Psychoogy 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 (on leave 2015-16), Packard (on leave Spring 2016); Assistant Professors Jacoby and Reilly; Visiting Lecturers Daigle-Matos and Grillo.

Overview

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.

Contact Info

Cheryl McGraw, senior administrative assistant
Sandra M. Lawrence, director, Secondary/Middle Teacher Licensure Program
Sarah Frenette, interim director, Early Childhood/Elementary Teacher Licensure Program and Five College Teacher Licensure Coordinator

Requirements for the Major

Credits

- Option I—A minimum of 60 credits (including the practicum)
- Option II—44 credits
- At least 12 of these credits must be at the 300 level. One of these courses must be laboratory course or 395 for lab credit. All lab courses have the word "Lab" or "Laboratory" as the first word of the course title. If choosing the 395 for lab credit option, 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. This option requires a minimum of 4 credits of Education 395. 300 level courses can be outside the Psychology and Education Department if they are in a related field.

Courses

For both Option I and II

- 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
- Educational psychology; perception, cognition, and language; and biological bases of behavior.

Additional Courses for Option I

- Education 263, Teaching English Language Learners
- 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, Observing and Assisting in Inclusive Classrooms (junior or senior year)
- 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 the appropriate program director or the teacher licensure coordinator for assistance in selecting this course work.

Additional Courses for Option II

An additional laboratory course at the 300 level. The laboratory requirement may be satisfied in either of two ways:

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

Requirements for the Minor

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), theater (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 and interim director, Early Childhood/Elementary Teacher Licensure Program, 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 Sarah Frenette (early childhood or elementary) or Sandra Lawrence (middle and secondary, foreign language, dance, music, theatre, 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.

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; Education 263, 300, 320, and Education 325, 322, and 323; Educational Studies/English 265 is required for elementary applicants and highly recommended for early childhood applicants. 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 1) 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 early childhood (preK-2) or 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. Questions regarding course work are addressed during advising.

Required Courses for the Education Minor Specific to Teaching Licences 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 and Psychology 233; either Education 205 or 220; Education 263, 320, and Education 330, 331 and 333; Education 234 is highly recommended; and a subject-specific methods of teaching course at one of the Five Colleges.

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 7 of their junior year. In addition to completing an application form and having an interview with the program director, students must submit a resume, transcript, 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. The transcript must reflect a cumulative GPA of 2.85 or higher. 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.

Teacher Incentive Semester (TIS)

The Teacher Incentive Semester provides an opportunity for those students who wish to pursue a teaching license but were unable to complete their final teacher licensure program requirements within the usual number of semesters expected for the bachelor’s degree. The Teacher Incentive Semester is offered in the spring semester only and consists of the practicum course and the practicum seminar. To be eligible for TIS, the student must both, before the TIS semester: 1) have completed all graduation requirements including those of the major, minor, College distributions, and 128 credits; 2) have exceeded the funding limitation standards of the College (i.e., at least eight semesters for first-year fall entrants or seven semesters for first-year spring entrants. Transfer and Frances Perkins students should consult with Student Financial Services to determine the applicable limitation standard.). Courses of study as well as procedures for application to a specific teacher licensure program and practicum are the same as those for students who complete the practicum without TIS eligibility. (See “Application to the Practicum Semester” above.) Students accepted into a teacher licensure program and TIS will be charged one credit for the TIS semester.

There is no financial aid eligibility during the TIS semester.

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, graduates 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.

Master of Arts in Teaching

The Department of Psychology and Education admits qualified graduate students to study for the degree of master of arts in teaching. For further information about the M.A.T. degree, consult the Admission and Professional and Graduate Education chapters.

Course Offerings

EDUC-205 Racism and Inequality in Schools and Society

Fall and Spring

What is race? Who decides? Are we a “postracial” society? This course examines the historical, social, and legal underpinnings of the social construction of race and how perspectives on race have influenced lives within school communities. Classes compare 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 impact of antiracist pedagogies on inequities in education at the curricular, interpersonal, and institutional levels. Intersectionality of race and other identities will also be addressed. Essays, response papers, field experiences, and final project are required.

Crosslisted as: Psychology 215

Applies to requirement(s): Social Sciences; Multicultural Perspectives

Other Attribute(s): Community-Based Learning; Writing-Intensive

J. Daigle-Matos

Restrictions: Course limited to sophomores, juniors and seniors

Notes: Prepracticum required.

Credits: 4
EDUC-220 Foundations of Multicultural Education
Not Scheduled for This Year
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.

Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive; Writing-Intensive
The department
Prereq: a 100-level course in psychology.
Credits: 4

EDUC-233 Educational Psychology
Fall and Spring
What do we learn? How do we learn? Why do we learn? In this course, we will study issues of learning, teaching, and motivation that are central to educational psychology. We will explore the shifting paradigms within educational psychology, multiple subject matter areas, (dis)continuities between classroom and home cultures, students' prior experiences, teachers as learners, ethnic and gender identity in the classroom, and learning in out-of-school settings. Requires a prepracticum in a community-based setting.

Crosslisted as: Psychology 233
Applies to requirement(s): Social Sciences
Other Attribute(s): Community-Based Learning
A. Grillo
Restrictions: Course limited to sophomores, juniors and seniors
Notes: Prepracticum required. Many of the available placements for this course are in after-school settings (one afternoon per week)
Credits: 4

EDUC-258 Developing Mathematical Ideas K-8
Instructor permission required.

EDUC-258EX Developing Mathematical Ideas: Examining Features of Shape
Not Scheduled for This Year
Participants will examine different aspects of two and three-dimensional shapes, develop geometric vocabulary, and explore both definitions and properties of geometric objects. The course includes a study of angle, similarity, congruence, and the relationships between 3-D objects and their 2-D representations. Later in the semester participants will explore different aspects of size, develop facility in composing and decomposing shapes, and apply these skills to make sense of formulas for area and volume. They will also explore conceptual issues of length, area, and volume as well as the complex interrelationships among these.

Applies to requirement(s): Meets No Distribution Requirement
The Department
Instructor permission required.
Notes: Half semester.
Credits: 2

EDUC-258ME Developing Mathematical Ideas: Measuring Space in One, Two, and Three Dimensions
Not Scheduled for This Year
Participants will examine different aspects of size, develop facility in composing and decomposing shapes, and apply these skills to make sense of formulas for area and volume. They will also explore conceptual issues of length, area, and volume, as well as their complex interrelationships.

Applies to requirement(s): Meets No Distribution Requirement
The Department
Instructor permission required.
Notes: Half semester.
Credits: 2

EDUC-263 Teaching English Language Learners
Fall
This course addresses core competencies outlined in the Massachusetts Department of Education's English Language Learner certificate requirement. Readings in language acquisition theory, language learning and teaching, effective lesson design and assessment, Sheltered Instruction Observation Protocol, and knowledge of intercultural learners are covered. Students will have experience developing and adapting lessons and curriculum to address the needs of students in their pre-practicum settings.

Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
J. Jacoby
Advisory: Permission of instructor. Preference is given to students enrolled in the teacher licensure program
Credits: 4

EDUC-295 Independent Study
Fall and Spring
The department
Instructor permission required.
Credits: 1-4
Course can be repeated for credit.

EDUC-300 The Process of Teaching and Learning: Developing Literacy in Early Childhood and Elementary Schools
Fall and Spring
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.

Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning; Speaking-Intensive; Writing-Intensive
J. Jacoby, C. Swift
Instructor permission required.
Advisory: Limited to students accepted to the practicum year program
Notes: Prepracticum required.
Credits: 4

EDUC-320 Observing and Assisting in Inclusive Classrooms
Fall and Spring
Students are expected to complete a supervised field experience full-time every day during January Intersession 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.

Applies to requirement(s): Meets No Distribution Requirement
S. Frenette
Prereq: One of the following: Psychology 230, Psychology 233, Education 205, or Educational Studies 215.
Notes: This course is required of all students pursuing teacher licensure.
Credits: 2
Grading: CR/NC Grading only (no letter grading).
EDUC-322 Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education

Spring
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.

Notes: 1 credit (20 hours of prepracticum); 2 credits (40 hours or more of prepracticum).

Instructor permission required.

Advisory: Limited to students accepted into the practicum year program.

Credits: 4

EDUC-323 Student Teaching in Early Childhood and Elementary Schools

Spring
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.

Notes: Requires a field-experience in an educational setting. Required for all teacher candidates accepted into the middle and secondary teacher licensure programs.

Prereq: Limited to students accepted to the practicum year program.

Advisory: Pre-practicum required. Limited to students accepted in the practicum year program.

Credits: 10

Grading: CR/NC Grading only (no letter grading).

EDUC-324 Observing and Assisting in Early Childhood and Elementary Settings

Fall and Spring
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.

Notes: 1 credit (20 hours of prepracticum); 2 credits (40 hours or more of prepracticum).

Instructor permission required.

Credits: 1-2

Grading: CR/NC Grading only (no letter grading).

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

Fall
Students will learn about inquiry-based science/math curriculum and use of technology in PreK-6 classroom. They will construct more extensive understandings of science/math instruction by developing lessons that implement the Massachusetts Frameworks incorporating the Common Core State Standards for Mathematics. They will teach a minimum of three lessons to students in their pre-practicum setting. 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 also become more adept at developing effective approaches to using assessment to guide instruction.

Notes: Pre-practicum required

Credits: 4

EDUC-330 The Process of Teaching and Learning in Secondary and Middle Schools

Fall
This course addresses the question: what does teaching for understanding look like, and how can we plan for it? Informed by current research and effective teaching practice, students learn to plan and implement curricular units and lessons that engage adolescents, strengthen their literacy skills, and further their understanding of content. Topics include establishing a supportive classroom environment, designing equitable learning situations for students from diverse racial, ethnic, cultural and linguistic backgrounds as well as students with special needs, using digital media to enhance learning, and examining the connections between pedagogy and classroom management.

Notes: Requires a field-experience in an educational setting. Required for all teacher candidates accepted into the middle and secondary teacher licensure programs.

Credits: 4

EDUC-331 Student Teaching in Secondary and Middle Schools

Spring
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.

Notes: Pre-practicum required

Credits: 4

EDUC-331 Student Teaching in Secondary and Middle Schools

Spring
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.

Notes: Pre-practicum required

Credits: 4

Grading: CR/NC Grading only (no letter grading).
EDUC-332  Observing and Assisting in Secondary and Middle School Educational Programs

Fall and Spring

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.

Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
S. Frenette
Instructor permission required.
Credits: 1-2
Grading: CR/NC Grading only (no letter grading).

EDUC-333  Practicum Seminar on Teaching and Learning: Middle and Secondary Education

Spring

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.

Applies to requirement(s): Meets No Distribution Requirement
The department
Instructor permission required.
Credits: 4

EDUC-395  Independent Study

Fall and Spring

The department
Instructor permission required.
Credits: 1-8
Course can be repeated for credit.

EDUC-495  Independent Study

Fall and Spring

The department
Credits: 1-4
Course can be repeated for credit.
Grading: CR/NC Grading only (no letter grading).

See Also

• Educational Studies