



A2B Pathways Elementary Education Convening

May 19, 2017
Hammond Hall
Fitchburg State University

Notes

- I. **Welcome:** Elena Quiroz-Livanis, Chief of Staff and Director of Academic Policy and Student Success, welcomed the participants to the meeting.
 - A. Elena reviewed briefly the components of MassTransfer.
 1. Course Equivalency Database (MAST)
 2. A2B Pathways
 3. Commonwealth Commitment
 4. Reverse Transfer
 - B. Elena reviewed the Cycle III A2B Pathways
 1. Art
 2. Elementary Education
 3. Engineering
 - a. Chemical Engineering
 - b. Civil Engineering
 - c. Electrical Engineering
 - d. Mechanical Engineering
 - C. Elena reviewed the contents of the packet that participants received.
 1. Meeting Agenda
 2. Notes from the Fall Conference
 3. Course Outcomes
 4. Community College Course Alignment
 5. University Elementary Education Maps
- II. **Course Outcomes and Professional Standards:** Patricia Kay, Assistant Professor of Early Childhood Education at Berkshire Community College, and Nancy Murray, Chair of the Education Department at Fitchburg State University, led the discussion.
 - A. Originally four courses were identified as foundational courses in Elementary Education, but ultimately Patty and Nancy decided to focus on three courses instead: Introduction to/Foundations of/Philosophy of Education, Multi-cultural Diversity and Language and Literacy. Each course would have a fieldwork component. They looked for common threads in the outcomes for each course and aligned them with the Professional Standards for Educational Leaders 2015.

B. Introduction to/Foundations of/Philosophy of Education: Patty and Nancy gave the group some time to review the list of outcomes and then asked: “Are 22 too many?” and “Could some be combined?”. The group decided to identify themes first and concluded with the following:

1. History and law
2. Philosophy and theory of knowledge and assessment
3. Introduction to the profession/observation and fieldwork
4. Social issues and current trends in education

Foundational Course: Introduction to Education			Adequately Addresses Essential Core Competencies and Components		
Community College	Course	Course Title	Yes	No	Information Required
Berkshire	EDU 105	Foundations of Education	X		
Bristol	EDU 220	Foundations of Pre-Practicum	X		
Bunker Hill	EDU 101	Introduction and Foundations of Education			
Bunker Hill	EDU 102	Becoming a Teacher: A Learning Community			
Cape Cod	EDU 101	Foundations of Education			
Greenfield	EDU 205	Philosophy of Education			Need to revise.
Holyoke	EDU 100	Education in the United States			
Massasoit	EDUC 111	Introduction to Elementary Education			
MassBay	ED 115	Education in American Society	X		
Middlesex	EDU 150	Discover Teaching	X		
Mount Wachusett	EDU 101	Introduction to Education	X		Need to revise.
North Shore	EDU 102	Issues in Contemporary Education	X		
Northern Essex	EDU 101	Introduction to Teaching	X		
Quinsigamond	EDU 101	Elementary Education: Teaching and Learning			
Roxbury					
Springfield Tech	EDU 101	Foundations of Education			Need to add field experience.

C. Multicultural Education: Patty and Nancy led a discussion on the following issues:

1. Is this course more appropriate at the third- or fourth-year level, rather than the first- or second-year level? Many different perspectives were considered.
2. There seems to be little or no flexibility in programs because of the double major requirement. There is no wiggle room.
3. There are different student populations at the community colleges and universities. The student population at the universities tends to be younger, more of traditional college age, while the student population at community colleges tends to be older, of non-traditional college age. The difference in ages means a difference in experience. Younger students may not have the experience to engage in diversity/multi-cultural issues in the first and second years, while the older students come with experience that allows them to engage earlier their studies.
4. Do we need both a diversity/multi-cultural course and a special education/students with exceptional learning needs course? The group emphasized the need to maintain the focus on students.
5. Would a requirement of either/or multi-cultural/special education work?
6. The group identified the following themes:
 - a. Overview of diversity in education
 - b. Personal perspective/anti-bias
 - c. Culturally-responsive practices
 - d. Family and community
 - e. Cultural awareness and social bias

Foundational Course: Multicultural Education			Adequately Addresses Essential Core Components		
Community College	Course	Course Title	Yes	No	Info Required
Berkshire					
Bristol	EDU 225	Diversity and Multicultural Education	X		
Bunker Hill					
Bunker Hill					
Cape Cod					
Greenfield		Social Inequalities			
Holyoke					
Massasoit					
MassBay	ED 212	Gateway to Cultural Competence	X		
Middlesex	SOC 118	Multicultural Communication	X		
Mount Wachusett					
North Shore	EDU 203	Diversity and Multiculturalism in Education			
Northern Essex	EDU 203	Multiculturalism and Diversity	X		
Quinsigamond					
Roxbury					
Springfield Tech					

D. Children with Special Needs:

1. The group identified the following themes:
 - a. Understanding children with special needs
 - b. Differentiated instruction and universal design
 - c. Educational issues, policy and law
 - d. Accessibility, awareness and adaptations
 - e. Cultural awareness and social bias

2. The group discussed the option of encouraging students to take both courses, if available, at the community colleges and the universities accepting at least one of them.

Foundational Course: Children with Special Needs			Adequately Addresses Essential Core Components		
Community College	Course	Course Title	Yes	No	Info Required
Berkshire					
Bristol					
Bunker Hill					
Bunker Hill					
Cape Cod					
Greenfield	EDU 111	Introduction to Special Education	X		
Holyoke	EDU 208	Children with Disabilities in the Educational Setting	X		
Massasoit					
MassBay	SO 120	Disabilities: Diagnosis and Interventions	X		
Middlesex	PSY 123	Developmental Disabilities	X		
Mount Wachusett	PSY 244	Children with Special Needs	X		
North Shore	ECE 210	Strategies and Supports for Children with Special Needs	X		
Northern Essex	EDU 102	Introduction to Special Education	X		
Quinsigamond	ECE 242	Young Children with Special Needs			Will revise to add pre-practicum.
Roxbury					
Springfield Tech		Introduction to Special Needs	X		

E. Language and Literacy: The group identified the following themes:

1. Foundational constructs (Common Core and Massachusetts Curriculum Framework for English Language Arts and Literacy)
2. Processes that shape language, writing and literacy development
3. Planning and utilizing developmentally-appropriate teaching strategies (integration of ELA/L framework)
4. Social foundations and cultural awareness

Foundational Course: Language and Literacy			Adequately Addresses Essential Core Competencies and Components		
Community College	Course	Course Title	Yes	No	Info Required
Berkshire					
Bristol	EDU 150	Language and Literature	X		
Bunker Hill					
Bunker Hill					
Cape Cod					
Greenfield	EDU 121	Reading and Language for the Young Child			Need to revise.
Holyoke	EDU 271	Language and Literacy			Need to revise.
Massasoit					
MassBay					
Middlesex					Need to develop.
Mount Wachusett					
North Shore	EDU 116	Teaching Language and Literacy			
Northern Essex	EDU 202	Language and Literacy in Education			Need to revise.
Quinsigamond	EDU 200	Foundations of Reading			
Roxbury					
Springfield Tech					

F. Percentage and Hours:

1. The group concluded that to establish course equivalencies, the course must include at least 70 percent of the course outcomes identified.
2. The group suggested that pre-practicum courses should include at least 22 hours for each course.

III. **Adjournment:** The meeting adjourned the meeting at 2:55 p.m.