

TRANSFER ARTICULATION AGREEMENT

Westfield State University

and

Holyoke Community College

**A.S. General Integrated Studies, Elementary
Education Option**

To

B.S. Elementary Education

2021

Westfield State University and Holyoke Community College have created a transfer articulation agreement between the Department of Education at Westfield State University and the Education department at Holyoke Community College. This articulation agreement is built on the foundation of a professional and collaborative relationship between these two institutions of higher learning.

OBJECTIVES:

1. To encourage and streamline the transfer of qualified students from Holyoke Community College (HCC) to Westfield State University (WSU).
2. To award academic credit for courses completed at HCC that meet the terms of the Elementary Education degree and apply them toward the requirements for the WSU Bachelor of Science in Elementary Education degree.
3. To provide effective and concise guidelines for students seeking to transfer to WSU. Students will have accurate and clear information regarding the transfer of their course work and credits, both completed and outstanding, as they apply to the Bachelor of Science in Elementary Education at WSU.

TERMS OF THE TRANSFER ARTICULATION AGREEMENT:

1. Students may be admitted to WSU under terms of this program-to-program articulation agreement via either the full-time undergraduate day Office of Admission or the College of Graduate and Continuing Education (CGCE). Placement in university-sponsored housing is not guaranteed as part of this agreement and CGCE students generally do not request housing. However, CGCE students may request housing, which is provided on a space-available basis, by contacting the Office of Residential Life after being admitted to CGCE.
2. This agreement assumes successful completion of the General Integrated Studies, Elementary Education option associate degree program, including all courses specified on the curriculum sheet. Students must earn a cumulative average of 2.80 (on a 4.0 scale) or higher at the time of admission, as calculated by WSU, to be admitted to the University. Qualified students are admitted to the Elementary Education major as long as space remains available for new transfer students in any given enrollment term.
3. This articulation agreement is based upon the evaluation of current course descriptions and or other course materials presented to WSU. Terms of the MassTransfer agreement will be honored for students who transfer under this agreement. (D grades [1.0 on a 4.0 scale] will transfer only as part of the 60-credit guarantee of the MassTransfer program.)
4. WSU will accept a maximum of 79 credits in transfer from all two-year colleges combined (including AP, CLEP, and military experience). To ensure the transfer of the maximum number of credits allowed, students should choose any elective course requirements for the associate degree program from those listed as transferable in the current WSU course equivalency guide, available online at www.westfield.ma.edu/ceg.
5. Students who complete requirements for the designated associate degree program, but fail to select one or more courses specified on the attached curriculum sheet as those required by WSU for the bachelor's degree still may be admitted to WSU's Elementary Education program, but will be required to complete all outstanding requirements for the degree program at WSU. Further, students who do not maximize the number of credits to be applied to the WSU Elementary Education major, the Common Core of Studies while at the community college may extend the length of time it will take to complete bachelor's degree requirements.
6. This agreement shall remain in effect for a period of two years from the date listed below, with the provision that the terms specified herein will continue to apply to students admitted from HCC's Elementary Education degree program within one year of the

WSU Course	Credits	HCC Transfer Course	credits
Fall FY			
EDUC A (3) Philosophy of Education: Teaching in a Democracy	3		
Comp 1	4	ENG 101	3
PSYCH 101	3	PSY 110	3
MTH 153	3	MTH 125	3
GNSC 101	4	Lab science: CHM, PHS, ESC, AST prefix	4
Spring FY			
MTH 250	3	MTH 135	3
HIST 101	3	HIS 101	3
HIST 130*, 131, 132, POLSC 101	3	HIS 111 or 112	3
EDUC 220 (3) Schools in U.S. Society	3	EDU 100	3
ENV 101 or BIO 102	4	ENV 120 or BIO 101	4
GPS 101	3	GEO 110	3
Fall SO			
Comp 2	3	ENG 102	3
MTH 254	3		
PSYCH 202	3	PSY 215* or EDU 104	3
EDUC 215 (3) Theory of Critical Multicultural Education	3	EDU 202	3
Spring SO			
EDUC 221 (3) Foundations of Special Education	3	EDU 208	3
EDUC 303 (4) Foundations of Reading	4		
EDUC 305 (3) Teaching Writing, Children's Literature, and Disciplinary Literacy	3	EDU 271	3
EDUC 319 (3) Foundations of Teaching and Learning	3	EDU 260	3
EDUC 320 (1) Field Experience 1: Becoming a Teacher	1	30 hours of Field Hours from EDU courses (included but not limited to 100, 202, 208, 271)	1
Choice Humanities Literary Global dip (3)	3	<ul style="list-style-type: none"> • ENG 208: LatinX Literature OR 	3

		<ul style="list-style-type: none"> • ENG 226: Introduction to Asian-American Literature OR • ENG 250: The World in Literature or 226 OR • HIS 107: History of Puerto and the Caribbean OR • HIS 109: African-American History OR • LAX 110: Introduction to LatinX Studies OR • MUS 106: Introduction to World Music OR • MUS 140: Introduction to Jazz 	
Fall JR			
EDUC 396 (3) Technology, Teaching, and Learning	3		
EDUC 317 (3) Apprenticeship in Literacy Practices	3		
EDUC 222 (3) Learning Disabilities and Instructional Strategies			
EDUC 314 (3) Building Classroom Communities	3		
Choice Humanities Arts (3)	3	<p>Recommended</p> <ul style="list-style-type: none"> • ENG 224: Children's Literature OR • DFS 108: Deaf History OR • ENG 208: LatinX Literature OR • ENG 226: Introduction to Asian-American Literature OR • ENG 235: African American Literature OR • ENG 250: The World in Literature or 226 OR • HIS 107: History of Puerto and the Caribbean OR 	3

		<ul style="list-style-type: none"> ● HIS 109: African-American History OR ● LAX 110: Introduction to LatinX Studies OR ● MUS 106: Introduction to World Music OR ● MUS 140: Introduction to Jazz OR ● PHI 110: Comparative Religion ● Or any Humanities course 	
Spring JR			
EDUC 329 Applications to Teaching and Learning (3)	3		
EDUC 330 (1) Field Experience 2: Theory to Practice	1		
EDUC 363 (3) SEI	3		
EDUC 325 (3) Practices of Critical Multicultural Education	3		
Area of Focus Choice	3	HSV 141	
Choice Humanities Arts (3)	3	<ul style="list-style-type: none"> ● ENG 224: Children's Literature OR ● DFS 108: Deaf History OR ● ENG 208: LatinX Literature OR ● ENG 226: Introduction to Asian-American Literature OR ● ENG 235: African American Literature OR ● ENG 250: The World in Literature or 226 OR ● HIS 107: History of Puerto and the Caribbean OR ● HIS 109: African-American History OR ● LAX 110: Introduction to LatinX Studies OR 	3

		<ul style="list-style-type: none"> • MUS 106: Introduction to World Music OR • MUS 140: Introduction to Jazz OR • PHI 110: Comparative Religion 	
Fall SR			
EDUC 339 (3) Advanced Applications in Teaching and Learning	3		
EDUC 341 (1) Field Experience 3: Advanced Theory to Practice	1		
Area of Focus Choice	3		
Area of Focus Choice	3		
Area of Focus Choice	3		
Spring SR			
EDUC 338 PRACTICUM (10) <i>Divided into two 5 credit practicum experiences for ECED</i>	10		
EDUC 300 Practicum SEMINAR (2)	2		
		Total:	60 Credits

Possible Areas of Focus (the 12 credits)

Language and Literacy

Coursework could include: version of 318, 304, 335, 334, special topics

Anti-Racist Practices and Pedagogy

Coursework could include: special topics, EGST courses, HIST courses

Special Education

Coursework could include: PSYC courses, special topics,

Early Intervention

Coursework could include: special topics, PSYC courses,

STEAM

Coursework could include: special topics like an advanced technology course, additional science, math

Teaching and Learning with 3-8

Coursework could include: version of 220, version of 318, special topics

(To include Special Topics in each for 1-3 credits, plus existing courses)

EDUC 207

Course Name: Philosophy of Education

Course Description: An introduction to educational philosophy through consideration of historically recurrent perspectives such as idealism, realisms, essentialism, romanticism, instrumentalism, existentialism, positivism as they relate to contemporary issues in educational policy and practice. Special emphasis will be given to fundamental approaches to the critical analysis of original sources.

EDUC 220

Course Name: Schools in US Society

Course Description: This survey course is designed to introduce students to the development of education in the United States, and considerations for the profession. Students will be introduced to the histories, philosophies, structures, policies, and politics of PreK – 12 public education. Students will be particularly challenged to critically engage with how the education system alleviates as well as perpetuates inequity in society. The learning experiences provided in this course align with the Education Department's commitment to Critical Engagement with Diversity and Social Justice, and Critical Reflection. (3 credits)

EDUC 221

Course Name: Foundations of Special Education

Course Description: This course is designed to introduce candidates to PK-12 students who meet criteria for the categories of disabilities identified by education law, specifically the Individuals with Disabilities Education Act (IDEA). The categories of disabilities encompass mild, moderate and severely disabling conditions which necessitate individually designed approaches to assessment and teaching. Learning profiles of students with disabilities are examined in the context of a historically segregated education system, to align with the department's commitment to Critical Engagement with Diversity and Social Justice. (3 credits)

EDUC 222

Course Name: Learning Disabilities and Instructional Strategies

Course Description: This course introduces teacher candidates to the history, etiology, assessment, and identification of best practices for educating students with a range of specific learning disabilities. Understanding and implementing Individual Service Programs and 504 plans in the general education setting will be addressed. The impact of learning difficulties and the student's social and emotional development will be emphasized along with cultural and contextual considerations to align with the department's commitment to Critical Engagement with Diversity and Social Justice. Pre-Req EDUC 221, 319, 303 (3 credits)

EDUC 396

Course Name: Technology, Teaching, and Learning

Possible Course Description: This course is designed to help students explore the current technology landscape. Digital tools, collaboration, critical analysis of technology in teaching and learning, and digital literacy will be explored and applied. Equitable access, the digital divide and applications are emphasized in this course to align with the department's commitment to Reflective Practice and Social Justice. (3 credits) Pre/Co-Req EDUC 221, Pre-Req 319

EDUC 314

Course Name: Building Classroom Communities

Course Description: This course offers an introduction to practices for organizing and managing a classroom in ways that establish and sustain an inclusive and safe learning

environment. Teacher beliefs and their impact on classroom management and student social emotional learning are critically examined. Emphasis is placed on proactive planning, teacher language, and positive and restorative practices. Equity, community, and care are emphasized in this course to align with the department's commitment to Building Community, Reflective Practice, and Social Justice. Pre-Req EDUC 221, 319 (3 credits)

EDUC 215

Course Name: Theory of Critical Multicultural Education

Course Description: The course provides a foundation in Critical Multicultural Education and Critical Race theories. Students are guided in reflecting on their personal identities and socialization to examine how social constructions of difference shape the perspectives, policies and opportunities of different groups in the United States. The construction of difference includes, but is not limited to race, class, religion, gender, ability status, and sexual orientation. This course explores the historical role that education plays in framing relationships between social groups and institutional power. Critical self-reflection, historical contexts of oppression, and contemporary social justice issues are emphasized in this course to align with the department's commitment to Social Justice, Critical Engagement with Diversity, and Reflective Practice. (3 credits)

EDUC 325

Course Name: Practices of Critical Multicultural Education

Course Description: The course provides advanced study in the theory of curriculum development and classroom practice of Critical Multicultural Education, and intersectional theories of oppression. Students learn and apply critical theories and pedagogies, including culturally relevant literature and use of counternarrative texts. In this course, students will explore PreK-12 curriculum resources that address issues of social justice with learners of all ages and backgrounds. Culturally relevant pedagogy and anti-oppression practices are emphasized in this course to align with the department's commitment to Social Justice, Critical Engagement with Diversity and Reflective Practice. EDUC 215 and 319 are pre-requisites. (3 credits)

EDUC 303

Course Name: Foundations of Reading

Course Description: This course provides the prospective teacher with an introduction to early literacy and reading development. The course emphasizes a foundation in the major components of reading. Content includes beginning theoretical principles and research-based strategies for assessment and diagnostic practices as well as instructional strategies for phonological awareness, phonics and other word recognition strategies, fluency, vocabulary and comprehension. The interaction between readers and texts of different genres are explored and the needs of English language learners are embedded throughout the curriculum. Critical literacy, language variation, equity in text representation, and access to literacy are emphasized in this course to align with the department's commitment to Critical Engagement with Diversity and Social Justice. Note: The course is aligned with the objectives of the Massachusetts Test of Educator Licensure (MTEL) in Foundations of Reading, Field 190. Students should take this course prior to taking this MTEL. (4 credits)

EDUC 305

Course Name: Teaching Writing, Children's Literature, and Disciplinary Literacy

Course Description: This course provides the prospective teacher with an introduction to the foundations of written language expression, with a specific focus on orthographic and writing development, literature and nonfiction texts, and critical literacy practices. Equity in text

representation, critical literacy practices, and the power of voice in narrative and nonnarrative writing are emphasized to align with the department's commitment to Critical Engagement with Diversity and Building Community. EDUC 303 is a pre/co requisite (3 credits)

EDUC 317

Course Name: Apprenticeship in Literacy Practices

Course Description: This course provides the prospective teacher with opportunity for application of assessment informed literacy instruction across all domains (reading, writing, speaking, and listening) in an elementary education environment and in alignment with the MA ELA Framework. Access to literacy instruction and culturally sustaining practices are emphasized to align with the department's commitment to Critical Engagement with Diversity and Social Justice. EDUC 303 prerequisite. (3 credits)

EDUC 319

Course Name: Foundations of Teaching and Learning

Course Description: This course is the first of a series of three methods courses for the prospective teacher. In this introductory methods course, students will focus on the foundations of teaching, learning, and assessment and the creation and critical evaluation of curriculum materials, including well-structured lessons and meeting diverse needs situated in the content and literacies of mathematics. Examining personal bias and assumptions and the critical evaluation of institutional practices and ideologies that create inequities in education and mathematics education are emphasized in this course to align with the department's commitment to Critical Engagement with Diversity and Reflective Practice. (3 credits)

Introduction to the field experience section: The series of field experiences is designed to intentionally grow students' competencies over time with specific attention to the essential elements of teaching and learning as identified by the state licensure requirements and the underlying belief structure of the Education Department articulated through five pillars: Critical Engagement with Diversity, Social Justice, Building Community, Scholarship, Inquiry, and an Excitement for Learning, and Reflective Reflective Practice.

EDUC 320

Course Name: Field Experience 1: Becoming a Teacher

Course Description: Field Experience 1 provides the prospective teacher the opportunity to enter their first placement in intentionally selected schools that will allow them to reflect on their desire and define their commitment to become educators. Students will be placed in PK-12 partner schools with the goal of connecting theories of education to practice, including well-structured lessons. Students will critically reflect on teaching models to formulate their own vision. Students will continue to build their education portfolio in seminar sessions of big ideas, emerging philosophies, and instructional practices that will thread through their coursework. Critical reflection is emphasized in this course to align with the department's commitment to Reflective Practice and Scholarship. (1 credit)

EDUC 329

Course Names: Applications to Teaching and Learning

Course Description: This course is the second of a series of three methods courses for the prospective teacher. In this advanced methods course, students will focus on the inclusive teaching, learning, and assessment in specific content areas, with a focus on Science and Engineering content and literacies. Critical examination of material and methods, subject matter

knowledge, meeting diverse needs, and reflective practice will be emphasized. The deconstruction of institutional practices of STEM that create inequities, framing STEM instruction in inquiry and problem based learning ways, and critical selection of curricular material are emphasized in this course to align with the department's commitment to Critical Engagement with Diversity, Social Justice, and Reflective Practice. EDUC 319 is a pre-requisite. (3 credits)

EDUC 330

Course Name: Field Experience 2: Theory to Practice

Course Description: Field Experience 2 provides the prospective teacher with deeper impact opportunities with educational organizations and schools. As students delve into Education coursework, they will engage in a second placement tied to required coursework, focusing on meeting diverse needs and reflective practice. As part of this second opportunity, students will continue to observe, teach lessons, and build their education portfolio through purposeful, explicit connections across courses. Focused critical reflection on issues of equity, and lesson development are emphasized in the course to align with the department's commitment to Critical Engagement with Diversity, Social Justice, Building Community and Reflective Practice. (1 credit).

EDUC 339

Course Names: Advanced Applications in Teaching and Learning

Course Description: This course is the third and final of a series of three methods courses for the prospective teacher. In this culminating advanced methods course, students will focus on the teaching, learning, and assessment in specific content areas, with a focus on History and Social Studies content, literacies and democratic classrooms. Critical examination of curricular materials and methods, subject matter knowledge, adjustment to practice, high expectations, and equitable and safe learning environments will be emphasized. The benefit of engaging in teacher reflexivity, unit design to meet the needs of diverse learners, and culturally sustaining and antiracist pedagogies are emphasized in this course to align with the department's commitment to Scholarship, Social Justice, and Reflective Practice. EDUC 319 and F are pre-requisites. (3 credits)

EDUC 341

Course Name: Field Experience 3: Advanced Theory to Practice

Course Description: Field Experience 3 is a full year capstone. For many, this result is student teaching and the opportunity to synthesize critical understandings garnered across their required coursework including subject matter knowledge, adjustment to practice, high expectations, and equitable and safe learning environments. As a result of these intentional and systematic series of learning experiences, students will engage in critical discourse and reflection drawing upon these understandings to be better prepared for their careers as educators of all children. Students will synthesize and frame their teacher identity as they complete their portfolio. Application of cumulative work within and across previous courses and experiences, with specific attention to disenfranchised populations, tenets of effective teaching and learning, and culturally sustaining and antiracist pedagogy are emphasized in this course to align with the department's commitment to Scholarship, Social Justice, and Reflective Practice. (1 credit)

EDUC 363

Course Name: Sheltered English Immersion

Course Description: This course teaches the knowledge, skills and dispositions essential to

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expiration date of the agreement. Each institution agrees to provide timely notice to the other in the event of any modification to the curriculum that might affect admission and/or the transferability of course work. This agreement may be subject to change without notice if curriculum requirements change at either institution. Students admitted to HCC's Elementary degree program prior to such notification will be admitted to WSU on the basis of this agreement.

Approved on (date): 10/27/21

Articulation Agreement Signature Page

**Holyoke Community College & Westfield State University
For AS in General Integrated Studies Elementary Education Option Transfer
Pathway**

Approved by:

Holyoke Community College

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