

# BATES COLLEGE DEPARTMENT OF EDUCATION

## Information for PROSPECTIVE STUDENTS AND APPLICANTS

**MISSION AND CONCEPTUAL FRAMEWORK:** The Bates College Department of Education seeks to foster the democratic possibilities of schooling through the study of American public education and other comparative systems. The aim of the department is to create an environment in which students and faculty together analyze the complex dynamics between the purposes and products of schooling, and the social structures and cultural processes that comprise the broader context for education. In particular, we want to nurture in our students the development of these qualities:

- **Critical action and civic responsibility** – Because we want our students to develop a sense of social responsibility and concern for the common good, we encourage them to be involved in the local community and beyond through field work, service learning projects, policy analysis, student teaching, and empirical research.
- **Reflection and engagement** – In our vision of education, reflection and engagement work together to deepen students' understanding and foster their personal growth.
- **Imagination and a passion for learning** - With imagination, a passion for learning, and the skills and knowledge that we help them develop, our students are well prepared to pursue their interests in education.
- **Commitment to social justice** – Throughout our program, we encourage students to recognize and address the influence of social context on the democratic possibilities of schooling.

**Minors.** The Bates Department of Education offers two minors in education. In both strands, students are required to take Education 231, Perspectives on Education. This course introduces students to the field through foundational perspectives that stimulate further interest in the field; it is open to first-year students. Students interested in designing a minor in education are encouraged to come to information sessions offered twice during the academic year and to make appointments with education faculty for early planning and advisement.

**The Teacher Education Minor** offers graduates the ability to complete certification as public school teachers (7-12) in several disciplines including English, social studies, science, mathematics, and modern languages (K-12). The program is approved by the Maine State Board of Education, and students who receive Maine certification gain opportunities to teach elsewhere through reciprocity with approximately forty other states. Some students may choose to enroll in the teacher education program even if they are interested in teaching in an independent school where certification is not required, because they gain significant experience in the classroom and thus are better prepared for the challenges they will face when they enter a classroom on their own for the first time.

The Teacher Education program educates students to meet the Maine Standards for Beginning Teachers listed below in abbreviated form:

1. Demonstrates knowledge of subject matter and how to make it meaningful to students;
2. Demonstrates ability to integrate knowledge among disciplines;
3. Creates diverse learning opportunities appropriate to students at different stages of development;
4. Plans instruction based upon knowledge of subject matter, students and curriculum goals;
5. Employs a variety of instructional strategies and technologies;
6. Creates and maintains a supportive classroom environment that encourages learning;
7. Engages students, home, school, colleagues and community to support students' learning;
8. Uses a variety of formal and informal assessment strategies;
9. Demonstrates awareness of and commitment to ethical and legal responsibilities of a teacher;
10. Demonstrates a strong professional ethic and desire to contribute to the education profession.

**The Educational Studies Minor** offers students the opportunity to explore how education as an interdisciplinary field of study. Education is shaped by the dynamic structures of society, culture, economy, and politics across time and in our contemporary world. The program highlights the interplay between these broader processes and the local contexts in which they play out. The educational studies program design allows students to choose their own area of emphasis, through selection of courses and engagement in the local community. In their senior year, students' emerging interests in the field culminate in a capstone community engaged learning project. The program prepares students for graduate study as well as for careers in schools and other educational institutions and endeavors. Graduates go on to engage as leaders of reform and grassroots activism as well as to pursue purposeful work in K-12 schools, non-profit organizations, and research and evaluation.

**Planning.** Students who wish to pursue a minor in education in either teacher education or educational studies should begin planning their course schedules no later than the sophomore year. With early planning they will be able to meet all requirements for a major and a minor and spend some time in off-campus study as well. Those students interested in certification need to think about how to manage the demands of student teaching in their senior year with their course work and thesis.

**Pass/Fail Grading Option.** Pass/fail grading may be elected for courses applied toward the minors.

**General Education.** Three interdisciplinary general education concentrations include education department courses: *Children, Adolescents, School (C030)* with courses from education and psychology, and *Learning and Teaching (C084)* intended for students who wish to explore teaching without committing to the teacher education minor, and *Language and Literacy (C085)* intended for students interested in cultural literacy and the educational aspects of these topics.

**Title II "Report Card."** An amendment to Title II, Higher Education Act (HEA), passed by Congress in 1998, requires that states and institutions with teacher-preparation programs annually report to the public the pass rates of program completers on assessments required by the state for teacher certification and other program information. For secondary certification, Maine requires Praxis I tests in reading, writing, and mathematics, and Praxis II tests in the given discipline. The Bates program requires successful completion of the Praxis I tests. The current requirement for clinical experience in the program is 450 hours. Further information about the program is available from the Director of Teacher Education.

**MINOR IN TEACHER EDUCATION  
DEADLINE: MARCH 1 OF SOPHOMORE YEAR**

Requirements for the College's recommendation for certification in Maine as secondary-school teachers include 1) Education 231; 362; a department elective; and all of the following: 447, 448, 460, and 461, including field experience in conjunction with each of these courses; 2) a major in an appropriate teaching field, although some fields may require additional courses; 3) fulfillment of the College's General Education and other degree requirements; and 4) fulfillment of state requirements, which including passing Praxis I and fingerprinting. Note that licensing of teachers is a state function; requirements differ from state to state, and these rules change frequently. Courses and experiences other than those offered at Bates may be required. Students interested in certification should consult with a faculty member as early as possible to plan for required course work. Applications must be submitted by March 1 of the sophomore year.

Other Requirements:

- Praxis I score at or above level of Maine standard (Reading 176 Writing 175 Math 175) or a composite score of 526 with no individual score less than three points below the required score.
- Completion of all degree requirements for certification in English, social studies, mathematics, science, or foreign languages

- Development of products and a professional portfolio documenting that all Maine Initial Teacher Standards have been met
- Recommendations/satisfactory evaluations from college supervisor, mentor teacher(s), and faculty member from academic department

**MINOR IN EDUCATIONAL STUDIES**  
**DEADLINE: MARCH 1 OF SOPHOMORE YEAR**

Students choosing this option must complete seven courses. This minor requires that six of the seven courses be Department of Education courses. Education 231 & Education 450 are required for all students. Each education course requires at least thirty hours of field experience (such as tutoring or action research) in educational settings or fieldwork related to education more generally, such as research on policy. Students may apply to have an off-campus program or course count as one of the six required education courses. These requests require the prior approval of education faculty. Students are strongly advised to begin preliminary planning and application as soon as possible. A formal application must be submitted by March 1 of sophomore year.

**FIELD EXPERIENCES**

As part of its larger mission, all courses in the Department of Education include a 30-hour field placement component. In coordination between department faculty, students, and The Harvard Center for Community Partnership, students are placed in local school and community settings and complete community-based learning projects designed to encourage the integration of theory and practice and address the interests of community members and organizations. Course assignments offer students an opportunity to reflect systematically on the larger questions surrounding educational structures and practices raised through field experiences.

**OFF-CAMPUS STUDY**

Students may apply to have an off-campus program or course to count as one of the six required Education courses as part of their planned programs. Because such requests require the prior approval of the Department of Education faculty, students must complete proposal forms and their secondary concentration applications *before* they leave campus.

**COURSES OFFERED in recent years**  
**Some are cross-listed with other departments or programs. Additional courses are planned.**

ED 231	Perspectives on Education	ED/SOC 380	Education Reform and Politics
ED/WS 240	Gender Issues in Education	ED 447	Curriculum and Methods (co-requisite: ED 461)
ED/SO 242	Race, Cultural Pluralism and Equality in American Education	ED 448	Senior Seminar: Reflection/Engagement (co-requisite: ED 461)
ED 245	Literacy in the Preschool and Elementary Years	ED 460-461	Student Teaching I and II
ED/WS 384	Globalization, Globalisms, and Education	ED 450	Seminar in Educational Studies
ED 343	Learning and Teaching: Theories and Practice	FYS 300	Exploring Education Through Narratives
ED 360	Independent Study	ED s26	Qualitative Research Methods
ED 362	Basic Concepts in Special Education	ED s27	Literacy in the Community
ED 365	Special Topics	ED s50	Individual Research
ED 378	Ethnographic Approaches to Education	DN/ED s26	Teaching Through the Arts
		DN/ED s29C	Teach, Tour, Perform

CONTACT INFORMATION  
FOR  
FALL 2013

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