Articulation Agreement
Between
Fond du Lac Tribal and Community College
And
University of Minnesota Duluth

Purpose

The purpose of this agreement is to facilitate credit transfer and describe the transition from one related degree program to another. A mutual understanding exists that eligible students will have completed an A.A. degree or the Minnesota Transfer Curriculum at Fond du Lac Community College before transferring to UMD to complete the B.A.Sc. in Unified Early Childhood Studies. Individual courses that have been articulated for transfer and recorded in the UMD/MRCC Transfer Manual will be accepted and entered as transfer credit to the student’s UMD academic record.

Terms and Conditions

1. The table, “Lower Division Course Requirements,” part of this agreement, outlines which Fond du Lac courses meet UMD lower division requirements in the program.

2. Transfers students under this agreement will be admitted to UMD under the same standards and admission criteria as all other UMD students. Transfer can be for fall or spring semester. Students must subsequently apply for admission to the program as described below.

3. Students transferring to the B.A.S. Unified Early Childhood degree will work with Fond du Lac advisors and UMD liaisons to complete program application concurrently with UMD application. Students must meet criteria in place at the time of admission. Current minimum criteria include:
   a. Overall grade point average of 2.7 or higher.
   b. Completion of the PPST.
   c. No grade less than C- in any lower division requirements.
   d. 60 documented volunteer hours with groups of children or youth aged 8 or younger.
   e. Three letters of reference.

4. The B.A.S. Unified Early Childhood program leads to licensure birth-age 8 and early childhood special education in the state of Minnesota. On completion of degree requirements, and with passing scores on all licensure tests, UMD will recommend students for both licenses.

5. Students entering the B.A.S. Unified Early Childhood Program under this agreement may expect to graduate in 2 years of full-time enrollment at UMD.

Implementation

Both institutions will work together to develop counseling, advising, transcription, registration and financial aid procedures to facilitate enrollment of students. Both institutions will inform potential students about this program.

The Chief Academic Officer or designee of each institution under this agreement shall be responsible for implementing this agreement, for identifying and incorporating any changes into subsequent agreements, and for conducting a periodic review of this agreement.

This agreement becomes effective when signed and remains in effect until it is terminated or amended by either party with prior written notice.
University of Minnesota Duluth

Kathryn Mantin
Chancellor
2 Dec 07

Date

Vincent R. Magruder
Vice Chancellor for Academic Affairs
10/26/07

Date

Paul N. Pepin
Dean, Education and Human Service Professions
10-9-07

Date

Fond du Lac Tribal and Community College

Donald A. Day
President
10-9-01

Date

Alicia Dekeyser
Vice President for Academic Affairs
10-9-07

Date

Dean or Designee

Department Head, Education
10/19/07

Date
LOWER DIVISION COURSE REQUIREMENTS
B.A.Sc. Unified Early Childhood Studies

The chart below identifies FDLTCC courses that have been articulated and will meet program requirements for the UMD degree, as well as courses that have been mutually identified and will be submitted for articulation review. These courses will serve as the basis for advising students who intend to earn the A.A. at Fond du Lac and transfer to UMD for the B.A.S. degree.

<table>
<thead>
<tr>
<th>UMD Lower Division Requirements.</th>
<th>Fond du Lac Tribal and Community College Equivalent Course(s)</th>
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<tbody>
<tr>
<td><strong>These courses must be completed with a C- or better before application to the Program.</strong></td>
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<tr>
<td>Comp 1120, College Writing</td>
<td>ENGL 1001, College Writing I: Composition and Research</td>
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<tr>
<td>Recommended: Comm 1222, Interpersonal Communications</td>
<td>SPCH 1020, Interpersonal Communications</td>
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<tr>
<td>Educ 1000, Human Development</td>
<td>ECD 1050, School Age Development and Learning Experiences AND ECD 1030, Preschool Development and Learning Experiences</td>
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<tr>
<td>Soc 1201, Sociology of the Family, or Educ 5340, Interacting with Diverse Families</td>
<td>SOC 1050, The Family as a Social Institution</td>
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<td>Recommended: Art 1002, Introduction to Art</td>
<td>ART 1001, Introduction to Art</td>
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<tr>
<td>Recommended: Geog 1414, Physical Geography</td>
<td>GEOG 1010, Physical Geography</td>
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<tr>
<td>ECh 2025, Cognitive Development: Theory to Practice</td>
<td>ECD 2010, Brain Development in Early Childhood</td>
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<tr>
<td>ECh 2015, Literature for Young Children</td>
<td>ECD 2040, Literature and Language Development</td>
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<tr>
<td>ECh 2010, Foundational Issues in Early Childhood Studies</td>
<td>ECD 1001, Overview of Child Development AND ECD 1010, Child Care Issues and Program Practice</td>
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<td>ECh 3050, Observing and Guiding Behavior: Birth – Age 8</td>
<td>ECD 1040: Infant-Toddler Development and Learning Experiences AND ECD 2020, Professional Observation</td>
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<tr>
<td>ECh 3055, Creative Expressions: Birth – Age 8</td>
<td>ECD 2030, Play and Learning</td>
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<td>SpEd 3109, Working with Young Children with Challenging Behavior</td>
<td>ECD 2050, Conflict Management for Early Childhood Education AND ECD 1020, Guidance Issues for Child Care Staff</td>
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<tr>
<td>Hth 3161, School Health Programs</td>
<td>This course will be waived for students who have completed ECD 1010, Child Care Issues and Program Practice (health related licensure standards met in this course)</td>
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