

MassTransfer Pathways
 Early Childhood Education Group
 Fitchburg State University
 April 22, 2016

Leaders:

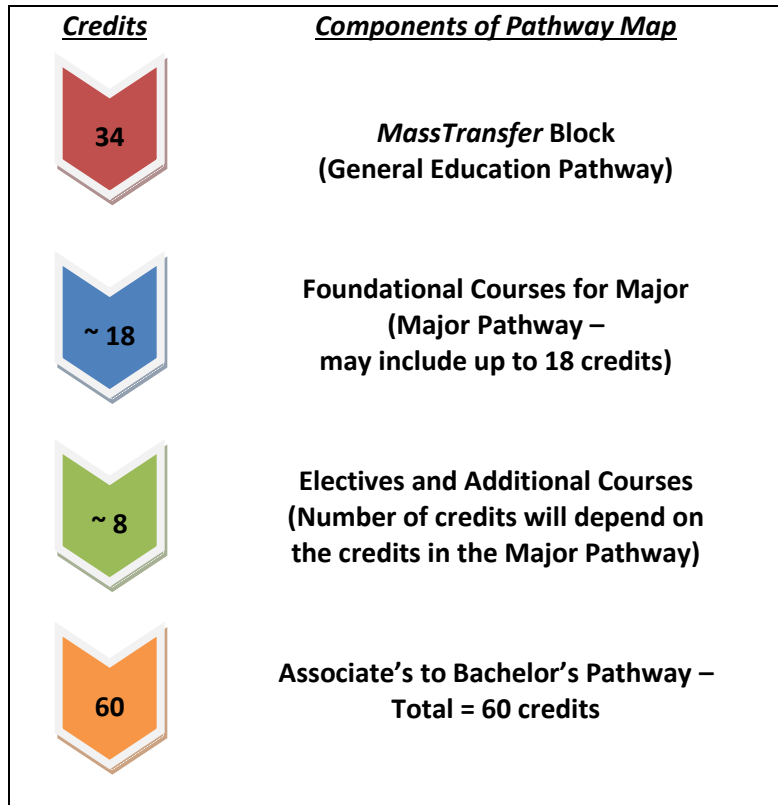
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 Lois Alves, *Auxiliary Staff, Massachusetts Department of Higher Education, lavles@bhe.mass.edu*

1. Elena convened the meeting at 10:20 a.m. She welcomed all and outlined the goals for the day.
2. Elena reviewed the status of *MassTransfer Pathways*, using a PowerPoint presentation.
 - a. Currently *MassTransfer* includes the following components:
 - a. General Education Block (*MassTransfer* Block)
 - b. Academic Transfer Pathways
 - c. Course Equivalencies
 - d. Reverse Transfer
 - e. Commonwealth Commitment: Governor Baker and Commissioner Santiago announced the Commonwealth Commitment the day before, April 21st. Elena explained the features of the Commonwealth Commitment, including the requirements that students must earn cumulative grade point averages of 3.00 or higher, complete the associate’s degree in 2½ years, enroll full-time, and follow a *MassTransfer Pathway*. The benefits to students will include a freeze on tuition and fees, a 10% rebate on fees and a 100% waiver of tuition at the university level.
 - b. She reviewed the benefits of the *MassTransfer* Program.

Benefits	Minimum Final GPA			Notes
	2.0+	2.5+	3.0+	
No application fee	✓	✓	✓	<i>MassTransfer</i> application required by deadline.
No application essay	✓	✓	✓	
Guaranteed admission		✓	✓	Space permitting in the major and college.
100% tuition waiver <i>Effective Fall 2016</i>			✓	For two years, provided student: <ul style="list-style-type: none"> ▪ Matriculates within one year of receiving

				associate degree; <ul style="list-style-type: none"> ▪ Enrolls continuously (full- or part-time) in day programs; and ▪ Achieves 3.0 GPA in first two semesters.
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- c. She reviewed the *MassTransfer* Pathways map and explained the general components of the map.



- d. She reminded the group of the first six academic disciplines for which 60-credit *MassTransfer* Pathway maps have been developed.
- a. Biology
 - b. Chemistry
 - c. Economics
 - d. History
 - e. Political Science
 - f. Psychology
- e. She reminded the group of the 10 academic disciplines on which we are working this year and for which 60-credit *MassTransfer* Pathway maps will be developed next year.

- a. Business Administration
 - b. Communications
 - c. Computer Science
 - d. Criminal Justice
 - e. Early Childhood Education
 - f. English
 - g. Liberal Arts
 - h. Mathematics
 - i. Natural and Physical Science Block (STEM)
 - j. Sociology
- f. She indicated that *MassTransfer* Pathways will be developed for an additional eight disciplines: Painting, Printmaking and Sculpture at the Massachusetts College of Art and Design and Emergency Management, Maritime Safety, Energy Systems Engineering, Facilities Engineering, and International and Maritime Business at the Massachusetts Maritime Academy.
- g. She explained that once the 16 academic disciplines are completed they will capture 70% of all students who transfer from Massachusetts community colleges to Massachusetts state universities and campuses of the University of Massachusetts.
- h. She added that the DHE also plans to identify shared learning outcomes for the academic disciplines that have mapped pathways, but that the process will be a longer-term project.
- i. She provided a brief demonstration of the current *MassTransfer* Pathways beta website (<http://www.mass.edu/masstransfer/pathwaysbeta/>).
- j. She divided the group into three sub-groups: Group A, led by Charlene Mara and Mary Lu Love; Group B, led by Greg Nelson; and transfer professionals, led by Lois Alves.
3. Group A identified the core course components of Introduction/Foundations to Early Childhood Education, Curriculum and Child Growth and Development.
 4. Group B identified the core course components of Internship I/Practicum and Special Needs.
 5. The transfer professionals discussed a range of issues and concerns.
 6. Following lunch Elena reconvened the meeting with all three groups together again at 1:13 p.m.
 7. Elena reviewed the tables indicating whether or not each community college's courses included the minimum percentage of core course components and the spreadsheets indicating how each community college's courses transfer to the state universities and University of Massachusetts campuses. Faculty agreed that 70% of the core course components needed to be met in order to be part of the statewide equivalency. She also explained that psychology faculty previously had identified the core course components for Child Growth and Development as taught through psychology departments. She explained that she will send the core course components identified by early childhood education faculty for Child Growth and Development to the psychology faculty.

8. Elena asked the faculty from the community colleges to indicate whether or not their foundational early childhood education courses include at least the minimum percentage of core course components. She recognized that the faculty present may not be able to answer the question authoritatively and acknowledged that they may have to return to their campuses and discuss the core course components with their colleagues first. In those cases, Elena asked the faculty representatives to let her know the outcomes of those conversations as soon as possible. The faculty from each of the 15 community colleges responded “yes” or “no” accordingly to each of the five foundational courses.
9. Elena asked faculty from the state universities and UMass campuses to let her know if the spreadsheets indicating how each community college’s courses transfer are inaccurate and how they should be corrected, if necessary.
10. The group discussed the difficulty of transferring Internship I/Practicum courses from community colleges to state universities and UMass campuses because of the varying number of credits for these courses. Winnie offered to investigate the issue and inform the early childhood education faculty of what she learns.
11. Elena adjourned the meeting at 1:55 p.m.

Core Course Components
Discipline: Early Childhood Education
Course: Introduction/Foundations to Early Childhood

1	History and Theories in ECE, philosophy of ECE
2	Families and family engagement
3	Program models in ECE
4	Curriculum and Instruction in ECE, including culturally and developmentally responsive/appropriate practice
5	Professional roles/Professionalism, legal and ethical issues
6	Learning Environments and Behavior Management
7	Child development and assessment
8	Observation in the field
9	Learning standards and frameworks
10	Inclusion, special education
11	Current issues/topics in ECE
12	Eight hours of observation

Community College Course Alignment
 Discipline: Early Child Education

Foundational Course: Introduction to Early Childhood Education		Adequately Addresses Essential Core Competencies and Components		
Community College	Course Number	Yes	No	Additional Information Needed
Berkshire	ECE 101 Education: Current Issues and Trends	X		
Bristol	ECE 111 Intro to Early Childhood Education	X		
Bunker Hill	ECE 202 Issues in Early Childhood Education	X		
Cape Cod	ECE 100 Intro to Early Childhood Education			
Greenfield	EDU 101 Intro to Early Childhood Education	X		
Holyoke	EDU 101 Early Childhood Programs	X		
Massasoit	CCED 105 Intro to Early Childhood Education	X		
MassBay	ED 112 Intro to Early Childhood Education	X		
Middlesex	EDU 153 Planning Programs and Environments for Children	X		
Mt Wachusett	ECE 101 Intro to Early Childhood Education	X		
North Shore	ECE 110 Foundations of Early Childhood Ed	X		
Northern Essex	ECE 101 Intro to Early Childhood Education	X		
Quinsigamond	ECE 101 Intro to Early Childhood Education	X		
Roxbury				
Springfield	ECE 101 Intro to Early Childhood Education	X		

Core Course Components
Discipline: Early Childhood Education
Course: Child Growth and Development

1	Knowledge of Child Development: Prenatal – 8, Developmental milestones, Whole Child- Social, Emotional Cognitive, Physical, Psychosocial, Linguistic
2	Knowledge of major theories of child development: Psychoanalytical, Social Learning, Cognitive Development
3	Understanding of family and community structures
4	Explore Guidance Techniques and methods at each stage of development
5	Impact of appropriate learning environments of children’s growth and development
6	Basic understanding of observation and assessment and documentation and use of data
7	Identify the uses and value of play
8	Understanding of diversity; Environmental, Cultural, ELL’s
9	Understanding of typical development
10	Knowledge of appropriate open ended curriculum practices

Community College Course Alignment
 Discipline: Early Childhood Education

Foundational Course: Child Development		Adequately Addresses Essential Core Competencies and Components		
Community College	Course Number	Yes	No	Additional Information Needed
Berkshire	ECE : Early Childhood Growth and Development	X		
Bristol	PSY 252 Child Development	X		
Bunker Hill	ECE 103 Child Growth and Development	X		
Cape Cod	ECE 110 Child Growth and Development			
Greenfield	PSY 233 Child Behavior & Development			
Holyoke	EDU 104 Child Development and Behavior	X		
Massasoit	CCED 102 Development in Early Childhood	X		
MassBay	PS 222 Child Development	X		
Middlesex	PSY 122 Child Growth and Development	X		
Mt Wachusett	PSY 108 Child Development	X		
North Shore	ECE 101 Child Growth and Development	X		
Northern Essex	ECE 104 Child Growth and Development	X		
Quinsigamond	ECE 102 Growth & Development/ Young Child	X		
Roxbury	ECE 101 Child Growth and Development			
Springfield	ECE 110 Child Growth and Development	X		

Core Course Components
Discipline: Early Childhood Education
Course: Curriculum

1	Curriculum Development: Goals and Objectives
2	Approaches to curriculum
3	Develop written plans to guide practice
4	Implement, assess, and reflect on developmentally appropriate activities
5	Designing and creating age appropriate materials
6	Develop curriculum to meet identified needs and interests of all children
7	Accuracy of knowledge on the part of the educator
8	Delivery and integrated curriculum through DAP
9	Designing integrated curriculum across domains
10	Learning through discovery and play

Community College Course Alignment
 Discipline: Early Childhood Education

Foundational Course: Curriculum		Adequately Addresses Essential Core Competencies and Components		
Community College	Course Number	Yes	No	Additional Information Needed
Berkshire	ECE 241 Curriculum: Creativity	X		
Bristol	ECE 234 Preschool Curriculum Planning	X		
	ECE 260 Play and Early Childhood Curriculum Planning	X		
Bunker Hill	ECE 104: Curriculum in Early Childhood Education	X		
Cape Cod	ECE 201 Preschool Curriculum Planning			
Greenfield	EDU 201 Early Childhood Curriculum	X		
Holyoke	EDU 210 Curriculum in Early Childhood Education	X		
Massasoit	CCED 111 Curriculum in Early Childhood Education : A Multicultural Perspective	X		
MassBay	ED 203 Early Childhood Curriculum	X		
Middlesex	EDU 101 Curriculum in Early Childhood Programs	X		
Mt Wachusett	ECE 102 Early Childhood Curriculum & Program Planning	X		
North Shore	ECE 102 Planning Programs for the Young Child	X		
Northern Essex	ECE 111 Preschool Curriculum	X		
Quinsigamond	ECE 131 Planning Programs for Young Children	X		
	ECE 231 Curriculum for Young Children I	X		
Roxbury	ECE 206 Early Childhood Curriculum			
	ECE 207 Early Childhood Curriculum II			
Springfield	ECE 150/150L Curriculum for ECE and Lab I	X		

Core Course Components
 Discipline: Early Childhood Education
Course: Internship I/Practicum (Minimum First 150 Hours)

1	Uses <i>Program Standards, Learning Guidelines and Frameworks</i> , and licensing regulations
2	Conform to program and State policies, protocols, and expectations; professional and ethical conduct
3	Use varied observation and assessment practices; use assessment evidence to design appropriate instruction
4	Demonstrate responsive interactions with children
5	Design, implementation and and reflect upon instruction that is DAP, child-centered, standards-based, significant, and is both challenging and accessible to all learners
6	Maintain consistent and DAP routines, schedules, and transitions
7	Foster children’s socio-emotional skills and interactions
8	Implement effective and respectful management and guidance practices
9	Individually and culturally responsive interactions and programming, demonstrating high expectations for all
10	Scaffold children’s learning through play, using varied techniques, including using learning centers to expand and extend learning objectives
11	Collaborate effectively with other educators and program specialists
12	Contribute to and maintain healthy and safe environment
13	Demonstrate is a reflective practitioner
14	<ul style="list-style-type: none"> • 100-150 contact hours • college-supervised experience • in classroom with mentor teacher with bachelor’s degree and either EEC or ESE licensed • attached to a seminar requirement

Community College Course Alignment
 Discipline: Early Childhood Education

Foundational Course: Internship/Practicum I		Adequately Addresses Essential Core Competencies and Components		
Community College	Course Number	Yes	No	Additional Information Needed
Berkshire	ECE 123 ECE Practicum I	X		With ECE 124 Seminar
Bristol	ECE 251 Teaching Practicum and Seminar I	X		
	ECE 261 ECE Licensing Teaching Practicum and Seminar	X		
Bunker Hill	ECE 220 Practicum in ECE I	X		With ECE 221
Cape Cod	ECE 230 Practicum in ECE Preschool			
Greenfield	EDU 215 Student Teaching I	X		
	EDU 216 Student Teaching II			
Holyoke	EDU 213 Student Teaching Practicum & Seminar	X		
Massasoit	CCED 401 Practicum	X		With CCED 407
MassBay	ED 230 Practicum & Seminar in Education I	X		
	ED 240 Practicum & Seminar in Education II	X		
Middlesex	EDU 251 Supervised Field Placement/Seminar	X		
Mt Wachusett	ECE 114 ECE Practicum I	X		With ECE 113
North Shore	ECE 261 Pre-School Practicum	X		
	ECE 246 Field Placement & Seminar II in ECE	X		
Northern Essex	ECE 271 ECE Practicum I	X		
Quinsigamond	ECE 253 Supervised Student Participation I	X		
Roxbury	ECE 298 Childcare Internship I			
	ECE 299 Childcare Internship II			
Springfield	ECE 220 Early Childhood Practicum 1	X		

Core Course Components
 Discipline: Early Childhood Education
Course: Special Needs

1	Prerequisite: Child Development
2	Legal and historical approaches/attitudes towards (e.g., ADA; 766; IDEA; 504). Special needs services as a civil right; meaning of FAPE and LRE; funding and criteria for substantially separate programming
3	NAEYC position statement on meeting the needs of children with special needs; implementing special needs services from a strength-based perspective); DAP includes not just age appropriate but individually and culturally appropriate;); the bell curve of what is “normal”.
4	Systems: Early Intervention (IFSP process), which transition to public school services IIEP process); steps (and players involved) in developing, implementing, and evaluating IFSPs and IEPs, including caregivers/teachers and families (arena assessment; team intervention; the role of the classroom teacher in implementing accommodations)
5	Legal categories and qualifying criteria of special needs (in categories of sensory; physical/health; behavioral; learning; language).
6	Origins of potential developmental delays (genetic; prenatal; environmental); identifying characteristics/red flags; recommended methods of accommodating.
7	Role of observation and assessment in identifying atypical development; screening instruments; diagnostic instruments; functional assessments; common misdiagnoses based on language and cultural differences, not special needs.
8	Theories and strategies of intervention – Developmental vs. Behavioral; ABA; RTI; Universal Design; differentiated instruction
9	Collaborating with and advocating for the families of children with special needs
10	Ways to modify the environment and activities to meet the needs of diverse learners (differentiated instruction; Universal Design) – role of the regular ed. teacher in implementing interventions. Special education is, broadly, about meeting the needs of all learners, <u>including</u> culturally and linguistically diverse learners, who are often mistakenly considered “special needs”.
11	Adaptive and assistive technologies

Community College Course Alignment
 Discipline: Early Childhood Education

Foundational Course: Special Needs		Adequately Addresses Essential Core Competencies and Components		
Community College	Course Number	Yes	No	Additional Information Needed
Berkshire	ECE 122 Special Needs in Early Childhood Ed	X		
Bristol	ECE 222 Special Needs in Early Childhood	X		
Bunker Hill	ECE 211 Young Children with Special Needs	X		
Cape Cod	ECE 105 Intro/Young Child w/Special Needs			
Greenfield	EDU 111 Intro to Special Education		X	
	EDU 112 Early Childhood Special Ed	X		
Holyoke	EDU 208 Children with Disabilities in the Education Setting	X		
Massasoit	CCED 217 The Young Child w/Special Needs	X		
MassBay	SO 120 Disability, Diagnosis, and Intervention	X		
Middlesex	PSY 123 Developmental Disabilities	X		
Mt Wachusett	PSY 244 Children with Special Needs	X		
North Shore	ECE 204 Young Children with Special Needs	X		
Northern Essex	EDU 102 Intro to Special Education	X		
Quinsigamond	ECE 242 Young Children w/Special Needs	X		
Roxbury	ECE 203 Special Needs in Childhood Education			
Springfield	EDU 102 Intro to Special Needs			
	ECE 140 Young Children with Special Needs	X		