

ARTICULATION AGREEMENT

AMENDMENT (2023)

Montachusett Regional Vocational Technical High School

and

Fitchburg State University

Early Childhood Education

Statement of Purpose

The purpose of this document, pursuant to the existing articulation agreement, is to serve as written notice and approval of curricular changes in the Montachusett Regional Vocational Technical High School Early Childhood Education Career Pathway.

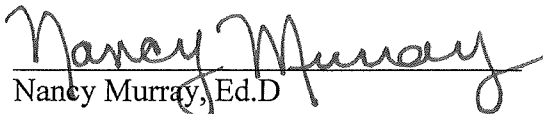
Amended Items

Students in Montachusett Regional Vocational Technical High School's Early Childhood Education Career Pathway no longer take the course Related 3 (Junior) VEC3R-01. All the course objectives of EDUC 3097 Designing Environments for Young Children and EDUC 1006 Foundations of Education are still being met by the rest of the courses in the Early Childhood Education Career Pathway. This is demonstrated by the updated Course Crosswalks at the end of this agreement.

This course revision does not affect pre-established terms and conditions of the existing articulation agreement. All provisions, previously agreed to by the two institutions, remain in force. Refer to the 2020 articulation agreement document for details and conditions.

Fitchburg State University and Montachusett Regional Vocational Technical High School agree that this Amendment becomes effective on January 1, 2023 and is applicable to eligible students in the next semester of enrollment.

Approvals



Nancy Murray, Ed.D
Dean of Education
Fitchburg State University



Dayana Carlson
Principal
Montachusett Regional Vocational
Technical High School

**Fitchburg State University and Montachusett Regional Vocational Technical School
Course Crosswalk
December 2022**

Fitchburg State Course Objectives	Monty Tech Course (Covering the same objectives)
Designing Environments for Young Children EDUC 3097 3 Credits	Shop 1 (Freshmen)- VEC1-01 Shop 2 (Sophomore)- VEC2-01 Shop 3 (Junior)- VEC3-01 Shop 4 (Senior)- VEC4-01 Related 4 (Senior)- VEC4R-01
Student will become knowledgeable in the following:	
❖ The impact of the physical and emotional environment on children’s development and learning.	Related 4 (Senior)- VEC4R-01
❖ The influence space and an environment has on children’s behavior, feelings, and engagement.	Shop 2 (Sophomore)- VEC2-01 Shop 3 (Junior)- VEC3-01 Shop 4 (Senior)- VEC4-01 Related 4 (Senior)- VEC4R-01
❖ The value of schedule and routines in a classroom or early learning program.	Shop 2 (Sophomore)- VEC2-01 Shop 3 (Junior)- VEC3-01 Shop 4 (Senior)- VEC4-01
❖ The connection between play and learning.	Shop 1 (Freshmen)- VEC1-01 Shop 2 (Sophomore)- VEC2-01 Shop 3 (Junior)- VEC3-01 Shop 4 (Senior)- VEC4-01 Related 4 (Senior)- VEC4R-01
❖ Connecting children’s interests and needs to the development of classroom curriculum.	Shop 3 (Junior)- VEC3-01 Shop 4 (Senior)- VEC4-01
❖ How to connect the MA Curriculum Frameworks and Early Learning Standards in curriculum development.	Shop 3 (Junior)- VEC3-01 Shop 4 (Senior)- VEC4-01
❖ Basic principles of classroom design to promote children’s growth and learning, with particular attention to learning centers.	Shop 2 (Sophomore)- VEC2-01 Shop 3 (Junior)- VEC3-01 Shop 4 (Senior)- VEC4-01 Related 4 (Senior)- VEC4R-01
❖ How to use outdoor environments to promote children’s growth and development.	Shop 2 (Sophomore)- VEC2-01 Shop 3 (Junior)- VEC3-01 Shop 4 (Senior)- VEC4-01
❖ How children construct their own knowledge through interaction with materials and their environment.	Shop 3 (Junior)- VEC3-01 Shop 4 (Senior)- VEC4-01

❖ The importance of understanding licensing regulations and safety requirements in designing classrooms and outdoor environments.	Shop 2 (Sophomore)- VEC2-01 Related 4 (Senior)- VEC4R-01
As a result of the learning experiences, students will become better able to:	
❖ Build an effective classroom schedule and routines.	Shop 2 (Sophomore)- VEC2-01 Shop 3 (Junior)- VEC3-01 Shop 4 (Senior)- VEC4-01
❖ Collect and analyze data on children's interests.	Shop 2 (Sophomore)- VEC2-01 Shop 3 (Junior)- VEC3-01 Shop 4 (Senior)- VEC4-01
❖ Design curriculum for young children based on emerging interests and needs.	Shop 2 (Sophomore)- VEC2-01 Shop 3 (Junior)- VEC3-01 Shop 4 (Senior)- VEC4-01
❖ Examine children's interaction with the curriculum and progress towards learning goals.	Shop 3 (Junior)- VEC3-01 Shop 4 (Senior)- VEC4-01
❖ Develop curriculum that promotes positive outcomes across all domains of early learning.	Shop 2 (Sophomore)- VEC2-01 Shop 3 (Junior)- VEC3-01 Shop 4 (Senior)- VEC4-01
❖ Develop curriculum that promotes diversity and meets the needs of all children.	Shop 3 (Junior)- VEC3-01 Shop 4 (Senior)- VEC4-01
❖ Promote and incorporate diversity of children into learning environments.	Shop 3 (Junior)- VEC3-01 Shop 4 (Senior)- VEC4-01

Fitchburg State University and Montachusett Regional Vocational Technical School
Course Crosswalk
December 2022

Fitchburg State Course Objectives	Monty Tech Course (Covering the same objectives)
Foundations of Education EDUC 1006 3 Credits	Shop 1 (Freshmen)- VEC1-01 Shop 2 (Sophomore)- VEC2-01 Shop 3 (Junior)- VEC3-01 Shop 4 (Senior)- VEC4-01 Related 4 (Senior)- VEC4R-01
Student will become knowledgeable in the following:	
❖ Examine how the Professional Standards for Teachers (PSTs) are reflected in course content.	Shop 3 (Junior)- VEC3-01 Related 4 (Senior)- VEC4R-01
❖ Current issues related to children and families.	Shop 2 (Sophomore)- VEC2-01 Related 4 (Junior)- VEC4R-01
❖ Become more cognizant of the historical roots of present day educational programming and practice.	Shop 1 (Freshmen)- VEC1-01 Shop 3 (Junior)- VEC3-01
❖ Incorporate individual characteristics of students and families within the program.	Related 4 (Senior)- VEC4R-01 Shop 4 (Senior)- VEC4-01
❖ Use individual and group guidance to develop positive relationships with children and colleagues.	Shop 2 (Sophomore)- VEC2-01 Shop 3 (Junior)- VEC3-01 Shop 4 (Senior)- VEC4-01 Related 4 (Senior)- VEC4R-01
❖ Show respect and inclusiveness related to cultural values and traditions, family structure and special needs accommodations.	Shop 3 (Junior)- VEC3-01 Shop 4 (Senior)- VEC4-01
❖ Be literate in and have a broad understanding of the developmental needs of children and ways of assessing developmental progress.	Shop 3 (Junior)- VEC3-01 Related 4 (Senior)- VEC4R-01 Shop 4 (Senior)- VEC4-01
❖ Become more cognizant of educational historical points of view of culturally diverse groups, models and theories of education, federal and state regulations pertaining to individuals with disabilities, community resources availability and types, and assessment and instruction for students with disabilities.	Shop 3 (Junior)- VEC3-01 Related 4 (Senior)- VEC4R-01
❖ Become more aware of typical and atypical child development, culture, maturation, and the needs and intelligences of children in order to help maximize learning and self-actualization.	Shop 3 (Junior)- VEC3-01 Related 4 (Senior)- VEC4R-01 Shop 4 (Senior)- VEC4-01
❖ Become aware of multiple ways of teaching and structuring rooms, schools and curriculum for learning.	Shop 2 (Sophomore)- VEC2-01 Shop 3 (Junior)- VEC3-01

	Shop 4 (Senior)- VEC4-01
❖ Utilize national standards and Massachusetts Frameworks in their curriculum development.	Shop 2 (Sophomore)- VEC2-01 Shop 3 (Junior)- VEC3-01 Shop 4 (Senior)- VEC4-01
❖ Examine family systems and the role of family in supporting positive outcomes for student with and without disabilities in schools.	Shop 3 (Junior)- VEC3-01 Related 4 (Senior)- VEC4R-01
As a result of the learning experiences, students will become better able to:	
❖ Demonstrate current knowledge of key aspects of selected program models	Shop 1 (Freshmen)- VEC1-01 Related 4 (Senior)- VEC4R-01
❖ Design skillful lessons, design a room, consider practices that foster learning and begin to devise skillful formative and summative assessment practices that inform their teaching and planning.	Shop 2 (Sophomore)- VEC2-01 Shop 3 (Junior)- VEC3-01 Shop 4 (Senior)- VEC4-01