of additional student opportunities to engage with the community colleges and further explore careers

Successful completion of the approved course(s) entitles students to:

- Earn SDCCD college credit (and in some instances, university transferable credit)
- Waive fees for college course(s) completed through the credit by exam program
- Use the course to meet degree or certificate requirements
- Advance to the next level of college classes for which this course serves as a prerequisite

EXAMINATION DEVELOPMENT AND ADMINISTRATION

Development: Faculty from both institutions and programs will exchange course outlines and curricula including required tests, written assignments, extended projects, and any other curriculum and assessments necessary to determine the equivalency of the established student learning outcomes regarding the knowledge, skills, and abilities required by the credit by exam process.

Methods of Examination: As outlined in California's Education Code of Regulations (5 CA ADC § 55050), the nature and content of the examination shall be determined solely by the college faculty in the discipline who normally teach the course for which credit is to be granted.

- The college faculty shall determine that the examination adequately measures mastery of the course content as set forth in the outline of record.
- Methods of examination will reflect mastery of the course content for each college course listed in this agreement. The college faculty approved credit by exam methods of assessment for this agreement are indicated on page one (table 1) of this document.
- A separate examination shall be conducted for each course for which credit is to be granted.
- The approved method(s) of examination will be integrated into the Continuing Education course curriculum.
- Continuing Education faculty will administer the approved method(s) of examination to all students enrolled in the course and provide overall course grades for all students enrolled in the course
- Copies of the approved methods of examination are to be held on file at the SDCCD District Office, College's Office of the Vice President of Instruction, and at Continuing Education's Vice President of Instruction Office.

Amendments: Agreements remain active for two years unless otherwise noted. Amendments may be made within the two year effective dates to accommodate any needed updates. Amendments do not require signatures and will be held on file with the SDCCD District office, College, and Continuing Education Office of the Vice President of Instruction.

The Continuing Education **faculty/counselor** must:

- Provide CTE Transitions Credit by Exam information to your students within your class syllabus and during the first week of class. Ensure the students are aware they may be eligible for college credit.
- Fully integrate the college approved final exam or portfolio process into your course. Administer the approved final exam or portfolio to all students participating in the course.
- Grade all students participating in the course (final exam/portfolio grade and overall course grade).
- Complete CTE Transitions Credit by Exam Certification Form for eligible students, include both exam and course grade on the certificate form. Students must receive a "B" or better on both the course grade and the final exam/portfolio to be eligible for college credit.
- Be sure that Certification Forms include semester and year to award college credit.
- Submit signed Certification Forms within four weeks of course or program completion to SDCE's Instructional Services.

REQUIREMENTS AND CERTIFICATION OF CREDITS

In order for a student to receive college credit through CTE Transitions Credit by Exam, an active agreement with a college must be in place for a course at the time a Continuing Education student is enrolled in that course.

The Continuing Education **student** must:

- Complete the course/program identified in this agreement (Table 1 on page 1) with a grade of “A” or “B”.
- Complete the college faculty approved method(s) of examination with a grade of “A” or “B”.
- Complete the SDCD online college application.
- Work with the course instructor to complete the Continuing Education Credit by Exam Certification form.

CTE Transitions Credit by Exam Agreements are available for career education courses only. The college course must be active at the time of enrollment. SDCCD credit cannot be offered for college courses that are not active.

Students may not repeat a course for credit via credit by exam.

A student may take a maximum of 12 units as Credit by Examination within the San Diego Community College District.

CAREER PATHWAYS

The San Diego Community College District course listed within this agreement is required for the following programs:

College Course(s): CHIL 176			
COLLEGE	CERTIFICATE OF PERFORMANCE*	CERTIFICATE OF ACHIEVEMENT*	ASSOCIATE OF ARTS/SCIENCE DEGREE**
City College		Master Teacher	Child Development; Liberal Arts & Sciences – Social and Behavioral Sciences
Mesa College		Master Teacher	Child Development
Miramar College	Infant and Toddler Care	Master Teacher	Child Development; Human Development Studies; Site Supervisor

*Please refer to the college catalog for a complete listing of course requirements for certificate and degree programs.

**Associate Degree requirements include general education courses in addition to the major prep requirements. Please refer to the college catalog for a complete listing of course requirements for certificate and degree programs.

Behavioral Observation

Student Learning Outcome: SLO #1 - Students identify and describe normative similarities and differences of intellectual, emotional, social and physical theories at each developmental stage in early childhood, especially in infants and toddlers.

**Assessment Activities: Behavioral observations (in home or classroom) including a written report
Class discussions following observations**

Rubric:

	0-Not Evident	1-Somewhat Evident	2-Evident	3-Consistently Evident
Structured observation of infant/toddler classroom and/or in home observation for a minimum of 40 minutes captured and analyzed in a written observation report	Insufficient time spent and/or no written observation report	Report is filled out however evidence of a descriptive scientific observations or comments on the child’s behavior were minimal and/or grammatical errors substantially impact report clarity.	Time spent observing is well documented with the use of descriptive scientific language. Written report is complete with all sections answered and/or grammatical errors impact report clarity.	Time spent observing is well documented with descriptive scientific language, observation form is complete and includes personal comments highlighting normative behavior and/or areas for concern. A clear and accurate connection is made between the observed child/observations and at least one theorist discussed in course content. Minimal to no grammatical errors are present.
Discussion following observations focusing on developmental milestones	Does not participate in discussion	Participates in discussion but does not show knowledge/understanding of developmental milestones	Participates in discussion and shows understanding of developmental milestones and normative behavior of infants/toddlers	Participates in discussion and gives examples of infant/toddler behaviors that are appropriate and connects observations with other course content (e.g. theorists, domains of development, ages & stages etc.)

Research Project

Student Learning Outcome: SLO #2 Students critically assess research of theoretical and appropriate practical elements of caregiving to facilitate decision-making for a healthy environment designed for early childhood, especially in infants and toddlers.

**Assessment Activities: Research and synthesize findings for 1 topic such as temperament, children with special circumstances, children with special needs, health/healthy practices and/or nutrition
Critically assess research and report on findings**

Rubric:

	0-Not Evident	1-Somewhat Evident	2-Evident	3-Consistently Evident
Research theoretical and/or appropriate practical elements of caregiving	Does not research topic	Research is incomplete (less than 2 articles), not from 2 different reputable sources and/or does not connect with the development of a healthy caregiving environment	Research is complete (2 articles), from 2 different reputable sources that clearly connect to the development of a healthy caregiving environment	Research includes 2 different reputable sources that clearly connect to the development of a healthy caregiving environment and provide data/elements to compare and contrast
Critically assess research to create a report	Does not create research report	Research report is incomplete, unclear and/or does not accurately apply knowledge to decision-making for a healthy early childhood environment and/or errors impact report clarity	Research report contains all requirements and accurately applies knowledge to decision-making for a healthy early childhood environment in an organized clear manner and/or errors distract from report	Research report contains all requirements and includes a comprehensive assessment of 2 articles, accurately applying knowledge to decision-making for a healthy early childhood environment in an organized, clear manner. Minimal to no grammatical errors are present

Parent Handbook Part 1

Student Learning Outcome: SLO # 3 Apply knowledge of family microsystems, family types and the subsequent macrosystems to childcare providing strategies.
SLO # 4 Demonstrate an understanding of the roles of adults and caregivers in professional areas of service providing for the needs of infants and toddlers.

Assessment Activities: Create Parent Handbook mission statement section
Create Parent Handbook welcome letter section

Rubric:

	0-Not Evident	1-Somewhat Evident	2-Evident	3-Consistently Evident
Create a Parent Handbook section which includes a facility mission statement and/or philosophy statement	Does not create a handbook the facility mission statement and/or philosophy section .	Parent handbook created but section is incomplete, unclear and/or does not apply knowledge of micro/macro systems to childcare strategies and/or grammatical errors substantially impact section clarity.	Parent handbook created with a complete section that include the application of micro/macro systems knowledge to childcare strategies and/or grammatical errors impact section clarity.	Parent handbook created with a comprehensive section that includes the application of micro/macro systems knowledge to childcare strategies. Minimal to no grammatical errors are present.
Create a Parent Handbook section which includes a welcome letter	Does not create a welcome letter section for a Parent Handbook .	Parent handbook created but section is incomplete, unclear and/or does not apply knowledge of micro/macro systems to childcare strategies and/or grammatical errors substantially impact section clarity.	Parent handbook created with a complete section that include the application of micro/macro systems knowledge to childcare strategies and/or grammatical errors impact section clarity.	Parent handbook created with a comprehensive section that includes the application of micro/macro systems knowledge to childcare strategies. Minimal to no grammatical errors are present.

Parent Handbook Part 2

Student Learning Outcome: SLO # 3 Apply knowledge of family microsystems, family types and the subsequent macrosystems to childcare providing strategies.
SLO # 4 Demonstrate an understanding of the roles of adults and caregivers in professional areas of service providing for the needs of infants and toddlers.

Assessment Activities: Create Parent Handbook positive guidance section
Create Parent Handbook section focused on policies to provide equitable care for children with special needs

Rubric:

	0-Not Evident	1-Somewhat Evident	2-Evident	3-Consistently Evident
Create a positive guidance policy section for a Parent Handbook	Does not create positive guidance policy section for Parent Handbook .	Positive guidance policy section is created but section is incomplete, unclear and/or does not apply knowledge of micro/macro systems to childcare strategies and/or grammatical errors substantially impact section clarity.	Complete positive guidance section includes the application of micro/macro systems knowledge to childcare strategies and/or multiple grammatical errors impact section clarity.	Complete positive guidance section is comprehensive displaying advanced application of micro/macro systems knowledge to childcare strategies including proper nutrition as a factor. Minimal to no grammatical errors are present.
Create a positive guidance policy section addendum focusing on policies to provide equitable care for children with special needs for Parent Handbook	Does not create positive guidance addendum for Parent Handbook .	Positive guidance policy addendum is created but is incomplete, unclear and/or does not apply knowledge of childcare strategies for children with special needs and/or grammatical errors substantially impact section clarity.	Complete positive guidance addendum includes the application childcare strategies for children with special needs and/or multiple grammatical errors impact section clarity.	Complete positive guidance addendum is comprehensive displaying advanced understanding of childcare strategies for children with special needs. Minimal to no grammatical errors are present.

Staff Handbook

Student Learning Outcome: SLO #1 Define the State of California Family Child Care Homes and childcare centers licensing requirements.

SLO #2 Identify successful childcare business practices and develop policies and procedures for staff relations and supervision.

SLO #5 Develop a handbook to strengthen relationships and enhance communication with clients, caregivers, staff and community.

Assessment Activities: Create Staff Handbook section with policies and procedures

Create Staff Handbook section on staffing

Rubric:

	0-Not Evident	1-Somewhat Evident	2-Evident	3-Consistently Evident
Create a Staff Handbook section which includes policies and procedures	Does not create a handbook section .	Staff handbook created with a policies and procedures section which is incomplete, unclear and/or does not successful childcare business practices and/or grammatical errors substantially impact section clarity	Staff handbook created with a complete policies and procedures section that includes successful childcare business practices and/or grammatical errors impact section clarity	Staff handbook created with policy and procedures section that comprehensively applies successful childcare business practices throughout the section. Minimal to no grammatical errors are present.
Create a Staff Handbook sections which includes staffing	Does not create a handbook section	Staff handbook created with a staffing section which is incomplete, unclear and/or does not include state licensing requirements and/or grammatical errors substantially impact section clarity	Staff handbook created with a complete staffing section that includes state licensing requirements and/or grammatical errors impact section clarity	Staff handbook created with a comprehensive staffing section that includes and applies state licensing requirements throughout the section. Minimal to no grammatical errors are present.

Daily Routine

Student Learning Outcomes: SLO# 6 Outline childcare daily routines and develop age-appropriate curriculum

SLO #7 Identify strategies to promote cultural continuity

**Assessment Activities: Sample daily routine outline
Develop a classroom activity**

Rubric:

	0-Not Evident	1-Somewhat Evident	2-Evident	3-Consistently Evident
Create an appropriate daily routine for young children in a child care setting - to include appropriate blocks of time and activities for infants/toddlers	Does not complete the sample daily routine and/or does not have appropriate activities for infants/toddlers	Daily routine outline created but incomplete - scheduled time and activities may not be developmentally appropriate and/or grammatical errors substantially impact report clarity	Daily routine outline is complete with appropriate activities and realistic, practical time schedules for each and/or grammatical errors distract or impact clarity	Daily routine outline is complete with appropriate activities and realistic, practical time schedules for each. Innovative, stimulating, alternative activities are specified. Minimal to no grammatical errors are present.
Develop activity (art, music and movement, circle time, story, gross or fine motor, etc.) and implementation plan for a classroom/child care setting with infants/toddlers.	No written plan and/or activity is developed	Activity and plan are both created but at least one is incomplete, unclear and/or are not developmentally appropriate and/or grammatical errors substantially impact clarity	Activity and implementation plan are both organized, complete and developmentally appropriate for implementation successfully in a classroom/child care setting with infants/toddlers and/or grammatical errors distract or impact clarity	Activity and plan are organized, complete and developmentally appropriate and could be successfully implemented in an infant/toddler classroom/child care setting and promotes cultural continuity. Minimal to no grammatical errors are present.

Home and Yard Drawings/Fire and Disaster Plan

Student Learning Outcome: SLO #3 Identify developmentally appropriate indoor and outdoor childcare learning environments.

SLO # 4 Demonstrate menu planning and health and safety practices and regulations for infant and toddler caregiving environments

**Assessment Activities: Home and Yard Drawings
Fire and disaster plan**

Rubric:

	0-Not Evident	1-Somewhat Evident	2-Evident	3-Consistently Evident
Create a fire and disaster plan, to include written instructions and drawing(s) as required for child care home licensing	No plans created.	Plans created but 1 or more is incomplete or does not meet licensing requirements and/or grammatical errors substantially deter from plans	Fire and disaster plans are complete and meet licensing requirements and/or grammatical errors distract or impact clarity	Fire and disaster plans are complete and meets licensing requirements with expanded section activities for children after an evacuation, and/or procedure to educate parents about disaster/fire plan. Minimal to no grammatical errors are present.
Create yard and home drawing(s) along with key (explanation) that show a developmentally appropriate and safe environment for a family home child care center.	No drawings created.	Drawings created but 1 or more is incomplete or does not demonstrate a developmentally appropriate safe environment for infants/toddlers and/or errors substantially impact clarity	Plan/drawings are complete, contain a legend (key) and depicts a developmentally appropriate and safe environment for infants/toddlers and/or errors distract or impact clarity	Plan/drawings are complete, contain a legend and depict a developmentally appropriate and safe environment for infants/toddlers that outlines environmental safety precautions for childcare such as locks, gates, securing furniture to walls, etc. Minimal to no errors are present.

Weekly Menu Plan

Student Learning Outcome: SLO #4 Demonstrate menu planning and health and safety practices and regulations for infant and toddler caregiving environments

SLO #7 Identify strategies to promote cultural continuity

Assessment Activities: Weekly menu plan

Classroom discussions regarding developing a healthy caregiving environment that promotes cultural continuity

Rubric:

	0-Not Evident	1-Somewhat Evident	2-Evident	3-Consistently Evident
Create a menu plan for young children in a child care setting with a one week sample - to include food groups, serving sizes and healthy alternate choices and snacks	Does not complete the sample menu plan and/or the majority of food choices listed are inappropriate	Menu plan created but contains inappropriate distribution of food group choices, is incomplete and/or excessive quantities are stated based on nutritional guidelines and/or grammatical errors substantially impact clarity	Menu plan is complete with appropriate food groups and serving sizes for young children as prescribed by the federal food plan and/or grammatical errors impact clarity.	Menu plan is complete with appropriate food groups and serving sizes for young children as prescribed by the federal food plan. Menu reflects variety and cultural diversity. Minimal to no grammatical errors are present.
Demonstrate an understanding of strategies to promote cultural continuity and a healthy environment during course discussion.	No participation in discussion.	Participates in discussion and shows basic understanding of at least one strategy of caregiving that contributes to a healthy nurturing environment and promotes cultural continuity	Participates in discussion, shows advanced understanding of at least one strategy of caregiving that contributes to a healthy environment and promotes cultural continuity	Participates in discussion showing advanced understanding of at least two strategies of caregiving that contributes to a healthy environment and cultural continuity