



PROGRAM ARTICULATION AGREEMENT

College Program: Education Paraprofessional, Special Education CIP: 13.1501
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, Education course(s) have been approved for Tech Prep articulation with Riverside School District high school course(s) as listed below:

High School / Course Title	College / Course Title	Credits
Riverside HS Birth to 6 Physical Therapy Experience Semesters 1 and 2	SFCC EDUC 281 Education/Special Education Practicum I	5

**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.

**PROGRAM ARTICULATION AGREEMENT
Education Paraprofessional, Special Education**

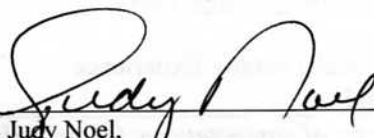
**PARTICIPATING INSTITUTIONS
2008 - 2009 School Year**

Riverside 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.



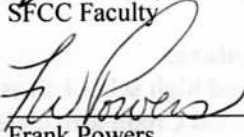
Talana Mielke, Date
Riverside High School CTE Director



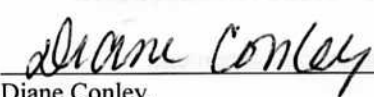
Judy Noel, 11/13/08 Date
SFCC Faculty



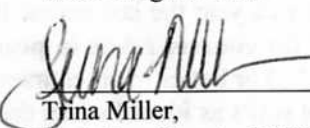
Kristine Siron, 12/5/08 Date
Riverside High School Faculty



Frank Powers, 11/13/08 Date
SFCC Program Dean



Diane Conley, 12/05/08 Date
Riverside High School Faculty



Tina Miller, 11/14/08 Date
Tech Prep Director/NEWTEC

Original 03/22/04
Revised 11/05/08: renewal rotation; course number changes --gmf

ARTICULATION VERIFICATION

*Special Education
Spokane Falls Community College
And
Birth to 6: Physical Therapy Experience
Riverside High School*

Student: _____

Date: _____

Instructor: _____

Date: _____

To work in education and related services programs for children and youth with disabilities, student will demonstrate:

Pass Fail

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Understanding the value of providing instructional and other direct services to all children and youth with disabilities.
A. Understanding of the philosophy that all students can learn and contribute.
i. Understanding of Child Directed Functional Movement Facilitation and the importance repetitions have on physical and typical development. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Understanding the roles and responsibilities of certificated/licensed staff and paraeducators:
A. Knowledge of certified/licensed staff roles and responsibilities for program development, evaluation and for instructional supervision of paraeducators, including legal requirements and district policies and procedures.
i. Understand the role of the team members in a Developmental pre-school. (i.e., Parent, Teacher, paraprofessional, Physical Therapist, Occupational Therapist, Speech/Language Pathologist, School Psychologist, Family Resource Coordinator, Nurse, Bus Driver, Custodian, Administration). |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development:
A. Knowledge of the developmental continuum birth to 21 years in the following are communication, self-help, physical development and social/emotional and cognitive development.
i. Knowledge of Developmentally Appropriate Interactions with young children.
B. Knowledge of issues and requirements surrounding transitions for students and families.
i. Awareness of disabilities and the effect they have on families. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Ability to practice ethical and professional standards of conduct, including the requirement of confidentiality. |

- 5. Ability to communicate with colleagues, follow instructions and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.
 - 6. Ability to provide positive behavioral support and management.
 - 7. Knowledge of the legal issues related to the education of children and youth with disabilities and their families.
 - 8. Awareness of diversity among the children, youth, families and colleagues with whom they work.
 - A. Aware of how the different aspects of diversity enhance opportunities for learning.
 - i. Describe in family friendly terms common conditions or diagnosis found in a pre-school setting. (i.e., Cerebral Palsy, Down Syndrome, Muscular Dystrophy, Developmental Delay).
 - 9. Knowledge and application of the elements of effective instruction to assist teaching and learning as developed by the certificated/licensed staff in a variety of settings.
 - 10. Ability to utilize appropriate strategies and techniques to provide instructional support in teaching and learning as developed by the certificated/licensed staff.
 - A. Ability to apply small group instructional techniques for management and support of student learning.
 - i. Demonstrate positional facilitation during instructional activities.
 - 11. Ability to motivate and assist children and youth.
 - 12. Knowledge of and ability to follow health, safety and emergency procedures of the agency where they are employed.
 - 13. Awareness of the ways in which technology can assist teaching and learning.
 - 14. Awareness of personal care and/or health related support.
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I verify that this student has participated in 133 hours at a supervised practicum site.

Instructor: _____

Date: _____