

Psychology and Education

The interdisciplinary majors in psychology and education and the minor in education leading to teacher licensure are administered by the Department of Psychology and Education: Professors Lawrence, Ramsey; Associate Professor Packard; Assistant Professor Reilly Carlisle.

Contact Persons

Cheryl McGraw, *senior administrative assistant*
Sandra M. Lawrence, *director*,

Secondary/Middle Teacher Licensure Program

Lenore Reilly Carlisle, *director, Early Childhood/Elementary Teacher Licensure Program*

Sarah Frenette, *Five College Teacher Licensure Coordinator*

No major is offered in education alone. There are two psychology and education majors: Option I (leading to teacher licensure in early childhood education (PreK–2) or elementary education (1–6) and Option II (not leading to teacher licensure). Both are interdisciplinary majors. Students who pursue an interdisciplinary major automatically fulfill the College’s “outside the major” requirement (see p. 8).

Requirements for the Major in Psychology and Education

Credits

- Option I—A minimum of 60 credits (including the practicum)
- Option II—46 credits
- At least 20 of these credits must be at the 300 level in two or more disciplines.

Courses (for both Option I and II)

The following psychology courses:

- A 100-level psychology course
- 200, Research Methods in Psychology
- 201, Statistics
- 230, Developmental Psychology
- 233, Educational Psychology

- One laboratory at the 300 level
- The following education courses:
 - Education 205, Whiteness, Racism, and Inequality in Schools and Society or 220, Foundations of Multicultural Education

All majors whether Option I or II must take courses in at least three of the five areas of the psychology curriculum; at least one course must be from areas D or E. The five areas of the psychology curriculum are:

A) social psychology; B) personality and abnormal psychology; C) developmental and educational psychology; D) perception, cognition, and language; and E) biological bases of behavior.

Additional Courses for Option I

- Education 300, The Process of Teaching and Learning: Developing Literacy in Early Childhood and Elementary Schools
- Education 322, Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education
- Education 323, Student Teaching in Early Childhood and Elementary Schools
- Education 320 (January Term), Observing and Assisting in Inclusive Classrooms (junior or senior year) or Educational Studies 301, Education in South Africa
- Education 325, The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum

In addition, applicants for the elementary license (1–6) should plan their distribution courses so that they will fulfill general education requirements in math, humanities, and social sciences consistent with field of knowledge requirements designated by the Massachusetts State Department of Education as appropriate for the elementary license. Applicants for the early childhood license (PreK–2) must enroll in Psychology 331, Lab in Early Social and Personality Development. See Ms. Reilly Carlisle, Ms. Lawrence, or Ms. Frenette for assistance in selecting this course work.

Additional Courses for Option II

- Education 320, (January Term) Observing and Assisting in Inclusive Classrooms or Education 324, Observing and Assisting in Early Childhood and Elementary Settings (junior or senior year) or Education 332, Observing and Assisting in Middle and Secondary Educational Settings (junior or senior year) or Educational Studies 301, Education in South Africa
- Education 395, Independent Study Project. The project must include analysis of data (e.g., quantitative, qualitative, archival, biographical) using any empirical method (e.g., experiment, case study, interview).

Requirements for the Minor in Education (with Teacher Licensure)

The minor in education (with teacher licensure) provides students with the course work necessary for applying to Mount Holyoke's teacher licensure programs. Information about the teacher licensure programs, procedures for admittance into one of the programs, and required course work follows.

Teacher Licensure Programs

Currently, Mount Holyoke is approved by the state of Massachusetts to offer "initial" licensure programs in the following areas: early childhood education (PreK-2), elementary education (1-6), biology teacher (5-8) and (8-12), English teacher (8-12), history teacher (5-8) and (8-12), mathematics teacher (5-8) and (8-12); earth science (5-8) and (8-12), French (5-12), German (5-12), Italian (5-12), Spanish (5-12), Russian (5-12), Latin and classical humanities (5-12), music (all levels), political science (5-8) and (8-12), visual art (PreK-8) and (5-12). (Students may also have the opportunity to apply for an initial license in dance (PreK-12), subject to approval by the Massachusetts Department of Education in 2010.)

Procedures and Courses of Study

Students who wish to pursue teacher licensure at Mount Holyoke must complete the following: 1) attend an initial advising session with Sarah Frenette, Five College Teacher Licensure Coordinator, by the middle of the sophomore year in order to identify course work in the major and in the arts and sciences necessary for licensure, 2) enroll in a sequence of courses in the psychology and education department constituting the education minor, 3) attend follow-up advising sessions with Ms. Reilly Carlisle (early childhood or elementary) or Ms. Lawrence (middle and secondary, foreign language, music, and visual art programs) as well as advisors in the major to assist with course selection necessary for teacher licensure, and 4) complete the application process for the practicum year. This application process includes passing all components of the Massachusetts Tests for Educator Licensure (MTEL) before the spring practicum.

Mount Holyoke College Pass Rates of MTEL

Federal regulations require that results of state-mandated teacher tests be reported annually in college catalogues and in other published information pertaining to the teacher education programs. The results for Mount Holyoke College for 2007-2008 are as follows:

Pass rates are not reported for academic areas where there were less than ten students who took the test. Therefore, there are no individual reports for results for the Reading and Writing sections of the Communication & Literacy Skills Test (9), Foundations of Reading (7), Early Childhood (7), Spanish 5-12 (1), History 8-12 (1) and English 8-12 (1). The summary total and aggregate score for the nine students who took a total of nine Communication and Literacy Skills tests and seventeen specific subject areas tests was 100 percent.

Required Courses for the Education Minor Specific to the Early Childhood and Elementary Teaching License

Students pursuing early childhood or elementary licensure with a major in any discipline other than Psychology and Education must take Psychology 230 and 233; either Education 205 or 220; 300, 320j or Educational Studies 301, and Education 325, 322, and 323. Early childhood (PreK–2) applicants must also take Psychology 331. Students pursuing early childhood or elementary licensure with an interdisciplinary major in Psychology and Education (Option I) must follow course work described under the psychology and education major (the course work for the teacher licensure minor is included within the major). All applicants for the elementary license (1–6) should plan their distribution courses so that they will fulfill general education requirements in math, humanities, and social sciences consistent with field of knowledge requirements designated by the Massachusetts State Department of Education as appropriate for the elementary license. See Ms. Reilly Carlisle, Ms. Lawrence, or Ms. Frenette for assistance in selecting this course work.

Required Courses for the Education Minor Specific to Teaching Licenses in Middle or Secondary Education, Foreign Language, Music, or Visual Art (or Dance, subject to approval)

Students pursuing middle or secondary (as well as foreign language, music, visual art [or dance, subject to approval]) licensure must take Psychology 236 and 233; either Education 205 or 220; either Education 320j or Educational Studies 301, and Education 330, 331 and 333; and a subject-specific methods of teaching course at one of the Five Colleges. Students pursuing teacher licensure in music must enroll in a sequence of music education methods courses at UMass in lieu of Education 330. Students interested in pursuing teacher licensure in dance (subject to approval by the Massachusetts Department of Education in 2010) should consult with faculty in the dance department.

Application to the Practicum Semester

Candidates for teacher licensure at all levels must apply to participate in the practicum semester between December 1 and January 8 of their junior year. In addition to completing an application form and having an interview with the program director, students must submit a résumé, transcript of good academic standing, a copy of their current degree audit, evidence of passing the appropriate components of the MTEL for the license sought, two faculty recommendations, and a written essay. Following completion of prerequisite courses offered in their chosen major and in the Department of Psychology and Education and acceptance into the practicum semester, students are eligible to enroll in a student teaching practicum offered in the spring semester of their senior year.

Ninth-Semester Program

This program is intended for students who cannot complete all of the teaching program requirements before graduation (not available for Psychology and Education major, Option I). Students may apply between December 1 and January 8 of their junior year to return to the College the spring semester after graduation to do their student teaching practicum semester at the cost of one credit.

Obtaining a Teaching Licensure from the Massachusetts Department of Education

To become eligible for licensure in the state of Massachusetts through Mount Holyoke's curriculum, students must 1) successfully complete the requirements of a teacher licensure program, 2) pass all the appropriate components of the Massachusetts Tests for Educator Licensure (MTEL), and 3) submit licensure application materials and fees to the Massachusetts Department of Education. Once candidates obtain licensure in Massachusetts, they are eligible for licensure in many other states through reciprocity agreements arranged by the Massachusetts Department of Education.

Course Offerings

202f Examining the Ideas of Geometry and Measurement

(Same as Mathematics 201-01) Participants will work with two- and three-dimensional shapes, develop mathematical vocabulary regarding features of shapes, and explore definitions and properties of geometric objects. Includes a study of angle, similarity, congruence, and the relationship between 3-D objects and their 2-D representations. The measurement component will provide opportunities to examine different attributes of size, develop facility in composing and decomposing shapes, and apply these skills to make sense of formulas for area and volume. As participants explore the conceptual issues of length, area, and volume and their complex interrelationships, they will also examine how children develop these ideas.

Does not meet a distribution requirement
J. Bodner Lester

Prereq. Permission of Instructor; 4 credits

205fs Whiteness, Racism, and Inequality in Schools and Society

(Community-Based Learning course; writing-intensive course) What is race? Who decides? What does it mean to be white? How is the ideology of whiteness maintained? We will explore these and related questions as we examine the ways in which whiteness and racism are enacted in schools, have historically interfered with the educational attainment of children of color, and have led to the mis-education of white children. Readings and assignments will examine dynamics of dominance and how the construction of racial identities influences the lives of teachers and students in classrooms. We will also consider theories of multicultural education and antiracist pedagogies as strategies for addressing racial and other inequities in schools.

Meets multicultural requirement; meets Social Sciences III-A requirement

S. Lawrence

Prereq. sophomore, junior, senior or permission of instructor; 2 meetings (75 minutes) plus prepracticum; 4 credits

*220f Foundations of Multicultural Education

(Community-Based Learning course) This course offers a study of the historical, theoretical, and philosophical perspectives that are the underpinnings of multiculturalism in education. Through selected readings, class discussion, and oral presentations, the course will examine the epistemological elements of race, class, culture, and gender in the classroom. Requires a prepracticum in a school or community-based setting.

Meets multicultural requirement; meets Social Sciences III-A requirement

The department

Prereq. Psychology 100 or 110; 1 meeting (3 hours) and prepracticum (3 hours per week); 4 credits

233fs Educational Psychology

(Community-Based Learning course; Same as Psychology 233fs)

Meets Social Sciences III-A requirement

The Department

4 credits

234s Differences in Learning

(Same as Psychology 234s) The course will survey the etiology, diagnosis, and remediation of a variety of learning differences and special needs. Conditions such as dyslexia, attention deficit disorder, and autism will be examined. It will provide an introduction to interpreting test results, systematic behavioral observations, evaluating clinical information, diagnostic hypothesizing, and planning individualized educational programs. The principles of inclusion and their implications for children will be explored. Requires a field component.

Meets Social Sciences III-A requirement

The department

Prereq. A 100 level course in psychology, 230 or 236, and 233; 1 meeting (3 hours) plus field placement; 4 credits

295fs Independent Study

Independent study programs are arranged with individual faculty members in the department.

Does not meet a distribution requirement

Prereq. permission of instructor; 1-4 credits

300fs The Process of Teaching and Learning: Developing Literacy in Early Childhood and Elementary Schools

Through a balanced and integrated approach students will learn to develop literacy in early childhood/elementary schools. Class members will learn about emergent literacy, diagnosing language needs, integrating phonics skills in a literature-based program, the teaching of process writing, children's fiction and nonfiction literature, and the use of portfolios for assessment. Course required for spring semester practicum students. Course evaluation is based on written and oral work done individually and in groups. Requires a prepracticum.

Does not meet a distribution requirement
L. Reilly Carlisle, The department
Prereq. limited to students accepted to the practicum year program; 1 meeting (3 hours) and prepracticum (4 hours per week); 4 credits

320j Observing and Assisting in Inclusive Classrooms

Students are expected to complete a supervised field experience full-time every day during the January Term in an inclusive classroom in a school setting. Placements can be located within or outside of the Five College area. In addition to the field experience component, students attend three course meetings (detailed below). Reading and writing assignments focus on a survey of learning disabilities, descriptions of special education programs, understanding Individuals with Disabilities Education Act policies and placement options, interpreting Individualized Education Program plans, and planning curriculum for inclusive classrooms.

Does not meet a distribution requirement
L. Reilly Carlisle, S. Lawrence
Prereq. One of the following: Psychology 230, 233, 236, Education 205, Educational Studies 109, 215, 301 or permission of instructor. Three mandatory meetings (2 hours each): two in November and one in Feb. Prepracticum: five days a week for three weeks in Janua; This course is required of all students pursuing teacher licensure. Graded on a credit/no credit basis.; 2 credits

322s Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education

This weekly seminar provides students with opportunities to examine curriculum development models, develop an integrated curriculum unit utilizing state and national content area standards, review researched based models of classroom management, and engage in dialogue with practicing teachers regarding numerous aspects of teaching and student learning. Additional topics covered include the arts in education, physical education, legal obligations of teachers, and home-school communication. As is the case in all pre-licensure programs, there is continued emphasis on addressing the needs of students with disabilities and English Language Learners.

Does not meet a distribution requirement
L. Reilly Carlisle
Prereq. Limited to students accepted into the practicum year program; 4 credits

323s Student Teaching in Early Childhood and Elementary Schools

Students participate in full-time student teaching in early childhood and elementary classrooms for 12 weeks. During this semester-long field-based placement, students hone classroom management skills, implement an extended integrated curriculum unit, deliver lessons in all content areas, and develop a wide range of assessment skills. The practicum culminates in two weeks of Lead Teaching, during which the student is responsible for managing all aspects of the classroom program. Students work with classroom teachers and college supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts' Pre-service Performance Assessment Program.

Does not meet a distribution requirement
L. Reilly Carlisle
Prereq. Prereq. sr, Education 300, 325 and 324j, and permission of instructor; 5 days a week for 12 weeks; full-time student teaching in school site (includes Mount Holyoke College's spring break); limited to students accepted to the practicum year program. This course is graded on a credit/no credit basis.; 10 credits

324fs Observing and Assisting in Early Childhood and Elementary Settings

Discussions and fieldwork provide the student with an opportunity to understand the classroom as a learning community. The tutorial includes several meetings focusing on the student's participant observations and assigned readings. Fieldwork includes a minimum of 20 hours on site, individually scheduled in early childhood (pre K-2) or elementary (1-6) settings. Assessment includes in-progress reports and a final project related to fieldwork. Course graded on a credit/no credit basis.

Does not meet a distribution requirement

L. Reilly Carlisle

Prereq. permission of instructor; 1 credit (20 hours of prepracticum); 2 credits (40 hours or more of prepracticum); 1-2 credits

325f The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum

Students will learn about inquiry-based science/math curriculum and use of technology in the classroom. They will construct more extensive understandings of science/math instruction by developing lessons that implement the Massachusetts Frameworks. At the Hitchcock Center and in classes on campus, emphasis will be on learning diverse management and instructional practices, such as the use of manipulatives, problem solving, cooperative learning, and project-based learning. Students will become more adept at developing effective approaches to using assessment to guide instruction. Early childhood candidates will visit Gorse Children's Center to learn about resources for pre-K students.

Does not meet a distribution requirement

The department

1 meeting (3 hours); limited to students accepted in the practicum year program; 4 credits

330f The Process of Teaching and Learning in Secondary and Middle Schools

This course is intended to help prepare prospective secondary and middle school teachers for effective classroom instruction. The philosophical bases and current research behind classroom practices are also examined. Specific course activities focus on teaching in multicultural ways, establishing the classroom climate, choosing instructional

approaches, designing curricula, assessing and attending to the needs of learners, evaluating student performance, and providing for classroom community leadership. Requires a prepracticum.

Does not meet a distribution requirement

S. Lawrence

Prereq. limited to students accepted to the practicum year program; 1 meeting (3 hours) and prepracticum (3 hours per week); 4 credits

331s Student Teaching in Secondary and Middle Schools

Spring 2010

331s(01)

Students undertake full-time supervised student teaching in secondary or middle school subjects, the visual arts, or music classrooms. Group seminars and individual conferences are held to discuss issues of classroom practice. Evaluation of performance is determined by on-site visits and by written assignments. This course is graded on a credit/no credit basis.

S. Lawrence

Prereq. sr, Education 330 and 332j, and permission of instructor; 5 days a week for 12 weeks; full-time student teaching in school sites (includes Mount Holyoke College's spring break); students must apply for and be accepted into the practicum semester a year prior to the practicum; 10 credits

331s(02) Amherst College Students Only

This section for Amherst College students only. Students participate in full-time student teaching in middle or secondary classrooms for 12 weeks. During this semester-long field-based placement, students hone classroom management skills, design and implement curriculum, and develop a wide range of assessment skills. Students work with classroom teachers and college supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts' Pre-service Performance Assessment Program

S. Lawrence

Prereq. sr, Education 330 and 332j, and permission of instructor; 5 days a week for 12 weeks; full-time student teaching in school sites (includes Mount Holyoke College's/Amherst

College's spring break); students must apply for and be accepted into the practicum semester a year prior to the practicum; 8 credits

332fs Observing and Assisting in Secondary and Middle School Educational Programs

This is a fieldwork-based independent study course. During the fall and spring semesters it involves 20 to 40 hours of individually scheduled fieldwork in a secondary or middle school classroom or educational program. Students keep a reflective journal, read relevant articles and essays, meet regularly with the instructor, and write a final report. This course is graded on a credit/no credit basis.

Does not meet a distribution requirement

S. Lawrence

Prereq. permission of instructor; 1-2 credits

333s Practicum Seminar on Teaching and Learning: Middle and Secondary Education

Spring 2010

333s(01)

This weekly seminar provides students with opportunities to design and discuss case studies involving adolescents in middle and secondary school settings, review researched-based models of instruction, and classroom management, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Additional topics covered include reviewing the legal obligations of teachers, addressing the needs of students with disabilities, English language learners, and developing effective communication between home and school.

S. Lawrence

Prereq. Limited to students who have been accepted into the practicum year program; 4 credits

333s(02) Amherst College Students Only

This section for Amherst College students only. This weekly seminar provides students with opportunities to design and discuss case studies involving adolescents in middle and secondary school settings, review researched-based models of instruction, and classroom management, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Additional topics covered include reviewing the legal ob-

ligations of teachers, addressing the needs of students with disabilities, English language learners, and developing effective communication between home and school.

S. Lawrence

Prereq. Limited to students who have been accepted into the practicum year program; 4 credits

395fs Independent Study

Does not meet a distribution requirement

Prereq. jr, sr, permission of instructor; 1-8 credits