
Education

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The Department of Education offers courses that support two functions—allowing students to explore issues of education within the context of their liberal arts studies, and preparing students for teaching licensure in the Commonwealth of Massachusetts. Courses in the department focus on the process of education from a number of different levels, from the individual (for example, the characteristics of learners and effective teachers) to the social and cultural (for example, education as social institution). A particular emphasis of the department curriculum is on issues that pertain to urban education.

Courses

Education 122 — First Pre-Practicum — Teaching

Fall, spring

A 50-hour, on-site period of observation and work in the public schools. No units.

Education 124 — Second Pre-Practicum — Teaching

Fall, spring

A 50-hour, on-site period of observation and work in the public schools. No units.

Education 167 — Educational Psychology

Fall, spring

Introduces relationships between psychology and education, growth and development, the nature of the learner, measurement and evaluation, motivation, the teaching-learning process, and the role of the teacher. Discusses new and innovative approaches to education. One unit.

Education 168 — Philosophy of Education

Fall

An introduction to educational theories. The range of concern includes education in society, education in the school, education in the United States, and ultimate questions in the theory and practice of education. One unit.

Education 169 — Schooling in the United States

Fall, spring

An introduction to the problems and possibilities of public schooling in the United States. Allows students to examine ideas about the history of and politics involved in public schools, and to consider questions of educational philosophy and curriculum. Considers what educational institutions should do, who should be educated, how to decide who should teach, the purpose of education, and the connection of schools to society. Includes a 30-hour community-based learning component. One unit.

Education 175 — Methods of Teaching

Fall, spring

Students examine and demonstrate various teaching methods. Pursues questions concerning the secondary school curriculum, discipline and motivation, and instructional materials. Secondary school goals and principles are also examined. Methodological and curricular questions specific to the discipline will be illustrated and discussed. Includes a 30-hour community-based learning component. One unit.

Education 181 — The Middle School

Fall

Students examine and demonstrate various teaching methods. Pursues questions concerning the middle school structure and team approaches, curriculum, discipline and motivation, and instructional materials. Methodological and curricular questions specific to the middle school concept will be illustrated and discussed. Includes a 30-hour community-based learning component. One unit.

Education 202 — Tutorial

Fall, spring

Tutorial projects designed by students and faculty members. Admission determined by evaluation of proposal. One unit.

Education 232 - Schools: Surviving and Achieving*Spring*

Focuses on conceptual, historical, and current factors related to school counseling. The course takes a multi-method approach to learning that is rooted in social justice education and the belief that an equitable education can be achieved for all students. One unit.

Education 273 — Urban Education*Fall*

Focuses on education in large urban contexts, with particular emphasis on poor and minority education. Participants address a range of factors that create the conditions for teaching and learning in city schools. One unit.

Education 320 — Practicum — Middle and Secondary School Teaching*Fall, spring*

A full-time practicum experience of supervised teaching in the high school or middle school. Open only to TEP students. Three units.

Education 330 — Seminar in Teaching*Fall, spring*

A seminar to accompany the Education 320 Practicum. Addresses issues arising in the practicum experience, as well as current topics in education in order to meet the professional standards for teachers. Open only to TEP students. One unit.

Education 340 — Multicultural Education*Annually*

Focuses on various socio-historical perspectives for the study of race, gender, and culture in the increasingly diverse U.S. educational system. One unit.

Education 342 — Education for Social and Political Change*Spring*

Explores the inter-related themes of oppression, privilege, and resistance as they pertain to the educational experiences of marginalized communities in the United States and other parts of the world. One unit.

Education 360 — Research in Education*Annually*

Seminar focuses on qualitative research techniques in education. Students explore a range of techniques including case study, phenomenology, and narrative approaches. One unit.

Education 375 -- Historical Perspectives on American Education*Annually*

Examines how educators, politicians, and social reformers have attempted to use education to fulfill the country's democratic values and to influence the social structure. Will consider historical evaluations of these efforts. One unit.

Education 394 — Directed Research*Fall, spring*

Students may undertake an independent research project under the direction of a faculty member. Permission required. One unit.

Teacher Education Program

The Holy Cross Teacher Education Program (TEP) provides an array of courses for students interested in education, either pursuing licensure at the undergraduate level or preparing to enter a graduate teacher educator program. Our undergraduate licensure program leads to a Massachusetts state initial teaching license as a secondary (8 to 12) or middle (5 to 8) school teacher in the following subject areas: biology, chemistry, English, history, mathematics, physics, French, Latin, Spanish, or visual arts. A program for the teaching of religion at the secondary levels is available for religious studies majors, although this program does not lead to Massachusetts state licensure.

In order to complete the licensure program, students need to complete a liberal arts degree, taking courses within a major in the same academic area as they wish to teach, as well as a series of education courses. The courses to be completed within the major are determined by the specific academic department and the subject matter requirements set forth by the Massachusetts Department of Education. (For further information, please see the Director of the Teacher Education Program or the Education Liaison faculty member within each department at Holy Cross.) Besides the academic component of our program, students are required to complete a series of courses that include 100 hours of pre-practicum field placement. These are indicated in the courses listed below. During their senior year, students will spend one semester in a practicum placement (counts as three courses and an accompanying seminar counts as one course in the practicum semester) at Burncoat Middle or High School.

Application to the program occurs once per year with applications due by February 20. All ap-

plication materials are available on the TEP website. Beginning with the Class of 2011, students are required to complete the Foundations of Education courses (see program overview below) before applying to the TEP and to follow the program requirements listed below.

Program Overview

The program consists of four focus areas which should be completed before the start of the senior year:

Foundations of Education (both courses are required before acceptance into the program and should thus be taken in the first or second year):

EDUC 167: Educational Psychology

EDUC 169: Schooling in the United States (includes 30 hours pre-practicum at Burncoat Middle School and Burncoat High School)

Urban Issues (one of any of the following courses):

EDUC 273: Urban Education

EDUC 340: Multicultural Education

SOCL 260: Sociology of Education

POLS 210: Urban Policy

Human Development (one of any of the following courses):

PSYC 225: Developmental Psychology (recommended for students interested in middle school education)

PSYC 228: Psychology of Adolescence (recommended for students interested in secondary education)

PSYC/EDUC 299: Developmental Science and Education

Teaching and Learning (a selection of courses/opportunities that include 40 hours of pre-practicum field experiences):

Students need to complete 40 additional hours of pre-practicum field experience. There are many courses, workshops, and Study Abroad experiences that provide opportunities for students to complete these hours. This component of the program will be negotiated on an individual basis with the Director and the department Education Liaison.

Once a student has completed the above requirements, she or he will be permitted to apply for the final phase of the TEP (starting the last semester of the third year or during the fourth year). The final phase includes the following components, to be taken in successive semesters:

Methods of Teaching

EDUC 175: Methods of Teaching (for secondary school licensure--includes 30 hours at Burncoat High School)

or

EDUC 181: The Middle School (for middle school licensure--includes 30 hours at Burncoat Middle School)

Student Teaching

EDUC 320: Practicum -- Middle and Secondary School Teaching

EDUC 330: Seminar on Teaching