

Concurrent Session 4: Articulating academic programs
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Topic: Articulating academic programs across higher education segments

❖ ***Recommended strategies and action steps...***

➤ At the program level:

- Define student learning outcomes/competencies for certificates and degrees leading to positions in programs serving children birth to eight.
- Design certificates and degrees based on competencies
- Frame initial planning for curriculum and program revisions using the National Association for the Education of Young Children Standards for Initial Licensure, Advanced, and Associate Degree Programs (NAEYC.)
- Reach clear definition of terms such as *developmentally-appropriate practices or academic content or early learning*, so that we are working with a frame of common understanding when describing principles and practices described within student learning outcomes.
- Prepare clearly defined course-level student learning outcomes that are clearly integrated into the certificate, degree, and program student learning outcomes in order to build clear articulation pathways across systems.
- Build on the good work we have done/are doing in articulation. Review and revamp as well as invent.
- Look at the full picture of the career ladder as we work on programs. Consider new options for where the student teaching may lie within the proposed new early credential, e.g. consider practicum at lower division level articulated with practicum at the upper division level as partial/full fulfillment of credential requirements.
- Assure that curriculum and programs respond to requirements in the field of early childhood education, e.g. CDE standards and regulations.
- Track, review, and offer input to the development of early learning standards by the CDE, IHE faculty in early childhood education and child development bring essential and deep understanding of the research and the practices leading to strong early childhood education programs. It is imperative that this asset be tapped by CDE in the initial planning and ongoing development and implementation of early learning standards.

➤ At the institutional level

- Consider program-to-program transfer path options not yet existing. Such programs would be articulated and become a base for upper division coursework at CSU/UC leading to a BA/BS. This might include an agreed upon program offered at the community college that includes courses not offered at the lower division level at the CSU/UC.
- Look at the full picture as we work on programs. Consider new options for where the student teaching may lie within the proposed new early credential.

➤ At the system level

- Acknowledge that with the new workforce preparation requirements on the horizon the IHE systems are not starting from scratch. There are fruitful models well underway within the systems of the IHE.
- Consider program to program, rather than course to course, articulation
- If possible, reach agreement across all colleges within a segment of IHE for student learning outcomes/competencies leading to certificates and degrees required for positions in programs serving children birth to eight.
- Build upon the assets of each system of IHE. Frame community college curriculum as the foundational/base experience, with CSU/UC building upon this base.
- Across colleges within each IHE, share stories of curriculum/workforce preparation models being explored and implemented so as to enrich the possibilities for discussion as we strengthen current systems. Will require funds to convene and assure ongoing working plan for such articulation efforts (IMPAC has given this a start across systems.)
- Work to make sure intra-system articulation works smoothly
- Reach clear definition of terms such as *developmentally-appropriate practices or academic content* or *early learning*, so that we are working with a frame of common understanding when describing principles and practices described within student learning outcomes.
- As we design competencies, CSU/UC faculty can build on what students bring with them from the first two years as a strong foundation rather than a few lower division courses granted approved for articulation.
- Each IHE must assume leadership for tracking ongoing statewide early childhood professional development plan within and across IHE systems.
- Look at the full picture as we work on programs. Consider new options for where the student teaching may lie within the proposed new early credential.
- Increase options for graduate EdD or PhD professional preparation within the UC system, offering a focus on early childhood, rather than the more commonly available focus, educational leadership or human development. The design of such graduate programs could build a partnership between the UC schools of education and their graduate programs in child development and developmental psychology to create this new focus. These disciplines tend to be housed currently in distinct departments and schools within the university. Potential graduate students for such programs: Those currently holding masters degrees teaching within community colleges.

➤ Across systems

- If possible, reach agreement across all colleges across the three public IHE for student learning outcomes/competencies leading to certificates and degrees required for positions in programs serving children birth to eight.
- Document and offer for broader discussion the stories of articulation efforts that are succeeding.
- Note a key finding from IMPAC that ease of articulation happens when the two IHE doing the articulation have common identities and goals, e.g. both with a focus on early childhood education rather than one with a focus on child development and the other with a focus on early childhood education.

- Build on the work of IMPAC.
- Articulate programs rather than courses.
- Frame initial planning for cross-system articulation using the National Association for the Education of Young Children Standards for Initial Licensure, Advanced, and Associate Degree Programs (NAEYC.)
- Faculty in each IHE must listen well to fully understand the issues and concerns of the partnering IHE's and be flexible and open to new ways of framing the options.
- Agree upon common definition of terms such as *developmentally-appropriate practices* or *academic content* or *early learning*, so that we are working with a frame of common understanding when describing principles and practices described within student learning outcomes.
- In regards to potential new state legislation and regulations, leadership at the systems level must assure that IHE CD/ECE faculty are key participants in state level policy discussions related to early childhood education professional development. The voice of those who know the experience of young children, their families, and their learning is critical to shaping public policy around early learning.
- Integrate the professional development system starting from the ROP Careers with Children high school program to degrees/credential within IHE.

➤ At the State level

- In regards to the development of early learning standards by the CDE, IHE faculty in early childhood education and child development bring essential and deep understanding of the research and the practices leading to strong early childhood education programs. It is imperative that this asset be tapped by CDE in the initial planning and ongoing development and implementation of early learning standards.
- As state policies are developed around early childhood care and education, policy makers must be mindful that care and learning happening simultaneously. We must avoid creating two separate delivery systems.
- As state policies are developed around early learning, we need to move forward with clear definition of early learning as beginning at birth and continuing through kindergarten and into primary grades. Our policy discussions must be inclusive of this full period of learning, rather than restricted to the year prior to kindergarten.
- Clarify the terms used to define public policy for young children in an effort to more accurately describe the support rendered to children and their families in regards to development and learning. Terms such as *preschool*, *child care*, *day care*, *school-age care*, *infant care*, *preK*, *early learning* are all being used, but each brings with it a distinct and possibly more restricted image and definition than that intended by those framing public policy.
- We need consortia that work statewide to develop strong teacher preparation programs across IHE.