

# 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, Racism and Inequality in Schools and Society or 220, Foundations of Multicultural Education

All majors whether Option I or II must take courses at the 200 or 300 level 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 Elementary and Secondary 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.

- This option requires a minimum of 4 credits of Education 395.

### 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
- An additional laboratory course at the 300 level. The laboratory requirement may be satisfied in either of two ways:
  1. By electing one course from among:
    - Psychology 310, Laboratory: Research Methods in Social Psychology
    - 323, Laboratory in Qualitative Research
    - 324, Laboratory in Personality Research: Quantitative Methods
    - 325, Laboratory in Psychological Assessment
    - 326, Laboratory in Personality and Abnormal Psychology
    - 330, Laboratory in Developmental Psychology
    - 331, Laboratory in Early Social and Personality Development
    - 340, Laboratory in Perception and Cognition
    - 350, Laboratory in Behavioral Neuroscience
    - 351, Laboratory in Animal Learning and Animal Behavior

Or
  2. By electing an independent research project:
    - The project must include analysis of data (e.g., quantitative, qualitative, archival, biographical), using any empirical method (e.g., experiment, case study, interview) and must be presented orally to the department at the end of the semester.

### 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 College 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 (5-8) and (8-12), chemistry (8-12), earth science (5-8) and (8-12), physics (8-12), English (5-8) and (8-12), history (5-8) and (8-12), mathematics (5-8) and (8-12), political science (5-8) and (8-12), French (5-12), German (5-12), Italian (5-12), Latin and classical humanities (5-12), Russian (5-12), Spanish (5-12), dance (all levels), music (all levels), theatre (all levels), visual art (PreK-8) and (5-12).

### 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. Part of the 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 2009–2010 are as follows:

One hundred percent of the 22 2009–2010 program completers passed the reading and writing sections of the Massachusetts Test for Educator Licensure. One hundred percent of the 17 program completers who took the Foundations of Reading section of the Massachusetts Test for Educator Licensure passed. 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 early childhood (8), general curriculum multi-subject and mathematics subtests (9), French 5–12 (1), history 8–12 (1), visual art PreK–8 (2), and visual art 5–12 (1). The aggregate score for the 22 students who took a total of 22 subject areas was 100 percent. The summary total and aggregate score for the twenty two students who took both the basic skills and specific subject area 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 Elementary and Secondary 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, Dance, Music, Theatre, or Visual Art**

Students pursuing middle or secondary (as well as foreign language, dance, music, theatre, or visual art) licensure must take Psychology 230 or 236 depending on the license sought and Psychology 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.

### **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 resumé, 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.

Some restrictions will apply.

## Obtaining a Teaching License from the Massachusetts Department of Elementary and Secondary 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 Mount Holyoke 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 Elementary and Secondary 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 Elementary and Secondary Education.

## Course Offerings

### 202f Examining Features of Shape and Measuring Space in One, Two, and Three Dimensions

(Same as Mathematics 201) We will work with 2D and 3D shapes, develop mathematical vocabulary regarding features of shapes, and explore definitions and properties of geometric objects. The seminar includes a study of angle, similarity, congruence, and the relationship between 3D objects and their

2D 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 we explore the conceptual issues of length, area, and volume and their complex interrelationships, we will also examine how children develop these ideas.

*Does not meet a distribution requirement*  
J. Lester

*Prereq. Permission of instructor; 4 credits*

### 205fs Racism and Inequality in Schools and Society

(Community-Based Learning course; writing-intensive course) What is race? Who decides? Are we a "postracial" society? This course focuses on historical, social, psychological, and legal underpinnings of the social construction of race and examines how perspectives on race have influenced the lives of students and teachers in schools. Class sessions compare the old vs. "new" racism, contrast the workings of white privilege with calls for white responsibility, explore perspectives on the "achievement" and "opportunity" gaps, and examine how antiracist pedagogies can address inequities in education at the curricular, interpersonal, and institutional levels. Essays, response papers, field experiences, and a digital media project are required.

*Meets multicultural requirement; meets Social Sciences III-A requirement*

S. Lawrence

*Prereq. sophomore, junior, senior or permission of instructor; Prepracticum required; 4 credits*

### 233fs Educational Psychology

(Community-Based Learning course; See Psychology 233)

*Meets Social Sciences III-A requirement*

*The department, B. Packard*

*Prereq. so, jr, sr; Practicum required; 4 credits*

### 234s Differences in Learning

(Same as Psychology 234) 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; Prepracticum required; 4 credits*

### **295fs Independent Study**

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

*Does not meet a distribution requirement*

*The department*

*Prereq. permission of instructor; 1-4 credits*

### **300s The Process of Teaching and Learning: Developing Literacy in Early Childhood and Elementary Schools**

(Community-Based Learning course; speaking-intensive course) 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*

*S. Frenette*

*Prereq. limited to students accepted to the practicum year program; Prepracticum required; 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 215 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 January: permission to participate in prepracticum experience for credit is contingent upon attendance at the meetings in November. Consult Ms. Lawrence or Ms. Carlisle in October for exact dates of the November course meetings.; 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. ReillyCarlisle*

*Prereq. Sr, Education 300, 325 and 320j, 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. ReillyCarlisle*

*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**

(Community-Based Learning course) 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*

*Prereq. Limited to students accepted in the practicum year program; Pre-practicum required; 4 credits*

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

(Community-Based Learning course) 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; Prepracticum required; 4 credits*

### **331s Student Teaching in Secondary and Middle Schools**

*Spring 2012*

*331s(1)*

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 320j, 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(2) 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 320j, 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 2012*

#### 333s(1)

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(2) 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 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*

#### 395fs Independent Study

*Does not meet a distribution requirement*

*The department*

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