



**ARTICULATION AGREEMENT**

**Between**

SUNY Broome Community College, Teacher Education/ECE Department  
PO Box 1017, Binghamton, New York 13902

**And**

Greater Southern Tier BOCES  
1126 Bald Hill Road, Hornell, NY 14843

The purpose of this articulation agreement is to recognize achievement and provide advanced standing to graduates of GST BOCES who are accepted into the SUNY Broome Community College Early Childhood, A.A.S. or Early Childhood Certificate program.

Students interested in attending SUNY Broome shall participate in the normal admissions, placement testing, and advisement processes at the College.

The criteria and process for granting credit at SUNY Broome Community College is as follows:

- a. The student must have completed the courses specified below in the chart, in this agreement, with a grade of "85%" or better.
- b. The student must meet the performance outcomes and competencies specified in the course outline.

Secondary Course(s) to be certified:

<b>Title</b>	<b>GST BOCES Credits</b>
Early Childhood Education I	3
Early Childhood Education II	3

SUNY Broome Community College course(s) articulated:

<b>Course Number</b>	<b>Title</b>	<b>SUNY Broome Credits</b>
ECE 110	Introduction to Early Childhood Education	3

3. The student understands that if he/she is unable to make satisfactory progress in an advanced course at SUNY Broome in the area for which articulated credit is awarded, he/she may, at the discretion of the faculty, be required to complete a lower level course.

4. Students are responsible for contacting SUNY Broome Teacher Education and Early Childhood Department after their official high school transcripts denoting BOCES courses are received, to request a transfer credit evaluation. Upon granting credit, the Teacher Education and Early Childhood Chair will forward a request to the Registrar's to authorize a posting of a grade "T" for each course.

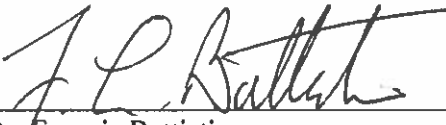
# SUNY BROOME

5. GST BOCES will notify SUNY Broome if there is any substantive change to the Communications program as presented at the time of this agreement.
6. SUNY Broome will notify GST BOCES if one or both of the above courses are no longer offered and what replacement course, if any, are available.
7. This agreement shall automatically renew each year unless a modification or cancelation is requested in writing by either SUNY Broome or GST BOCES.
8. Faculty at both institutions will be encouraged to share student concerns, instruction strategies, and curricular modifications to maximize student experience and learning.

## SUNY Broome Community College:

  
\_\_\_\_\_  
Mary Donnelly, Department Chair 12, 14, 18  
Date

  
\_\_\_\_\_  
Dr. Michael Kinney, Dean of Liberal Arts 12, 14, 18  
Date

  
\_\_\_\_\_  
Dr. Francis Battisti,  
Executive Vice President & Chief Academic Officer 12, 17, 18  
Date

## Greater Southern Tier BOCES:

  
\_\_\_\_\_  
Mr. James Frame, Superintendent 1, 19, 19  
Date

  
\_\_\_\_\_  
Mr. Matthew Talada, Director Career & Technical Education 1, 1  
Date



## **SUNY BROOME COMMUNITY COLLEGE**

### **ECE 110 - Introduction to Early Education**

This course is an introduction to early childhood and elementary school education. ECE 110 will provide an overview of professionalism, child development, learning theories with a historical perspective, family involvement, contemporary issues in education, and career options within the field of education. Students will also explore the definition and concept of developmentally appropriate practice for young children (infants through eight years old). Field observation and community service experiences are mandatory. ECE 110 is required for A.A.S. Early Childhood Education majors and L.A.G.S. Teacher Education (A.S. Degree) transfer majors.

Credits: 3

#### **Hours**

3 Class Hours

#### **Course Profile**

Learning Outcomes of the Course:

1. Upon successful completion of this course the student will be able to:
2. Describe the history, philosophy and ethics of early childhood and elementary education via class discussions and written assignments.
3. Define and identify developmentally appropriate practice in accordance with various ages and stages of development via class discussions, written assignments and field observation experiences.
4. Demonstrate an understanding of child development in the context of family via class discussions and written assignments.
5. Apply critical thinking, problem solving, and self-reflection skills to class discussions, written assignments, field observation experience and related community service,
6. Articulate in writing career goals and pathways to reach them.