

SPECIAL REPORT

OF THE

**ACADEMIC MATTERS,
ACADEMIC PRIORITIES, AND
PROGRAM AND BUDGET COUNCILS**

concerning the

**CREATION OF A
COMMUNITY EDUCATION AND SOCIAL CHANGE
CONCENTRATION IN THE EDUCATION MAJOR
(#5371)**

Presented at the
785th Regular Meeting of the Faculty Senate
March 7, 2019

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ACADEMIC MATTERS COUNCIL RECOMMENDATION

The Academic Matters Council recommends approval of this proposal.

ACADEMIC PRIORITIES COUNCIL RECOMMENDATION

The Academic Priorities Council recommends approval of this proposal.

PROGRAM AND BUDGET COUNCIL RECOMMENDATION

The Program and Budget Council recommends approval of this proposal.

Briefly describe the Proposal

Currently, the College offers two licensure granting concentrations for undergraduate students within the Education major – Early Childhood Education and Special Education. We propose the creation of a new non-licensure concentration within the major. This concentration – Community Education and Social Change – is designed to meet the needs of undergraduate students interested in working in education settings that are not public school-based. The Community Education and Social Change (CESC) concentration will extend across all three departments in the College of Education. The CESC is in alignment with the missions of both the College of Education and the University of Massachusetts as a land grant university. Indeed, this concentration will prepare undergraduate students to work in (and lead) community-based organizations in ways that enact change.

Provide a brief overview of the process for developing the proposal.

The proposed concentration was developed by an ad-hoc committee of College of Education faculty in consultation with leaders/educators from different sectors of the community. In addition, students enrolled in College of Education courses were surveyed as well as students entering the College of Education Exploratory Track. Data were also collected through the Bureau of Labor Statistics. Here, we highlight the input we received from all of these stakeholders. More detailed summaries of these data are included in the supplementary materials.

OCCUPATIONAL DATA

We reviewed the most recent Bureau of Labor Statistics data for jobs in the area of community work and leadership. Community and Social Services is a group comprised of occupations such as Social and Human Services Assistants, Community Health Workers, and Community and Social Service Specialists. This field has an excellent job outlook with faster than average projected growth in the next decade. Community and Social Services employees earn on average \$47,200 per year. Massachusetts is one of the states with both highest employment and highest concentration of Community and Social Services workers, with an estimated 81,560 jobs.

Two specific occupations that fall within the field of community leadership and social change are Instructional Coordinators (who develop, coordinate, incorporate, or provide guidelines for instructional materials and educational content) and Social and Community Service Managers

(who plan, direct, or coordinate activities of social service and community programs and organizations). It is estimated that there are 147,330 Instructional Coordinator and 126,230 Social and Community Service Manager jobs nationwide, with Massachusetts being among the states of highest employment for both occupations. Mean annual wages for Instructional Coordinators are estimated at \$65,500 and at \$70,870 for Social and Community Service Managers, with average and faster than average prospective growth respectively. These findings suggest that students pursuing non-licensure careers in the field of education are likely to find many employment options upon graduation.

UNDERGRADUATE STUDENT SURVEY

During the spring of 2017, we surveyed 69 undergraduate students taking courses in the College of Education to gather information on their professional preferences and aspirations, to identify domains of skills and knowledge they find to be most and least important in their education, and to gauge potential interest in a proposed non-licensure undergraduate education concentration within the major. The undergraduate students represented 27 different majors, with over one-third majoring in psychology. When asked how interested students were in a range of education-related professions, “PreK-12 Education Teacher” was rated as the most popular, which is not surprising considering that many of them have planned their academic careers around becoming licensed school-based educators. However, when asked to rate their interest in professions related to community leadership and social change, 50% of the undergraduates were interested or very interested in the “Community Educator and/or Organizer” profession, 22% in the “Non-for-Profit Manager/Administrator” profession, and 25% in the “Non-for-Profit Program Coordinator” profession, suggesting that despite the current lack of a non-licensure education major, many are open to exploring these alternatives. Even more encouraging is that 60% of the undergraduate survey participants said they would be interested or very interested in a non-licensure concentration within the major.

When asked to rate the importance of specific domains of skill and knowledge for their personal and professional goals, the undergraduates rated “Social and Situational Awareness Skills” as most important. “Theories and Models of Change” was the domain rated as least important; however, it is important to note that the average ratings for all skill and knowledge domains fell between “important” and “very important.” Finally, participating undergraduates reported having taken on average three EDUC/HUMANDEV courses, and that they found the courses they were taking/had taken to be extremely useful. Together, these findings suggest that many students who are at least marginally interested in the field of education generally speaking (given that they were enrolled in an education course) are open to exploring alternative, non-licensure career options, especially around community and non-profit work, if they were available.

Exploratory Track Student Survey

An abbreviated version of the “Undergraduate Student Survey” was administered to 132 incoming Education Exploratory Track students during New Student Orientation throughout the summer of 2017. Similarly to the undergraduates surveyed in the spring, the new students were most interested in “PreK-12 Education Teacher” profession; however, this is not surprising considering that many of them were in the Education Exploratory Track because they were considering becoming licensed educators. When asked to rate their interest in professions related specifically to community leadership and social change, 31% were interested or very interested in the “Community Educator and/or Organizer” profession and 20% in the “Non-for-Profit

Manager/Administrator or Program Coordinator” profession. Moreover 32% of the new Education Exploratory Track students were possibly interested or interested in the non-licensure concentration within the major (we note here, however, that this question had a very low response rate – 49% suggesting that many might not have explored this option and were not sure of how to answer).

Exploratory Track students were also asked to rate the importance of specific domains of skill and knowledge for their personal and professional goals. Although all skills and domains were rated highly on average, “Social and Situational Awareness Skills” again were rated as most important. The results of this survey suggest that many of the incoming students who plan on pursuing career in education in the future might be interested in exploring non-licensure career options in education if those were available.

INTERVIEWS WITH COMMUNITY LEADERS

During the summer of 2017, we conducted interviews with leaders across different sectors of the community to identify the skills and knowledge that are most valued within the field and to determine potential educational needs of future leaders in community and social work. Ms. Prity Shaw of “Community Action” represented the basic human services and advocacy sector, Ms. Lydia Washington and Mr. Oscar Collins from UMass Amherst represented the academic and higher education services sector, and Mr. Michael Abbate and Ms. Kelly Tiedemann from “Common Capital” represented the economic and business development sector. Below, we describe the unique contributions from each interview and then summarize the themes that were common across all leaders.

Community Action is an organization that assists members of the local community with locating appropriate resources, services, and advocacy assistance. Shaw and her team shared with us the skills and abilities required to work with and for [typically] marginalized and underserved groups on a daily basis. In Shaw’s day-to-day work, she reported relying heavily on her and her team’s organization skills, energy and enthusiasm, flexibility, compassion, and self-regulation. As a large proportion of her responsibilities entails supervision of her team members, recruitment, management, group facilitation, and conflict resolution skills come to the forefront of her skill set. Shaw recommends utilizing trauma-sensitive practices and building one’s cultural humility [skills that are central to the interpersonal and social justice components of the proposed concentration] to better address the needs of the population with which one is working. Staff members of this organization emphasized the importance of being open to other perspectives, meeting clients where they are at, staying positive, and persevering despite the obstacles. One of the staff members we interviewed strongly believes that “education is a key to being a successful community leader.”

Lydia Washington works as the Associate Director of Student Activities within the Student Engagement and Leadership Cluster at UMass Amherst. Washington believes that students who aspire to work in leadership positions will benefit from explicit training in how to conduct and use research properly to reach goals and solve problems. She also emphasized that cultural and situational awareness that goes beyond visible diversity should be taught explicitly. In addition, Washington stressed that leaders are often required to provide supervision, and thus have to possess strong mentorship skills.

Oscar Collins serves as the Associate Director of Academic Support and Interim Co-Director for CMASS at UMass Amherst. Collins' work has been influenced by the social justice theory and intergroup dialogue [note these are critical components to the proposed concentration], especially when it comes to his advising style and leadership strategies. During his time at UMass Amherst, Collins formed strong professional relationships with the social justice program faculty at the College of Education, and through his communications with the undergraduate students who have been taking social justice courses over the years, he has been seeing strong interest in a non-licensure concentration within the education major. He believes that familiarity with the theories of social justice and student development can provide a powerful lens for leadership work and they have proved useful throughout Collins' own career. Collins also highlighted the importance of using a strength-based model when approaching leadership responsibilities and being passionate about and respecting the diversity of the population with whom you are working. Among beneficial technical skills, Collins mentioned advertisement, specifically web design and videography, as well as social media and communication management skills. He also stressed the importance of being able to multitask, being open to working with different populations, being able to serve as a voice of the population one represents, and knowing how to manage limited financial and human resources well.

To insure we considered the economic/development segment of the community, Michael Abbate and Kelly Tiedemann of "Common Capital," a non-profit organization that provides community loan funding and business assistance to local entrepreneurs, were interviewed. They stressed that in their line of work, it is important to know how to engage adults to become effective learners. In addition, they believe that it is essential to set realistic expectations and goals for your work to avoid professional burnout. They also highlighted the importance of having basic financial education, marketing, and business training and strong public speaking and writing skills.

Although we interviewed leaders from very different sectors of social and community work, several strong themes were common throughout every conversation. Overall, interviewees agreed that social and situational awareness skills are of the utmost importance when it comes to work in community leadership and social change. Strong interpersonal communication and active listening skills, along with conflict-resolution and problem-solving skills, were also mentioned by all interviewees. Another universally-acknowledged set of skills is technology-related, with all leaders agreeing that it is crucial to possess computer and data management skills and to understand how to take advantage of modern technology to reach the organization's goals. Finally, all shared the notion that some form of practicum, volunteer, shadowing, or internship experience is necessary for students pursuing career in community and social work, as it will allow them to practice their skills, give back to the local community, experience different models and styles of community and social work, and choose what to specialize in. Several of the leaders we interviewed volunteered to serve as internship supervisors for non-licensure majors and others offered to serve as guest speakers and presenters.

PURPOSE AND GOALS

Describe the proposal's purpose and the particular knowledge and skills to be acquired.

The purpose of this concentration is to prepare globally aware leaders with expertise in social justice, research/evaluation, theories of leadership, models of change, and curriculum development. The goal is to provide the Commonwealth of Massachusetts with a workforce well-prepared to inspire social change and lead community organizations to foster

growth/development in diverse (e.g. academic, human services, business) settings. We will provide students with the skills needed to translate theories of learning, behavior, and organizations into action through praxis. Upon completion of the concentration, students will be prepared to work as leaders, advocates, evaluators, consultants, activists, managers, and/or program developers in a variety of community settings including:

- Community organizations
- Humanitarian agencies
- Faith-based organizations
- Health organizations
- Higher Education/Academic Student Support Services
- Non-profits organizations
- Neighborhood Associations
- Philanthropic Organizations
- Policy/Advocacy/Research Institutes
- Self-Help Organizations

This concentration, although intended primarily for students interested in non-formal education, would also be of interest and meaningful to individuals considering a traditional teaching career. Indeed, students in this concentration will be exposed to a wide range of theories with respect to teaching/learning, social justice, and leadership – critical knowledge to classroom teachers as well. We encourage aspiring teachers to consider this concentration with the explicit understanding that it, alone, does NOT lead to a license to teach in any state.

RESOURCES

If this proposal requires no additional resources, say so and briefly explain why. If this proposal requires additional resources, explain how they will be paid for. For proposals involving instruction, indicate how many new enrollments are expected and whether the courses have room to accommodate them.

- The new undergraduate concentration will require the hiring of a full-time professional advisor. Professional advising positions are typical level 25, with the minimum salary starting at \$38,000 going up to \$57,200. Currently the College of Education spends approximately \$54,352 on graduate student support for the Educator Information Office. With the new professional advisor, the need to employ temporary graduate students in this office will no longer remain. We will roll these costs savings into the additional line for the professional advisor. In short, the addition of a professional advisor will come with no additional costs.
- Given anticipated demand for the new concentration, the College will also seek the assignment of an in-college Career Services specialist.
- With the exception of two foundational courses within the Leadership domain, the courses required to satisfy the curricula needs of the concentration are either (a) already being taught or (b) have been proposed by tenure-track faculty and/or full time lecturers who have made room to teach the courses as a part of their regular teaching loads. We do anticipate, however, in two to three years the need to offer additional sections of both the Junior Year Writing and [possibly] the Integrative Experiences courses. Given this need,

we anticipate the new concentration will incur additional costs of up to \$40,000 for part-time lecturers.

CURRICULUM

Provide a curriculum outline showing degree program requirements, requirements of any existing concentrations, requirements of proposed concentration, and how they relate. You may include this outline and any additional documents as attachments below.

The CESC concentration requires the completion of a minimum of 37 credit hours of in-class coursework and a six-credit hour internship. Based on specific course selection (see curriculum outline which includes individual course credit hours), students could complete a maximum of 42 credit hours of in-class coursework and a six-hour internship. In short, students in the CESC concentration will complete between 43 and 48 credit hours total. Courses must be taken in each of the following six domains: (1) Social Justice; (2) Interpersonal Skills, Communication, Planning & Facilitating Groups; (3) Theories and Models of Change/Leadership in Education; (4) Teaching and Learning/Pedagogy/Curriculum/Assessment; (5) Research and Evaluation in Education; and (6) Digital Technologies in Education. Within and across these six domains, this concentration is designed to develop a comprehensive knowledge and skill set in undergraduate students.

REQUIREMENTS OF OTHER CONCENTRATIONS

EARLY CHILDHOOD EDUCATION AND SPECIAL EDUCATION CONCENTRATIONS

The College currently has two closed undergraduate concentrations – Early Childhood Education (ECE) and Special Education (SE) with students applying in the spring of their sophomore year. ECE and SE are degrees with license concentrations. Students in the ECE concentration intend to become Pre-K – 2nd grade teachers typically in formal education settings (e.g. public schools). Indeed, upon successful completion they are endorsed for an EC license to teach in the state of Massachusetts. Students in the SE concentration have the option to become Special Education teachers (for mild to moderate disabilities), also, in formal education settings. To that end, the courses for these concentrations are dictated by the Massachusetts Teacher Licensure Requirements. The proposed concentration – Community Education and Social Change (CESC) – targets students who are interested in working in non-formal education settings (e.g. non-profits; community organizations) with individuals across the entire lifespan (birth to death). Students will work closely with advisors to select courses within the six domains that match their individual interests. Accordingly, the CESC concentration provides students with more choice in course selection than the ECE and SE concentrations. Given the disparate purposes, the overlap in coursework between the two licensure concentrations and the non-licensure concentration is limited.

The CESC concentration is an open concentration with no pre-requisites. All concentrations, however, do require practical/applied experiences – referred to as the practicum/student teaching for ECE and SE students and an internship for CESC students.

The following courses are required for the ECE Concentration

Pre-requisites: Math 113, Math 114, HumDev 270

Required Coursework: EDUC 325, EDUC 393M, EDUC 490A, EDUC 461, EDUC 463, EDUC 370, EDUC 503, EDUC 500, EDUC 598A, EDUC 494EI, EDUC 482E

The following courses are required for the SE Concentration

Pre-Requisites: Math 113, Math 114, HumDev 270, EDUC 325

Required Coursework: EDUC 326, EDUC 327, EDUC 328, EDUC 329, EDUC 350, EDUC 370, EDUC 390E, EDUC 430, EDUC 431, EDUC 429, EDUC 494RI, EDUC 500, EDUC 503

OTHER RELATED PROGRAMS

Although the College of Education has no non-licensure or open undergraduate concentrations, the proposed Community Education and Social Change concentration is closely aligned with several of the college's current master's programs. We briefly highlight/describe these programs below to provide additional context with respect to place of/need for the CESC undergraduate concentration in the larger College of Education: Children, Families, and Schools; Educational Leadership, Higher Education, School Counselor Education, and Social Justice Education.

CHILDREN, FAMILIES, AND SCHOOLS

The college offers a master's degree in Children, Families, and Schools (CFS). This program addresses the need for educators who are able to meet the educational and developmental needs of children in the varied settings in which they learn and grow. The program was developed based on the knowledge that a complex interdependent relationship exists among school, family, and society and we advocate an approach that ensures educators are aware of the impact of culture, ethnicity, gender, history, values, and economics upon the lives of children and families. The CFS master's program emphasizes the study of the child individually and in groups, and with close attention to the cultural context, in order to develop accurate assessments and effective programming. Students may also focus more specifically on early intervention (infancy to three years), early childhood education (infancy to five years), family services, public policy for children and families, or interdisciplinary work in childhood studies.

EDUCATIONAL LEADERSHIP

Recognizing the centrality of policy in education practice, the educational leadership program gives current and aspiring leaders, policy analysts, and scholars the opportunity to critically examine and synthesize research, theories, practices, and policies, and conduct rigorous research that contributes to improving education. The educational leadership master's program equips leaders with the knowledge and skills necessary to create and sustain meaningful and positive educational change in diverse contexts. The program is designed around core leadership and policy competencies that are applicable to a broad array of educational settings, allowing students to graduate with transferable skills and knowledge. Students are also able to tailor coursework to their own needs and interest, creating a program of study personalized to their career goals.

HIGHER EDUCATION

Graduate students in the Higher Education program engage deeply with scholarship that approach the study of higher education topics through lenses of critical theory and social justice philosophy. Students are critical thinkers, dedicated to challenging systems of oppression that limit access to colleges and universities. Graduates from the Higher Education program pursue careers as administrators, faculty, researchers, policy analysts, and student affairs professionals

in colleges, universities, and state or federal agencies devoted to post-secondary education. The M.Ed. program, in particular, prepares students for careers as administrators in student affairs, academic affairs, athletics, policy, development, and institutional research.

SCHOOL COUNSELOR EDUCATION

The School Counselor program prepares professionals to create school environments where all students can thrive. Program faculty facilitate an innovative model of school counseling that is classroom-based, promotes group interventions, and understands schools as complicated structures that the counselor can influence. The program's curriculum ensures that graduates demonstrate knowledge and skills in individual, group, career, and academic counseling, implementing evidence-based interventions, leadership, advocacy and systems change, teaming and collaboration, program coordination, assessment and data use, and technology. School counselor students also have thorough training in mental health. School Counselor Education students also build a strong understanding of national and international perspectives on school counseling and as well as of issues in educational equity.

SOCIAL JUSTICE EDUCATION

The Social Justice Education program prepares teachers, leaders, and scholars to foster educational environments that are socially just, diverse, inclusive, and equitable. The program welcomes [current and future] educational professionals of every stripe—teachers, counselors, psychologists, administrators, student affairs programmers, residence life educators—who work throughout the educational system—kindergarten through college, after-school and youth development programs, and community-based organizations. The program is ideal for students with broad career and life experience who want to acquire the tools and knowledge they need to effect change in the educational environments and systems in which they work.

Graduates of the program find professional positions in a variety of education-related fields. They are often employed in local, state, and national advocacy or education programs, as well as in nonprofit organizations that focus on issues of diversity and social justice. Those who have previous certification as K-12 teachers, counselors, or administrators often return to these or other positions in K-12 education after completing their graduate work. Those without previous certification who are interested in careers in K-12 education, can take the required certification courses while working on their degree. Our graduates also work in higher education, as faculty and researchers, and in positions in student affairs, residential life, disability services, LGBT resource centers, diversity and multicultural affairs offices, and women's centers.

Note. The full curriculum is uploaded as an additional document [see following pages].

MOTION: That the Faculty Senate approve the Creation of a Community Education and Social Change Concentration in the Education Major, as presented in Sen. 19-19
19-19
Doc. No. 19-047.

ATTACHMENT:

CURRICULUM

The CESC concentration requires the completion of a minimum of 37 credit hours of in-class coursework and a six-credit hour internship. Based on specific course selection (see curriculum outline which includes individual course credit hours), students could complete a maximum of 42 credit hours of inclass coursework and a six-hour internship. In short, students in the CESC concentration will complete between 43 and 48 credit hours total. Courses must be taken in each of the following six domains: (1) Social Justice; (2) Interpersonal Skills, Communication, Planning & Facilitating Groups; (3) Theories and Models of Change/Leadership in Education; (4) Teaching and Learning/ Pedagogy/Curriculum/Assessment; (5) Research and Evaluation in Education; and (6) Digital Technologies in Education. Within and across these six domains, this concentration is designed to develop a comprehensive knowledge and skill set in undergraduate students. Below we highlight the primary student learning objectives.

STUDENT LEARNING OBJECTIVES

Students will:

Domain 1: Social Justice

- Recognize the ways in which power, oppression and difference create injustice interpersonally and institutionally – and use this awareness to imagine, and enact when possible, social change
- Critically analyze their own perspectives and personal and social identities, develop an awareness of implicit biases, and understand how these perspectives and biases have historically been shaped by power relations within social and institutional contexts
- Establish a knowledge base about the dynamics and selective manifestations of social oppression with sufficient information to allow for continued learning
- Explore and analyze liberation theories/models
- Through the analysis of liberation theories/models, identify, plan, and take actions that contribute to the creation of more inclusive and just communities, including the development of hope and liberation

Domain 2: Interpersonal Skills, Communication, Planning, and Facilitating Groups

- Demonstrate the capacity to engage in active listening (voicing, speaking, & inquiring into each other's perspectives) while being mindful of the ways that power, privilege, oppression, and difference shape meaningful communication
- Work with conflict; learn to engage in difficult conversations
- Explore and construct questions that critique dominant narratives

Domain 3: Teaching and Learning/Pedagogy/Curriculum/Assessment

- Articulate and integrate multiple perspectives and theories about what constitutes effective learning and teaching across developmental levels

- Identify and develop effective practices in educational planning, pedagogy, and assessment of learning
- Effectively develop one's own and other people's capacity for learning
- Recognize the historical, cultural, political, economic, and ideological bases of curriculum
- Recognize how different learning theories inform different approaches to curriculum
- Articulate the ways in which curriculum and pedagogical practices can advance oppression and/or social justice
- Recognize the relationships among curriculum, instruction, assessment, and social justice

Domain 4: Theories and Models of Change/Leadership in Education

- Know and be able to enact a variety of models of change
- Actively work towards the development of mindsets of empowerment, self-efficacy, and agency
- Identify and articulate the notions of power with/power within/power to and how they are different from power over within a leadership framework
- Develop the skills critical to creating communities in multiple contexts, for various purposes
- Understand the role of collaborative and coalitional leadership in enacting change

Domain 5: Research and Evaluation in Education

- Explore and integrate multiple sources of information/data to draw conclusions/answer questions
- Describe the roles of educational research in understanding and improving education
- Critically evaluate published educational research articles
- Work collaboratively in small groups to critique educational research ideas/plans

Domain 6: Digital Technologies in Education

- Employ multiple technologies to facilitate learning, communicating, community-building, collaboration, and decision-making

REQUIRED FOUNDATIONAL COURSES:

- EDUC 210: Social Diversity in Education OR SOC 224: Social Class and Inequality OR SOC 245: Race and Society OR STPEC 391: STPEC Core 1
- EDUC 305/PSYCH 305: Educational Psychology OR EDUC 490C: Curriculum Development
- EDUC 394B S: Leadership in Diverse Communities OR EDUC 393F: Leadership Careers Student Affairs
- EDUC 390D: Digital Tools & Apps for 21st Century Students

REQUIRED GENED COURSES (FOR PRIMARY MAJORS)

- EDUC 240: Introduction to Educational Statistics (or equivalent)
- EDUC 390A: Research Methods in Education (Junior Year Writing Course)
- EDUC 494DI: Making Sense of Educational Data (IE) OR EDUC 494RI: Educational Issues in Real World Context (IE)

Note. Required courses are also in **BOLD** within the appropriate domain. Students are required to complete between 37 – 42 credit hours of in-class coursework and a six-credit hour internship.

Domain	Credits Required
1. Social Justice	7-8
2. Interpersonal Communication	3-4
3. Teaching and Learning	6-7
4. Theories and Models of Change/Leadership	6
5. Research and Evaluation	6
6. Digital Technologies in Education	3
Electives	6-8
Total Course Work	37-42
Internship	6
Total (including internship)	43-48

Domain 1: Social Justice [TWO Course Requirement: Select ONE of the required courses and ONE of the other courses listed]-

Course	Cr
<input type="checkbox"/> EDUC 210: Social Diversity in Education Or SOC 224: Social Class and Inequality or SOC 245: Race and Society	4
<input type="checkbox"/> EDUC 258: Education in Social Justice + Diversity Peer Theater	4
<input type="checkbox"/> EDUC 291E: S-Theatre for Social Change OR	3
<input type="checkbox"/> EDUC 258: Education for Social Justice and Diversity Through Peer Theatre	4
<input type="checkbox"/> EDUC 292A: S-Voices Against Violence	3
<input type="checkbox"/> EDUC 297A: ST-School to Prison Pipeline	3
<input type="checkbox"/> EDUC 377: Introduction to Multicultural Education	3
<input type="checkbox"/> EDUC 390B: Gender and Childhood	3
<input type="checkbox"/> EDUC 392A-K: Social Issues Workshops (must complete three 1-credit workshops)	3
<input type="checkbox"/> PUBPAdm 397: Making a Difference: Policies and Strategies for Social Change	3
<input type="checkbox"/> STPEC 391: STPEC Core 1	3
<input type="checkbox"/> STPEC 392: STPEC Core 2	3
<input type="checkbox"/> SRVCLRNG 293H: Learning Through Community Engagement	4

➤ Foundational Course (4 credits) + Required Course (3-4 credits)

The College’s approach to all education – both formal and informal- is shaped by a strong commitment to Social Justice and diversity. Consequently, students are expected to begin their program of study taking courses in the Social Justice domain. This domain serves as the foundation for the concentration; and students will be required to engage with the other six domains through a social justice lens. Students may select from one of three courses as their foundational Social Justice course (EDUC 210, SOC 224, or SOC 245). The second required course will be selected in consultation with an advisor based on each student’s personal goals. Given the nature of this concentration (and the content of the remaining domains), students are also encouraged to complete at least one course within the interpersonal skills/communication domain within their first four semesters of study. Courses in Domains 3 – 6 should be taken after students have completed at least one course in the first two domains.

Domain 2: Interpersonal Skills/Communication: Planning and Facilitating Groups [Select AT LEAST ONE course]

Course	Cr
<input type="checkbox"/> EDUC 202: Social Issues; Intergroup Dialogue	4
<input type="checkbox"/> EDUC 390G/EDUC 302: Intergroup Relations	3
<input type="checkbox"/> COMM 212: Cultural Codes in Communication	4
<input type="checkbox"/> COMM 250: Interpersonal Communication	4
<input type="checkbox"/> COMM 260: Public Speaking	3

- Required Course (3-4 credits)

Domain 3: Teaching and Learning/Pedagogy/Curriculum/Assessment [TWO Course Requirement: Select ONE of the Required Courses and ONE of the other courses listed]-

Course	Cr
<input type="checkbox"/> EDUC/PSYCH 305: Educational Psychology or EDUC 490C: Curriculum Development	3
<input type="checkbox"/> EDUC 351: Foundations of Educ.	3
<input type="checkbox"/> EDUC 378: Survey of Children’s Literature	3
<input type="checkbox"/> EDUC 497I: ST-Tutoring in Schools	4
<input type="checkbox"/> SOC 322: Sociology of Education	4
<input type="checkbox"/> SOC 382: Sociology of Childhood	4

- Foundational Course (3 credits) + Required Course (3-4 credits)

Students may select from one of two courses as their foundational Teaching/Learning/Curriculum course; and students should enroll in this course after having completed at least one Social Justice course. Ideally, students will complete this course before taking the second required course in this domain as this course provides foundational knowledge with respect to teaching/learning, curriculum development, and assessment.

Domain 4: Theories and Models of Change/Leadership in Education [TWO Course Requirement: Select ONE of the Required Courses and ONE of the other courses listed]

Course	Cr
<input type="checkbox"/> EDUC 394B S: Leadership in Diverse Communities or EDUC 393F: Leadership Careers Student Affairs	3
<input type="checkbox"/> EDUC 395E: S: Leadership in Action	3
<input type="checkbox"/> EDUC 494RI: Educational Issues in Real World Context (IE)	3
<input type="checkbox"/> EDUC 591F: S-Leadership and Organizational Behavior	3
<input type="checkbox"/> SOC 327: Social Change	3
<input type="checkbox"/> PUBPAdm 497C: Catalyzing Change: Creating and Operating a Nonprofit	3

➤ Foundational Course (3 credits) + Required Course (3 credits)

Within Domain 4, students may select from EDUC 394B S or EDUC 393F as their foundational Leadership/Models of Change course. Both of these courses are taught from a social justice perspective. Students should not enroll in either of these courses before their third semester as these courses require students to have some foundational understanding of social justice and education in general.

Domain 5: Research and Evaluation in Education [TWO **Required** Courses; May select additional courses as electives]

Course	Cr
<input type="checkbox"/> EDUC 240: Introduction to Educational Statistics (R2)	3
<input type="checkbox"/> EDUC 390A: Educational Research Design (Junior Year Writing Course)	3
<input type="checkbox"/> EDUC 495G: Anthropology of Childhood	
<input type="checkbox"/> EDUC 490B: Introduction to Evaluation	3
<input type="checkbox"/> EDUC 494DI: Making Sense of Educational Data (IE)	3

➤ Foundational GenEd Courses (6 credits)

Students are required to complete EDUC 390A: Educational Research Design which also serves as the Junior Year Writing Course. The Research Methods, Introduction to Evaluation, and Making Sense of Educational Data courses all require EDUC 240: Introduction to Educational Statistics, or equivalent course¹, as a pre-requisite course. Students are encouraged to take EDUC 240 to fulfill their R2 General Education requirement

¹ Equivalent courses for EDUC 240 include PSYCH 240 and STATS 240

Domain 6: Digital Technologies in Education [ONE **Required** Course; May select additional courses as electives]

Course	Cr
<input type="checkbox"/> EDUC 390D: Digital Tools & Apps for 21st Century Students	3
<input type="checkbox"/> EDUC 390F or EDUC 593A: Teaching and Learning with Technology	3
<input type="checkbox"/> EDUC 597S: ST: Service Learning and Teaching with Computational Media	3

- Foundational Course (3 credits)

Internship Domain (6 credits)

Course	Cr
<input type="checkbox"/> EDUC 398: Practicum [Required]	6
<input type="checkbox"/> PH 397Q Special Topics: Professional Development	3

Electives [Unassigned Domains]: Students may choose to take the remaining six credits (**2 courses**) from any domain (including domains that have a two-course minimum requirement) depending on their specific goals for learning and development.

- Two courses (6 – 8 credits total)

RESTRICTIONS

- All concentration courses must be taken for a letter grade
- A minimum GPA of 2.0 is required
- Independent Studies may not be used to fulfill the core course credits

EARLY CHILDHOOD EDUCATION AND SPECIAL EDUCATION CONCENTRATIONS

The College currently has two closed undergraduate concentrations – Early Childhood Education (ECE) and Special Education (SE) with students applying in the spring of their sophomore year. ECE and SE are degrees with license concentrations. Students in the ECE concentration intend to become Pre-K – 2nd grade teachers typically in formal education settings (e.g. public schools). Indeed, upon successful completion they are endorsed for an EC license to teach in the state of Massachusetts. Students in the SE concentration have the option to become Special Education teachers (for mild to moderate disabilities), also, in formal education settings. To that end, the courses for these concentrations are dictated by the Massachusetts Teacher Licensure Requirements. The proposed concentration – Community Education and Social Change (CESC) – targets students who are interested in working in nonformal education settings (e.g. non-profits; community organizations) with individuals across the entire lifespan (birth to death). Students will work closely with advisors to select courses within the six domains that match their individual interests. Accordingly, the CESC

concentration provides students with more choice in course selection than the ECE and SE concentrations. Given the disparate purposes, the overlap in coursework between the two licensure concentrations and the non-licensure concentration is limited.

The CESC concentration is an open concentration with no pre-requisites. All concentrations, however, do require practical/applied experiences – referred to as the practicum/student teaching for ECE and SE students and an internship for CESC students.

The following courses are required for the ECE Concentration

Pre-requisites: Math 113, Math 114, HumDev 270

Required Coursework: EDUC 325, EDUC 393M, EDUC 490A, EDUC 461, EDUC 463, EDUC 370, EDUC 503, EDUC 500, EDUC 598A, EDUC 494EI, EDUC 482E

The following courses are required for the SE Concentration

Pre-Requisites: Math 113, Math 114, HumDev 270, EDUC 325

Required Coursework: EDUC 326, EDUC 327, EDUC 328, EDUC 329, EDUC 350, EDUC 370, EDUC 390E, EDUC 430, EDUC 431, EDUC 429, EDUC 494RI, EDUC 500, EDUC 503

OTHER RELATED PROGRAMS

Although the College of Education has no non-licensure or open undergraduate concentrations, the proposed Community Education and Social Change concentration is closely aligned with several of the college's current master's programs. We briefly highlight/describe these programs below to provide additional context with respect to place of/need for the CESC undergraduate concentration in the larger College of Education: Children, Families, and Schools; Educational Leadership, Higher Education, School Counselor Education, and Social Justice Education.

Article I. CHILDREN, FAMILIES, AND SCHOOLS

The college offers a master's degree in Children, Families, and Schools (CFS). This program addresses the need for educators who are able to meet the educational and developmental needs of children in the varied settings in which they learn and grow. The program was developed based on the knowledge that a complex interdependent relationship exists among school, family, and society and we advocate an approach that ensures educators are aware of the impact of culture, ethnicity, gender, history, values, and economics upon the lives of children and families. The CFS master's program emphasizes the study of the child individually and in groups, and with close attention to the cultural context, in order to develop accurate assessments and effective programming. Students may also focus more specifically on early intervention (infancy to three years), early childhood education (infancy to five years), family services, public policy for children and families, or interdisciplinary work in childhood studies.

Article II. EDUCATIONAL LEADERSHIP

Recognizing the centrality of policy in education practice, the educational leadership program gives current and aspiring leaders, policy analysts, and scholars the opportunity to critically examine and synthesize research, theories, practices, and policies, and conduct rigorous research that contributes to improving education. The educational leadership master's program equips leaders with the knowledge and skills necessary to create and sustain meaningful and positive educational change in diverse contexts. The program is designed around core leadership and policy competencies that are applicable to a broad array of educational settings, allowing students to graduate with transferable skills and

knowledge. Students are also able to tailor coursework to their own needs and interest, creating a program of study personalized to their career goals.

Article III. HIGHER EDUCATION

Graduate students in the Higher Education program engage deeply with scholarship that approach the study of higher education topics through lenses of critical theory and social justice philosophy. Students are critical thinkers, dedicated to challenging systems of oppression that limit access to colleges and universities. Graduates from the Higher Education program pursue careers as administrators, faculty, researchers, policy analysts, and student affairs professionals in colleges, universities, and state or federal agencies devoted to post-secondary education. The M.Ed. program, in particular, prepares students for careers as administrators in student affairs, academic affairs, athletics, policy, development, and institutional research.

Article IV. SCHOOL COUNSELOR EDUCATION

The School Counselor program prepares professionals to create school environments where all students can thrive. Program faculty facilitate an innovative model of school counseling that is classroom-based, promotes group interventions, and understands schools as complicated structures that the counselor can influence. The program's curriculum ensures that graduates demonstrate knowledge and skills in individual, group, career, and academic counseling, implementing evidence-based interventions, leadership, advocacy and systems change, teaming and collaboration, program coordination, assessment and data use, and technology. School counselor students also have thorough training in mental health. School Counselor Education students also build a strong understanding of national and international perspectives on school counseling and as well as of issues in educational equity.

Article V. SOCIAL JUSTICE EDUCATION

The Social Justice Education program prepares teachers, leaders, and scholars to foster educational environments that are socially just, diverse, inclusive, and equitable. The program welcomes [current and future] educational professionals of every stripe—teachers, counselors, psychologists, administrators, student affairs programmers, residence life educators—who work throughout the educational system—kindergarten through college, after-school and youth development programs, and community-based organizations. The program is ideal for students with broad career and life experience who want to acquire the tools and knowledge they need to effect change in the educational environments and systems in which they work.

Graduates of the program find professional positions in a variety of education-related fields. They are often employed in local, state, and national advocacy or education programs, as well as in nonprofit organizations that focus on issues of diversity and social justice. Those who have previous certification as K-12 teachers, counselors, or administrators often return to these or other positions in K-12 education after completing their graduate work. Those without previous certification who are interested in careers in K-12 education, can take the required certification courses while working on their degree. Our graduates also work in higher education, as faculty and researchers, and in positions in student affairs, residential life, disability services, LGBT resource centers, diversity and multicultural affairs offices, and women's centers.