

# EDUCATION (EDUC)

## EDUC-205 Social Justice in Education

*Fall and Spring. Credits: 4*

When do we bring up issues of identity (i.e., race, class, gender, etc) in a classroom? What do teachers need to interrupt racism and other types of oppression? How do societal issues affect schools and communities? This course examines the historical, social, and legal underpinnings of social constructions and how perspectives on racism and other types of oppression have influenced lives within school communities. Topics include white privilege, white supremacy, and accountability, achievement and opportunity gaps, gender oppression, classism, and the impact of anti-oppressive pedagogies on multiple levels. Intersectionality of race and other identities will also be addressed. Essays, response papers, and final project are required.

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

*Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive*

*J. Matos*

*Restrictions: Course limited to sophomores, juniors and seniors*

## EDUC-220 Foundations of Multicultural Education

*Not Scheduled for This Year. Credits: 4*

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*

*L. Reilly*

*Prereq: PSYCH-100 or AP Psychology.*

*Advisory: Priority given to licensure students.*

## EDUC-233 Educational Psychology

*Fall and Spring. Credits: 4*

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.

*Crosslisted as: PSYCH-233*

*Applies to requirement(s): Social Sciences*

*K. O'Carroll, B. Packard*

*Prereq: A 100-level psychology course or AP Psychology.*

## EDUC-263 Teaching English Learners

*Fall. Credits: 4*

This course addresses core competencies outlined in the Massachusetts Department of Education's Sheltered English Immersion endorsement requirement. Readings in language acquisition theory, language learning and teaching, effective lesson design and assessment, Sheltered Instruction Observation Protocol, and knowledge of linguistically and culturally diverse learners are covered. Students will have experience developing and adapting lessons and curriculum to address the needs of students. All participants will have opportunities to connect theory and practice through a pre-practicum teaching placement in a local school district.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning*

*J. Jacoby*

*Restrictions: This course is limited to seniors.*

*Instructor permission required.*

*Advisory: Open to all seniors who are accepted into the teacher licensure program with permission.*

*Notes: There is a required field experience.*

## EDUC-267 Children's Literature for Educators

*Not Scheduled for This Year. Credits: 4*

This course introduces various genres of children's literature, including literature for adolescents; explores equity and social justice issues; and examines approaches to using literature in the preK-8 curriculum with an emphasis on social-emotional learning and making literature accessible to all learners. Students will read a variety of texts across genres and discuss ways to integrate literature into curriculum and learning as they expand their knowledge and appreciation of children's literature. Literature will be examined from multiple perspectives.

*Applies to requirement(s): Meets No Distribution Requirement*

*The department*

*Instructor permission required.*

*Advisory: Preference given to juniors and seniors in the teacher licensure program.*

## EDUC-295 Independent Study

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

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

*Spring. Credits: 4*

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*

*S. Frenette*

*Instructor permission required.*

*Advisory: Preference given to EC/ELEM/English (5-12) licensure students in the junior year.*

**EDUC-320 Observing and Assisting in Inclusive Classrooms**

*Fall and Spring. Credits: 2*

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*

*Instructor permission required.*

*Prereq: One of the following: PSYCH-230, PSYCH-233, EDUC-205.*

*Advisory: This course is limited to seniors that have been accepted into the teacher licensure program. Permission to participate in prepracticum experience for credit is contingent upon attendance at the meetings in November. Consult Ms. Frenette in October for exact dates.*

*Notes: This course is required of all students pursuing teacher licensure.*

*Graded on a credit/no credit basis. Three mandatory meetings (2 hours each): one in November, one in December, and one in February. Prepracticum: five days a week for three weeks in January.*

**EDUC-322 Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education**

*Spring. Credits: 4*

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.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive*

*S. Frenette*

*Instructor permission required.*

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

**EDUC-323 Student Teaching in Early Childhood and Elementary Schools**

*Spring. Credits: 10*

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' Candidate Assessment of Performance.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*S. Frenette*

*Restrictions: This course is limited to seniors.*

*Instructor permission required.*

*Prereq: EDUC-300, EDUC-320, and EDUC-325.*

*Notes: Credit/no credit grading. 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.*

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

*Fall and Spring. Credits: 1 - 2*

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.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning*

*S. Frenette*

*Instructor permission required.*

*Notes: 1 credit (20 hours of prepracticum); 2 credits (40 hours or more of prepracticum). Participants are required to meet with the course instructor a semester in advance to identify learning goals, secure a field placement and complete required background checks and minor safety training. Credit/no credit grading.*

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

*Fall. Credits: 4*

Students will learn about inquiry-based science/math curriculum and use of technology in PreK-6 classrooms. 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. 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. All participants will have opportunities to connect theory and practice.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive*

*L. Mattone*

*Instructor permission required.*

*Advisory: Preference given to students accepted in the practicum year program.*

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

*Fall. Credits: 4*

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. All participants will have opportunities to connect theory and practice.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive*

*J. Matos*

*Instructor permission required.*

*Advisory: Students wishing to gain experience for Teach for America (and other teacher residency programs), the Fulbright Scholars program, Science Buddies, etc. may enroll with permission of instructor. Required for all teacher candidates accepted into the middle and secondary licensure program.*

**EDUC-331 Student Teaching in Secondary and Middle Schools**

*Spring. Credits: 10*

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' Candidate Assessment of Performance.

*Applies to requirement(s): Meets No Distribution Requirement*

*J. Matos*

*Restrictions: This course is limited to seniors.*

*Instructor permission required.*

*Prereq: EDUC-320 and EDUC-330.*

*Notes: Credit/no credit grading. 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.*

**EDUC-332 Observing and Assisting in Secondary and Middle School Educational Programs**

*Fall and Spring. Credits: 1 - 2*

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*

*J. Matos*

*Instructor permission required.*

*Notes: Participants are required to meet with the course instructor a semester in advance to identify learning goals, secure a field placement and complete required background checks and minor safety training. This course is graded on a credit/no credit basis.*

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

*Spring. Credits: 4*

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*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive, Community-Based Learning*

*J. Matos*

*Instructor permission required.*

*Notes: Limited to seniors who have been accepted into the practicum year program. Section 02 is limited to Amherst College students who have been accepted into the practicum year program.*

**EDUC-395 Independent Study**

*Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*