

Goddard College

EDUCATION PROGRAM

Undergraduate Student Addendum Handbook

Effective:

Spring 2018 Semester

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WELCOME

Welcome to the Undergraduate Education Program Handbook Addendum. This addendum and the documents to which it refers represent current Goddard policies and procedures specific to undergraduate studies in the Education Program. Goddard College reserves the right to revise any policy or procedure in this addendum at any time without written prior notice. This addendum is not written as a contract and is not intended to create contractual rights.

Policies or protocols not addressed here, or in the Undergraduate Student Handbook, may be referred to the appropriate administrative official(s). Refer to the Goddard website (<http://www.goddard.edu/people/directory>) for a list of College officers and their areas of responsibility.

By accepting admission to Goddard College and completing registration, the student acknowledges that the College has provided the student with a Student Handbook and, when appropriate, a Program-specific Addendum (through electronic means; hard copies of each are available upon request from the Academic Services Office). The Undergraduate Handbook details information related to the terms and conditions of enrollment including the College's policies and the student's responsibilities in attending the College. As a condition of enrollment and attendance at Goddard, the student hereby agrees to comply with and abide by the terms and conditions detailed in the Handbook, Program-specific Addendums, and future revisions. Students understand that if they have questions about the Handbook or any addendum(s), they should check the College's website to review the current versions of the Handbook and Program Director, or other College administrators for assistance.

A Note about Language

In keeping with our community values of inclusiveness, this handbook does not use gendered pronouns. Goddard also uses the language of progressive education and has its own language, as explained in the Undergraduate Student Handbook.

Nondiscrimination Statement

Goddard College does not discriminate on the basis of race, religion, color, national origin, marital/civil union status, age, gender, gender identity or expression, sexual orientation, veteran/uniformed service status, disability or other legally protected classification in any of its policies or procedures – including but not limited to those related to admission, employment, the provision of educational services, and the granting of financial aid – or in its services, facilities, privileges or benefits in compliance with and to the limits of applicable state and federal laws. All Goddard scheduled and sponsored programs and activities are open to all individuals on an equal basis or on the basis of gender identity or expression.

Accreditation Statement

New England Association of Schools and Colleges

Goddard College is accredited by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.

Accreditation of an institution of higher education by Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education New England Association of Schools and Colleges

**3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514
(781) 425 7785**

**E-Mail: cihe@neasc.org
www.cihe.neasc.org**

Washington Student Achievement Council

Goddard College is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Goddard College to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs.

Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact:

Washington Student Achievement Council:

P.O. Box 43430
917 Lakeridge Way SW
Olympia, WA 98504-3430
360-753-7800

www.wsac.wa.gov

UNDERGRADUATE STUDIES IN EDUCATION PROGRAM

The Goddard College undergraduate studies in Education offers a holistic, interdisciplinary, and student-centered approach to learning that is personally and socially relevant and transformative. Unlike undergraduate programs with prescribed curricula, the Goddard program asks you to chart out your own path of in-depth and expansive study that has enduring meaning for your community, and your own life and contributes to the advancement of research and scholarship in your area of study. Your advisors and fellow students help you synthesize and communicate in your senior study project what you research, experience and discover.

Goddard's approach empowers you to take charge of your education. The undergraduate program is student-centered in that you choose your topic of inquiry, and you design a program of study based on how you learn best, and what your study can contribute most to you as well as your community. Goddard invites you to "think outside the box" about your topic by drawing in other pertinent fields of study, which in turn allows you to see a wider view of the practices and theories inherent in your topic of study. Such a view enables you to create a more holistic thesis project, and enables you to learn more in the process about your life, your challenges, and gifts.

Consistent with the holistic and integrated nature of this program, credit for the BA degree (120 semester credits) is awarded upon completion of an approved final product. Students admitted to the program are expected to have already earned 60 semester units. Students interested in education studies who have not yet achieved 60 units may begin their studies in Goddard's Individualized BA Program. Students entering the Education Program are expected to have attained the majority of their 40 credits of liberal arts requirements, as well as a major of study in their academic content area if they are seeking teacher licensure. Most undergraduate students enroll full-time, earning 15 credits each semester. BA students are expected to spend a minimum of three semesters enrolled in the education program. In certain situations students who qualify to pursue Assessment of Prior Learning credits may enter the program with less than 60 credits.

Goddard may accept up to five semesters (75 credits) of undergraduate transfer credit from other accredited colleges and universities alone or in combination with credit earned from college level equivalency examinations (Advanced Placement, CLEP). In rare circumstances, Goddard may accept up to six semesters (90 credits) of undergraduate transfer credit from other accredited colleges and universities; however, in these cases additional criteria apply. Official transcripts carrying possible transfer credit must be submitted to the college by the final day of a student's first residency in order to be reviewed. The full undergraduate transfer credit policy is available in the *Undergraduate Student Handbook* and on the college web page.

Earning a BA *with* licensure requires a minimum of four semesters of full-time study. Students who enter the Education Program at level 6 may obtain their BA and complete their licensure requirements in an extra semester after graduation.

Program Vision and Theme

All of us... are called to renew our minds if we are to transform educational institutions – and society—so that the way we live, teach and work can reflect our joy in cultural diversity, our passion for justice and our love of freedom.

(bell hooks, *Teaching to Transgress*, 1994, p.34)

Goddard was founded in the tradition of John Dewey, and it believes that the most effective education occurs when it is shaped around the student. There is emphasis on individual needs and interest rather than on a pre-determined curriculum. Faculty members engage with all students so that their studies begin where the student is, to discover their interests and goals; from there a study plan evolves. The educational resources include independent academic study and research to field experience; many studies focus on a particular issue or problem.

With a strong commitment to progressive and emancipatory education, the Education Program's vision is that students in our program as well as students and communities of our graduates' experience education that:

- centers learning on the student rather than on the teacher.
- embeds learning in real world issues.
- validates the student's experience and builds on the student's personal values and needs.
- teaches for critical inquiry and a vision of democracy.
- engages faculty as guides in the learning process, rather than as dispensers of knowledge.
- commits to social and personal transformation.
- focuses on the whole person, not just the mind.

The theme of the Education Program is **EDUCATION FOR CREATIVE ENGAGEMENT Through Inquiry, Action, and Reflection: Education for Personal Development, Interpersonal Competence, and Social Responsibility**. Our beliefs relate to the ends and the means, the goals and the processes, of teaching and learning in formal and informal, traditional and alternative educational settings. We collectively seek to understand and articulate existing problems in the field of education, to develop tools to challenge and change dominant unhealthy structures, and to envision alternative options which will allow for a more just and inclusive world community.

We support a commitment to diversity, cultural understanding, equity, and social justice through the understanding of self, others, and the world community. While we draw on the educational philosophy of John Dewey, we are further informed by such thinkers as William Kilpatrick, Carl Rogers, Paulo Freire, Maxine Greene, bell hooks, Lisa Delpit, Beverly Tatum, William Ayers, Sonia Nieto, David Kolb, Antonia Darder, Riane Eisler, Nel Noddings, Carol Gilligan, and Mary Belenky.

Faculty members engage with each student so that a student's studies begin with the discovery of their interests and goals. From there, a study plan evolves. The educational resources

available vary from independent study to field experience; many students choose to focus their studies on a particular issue or problem relevant to their work.

We believe that our students, and we, should be prepared to structure and facilitate learning experiences that lead to:

Personal Development (self)

- *Human development*: education should help us to reach toward our full human potential, in the cognitive, moral, affective, spiritual, and physical domains.
- *Self-knowledge*: education should help us to develop knowledge of our own nature, characteristics, strengths and weaknesses, and a clear sense of our individual identity and relationship to our community, environment, and culture.
- *Learning how to learn / the construction of meaning*: education should prepare us to make sense of our world, to solve problems, to think critically and to synthesize information.

Interpersonal Competence (others)

- *Communication skills / literacy skills*: education should prepare us to engage in clear communication and dialogue -- as listeners and speakers, as readers and writers.
- *Collaboration skills*: education should prepare us to live and work in collaboration with others -- to build relationships, resolve conflicts, and negotiate across our differences.

Social Responsibility (society)

- *Social, cultural, and ecological awareness*: education should help us to develop our understanding of our own and other cultures, past and present, and of the natural environment and our relationship to it.
- *The capacity for social activism*: education should prepare us to work toward the creation of a more just, humane, democratic and sustainable world; that is, to participate in the creation and recreation of society.

The Process of Education for Creative Engagement

We believe that in order to help students to reach such goals, the educational process must be:

- *Student-Centered*: based upon student needs, capacities, and purpose; responsive to their cultures; and respectful of their internal motivation to learn.
- *Problem-Focused*: engaging students in the active search for socially responsible solutions to classroom, community, and global problems.
- *Inquiry-Directed*: helping students, both individually and collaboratively, to examine significant questions, and to discover and construct meaning for themselves.

UNDERGRADUATE DEGREE STUDY OPTIONS

Undergraduate students may attend Goddard's Education Program to attain a Bachelor of Arts degree in Education. The BA degree requires a minimum of three semesters of study (four if licensure is a component of the degree study).

The Education Program to offers undergraduate studies in the following areas:

- BA in Education with an individual focus of study
- BA in Education with a concentration in Community Education
- BA in Education with a concentration in Dual Language Early Childhood Education
- BA in Teacher Education with Licensure in a specific endorsement area
 - BA Degree candidates can complete teacher licensure requirements for the following areas: Early Childhood Education, Elementary Education, Middle School, Art (K-12), Secondary English or Secondary Social Studies.
 - Goddard College's Education Program offered through the Seattle, WA site **is not intended to lead to teacher certification**. Washington state teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Degree Study Options and Program Sites

Information about the program's residency options and dates is available on the Academic Calendar page of the College's website: www.goddard.edu/academics/academic-calendar.

Main Campus

Goddard's main campus is located in Plainfield, VT. Students can enroll in one of the various MA in Education degree options offered at the Plainfield, VT Campus:

- Individual Focus in Education
- Licensure: Teacher in ECE, El Ed, Middle Grades, Art, Secondary English, Secondary Social Studies
- Community Education Concentration
- Dual Language Early Childhood Education Concentration

Instructional Site: Seattle, WA

In addition to Goddard's main campus, the College offers one of the various BA in Education degree options in Washington State. The following degree options are offered in Seattle. The residency takes place in the Columbia City neighborhood:

- Individual Focus in Education

- Community Education Concentration
- Dual Language Early Childhood Education Concentration

There is NO licensure option offered at the Seattle site. Goddard College's Education Program offered through the Seattle, WA site is not intended to lead to teacher certification. Washington state teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Goddard College programs operating in the State of Washington are authorized by the Washington Student Achievement Council. For more information, please refer to Accreditation and Approvals.

DESCRIPTION OF STUDY AND DEGREE GUIDELINES

Learning is dangerous! To learn significant things, we must suspend some basic notions about our worlds and ourselves. Such learning is transformational. It is about who we are. Only with the support, insight, and fellowship of a community can we face the dangers (and joy) of learning meaningful things. — Peter Ingel

BA students are expected to demonstrate an advanced and complex understanding and integration of their guidelines into their specific inquiry or question. Degree criteria direct the study plan as a whole and differ depending on the concentration.

BA in Education with Individualized Focus

The Bachelor of Arts degree in Education with an individual focus is of special interest to educators, parents, or community/cultural workers who seek knowledge in a particular area that pertains to their goals. This may include studies in education for social and political change, International education, curriculum development, educational leadership, teaching and learning, anti-racist education, integrative arts, mediation, alternative schooling, bilingual education, and environmental sustainability. Students may also express a desire to put the ideals of democracy, human development, peace, and global responsibility into practice.

Degree Criteria for a BA in Education with individualized focus of study

Students graduating with a BA in Education will have successfully accomplished the following:

Students graduating with a BA in Education will have successfully completed:

- All of the Goddard BA degree criteria (see Goddard College's Undergraduate Curriculum Guide Handbook)

Students graduating with a BA in Education will have also successfully completed the following Education Program's degree criteria:

1. Gained an understanding of, and actualized the essential concepts of progressive education, namely inquiry based learning, reflection and critical thinking, and student-focused curriculum.

2. Prepared themselves to work toward the creation of a more just, humane, democratic, and sustainable world.
3. Produced a culminating project in the form of a Senior Study in an area of interest, for example: curriculum development, multicultural education, alternative education, environmental education, critical pedagogy, democratic schooling, collaborative teaching, feminist theories of education, or authentic assessment.

BA in Education with Concentration in Community Education

Community Education (CE) is an evolving academic field with historic roots in the settlement house and folk school movements and based in this political and historic moment in community activism, community schools and in other contemporary movements that are meeting social challenges, issues and needs. Community Education is designed for working adults engaged in work in community and is modeled to ground the practitioner in theory and reflection to legitimize the skills and knowledge acquired through work in the field. Goddard recognizes each student's community as a learning laboratory and, in keeping with the Deweyian concept that education does not necessarily take place within four walls during a specific period of time, Goddard CE students utilize experience in the field as a catalyst for the baseline of study. As a result, Goddard students with a concentration in Community Education receive a relevant and meaningful education rooted in theory and expanded through practice. The Community Education undergraduate student will attain a Bachelor of Arts degree in Education with a concentration in Community Education.

Undergraduate students will generally spend four semesters engaged the Community Education concentration. At a minimum, the student is expected to complete three semesters in the CE concentration.

Community educators:

- build understanding and capacity to address critical issues in education and community
- engage deep partnerships to nurture and support just, inclusive and sustainable communities
- support a commitment to inclusive, diverse, and socially just communities through the understanding of self and society.

The practice of Community Education looks different in each community as the footprint, the resources, and the needs in each are diverse. The work encompasses studies from a wide swathe of socio-ecological environments. Community educators may work in environmental activism, community arts, community mental health. They may engage in the many places where schools and community meet, be it family involvement in schools, service learning or place-based education. They may look at community engagement, empowering youth voice, out of school time programming. They may work in the drug prevention field, or focus on the impact of built environment on community health. The commonalities among these diverse venues, from the Community Education perspective is the *how* the philosophy of CE intentionally guides the practice and process in the field.

Social Identity and the Educational Journey

Many students enter Goddard with vast amount of educational experience from previous studies in higher education, from work related trainings, from practice in the field, and from personal research and study in individual areas of interest. Students also arrive with a sense of their own social identity, through which they can understand self in the social and ecological context. The first packet of the semester will be devoted to reflecting on this social identity and can be rooted in a narrative of personal, community and political perspectives and experience. This reflective social identity paper will include the student's identity markers of race, gender, class and other social identity markers. The paper will also include the student's experience and personal interests, identify new areas of interest yet to be explored and reflect on how the student's social identity has been transformed and shaped by these experiences.

Concentration Structure

The Community Education Concentration is a semi-structured concentration with foundational degree criteria yet the student, with guidance from the faculty advisor, develops an individualized study plan as a whole for the three semesters of study and a study plan for the up-coming semester. These study plans are based on combinations of readings, essays and analysis of theory, along side reflection of field experience and activity. Packet formats will be discussed with the student's faculty advisor. A Community Education bibliography can help guide the student's study plan, and students are also encouraged to develop customized bibliographies related to their particular areas of study.

Field Study Model

Goddard College's mission is to advance the theory and practice of experiential learning based upon the ideals of democracy and the principles of progressive education asserted by John Dewey.

The field study model is a prime example of experiential education through which theory and practice of learning merge. The Community Education student uses hands-on experience in the field, either as a professional or a volunteer as a basis for study of the Community Education process. Through intentional design in specific focus areas, the study is based in the work that the Community Education student is doing in the field and examined through academic research. Whether the student has been involved in the work for years, or is new to the field, the academic investigation and research in the focus areas gives new meaning and context to the experience.

Community Education Field Study

All studies in Community Education are based on study in the field. The Field Study is imbedded into all semesters of the Community Education study. Five credits per semester will be awarded for the undergraduate Field Study.

The Field Study is integrated into the study plan as a whole. By using the community as a learning laboratory, the student will gain skills, knowledge and understanding, and will reflect on them in the Field Study journal.

Planning the Field Study

Planning of the Field Study takes place during the residency at the beginning of the semester. During the planning process, the student may decide how to approach the field study in a number of a couple of ways, including:

- Identify a project to work on throughout the semester
- Identify a particular Community Education lens through which to view the student's everyday work in community or school

Field Study Assessment

The Field Studies will lead to reflection on the skills, knowledge and understanding needed to complete the culminating study. Students keep a Field Study journal, have the option of submitting a new Journal entry with each packet or submitting the Journal as one entire packet.

The final packet of the semester (not including culminating study semesters) can be devoted to the student's reflection and summary of what was learned through the Field Study, including how it relates to the academic work of the semester. The Field Study (or one of the seminal Field Studies of the student's program) will also be an integral component in the culminating study.

Degree Criteria for a BA in Education with a Concentration in Community Education

Students in the Community Education Concentration must complete and show evidence of studies by completing a minimum of 45 credits, including the following:

- Meet the Community Education degree criteria
- Complete the Community Education Field Study: a minimum of 15 credits over three semesters
- Produce a culminating project in the form of a Senior Study in an area of Community Education that integrates theory, practice and Field Study. Undergraduate students are awarded 15 credits for the Senior Study

Students graduating with a concentration in Community Education will also have successfully accomplished the following:

1. Demonstrated an understanding of the philosophy and history of progressive and community education.
2. Acquired a critical awareness about community education process.
3. Conveyed an understanding of how community education is related to socio-ecological context in creating socially just, inclusive and diverse environments and communities..
4. Completed a field study, reflected on the skills and knowledge gained through the Field Study Journal..
5. Articulated an autobiographical understanding of one's relationship and experience in community education.

BA in Education with Concentration in Dual Language Early Childhood Education

Full-time, low residency model

The Dual Language Early Childhood Education concentration within Goddard's Education Program is realized through an off-campus degree program of intensive studies with a low residency model on Goddard College's Plainfield, Vermont Campus or Seattle Community Campus. Every student's program of study is tailored to the background and needs of the individual student, designed by the student with their faculty advisor. Dual Language ECE students combine theory and practice in support of the holistic development of young dual language learners and their families through a required field experience. Faculty members engage with students so that their studies begin with the discovery of their interests and goals related to working with children, families, language, and culture. From there, a study plan evolves.

Language Expectations

The Dual Language ECE Concentration bases its program on the best practices promoted by the National Association for the Education of Young Children (NAEYC) and National Dual Language Consortium (NDLC). During residencies, Spanish is used for half the time and English is used half the time. Other features include:

- Approximately half the participants are Spanish-dominant and half are English-dominant.
- Translation equipment is used initially to stimulate deep-level thinking and rigorous academic exchange between the two language groups.
- Students are encouraged to take risks and try out their emerging second-language development during small or large group discussions.
- Spanish-dominant and English-dominant students are matched for residency activities and work between the residencies as language partners. Each member is tasked with supporting the second-language development of their bilingual partner.

Competencies

Students who complete the Dual Language Early Childhood Education curriculum are expected to demonstrate competency in the following Areas of Study (AOS):

- Building learning communities;
- Forming teaching teams;
- Developing language plans;
- Organizing classroom environments;
- Establishing daily routines;
- Establishing development and learning objectives for the children;

- Assessing and documenting children's growth and development;<
- Focusing the curriculum on children's language, culture, and interests;
- Teaching, scaffolding, and engaging the children;
- Reflecting on information gathered about the children in your classroom.

Degree Requirements for a BA in Education with Concentration in Dual Language Early Childhood Education

Students graduating with a concentration in Dual Language Early Childhood Education will have successfully completed a minimum of two semesters and accomplished the following:

- Demonstrated understanding of the philosophy, history, and components of progressive and Dual Language Early Childhood Education.
- Demonstrated ability to collaborate with others in sharing and addressing issues of bias and oppression in own work with children, families, and community.
- Acquired critical awareness about human development and learning processes within the social, cultural, and political contexts of education and community life.
- Ability to establish their work with young dual language learners and their families within the sphere of biculturalism and Antonia Darder's four cultural response patterns (Cultural Alienism, Cultural Dualism, Cultural Separatism, and Cultural Negotiation).
- Demonstrated proficiency in cross-cultural communication, cultural competency, and community building through engaging and working with families of diverse language and cultural backgrounds (and contributing to the conscientization, envisagement, and empowerment of family based learning communities).
- Articulated understanding of first and second language acquisition and development processes, power dynamics involved in cross cultural communication, and the sociolinguistics of language development.
- Established plan for addressing the bilingual – special education interface and advocating for appropriate assessment, referral, and service for bilingual children with special needs or disabilities.
- Ability to critically examine interconnections of play, language, culture, and literacy and demonstrated a skill base in supporting early literacy, reading the world and reading the word, and tri-literacy.
- Demonstrated use of socially oriented, child-centered, culturally relevant anti-bias approaches with young children.
- Conveyed understanding of how imagination and cultural expression informs and inspires the work of teachers, families, and community members in Dual Language Early Childhood Education.
- Completed field experience and documented the skills and knowledge to plan and implement dual language and linguistically and culturally relevant program and curriculum development in a community context (according to the components of a

Dual Language Preschool Classroom as outlined in the Dual Language Early Childhood Education Curriculum).

- Articulated autobiographical understanding of one's relationship and experience in Dual Language Early Childhood Education as well as one's language background and skill base.
- Developed working understanding of culturally and linguistically relevant Participatory Action Research (PAR).
- Produced senior study on a topic related to dual language early childhood education, which included: formulation of significant questions, application of methods of inquiry, identification and utilization of learning resources, interpretation of ideas, and integration and application of theory and practice.

BA in Education with Teacher Licensure

Full-time, low residency model

Teacher Licensure is offered through the Vermont Department of Education for those completing BA and certificate programs or for those completing the licensure only requirements. A Vermont Teacher License has reciprocity in many other states through the Interstate Certification Compact (Reciprocity Agreement). Goddard's licensure program, in concurrence with state requirements, is competency-based. Students interested in becoming licensed teachers plan, with the help of their advisor, a sequence of studies, field experience, internships, and other learning activities in order to acquire the competencies required of beginning teachers. Students complete a pre-student teaching portfolio to demonstrate their readiness to begin a full, one-semester teaching practicum. Students also complete a final, outcomes-based portfolio demonstrating their successful mastering of rigorous state and Goddard competencies. The State of Vermont requires teacher licensure candidates to have a liberal arts degree with a "B" or better average as well as liberal arts credits which match endorsement areas. (see below) Students seeking licensure cannot have a criminal record or have ever been convicted of a felony.

Applicants must also submit a "Call to Teach Essay," Praxis I test (or qualifying SAT scores in lieu of Praxis I) results in basic reading, writing and math and two letters of recommendation verifying their ability to work with children, in or out of a school setting. Prospective students will find complete licensure requirements in the Goddard Teacher Education Handbook and the Licensure Endorsement Handbook, both of which can be obtained through the Goddard College Admissions Office.

Licensure Endorsement Areas and Academic Requirements

The Teacher Education Program at Goddard is approved by the State of Vermont to prepare and recommend students for Vermont teacher licensure. The program offers preparation for endorsement in the following areas:

- **Early Childhood Education:** (ages: birth-5, 5-8, or birth-8) Liberal Arts degree with 30 credits as an interdisciplinary academic major which combines English, mathematics, science and social studies
- **Elementary Education:** Liberal Arts degree with 30 credits as an interdisciplinary academic major which combines English, mathematics, science and social studies
- **Art** (grades: PK-6, 7-12, or PK-12): Liberal Arts degree with 30 credits in Art
- **Middle Grades:** Liberal Arts degree with 18 credits each in middle grades education and a core content area
- **Secondary English:** Liberal Arts degree with 30 credits in English
- **Secondary Social Studies:** Liberal Arts degree with 30 credits in Social Studies/History

Program of Studies for Licensure

The recommended length of study for the licensure portion of a student's program is three semesters. The semester experience consists of:

- Two Semesters to complete two Pre-Placement Portfolios (Pre-Student Teaching or Pre-Counseling Internship). The first semester portfolio addresses the general education competencies and the second semester portfolio address the endorsement specific competencies. Portfolio should document successful completion of general and endorsement-area specific competencies including practicum field experiences.
- One Semester of Student Teaching or Counseling Internship plus completion of a final Licensure Portfolio documenting the field experience and additional competencies.

NOTE: BA degree candidates are required to complete one additional semester which includes the senior study/ final product. Students often need another semester to meet all licensure requirements, which can be done after obtaining the BA degree.)

Licensure Process and Requirements

To receive initial licensure through Vermont, licensure candidates must meet all of the pre-student teaching, student teaching, and portfolio requirements, as well as any other Vermont Department of Education requirements including required Praxis I (or SAT scores in lieu of Praxis I) and Praxis II examinations.

Note: Vermont Teacher Licensure has reciprocity in 48 other states through the NASDTEC Interstate Agreement.

Goddard College's Education Program offered through the Seattle, WA site is not intended to lead to teacher certification. Washington state teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Other Requirements and Learning Skills

Research Library (Secondary) and Original (Primary)

- All students will need to know how to locate sources and learning opportunities related to their areas of interest. This includes printed resources and library based and electronic research skills using on-line databases, and Internet resources.
- All students will read, and evaluate popular literature and professional research relevant to your field(s) of inquiry and produce annotations.
- BA students will find, read, and evaluate literature and create a review of that literature germane to their particular inquiry.
- When applicable, you may also create experiential learning opportunities for learning with groups and the world-at-large. As such, many BA students will do fieldwork relevant to their area of study and reflective how practice and theory are related.

Any student doing original research drawing upon learning directly from human subjects must work with the college's IRB (Institutional Review Board) to craft an accepted informed consent form.

Writing Critical Thinking and Creative Projects

(See Critical Thinking area in this addendum for more info.)

All students will engage in "engaged, critical thinking and critical writing," expressing and supporting their ideas in the context of citing and critiquing the work and writing of others. Some students include creative products and process papers as part of their learning evidence in their packets.

- Evidence that you are gaining these skills can be established through submitting carefully crafted, critical papers examining various perspectives on a given subject.
- You can write scholarly, personal narratives that reflect and support your original ideas, feelings, and experiences in the context of the work of others.
- You will need to attribute the sources of inspiration and information that you use in your papers through citations and bibliographical references by using APA guidelines.
- Expressive work is welcome in your packets and final products, including curriculum development projects, workshop development and implementation, videos, web projects, art projects, journals, and other informal writing. Please also provide process and context papers as needed to document your learning as part of your creative work so your advisor understands the personal and academic context of your creative practice.

PROGRESS THROUGH THE PROGRAM

The Work of the Semester

At the residency, each student works with their Faculty Advisor to define a very specific area of study for the semester. Students with their assigned Faculty Advisor develop a syllabus/contract for each course equivalent in that area of study to be undertaken that semester. The Area of Study Contract includes a description of the learning objectives and activities for the each course equivalent that the student will engage in to demonstrate competency in the defined study area. While the Program has suggested areas of study for licensure students and for those enrolled in a concentration, student can write their own area of study, which their faculty advisor will approve.

During the semester, students study from home to complete the work described in each of their Area of Study Contracts. Students use College resources, such as the on-line databases, as well as local resources, like university libraries, professional educational opportunities, and other local resources negotiated with Faculty Advisors.

Area of Study Contracts, Course Equivalents, and Study Plans

Students write their semester study plans using course equivalent, which define the students' area of study. The faculty advisor and the student develop this, with the student's professional goals in mind. The course equivalent syllabus includes materials reflecting standard expectations of learning in the field, as well as additional material specific to the student's goals. It is expected that students will naturally be more invested in studies that they have helped to plan and to complete work that they have negotiated to do in service to their own goals.

Each course equivalent outlined in the student's area of study contract is evaluated by the Faculty Advisor as either successfully or unsuccessfully completed; there are no incompletes. If there are course equivalents that are insufficient or unsuccessful, that portion of the contract receives no credit.

Student's study plans will take the following form for each course equivalent and becomes the student's Area of Study Contract. See Appendix for Area Studies course descriptions.

Packet #	DUE Date	
COURSE EQUIVALENT IS DESCRIBED BELOW:		
EDU Area of Study Title: Semester and Year:	Brief Description of Content and Outcomes of Skills and Knowledge	CREDITS

LEARNING ACTIVITIES:

BIBLIOGRAPHY AND RESOURCES:

DESCRIPTION OF FORM OF EVIDENCE:

Area of Study Work and Enrollment

A student's total credits of the BA degree must be 120 credits. Students making satisfactory progress toward the Bachelor of Arts Degree in Education will, in the area of their studies, complete course equivalents that total 15 semester credits if enrolled full-time. A semester study plan includes areas of study appropriate to the student's enrollment stats (full-time or part-time). Students, in conversation with their Faculty Advisor, identify the specific areas of study they will undertake during the semester and develop their study plan appropriately.

Eligibility for Extension

To be eligible for an Extenuating Circumstances Extension or Extended Time, the following measures for work completed by the end of the semester apply:

- Full-time undergraduate students must have successfully completed 9 of the 15 credits aligned with their areas of study for the term.

Suggested Areas of Study

The program has developed a list of possible areas of study that related relate to licensure, the community education concentration and dual language early childhood education focus without licensure. There are also other suggested areas of study for the final semester.

Student-Initiated Elective Area of Study

For Student-Initiated Elective Area of Study can be written in increment of 3 semester credits. When creating a study plan, for each course equivalent students enter a course number, a title of the area of study and brief descriptions. The same title and description should be used by the Faculty Advisor in the evaluation of each area of study.

Collaborative Group Area of Study

Faculty advisor is a facilitator of the peer group collaboration. Collaborative studies are available for those students desiring the experience of sharing a group environment guided by a common syllabus where students share the same assignments and can read and comment on

each other's submissions. These studies are spread over the semester with frequent assignments including shared documents, embedded video presentations (e.g. group sessions, advising sessions).

Policy on Advising

We believe that you will profit from more than one perspective on your work. Students are asked to work with a single advisor for no more than two consecutive semesters. New students are pre-assigned an advisor by the Program Director. Returning students are given the opportunity to participate in the process of selecting their advisor. Every possible effort is made to honor students' choices, but there is no guarantee that students will be able to work with their first choice. Students entering the final semester will receive priority in this respect.

Individual and Group Advising

At the residency, all Education Program students meet with their advisor individually and in a group with the other students, both graduate and undergraduate, assigned to work with the faculty advisor. In your advising groups, you have the opportunity to collaborate with a rich mix of students whose unique experiences provide inspiration, resources, and loving feedback as you design your semester studies. Your co-advisees support is equally important as the semester gets underway, providing a community that understands, like no one else, the joys, tribulations, and packet deadlines of a Goddard semester.

Moving Through the Program

In addition to the requirements below, students will design a number of additional learning activities into their study plans. The requirements below apply to all students – those who are seeking the initial teaching license and those who are not.

Note: The number of semesters in the program may vary for students seeking licensure.

Semester One: Level 5 or 6

This is the time to carry out a broad investigation of the problem or topic that interests you. During this semester, you will complete a preliminary review of the literature on some aspect of your topic, which will include a minimum of ten sources (academic journals, scholarly books, electronic resources, etc.). Your sources should offer multiple perspectives on your topic. By the end of the semester, you should have refined your research question(s), and developed a preliminary final project plan.

At your first residency, you will complete Semester Study Plan.

Semester Two or Three: Level 6 or 7

While Semester One provides time to explore the breadth of your topic or problem, these semesters should reflect more depth as you focus in on your special topic. In the second to last semester (level 7), students should plan to come to the residency with a rough draft of their

senior study proposal and submit a Final Project Proposal mid-week of the residency, which will be reviewed by a committee of the Faculty. Your final project proposal must clearly indicate your major inquiry questions, your method of inquiry, the rationale for choosing this particular method, and details of the research design. It must also include a description of the form your final product will take and a limited bibliography.

If you are doing a research thesis, you will need to identify your method of study and do some focused reading on methodology. These are the semesters to initiate your research - gathering data and continuing to read the relevant literature. If you are planning an arts-based project, such as a film or an illustrated children's book, this is the semester in which you work to hone your technique, whether it be filmmaking, collage, or creative writing.

Your final packet of the second semester should include a comprehensive plan for your final project for your advisor's feedback before it is submitted to the thesis committee at the next residency.

Semester Three or Four: Level 8

This semester is devoted to completion of your final project. You should have a complete rough draft of your senior study, or process paper, completed by the third packet period, and submitted to both your advisor and your Second Reader at that time. Students seeking licensure may not be completing their final project until Semester Four.

At this time, you should also submit a Second Reader Request Form, after initiating dialogue with potential second readers.

Semester Study Plan Goals

In each residency, BA students write a study plan specific to the semester. You submit for approval a semester study plan at the end of each residency. A primary goal of each residency is to create a study plan that outlines the learning for the upcoming semester in the context of your overall goals and study plan and that leads you incrementally towards the fulfillment of degree criteria. This plan, approved by you and your advisor, is submitted via the Student Information System (SIS) by the end of the residency.

This study plan is a place for you to elaborate upon:

Part I. SEMESTER GOALS:

Please briefly describe your study goals for this semester.

Part II. DEGREE CRITERIA OR LICENSURE COMPETENCIES:

Below list the degree criteria or licensure competencies which you will address this semester. These can be copy and based from the Education Undergraduate or Graduate Program Addendum Handbook found on [the program's intranet site](#) or from our Licensure Endorsement Handbook.

Part III. DETAIL DESCRIPTION OF EACH LEARNING PACKET

Create a three-part outline for each learning packet in this semester: The three parts of each learning packet includes the following:

- Due date with the learning packet number and with title and description of the packet. (This can take the form of a course title and description which you can use in your course equivalents at the end of the semester).
- List a preliminary bibliography using APA style format for the packet.
- Evidence of your learning for this packet, which may include: critical engaged essays; book reviews or annotations; conferences or workshops, practicum or internships; documentation of community outreach projects; journals, school visits, case study write-up; action research project; curriculum unit; an analysis of research methodologies; chapters/sections of your final product; a full thesis, progress review preparation; portfolio sections; etc.

Part IV. CULMINATING PRODUCT OVERVIEW if applicable

If this is the semester in which you plan to begin your senior study or thesis, briefly describe it. If you plan to finish your final product, please provide a table of contents.

PLEASE NOTE: If you and your advisor agree that your study plan should be changed during the semester, make sure the changes are recorded in an amended study plan. Amended study plans must be submitted to and approved by your advisor in the Student Information System.

Packet Mechanics

The packet portion of the semester is 15 weeks long, plus the residency and one week at the end for reflection and evaluation. The semester is divided into 5 three-week packet periods. At the end of each three-week period, you send your advisor a packet representing the work you have accomplished during that time. Your advisor will review the material and write you a response.

Packet length can be affected by many factors including the specific goals for each packet, the balance of reading, writing, and hands-on work over the semester, individual students' writing skill and style, as well as the unforeseen and unpredictable turns life and learning can take. In general, students should plan to submit a minimum of 25 pages of work for each packet (this does not apply to the final product semester; the work expectation in that semester is determined by the senior study). Typically packets include (the exact mix of contents is determined by your study goals for the semester):

- A cover letter
- A table of contents
- Various written materials e.g.: book annotations; essays; critical writing, reviews or reflections on your work or practice
- Reports on educational projects

- Other research
- Reports on learning about research methodology
- Photo-essays
- Power-point presentations
- Audio-visual materials with descriptive narratives

Each packet should contain the following information on each page of work (this helps ensure the advisor can identify your work as yours if it gets separated from your cover letter):

- Your name
- Packet number
- Packet date

Paginate your work appropriately, so that your advisor's response has a specific reference point.

Packets should be typed and double-spaced with margins wide enough (one inch on each side is good) for your advisor to make comments in.

Send two copies of your work: one for your advisor to comment on and return to you and one for the advisor to keep on file so that the advisor can see the continuity and development in your work. Some faculty may ask for only one copy or prefer to exchange packets via email.

Before the end of the residency, make sure you have your advisor's mailing address. Packets are generally mailed to an advisor's home address and not to Goddard. If you lose your advisor's postal or email addresses and/or phone number, it is available on FirstClass.

Include a self-addressed, stamped envelope in each packet for your advisor to return your work to you. One easy way to do this is to send your packet to your advisor Priority Mail and include a self-addressed Priority Mail envelope for your advisor's response. If your advisor lives outside of the U.S. please refer to the Student Handbook. In this case your advisor covers the cost of mailing back your packet.

For any material that you send via an Express Mail system that requires a signature, be sure to sign the signature release (so that your work can be delivered to your advisor even if the advisor is not there to sign for it).

End of the Semester Narrative Evaluations

Students

At the end of the semester, students complete end-of-semester evaluation for each course equivalent in their area of study and describe, in detail, the work completed for that course equivalent.

Besides the individual evaluations for each course equivalent, students also complete an overall semester evaluations describe learning challenges and successes experienced during the term and should reflect upon the personal and professional development that took place during the

semester. In addition to general reflections, students should address specifically the program objectives below:

- To what extent did you formulate thoughtful and significant questions to guide your inquiries?
- To what extent did you identify methods of study relevant to your questions? Did you push yourself to try novel and creative approaches to inquiry?
- To what extent did you identify and utilize high quality, relevant, and varied learning resources, including appropriate use of the Internet?
- Reflect upon your progress in critical analysis, interpretation of information, and the organization and presentation of your learning.
- Have you demonstrated the capacity to assimilate research-based knowledge and apply it in the field?

These evaluations are submitted to the advisor and the Office of the Registrar via the Student Information System (SIS) by the last day of the semester.

Faculty Advisors

At the end of the semester and for each course equivalent, Faculty Advisor evaluate the student's work based on the objectives laid out in the Area of Study Contract and determine whether the work was successfully completed and of a quality such that it would earn a letter grade of B or better. Within two weeks of the completion of a semester, Faculty Advisors submit an evaluative statement to the student and the Registrar via SIS for inclusion in the student's permanent record. These statements are meant to be very brief, unless there is a need for more information, as most of the dialogue between the student and the Faculty Advisor has already taken place prior to the time of the final course evaluation.

Students may appeal an area of study evaluation following the Appeal Process outlined in the Undergraduate Student Handbook.

At the end of the semester the Faculty Advisor may write a semester evaluation for each advisee which summarizes the semester and which may list areas of concern or significant growth. The advisor's evaluation is also submitted via SIS for inclusion in the student's permanent record.

Citation and Reference Style

All papers written in the fields of Education and Psychology are expected to conform to APA style. A thorough explanation of this can be found in the Publication Manual of the American Psychological Association (fifth edition, available for reference in the Goddard library). By the time of the writing of your critical paper during your first semester, you will be expected to have mastered this style.

Research/Projects Involving Human Participants

(IRB) If, during the course of your degree work, you anticipate that **your studies will involve working with human participants** (interviewing, filming, photographing, workshopping, performance art, etc.), then, as early as possible, you should:

- As part of your degree planning, have a conversation with your advisor about how and when this work fits into your studies, and about the research and skills foundation you will need to have. This should include looking at the questions on the Initial Screening Form to be sure you are doing all necessary preparatory work.
- At the residency of the semester in which you anticipate the study taking place, complete an Initial Screening Form in consultation with your advisor at the residency. If you have any sense of uncertainty about your proposed study and the background skills and knowledge you will need to undertake it, complete the Initial Screening Form as early as your first semester; this will give you the opportunity to have the advice of your advisor and the Program Director. Your work may require placing a more formal proposal to the College wide Institutional Review Board for approval.

There is a workshop regarding studies that will involve working with human participants at each residency. There is also a information on GNet (GoddardNet 2.0 <http://gnet.goddard.edu/irb>) and the EDU program site (<https://sites.google.com/a/goddard.edu/ba-ma-in-education/student-resources/irb---institutional-review-board>) with necessary forms and further information.

Initial Screening Form

The Initial Screening Form will ask you to use the following questions to briefly describe in writing your proposed research/project:

- What is your area of study or interest, and what you would like to do?
- What have you done to prepare for this study? What past experience do you have that is relevant to your proposed study?
- What ethical issues may be involved in this study/project?
- Who will your participants be? Age? Background? How will you obtain access to them?
- What do you plan to ask them, or ask them to do? What methodology will you use? What is your experience with this methodology?
- Describe what might be stressful to your participants about being part of your study/project. Will they be exposed to psychological and/or physical stressors or risks greater than those ordinarily encountered in daily life?
- Describe what might be stressful to you (psychologically, physically or in other ways) about facilitating this study/project.

- What steps will you take to obtain consent and/or provide confidentiality of responses?
- Will your study be directly supervised? If so by whom?
- Do you plan on using participant responses directly (such as quotations) in your studies and/or other public work (such as part of a presentation) while at Goddard or after?

THE FINAL PRODUCT SEMESTER

Senior Study

A senior study is a final project that represents the culmination of a student's undergraduate program. The senior study develops a focused area of inquiry explored in previous semesters. Students should come to their final semester's residency with a rough draft of their senior study proposal. A few days into the residency, the student's senior study proposal will be reviewed by a faculty committee who will submit comments to strengthen the proposal. It will be up to the student and the student's advisor to assure that the proposal is finalized and submitted on SIS by the end of the residency. In their final semester, students work closely with their advisor and second reader to bring their particular project to successful fruition.

There are a number of forms your final senior project can take. This project represents a semester's worth of work, and is a culminating project. In that sense, you begin work on your final project when your first semester commences. Your project may take any number of forms: a research thesis, curriculum development project, a school or program design project, an exhibit, a film or video, or a children's book.

1. **Written, Research-based Products:** The central component is an extended research essay comparable in format and academic elements to conventional but less in-depth research papers or projects.
2. **Artistic/Creative Curriculum Products:** A "process paper" must accompany projects other than the research thesis, including curriculum development project, a school or program design project, an exhibit, a film or video, or a children's book. The process paper should include a narrative of the personal "process" that brought you to this area of interest, a review of the relevant literature, a thorough explication of the theoretical foundations of your study, a description of the project, exhibit, film, or document that constitutes the major component of your study, and a reflective analysis of the success of your endeavors.

For example, if you choose to write a young adult novel for your final project, your process paper will need to demonstrate your in-depth understanding of this genre of children's literature, as well as related topics (adolescent development, content knowledge in the subject of the book, reading comprehension issues for the grade level, etc.). If you are doing a curriculum development project, your process paper will demonstrate a thorough

understanding of theories of curriculum development, content knowledge in the subject(s) area, and a rationale for the project.

While senior projects are diverse in form, all are defined by common *academic skills*. These include:

- the ability to identify and develop solution to a specific problem/question, or set of problems/questions, or to engage in sustained inquiry about a central issue, idea, or concern;
- the ability to integrate and document personal experience and social/cultural knowledge;
- awareness of the history, theories, ethical issues, controversies and, when appropriate, aesthetic concerns of their area of inquiry;
- the ability to present the results of the study in a format appropriate to the involved areas or disciplines (e.g.: art exhibit, MLA, APA, etc.).

Academic Skills Demonstrated in a Senior Study

While senior projects are diverse in form, all are defined by common *academic skills*. These include:

- The ability to identify and develop solution to a specific problem/question, or set of problems/questions, or to engage in sustained inquiry about a central issue, idea, or concern;
- The ability to integrate and document personal experience and social/cultural knowledge with theory and practice;
- The ability to present the results of the study in a format appropriate to the involved areas or disciplines (e.g.: art exhibit, APA, curriculum).

Common Elements of a Senior Study

In addition to these common academic characteristics, all senior studies share common elements or features. These include:

- *Bibliography*: lists both cited and influential sources, and are organized in a format appropriate to the area of inquiry.
- *Annotation of Resources*: All final projects should include, in addition to the complete bibliography, an annotated bibliography highlighting a minimum of ten books that were most influential in the development of your thinking about your topic. Annotations may be brief (100-200 words), but should capture the essence of the books. Many students make copies of these bibliographies available at their Graduating Student Presentation. This information is intended as a resource to other students with similar interests.

- *Abstract* or concise synopsis of the senior study, approximately two hundred and fifty words in length.

Senior Study Proposal

The Senior Study Proposal addresses each of the following components, in a well-organized presentation:

A Senior Study Proposal (3-4 pages.) Your proposal should outline the following:

- **Thesis questions/focus** (What questions are you answering with your research?)
- **Audience** you are addressing/trying to persuade
- **Personal biases** you bring to your study (e.g. race, gender, class, age, religious affiliation, etc., influencing your viewpoint or approach.)
- **Theoretical perspectives/influences** in your work (Whose ideas have inspired your work? How has this work grown out of your undergraduate studies?)
- **Method of research** (e.g.. review of literature, qualitative or quantitative methods.)
- **Structure of the Senior Study**
- If you are planning to use Human Subjects, consult with your advisor & program director to prepare necessary Informed Consent documentation.
- **Bibliography** of research sources (books, articles, media, interviews, etc.,) you intend to use and cite (presented in APA style).

Please refer to the Senior Study Faculty Feedback form page 1 and 2 at the back of this handbook to see what criteria must be included.

Working with the Second Reader

Each culminating student is assigned a Second Readers from among the program faculty by the Program Director at the student's final semester residency. The Second Reader serves a dual function. The first is to provide you with another "critical friend" to read and comment on your final product. The second is to provide the college with an additional faculty assessment of your work. This "committee" approach to your culminating project is typical of most colleges and universities.

Your final product is due to your Second Reader twice during your final semester. The first submission occurs at the time third packets are due. Your Second Reader will respond in writing to this draft providing a critical overview (the feedback will not be as detailed as what you receive from your advisor). The Second Reader will also communicate the feedback to the advisor, so do not be surprised if your advisor knows what the second reader wrote to you. The second submission occurs one week prior to the fifth packet deadline. With the second submission, you need to include a letter that outlines the revisions you've made since the draft

submitted at the beginning of the semester indicated where the text that has been revised, by page number if necessary.

Following this second review, your Second Reader writes a Second Reader's Report. This is a descriptive evaluation of your final product that supplements your advisor's Faculty Transcript Statement. The Second Readers sends this to you (for students, this is in place of the feedback letter you received following your first draft.) and the Office of the Registrar. The Second Reader Report is part of the required final paperwork. The Second Reader also signs and dates the title/signature page of your final product.

KEY ELEMENTS OF A TRADITIONAL SENIOR STUDY

One type of final product, similar to the traditional "senior study" involves an exploration of ideas through written discourse. This kind of study focuses on a problem or concern that you explore through research, close study of texts, perhaps testing through some kind of work in the field, analysis of the results, reflection upon the findings, and personal synthesis. The vehicle for presenting the findings of this kind of project is primarily discursive, that is, it begins with a particular premise and then moves through a series of logical steps until it arrives at a conclusion. The resulting document of such an approach will be a paper of substantial length and depth. **Refer to the Senior Study Proposal Faculty Feedback form, which is an appendix; this form describes the necessary elements of a senior study proposal. Student submit this proposal to the faculty for review on the fifth day of their final product semester.**

The following outline will help your organize such a thesis.

- Title Page (Contains your thesis title, your name, your first and second readers names—see Title/Signature Page section for more details.)
- Abstract (Write a concise summary of the key points of your research. (Do not indent.) The abstract should be a single paragraph double-spaced of less than 250 words.
- Acknowledgements (Optional: This is a good place to thank those who have helped you along the way.)
- Table of Contents

Not every final project will need each of the following but all will need most:

Introduction Chapter: You will need to talk about some or all of the following:

- **Introduce yourself** -- why did you choose this subject?
- **The social/political context of the project**, or the aesthetic context in which you situate your artistic work
- **The study itself** -- walk the reader through the highlights/major focus of each chapter

- **Thesis statement** -- what is the problem/question being studied, what you are trying to do
- **Justification** of the study -- why it is important, its relevance
- **Assumptions** -- what are your own biases
- **Definitions** of major terms
- **Limitations** of the project -- what are the related or relevant things you are not going to cover and why
- The **design or methodology** -- how did you go about answering your research question

Literature Review/Review of Relevant Theory and Context:

What have others said about your topic? This usually has three or four different lens that you have researched that apply to your topic. (See section on lit review for more info.)

Methodology:

This may not be included if this is an analysis of the intersecting area of the literature.

Findings/Data:

Talk about what you have discovered. What have you learned during your creative or academic process that could be helpful to someone else?

Analysis

Analyze your data and discuss its contribution to the field

Here's where you tell your audience what you have to say about your findings/data. This is the heart of a Master's degree. .

Conclusion:

- Restatement of the original question in light of the study.
- Implications for further work or study.
- Dreams for the future.

Short Annotated Bibliography as part of Final Product Bibliography

Each thesis project is accompanied by an annotated bibliography of selected texts/resources (about 12). Include books and resources that have been particularly instrumental in your learning and/or to your growth as a student. Think of this short bibliography as a constellation of influences. Write a two- to three-line annotation of the book or resource, describing it and making a connection between it and your work.

Full Bibliography of Works Cited:

The general bibliography must be formatted in APA citation style.

KEY ELEMENTS OF A PROCESS/CONTEXT PAPER

If you do not construct a traditional academic thesis as outlined above, you still create a final product that entails a written product. The types of final product projects that require a process/context paper are described below.

Final Products Requiring Process Paper

- Studies in the education in which the primary product is creative (e.g., creative non-fiction essays of education, a theatre production, a video, etc...)
- Studies that result in the creation of a curriculum for teaching;
- Studies that focus on the design, implementation, and analysis of a community education or school based project in the field;
- Studies that are primarily auto/biographical in nature, involving oral history and analysis on a particular educational concern
- Other studies, including qualitative research projects or case studies, resulting in a product.

Process/Context Paper Contents

The Process Paper as a context setting paper locates the project within a critical framework. It seeks to include and address the following concerns:

1. In the Process/Context Paper you reflect upon your project in terms of its goals, process/methods, and results:
 - How did you come to this project? What was your motivating interests and concerns?
 - What were your goals for the project: What did you hope to achieve through that project?
 - How well do you think you met those goals? What were the limitations in addressing those goals? Did something unexpected crop up for you in the process of doing your project?
 - What methods or approach did you take to carrying out your project? Discuss how this worked and how it was useful to you. What problems did you encounter and how did you solve them? If you did not solve them, why not? What did you learn from this?

- Now that you're at the other end of the project, what insights, new ways of looking at things, did you gain? Where do you think you'll go from here?
2. You locate your project within a field (or fields) of inquiry, and demonstrate conversance with that field (or those fields). This section contains the literature review.
- What areas of knowledge does your project draw upon or impact?
 - What theories, authors/particular books (the literature review), and other resources contributed to your work or your understanding? In what way?
 - Where does your project fit in the "conversation"? By conversation, we mean the ongoing discussion that the various authors, theorists, practitioners, artists, etc., are having about the core theme or problem that you are exploring in your work. What is your special slant or contribution to that "conversation"?

Process Paper Format

Consult with your advisor about the approach that best addresses the content, as described above, for your project. Usually, the process paper accompanies the primary product, or its documentation, in the black binder.

Key areas of the process/context paper include:

- Title Page (Contains your thesis title, your name, your first and second readers names—see Title/Signature Page section for more details.)
- Abstract: Write a concise summary of the key points of your research. (Do not indent.) The abstract should be a single paragraph double-spaced of less than 250 words.
- Acknowledgements (Not necessary. This is a good place to thank those who have helped you along the way.)
- Table of Contents
- Process/Context paper contents as described in content section just above--includes integrated literature review.

Full Bibliography of Works Cited and Annotated Bibliography:

The annotated bibliography describes major works cited. These brief annotations should consist of a short description of major themes of the work. Think in terms of three sentences or so for each work cited. You will also include a full bibliography. For more information see "Key elements of a traditional thesis" and look at the bibliography section.

Process Paper Length

The real answer to the question is: it should be as long as it needs to be to do the job. But to give you a ballpark figure: a process paper would run close to a minimum of 30 pages at the undergraduate level, though many are significantly longer. (Note: a page roughly equals 250 words.)

Time Line of Final Product Semester

Most often your final product is the work of your final semester. Occasionally with licensure students, a student seeks permission to do the final product out of order, but your advisor and the program director must approve this.

It is important to follow the time line below during the semester you are working on your final product.

- **Packet 3 of your final product semester:**
COMPLETE ROUGH DRAFT DUE TO ADVISOR and 2nd READER
- **One week prior to Packet 5 of your final product semester:**
FINAL COMPLETE Draft to ADVISOR and 2nd READER
- **One week after the final packet date sent to your ADVISOR:**
Draft of **SELF EVALUATION** which outlines your Summary of Studies as a Whole: This is an important document as it remains apart of your transcripts
- **Packet 3 of your final product semester:**
Complete the **residency presentation form**: you will receive a workshop forms that come from the Academic Services Office.

FINAL PRODUCT SUBMISSION GUIDELINES

Final products at Goddard College are submitted in digital form for approval by the advisor and second reader, for storage by the College, and for access through the College's library services. Students submit their final product after the advisor and second reader have confirmed that it's completed and ready for approval.

Digital final products are submitted through the Student Information System (SIS): <https://sis.goddard.edu>. Digital final product consists of:

- The full, official title of the product
- An abstract and keywords
- The final product, uploaded as a PDF file
- The bibliography or works cited section of the final product, uploaded as a PDF file
- Any additional material included in the final product, uploaded as files.

Graduating Student Documents

All final academic requirements are due by the date and time specified in the residency schedule. Each of the elements listed below must be on file in the Student Information System (SIS), including the faculty components, in order for you to receive your diploma at graduation. (Students must also meet the other requirements of the Graduation Policy as laid out in the Graduate Student Handbook.)

The Graduating Student Documents includes:

- ALL student self-evaluations from successfully completed semesters.
- A digital final product submitted by the student to SIS and approved by the student's advisor and second reader.
- Faculty evaluations from all enrolled semesters.
- Second Reader's Report.
- Faculty approved course equivalents if applicable.

FINAL SEMESTER TIPS

Make sure you have all the correct graduation requirement descriptions and handbooks in your possession or know where to find them on the GoddardNet (<http://gnet.goddard.edu/>) or the EDU program site (<https://sites.google.com/a/goddard.edu/ba-ma-in-education/home>).

At your final semester residency, talk to graduating students and ask to see their final product binders.

At your final semester residency absolutely find time to review some of the recent graduates' final product binders at the library.

Talk with your second reader at your final semester residency—especially if the second reader is a faculty member you've never worked with before.

Create computer files for each of the documents you still need to put together for your final product binder and your final paperwork.

Work on your annotated bibliography a little at a time. Identify all 15-20 books you want to include, and then write the descriptions for two or three of them at a time. Use your annotations you wrote about these books to develop your two- to three-line description.

Before your final semester residency, locate copies of your self-assessments and advisor's reports from previous semesters so you'll have them when your final-semester advisor needs them to write the Faculty Transcript Statement. You should also bring copies of your previous assessments and advisor's reports to your final semester residency, in case the Office of the Registrar is missing any of that paperwork.

Find a couple of people you trust to proofread your thesis and final product binder.

Use the time before the first packets are due (the gap between the residency and the packet portion of the semester beginning) to work hard on your draft. If you can get that first draft as strong and polished as possible, the rest of the semester will go much smoother.

Keep in touch with your fellow final semester students, especially if the semester gets challenging.

THE COMMENCEMENT RESIDENCY

Culminating students attend a three-day Commencement residency following their final semester. It is at this residency that students do their graduating student presentation, meet with their advisor, submit their final paperwork, including their final product, to the Office of the Registrar, and participate in Commencement Ceremony.

Graduating Student Presentation

In addition to the written senior study project, all BA students present their senior study project to the Goddard community at their final residency. These 45-minute presentations may take whatever form that best communicates the spirit of the project, including reading from the work, hands-on workshops, etc. Such a presentation gives the experience (or more experience) in presenting the academic work to an audience, which is particularly pertinent if planning to pursue doctoral studies and/or presenting the work at conferences in the future. The presentation is an exciting opportunity to share with students, faculty, staff, friends and family the essence of work, and in turn, to contribute valuable learning to the community.

APPENDICES

Undergraduate Education Areas of Studies

The following course are described in the following order: Degree, AOS Number, AOS Title, AOS Description, Credits

General Education Courses

BA.400. Teacher as Citizen. Demonstrates an informed perspective as a citizen in a pluralistic, multicultural, socially just and democratic society, including knowledge of the history and philosophy of education, curriculum theories, school reform, and related ideas. 3 credits

BA.401. Teacher as Facilitator of Student Learning. Demonstrates theoretical understanding of child /adolescent psychological and educational development, and its correlation to the dynamics of "teaching and learning," including classroom management and integration of technology. 3 credits

BA.402. Teacher as Learning Specialist and Guide. Demonstrates the theories, regulations and practices that support students identified with special needs including students with varying needs (IEP's, Title I, ESL, 504, 157); and how to assure an effective learning environment for special needs students. 3 credits

BA.403. Teacher as Curriculum Designer/ Implementer. Demonstrates theoretical understanding of learning styles, teaching methods, and curriculum theory; and the ability to plan standards-based curriculum units with appropriate learning activities and assessment. 3 credits

BA.404. Teacher as Observer Learner and Assistant. Through documented practicum hours and corresponding reflection and analysis, the candidate demonstrates an introductory school and classroom culture, and teaching and learning practices as observed in school pre-student teaching experiences. 3 credits

Areas of Studies for Licensure in Secondary Social Studies

BA.410. Secondary Social Studies Teaching Methods: Investigation and Evaluation. Demonstrates understanding of the methods of historical and social scientific investigation and critical evaluation, including use of evidence, data, and varied perspectives in interpreting historical events and analyzing public issues. 3 credits

BA.411. Secondary Social Studies Teaching Methods: Abstract Thinking. Demonstrates understanding of the secondary school students' cognitive development as it relates to the development of abstract conceptual thinking in social studies. 3 credits

BA.412. Teacher as Content Specialist in Secondary Social Studies: History, Citizenship. Demonstrates knowledge of social studies content as part of their studies in liberal arts, which includes: Multiple perspectives on significant eras, developments, and turning points in ancient

and modern history; causes and effects in human society; forces of historical and cultural continuity and change; understanding of how this subject area is applied to the secondary social studies. Forms of government and their underlying concepts; principles and responsibilities of democratic citizenship; principles of American federalism; origins and evolution of the concepts of equality, justice, freedom, human, and civil rights; understanding of how this subject area is applied to the secondary social studies. 3 credits

BA.413. Teacher as Content Specialist in Secondary Social Studies: History, Citizenship, Cultural Geography and Economics. Demonstrates knowledge of social studies content as part of their studies in liberal arts, which includes: Forms of economic systems; consequences of economic systems on people and environments; government role in economic policy; concept of economic interdependence; principles of micro and macro economics; understanding of how this subject area is applied to the secondary social studies. World in spatial terms, the physical and human characteristics of places and regions, human systems, the interaction of environment and society; understanding of how this subject area is applied to the secondary social studies curriculum. 3 credits

BA.414. Teaching and Curriculum in Secondary Social Studies including the themes of Diversity, Unity, Identity, and Interdependence. Demonstrated knowledge of: Culture, including cultural identity, expressions, and universals; the origins of conflict; consequences of discrimination, stereotyping, and prejudice on individuals and groups; How the social studies subject area is applied to the secondary social studies curriculum. 3 credits

Secondary Social Studies: Student Teaching

BA.415. Secondary Social Studies Student Teaching with Seminar. The licensure candidate completed 13-weeks of student teaching experience in their endorsement area to show evidence of applying knowledge to practice. 12 credits

The Final Portfolio documents these standard in the following areas:

- **Section A: Teaching and Learning:** *Teaching Episodes-* For the licensure candidate to demonstrate the ability to plan and teach two in-depth standards based, focused lessons in the endorsement sought. *Understanding Student Learning and Modifying Instruction.* For the licensure candidate to demonstrate the ability to use knowledge of human development and various assessments to shape instructional strategies and to allow opportunities for all students' learning and engagement within the context of the class. *Accommodating Students Identified as Having Special Needs.* For the licensure candidate to demonstrate the ability to plan and implement accommodations for students identified as having special needs, including those identified as being at-risk.
- **Section B: Curriculum Development and Implementation:** *Teaching Over Time:* For the licensure candidate to demonstrate the ability to plan, implement, and evaluate instruction over time; and to demonstrate competency in the endorsement area(s) sought.

- **Section C: Collegueship and Advocacy:** *Collegueship and Advocacy:* For the licensure candidate to demonstrate the ability to work as a team member and to advocate for students and families.
- **Section D: Educational Philosophy:** *Self-Reflection and Vision:* For the licensure candidate to demonstrate the ability to analyze and reflect upon his/her practice and plan for his/her evolution as an educator.

BA.416-419. Secondary Social Studies Electives. Individual Course Description for an area you focused on or developed during your student teacher semester. 3 credits

Areas of Studies for Licensure in Secondary English

Secondary English

BA.420. Teacher in Secondary English: Development of Oral Language and Literacy: Language and Word Study. Demonstrates knowledge of the processes, principles, and dimensions of oral language acquisition; the relationship between oral language development and literacy development; the impact of physical, emotional, and cultural factors on language development and acquisition of reading and writing; role of metacognition in reading, writing, listening, speaking, and representing visually; the elements of effective verbal and non-verbal communication; understanding of how this subject area is applied to the secondary English curriculum. The purposes of language and approaches to analyzing language; etymology of the English language; the pronunciation of English phonemes and their graphemes; vocabulary development and its relationship to literacy acquisition; understanding of how this subject area is applied to the secondary English curriculum. 3 credits

BA.421. Teacher as Content Specialist in Secondary English: Reading Comprehension and Fluency. Demonstrates knowledge of: reading as the process of constructing meaning from text; the components of fluency; factors that influence comprehension and fluency; typical elements and features of narrative and expository texts, and how readers' awareness of these features supports comprehension; cognitive strategies and instructional approaches for supporting comprehension and fluency. 3 credits

BA.422. Teacher as Content Specialist in Secondary English: Reading Comprehension and Fluency: Literature and Media. Demonstrates knowledge of a wide variety of quality, age-appropriate literature and non-print media (i.e., film, video) across genres, eras, cultures, and subcultures; literary elements and devices; critical theories and approaches to analysis and interpretation of literature and non-print media (e.g., historical, deconstructionist, New Criticism); understanding of how this subject area is applied to the secondary English curriculum. 3 credits

BA.423. Teacher as Content Specialist in Secondary English: Written Expression. Demonstrates knowledge of the composing processes that writers use, and planning strategies most appropriate for particular kinds of writing; dimensions of quality writing and types of writing; the conventions of written English; uses of writing portfolios and benchmarks and standards for various age/grade levels. 3 credits

BA.424. Teaching and Curriculum in Secondary English: Assessment and Adaptation of Literacy Instruction. Demonstrates knowledge of: Teaching, learning and curriculum of Secondary English; The importance of individualizing the literacy program to address the needs and strengths of learners; a variety of valid and efficient language arts assessments appropriate for different purposes; the observable characteristics of a variety of reading and writing difficulties; strategies for modifying literacy instruction to support the needs of individual learners, including English Language Learners (ELL's). 3 credits

Secondary English: Student Teaching

BA.425. Secondary English Student Teaching with Seminar. The licensure candidate completed 13-weeks of student teaching experience in their endorsement area to show evidence of applying knowledge to practice. The Performance Standards are demonstrated through evidence from the candidate's mentor and supervisor evaluations and the final Licensure Level I Portfolio. 12 credits

The Final Portfolio documents these standard in the following areas:

- **Section A: Teaching and Learning:** *Teaching Episodes.* For the licensure candidate to demonstrate the ability to plan and teach two in-depth standards based, focused lessons in the endorsement sought. *Understanding Student Learning and Modifying Instruction.* For the licensure candidate to demonstrate the ability to use knowledge of human development and various assessments to shape instructional strategies and to allow opportunities for all students' learning and engagement within the context of the class. *Accommodating Students Identified as Having Special Needs.* For the licensure candidate to demonstrate the ability to plan and implement accommodations for students identified as having special needs, including those identified as being at-risk.
- **Section B: Curriculum Development and Implementation:** *Teaching Over Time:* For the licensure candidate to demonstrate the ability to plan, implement, and evaluate instruction over time; and to demonstrate competency in the endorsement area(s) sought.
- **Section C: Collegueship and Advocacy:** *Collegueship and Advocacy:* For the licensure candidate to demonstrate the ability to work as a team member and to advocate for students and families.
- **Section D: Educational Philosophy:** *Self-Reflection and Vision:* For the licensure candidate to demonstrate the ability to analyze and reflect upon his/her practice and plan for his/her evolution as an educator.

BA.426-429. Secondary English Electives. Individual Course Description for an area you focused on or developed during your student teacher semester. 3 credits

Elementary School

BA.430. Child Development and Learning Theory. Demonstrates theoretical understanding of: Child development and teaching and learning, (typical and atypical); Work with families;

Learning environment and holistic education; Curriculum relating to intellect and psychosocial development; The arts as enhancement for learning. .Completed in general competencies

BA.431.English Language Arts and Literacy, including: Oral Language, and Literacy; Reading Comprehension and Fluency, and Children’s Literature. Demonstrates theoretical understanding of: Oral language and literacy development; Developmental progression of phonological awareness, spelling, and morphological analysis; Knowledge of Children’s literature and media; Process and components of reading comprehension and fluency. 3 credits

BA.432.English Language Arts and Literacy: Written Expression. Demonstrates theoretical understanding of Process of writing development and components of effective written expression. 3 credits

BA.433.English Language Arts and Literacy, including Instruction and Assessment & Adaptation of Literacy Instruction. Knowledge of instructional strategies to support development of oral and written language, literature appreciation and analysis, decoding and word analysis, written expression, and reading comprehension and fluency. Knowledge of assessment methods of literacy development and adaptation of literacy instruction for individual student. 3 credits

BA.434.Learning strategies for math. Demonstrates understanding of the teaching strategies and assessment methods in the content areas of mathematics. 3 credits

BA.435.Learning strategies for social studies and science. Demonstrates understanding of the teaching strategies and assessment methods in the content areas of social studies and science. 3 credits

Elementary Education Student Teaching

BA.436.Elementary Education Student Teaching with Seminar. The licensure candidate completed 13-weeks of student teaching experience in their endorsement area to show evidence of applying knowledge to practice. This elementary education student teaching experience included placement at both the primary (K-3) and upper elementary (4-6) instructional levels. The Performance Standards are demonstrated through evidence from the candidate’s mentor and supervisor evaluations and the final Licensure Portfolio. 12 credits

The Final Portfolio documents these standard in the following areas:

- **Section A: Teaching and Learning:** *Teaching Episode*-For the licensure candidate to demonstrate the ability to plan and teach two in-depth standards based, focused lessons in the endorsement sought. *Understanding Student Learning and Modifying Instruction*-For the licensure candidate to demonstrate the ability to use knowledge of human development and various assessments to shape instructional strategies and to allow opportunities for all students’ learning and engagement within the context of the class. *Accommodating Students Identified as Having Special Needs*-For the licensure candidate to demonstrate the ability to plan and implement accommodations for students identified as having special needs, including those identified as being at-risk.

- **Section B: Curriculum Development and Implementation:** *Teaching Over Time*- For the licensure candidate to demonstrate the ability to plan, implement, and evaluate instruction over time; and to demonstrate competency in the endorsement area(s) sought.
- **Section C: Collegueship and Advocacy:** *Collegueship and Advocacy*- For the licensure candidate to demonstrate the ability to work as a team member and to advocate for students and families.
- **Section D: Educational Philosophy:** *Self-Reflection and Vision*- For the licensure candidate to demonstrate the ability to analyze and reflect upon his/her practice and plan for his/her evolution as an educator..

BA.437-439.Elementary Education Electives. Individual Course Description for an area you focused on or developed during your student teacher semester. 3 credits

Early Childhood Education

BA.440.Child, Family & Community Health and Development. Demonstrates understanding of: the progression of prenatal through middle childhood growth and development within each domain (i.e. cognitive, linguistic, social, physical, and emotional) including: the broad theories of child development; the wide variation in how young children learn and typically develop; the characteristics and signs of atypical development in young children and the challenges these present to learning and development; the importance of sensory exploration and play to infants', toddlers', and young children's cognitive, motor, perceptual, linguistic, and social development; the role of biological, genetic, environmental, and cultural factors in children's development and their impact on exceptionalities; system theory and principles of family-centered practice, including how to work cooperatively and respectfully with all families to support children's learning and development. Identifying resources and programs available in the community for the support of young children and their families; health and safety issues including procedures regarding disease and accident prevention, hygiene, and first aid; the signs of emotional stress, harassment, child abuse and neglect in young children; and state and federal laws and regulations pertaining to early childhood educators and programs. 3 credits

BA.441.Learning Expectations & Curriculum Design and Assessment: Physical, Psychological & Learning Environments. Demonstrates understanding of: Vermont's learning expectations for all children as delineated in current state standards for students and the articulation of those standards for infants, toddlers, and young children. Examination of curricular design and instructional strategies that build upon children's play and curiosity and engage the unique intellectual and psychosocial nature and needs of young children; appropriate strategies for assessing young children's learning and development. (Supports EDU V: Curriculum); the importance of physical and psychological environments on young children's growth and development and ways to organize learning environments and orchestrate interactions in order to promote young children's holistic development. 3 credits

BA.442.English Language Arts. Demonstrates knowledge of research-based principles and processes underlying literacy development, and the components of effective early literacy

instruction as delineated in current national professional standards and reflected in Vermont's Framework of Standards and Learning Opportunities. Specifically the educator understands and/or knows: *Development of Oral Language and Literacy, Literature and Media, Language and Word Study, Reading Comprehension and Fluency, Written Expression, Assessment and Adaptation of Literacy Instruction*. 3 credits

BA.443.Creative Arts and the Early Learner. Examines the use of music, drama, and the visual arts as expressions of human emotion and culture; powerful forms of communication; and vehicles for enhancing learning opportunities across the curriculum. 3 credits

BA.444.Learning strategies for the content areas: math, science and social studies.

Demonstrates a knowledge of content, concepts, and skills delineated in current national professional standards and in Vermont's Framework of Standards and Learning Opportunities including for mathematics, social studies and science. 3 credits

Early Childhood Student Teaching

BA.454.Student Teaching with Seminar. The licensure candidate completed 13-weeks of student teaching experience in their endorsement area to show evidence of applying knowledge to practice. A minimum of a practicum, or the equivalent, in early childhood education at the birth-to-5 and/or 5-8 age levels, depending on the authorization sought. For the full birth through grade 3 authorization, a minimum of a practicum, or the equivalent, in early childhood education at both the birth-to-5 and 5-8 age levels is required. (A practicum is defined as a minimum of 60 clock hours of supervised field experience.) The Performance Standards are demonstrated through evidence from the candidate's mentor and supervisor evaluations and the final Licensure Level I Portfolio. 12 credits

The Final Portfolio documents these standard in the following areas:

- **Section A: Teaching and Learning:** *Teaching Episode*-For the licensure candidate to demonstrate the ability to plan and teach two in-depth standards based, focused lessons in the endorsement sought. *Understanding Student Learning and Modifying Instruction*-For the licensure candidate to demonstrate the ability to use knowledge of human development and various assessments to shape instructional strategies and to allow opportunities for all students' learning and engagement within the context of the class. *Accommodating Students Identified as Having Special Needs*-For the licensure candidate to demonstrate the ability to plan and implement accommodations for students identified as having special needs, including those identified as being at-risk.
- **Section B: Curriculum Development and Implementation:** *Teaching Over Time*-For the licensure candidate to demonstrate the ability to plan, implement, and evaluate instruction over time; and to demonstrate competency in the endorsement area(s) sought.
- **Section C: Collegueship and Advocacy:** *Collegueship and Advocacy*- For the licensure candidate to demonstrate the ability to work as a team member and to advocate for students and families.

- **Section D: Educational Philosophy: *Self-Reflection and Vision***-For the licensure candidate to demonstrate the ability to analyze and reflect upon his/her practice and plan for his/her evolution as an educator.

BA.446-449.Early Childhood Education Electives. Individual Course Description for an area you focused on or developed during your student teacher semester. 3 credits

Art (K to 12)

BA.450. Teacher as Content Specialist in ART K-12: Artistic and Aesthetic Development: Art Instructional Strategies for all learners. Demonstrates understanding of the processes and stages of children's and/or adolescents' artistic and aesthetic development, Demonstrates understanding of instructional strategies to ensure the full access of all students, including special needs students, to a rich visual arts education. 3 credits

BA.451. Teacher as Content Specialist in Art K-12; Art History and Theory. Demonstrates an understanding of: The historical development and role of the visual arts in contemporary and past cultures and time periods, Art theory, including an understanding of the visual arts as a fundamental expression of human emotion and form of communication. 3 credits

BA.452. Teacher as Content Specialist in ART K-12; A Philosophy and Methods. Demonstrates an understanding of philosophies and methods of art education (e.g., Process Models of art education, Discipline-Based Art Education) appropriate for elementary and secondary level students. 3 credits

BA.453. Teacher as Content Specialist in Art K-12: Design, Art Media, Critical Response. Demonstrates knowledge of: The elements and principles of two and three dimensional design (line, shape, color, value, texture, space, form, balance, pattern, rhythm, dominance, contrast, and movement); Basic command of a variety of arts media (clay, tempura, etc.), including an understanding of the different properties each possesses; How the above subject area is applied to the art curriculum; Principles, purposes, and design of assessments in the visual arts, including the concepts of critical response and self-assessment. 3 credits

BA.454. Teacher as Content Specialist in Art K-12: Visual Arts: Personal Practice. Demonstrates expertise in one or more of the visual arts (i.e. architecture, crafts, drawing, painting, photography, printmaking, or sculpture), as demonstrated by presentation and exhibition of one's work. 3 credits

Student Teaching Art

BA.455. Art K-12 Student Teaching with Seminar. The licensure candidate completed 13-weeks of student teaching experience in their endorsement area to show evidence of applying knowledge to practice. A minimum of a practicum, or the equivalent, in art education at the elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in art education at both the PK-6 and 7-12 instructional levels is required. The

Performance Standards are demonstrated through evidence from the candidate's mentor and supervisor evaluations and the final Licensure Level I Portfolio. 12 credits

The Final Portfolio documents these standard in the following areas:

- **Section A: Teaching and Learning:** *Teaching Episodes*-For the licensure candidate to demonstrate the ability to plan and teach two in-depth standards based, focused lessons in the endorsement sought. *Understanding Student Learning and Modifying Instruction*-For the licensure candidate to demonstrate the ability to use knowledge of human development and various assessments to shape instructional strategies and to allow opportunities for all students' learning and engagement within the context of the class. *Accommodating Students Identified as Having Special Needs*-For the licensure candidate to demonstrate the ability to plan and implement accommodations for students identified as having special needs, including those identified as being at-risk.
- **Section B: Curriculum Development and Implementation:** *Teaching Over Time*-For the licensure candidate to demonstrate the ability to plan, implement, and evaluate instruction over time; and to demonstrate competency in the endorsement area(s) sought.
- **Section C: Collegueship and Advocacy:** *Collegueship and Advocacy*-• For the licensure candidate to demonstrate the ability to work as a team member and to advocate for students and families.
- **Section D: Educational Philosophy:** *Self-Reflection and Vision*-For the licensure candidate to demonstrate the ability to analyze and reflect upon his/her practice and plan for his/her evolution as an educator.

BA.456-459.Art K-12 Electives. Individual Course Description for an area you focused on or developed during your student teacher semester. 3 credits

COMMUNITY EDUCATION AREAS OF STUDIES

The following course are described in the following order: Degree, AOS Number, AOS Title, AOS Description, Credits

BA.330.Family Involvement and Engagement. Explore policies and practices supporting effective ways to support family involvement in children's learning and development. 3 credits

BA.331.Out-of-the-School Day Learning. Students research trends, opportunities and challenges in out-of-school day out-of-the-school building learning, and apply and reflect on their learning in field work experiences. 3 credits

BA.332.Community-based Learning. Powerful learning can happen in community-based environments. Research best practices and applied learning in service learning, place-based learning and other community-based strategies. 3 credits

BA.333.Partnership and Collaboration. Partnerships are critical for sustainability and development of programs that are authentically rooted in community. Collaborating with

partners and stakeholders from across sectors presents its own set of rewards and challenges. Areas of research and practice may include developing advisory boards, working with school/community partnerships, engaging youth in youth/adult led initiatives to name a few. 3 credits

BA.334. Community Education Process and Philosophy. Community Education has historical underpinnings rooted in a philosophy of community empowerment and equitable access to education. From the Danish folk school movement to the Highlander Research Center to the Occupy movement, community education has been an essential strategy for moving forward critical social change. 3 credits

BA.335. Leadership for Social Justice. Students explore how individuals and groups connect, organize, think systemically, bridge and learn as part of a dynamic leadership process that mobilizes action on the scale needed to address social justice. 3 credits

BA.336. Creating Space for Social Change. Students learn about leadership strategies for holding community conversations around difficult issues. 3 credits

BA.337. Restorative Justice. Restorative justice is an approach to justice in which both the offender's and victim's needs and looks at the responsibility and involvement of the whole community in supporting restoration. Students research current trends and best practices in restorative justice. 3 credits

BA.338. Youth Voice. Critical social movements and initiatives around the world are being launched by youth empowered voices. In this area of study, students will explore the power of youth voice. 3 credits.

DUAL LANGUAGE EDUCATION AREAS OF STUDIES

The following course are described in the following order: Degree, AOS Number, AOS Title, AOS Description, Credits

BA.352. Human Development and Learning. This course provides a survey of human physical, psychological, and social development throughout the life cycle. This class explores in depth how themes, which begin in early childhood, recur later in the life cycle. Building on the work of Dr. Leticia Nieto regarding Life Cycle Spirals, students explore the theoretical constructs of Darder, Freire, Erikson, Piaget, Vygotsky, Hale, Dewey, Gardner, and object relations theory. This exploration of life-span development takes place within the framework of social justice and the social construction of knowledge. Students examine the ways that learners construct their knowledge of the world by engaging with others through living and acting in the world. They also examine the ways that human beings are well nurtured in culturally democratic learning communities, which support academic success and social responsibility for all. Students are guided in using developmental concepts from readings to reflect on their own life cycles and development of voice. Emphasis is placed on the bridges between psychosocial development stages. Students work with the concepts of "holding environments" and "cultural democracy." Students learn to recognize optimum human patterns and address them from a developmental

perspective. The focus is on developmental themes, empathy, and culture. A research project focusing on a developmental issue and intense observations will be a requirement of this class. 3 credits

BA.353.Imagination and Cultural Expression with Young Children. Students will explore the creative process through art, music, poetry, and story telling. The emphasis is on the arts as communication, as a reflection of culture and history, and as a tool for community building and interacting in all aspects of the curriculum. Students examine the benefits of arts-based curriculum in the development of imagination and cognitive, language and communication, and social skills. The course demonstrates the use of cultural arts in developing Total Physical Response (TPR) and other language development support strategies. Students examine examples of multiple intelligences and planning curriculum (using the cultural arts) to respond to a variety of strengths and kinds of intelligences. Students also gain skills in recognizing and defining various poetic forms, musical rhythms, and story telling approaches (including conceptualization of a personal style, development of the ideas, techniques, and organization of the art's elements to form creative work). 3 credits

BA.354.Conscientization: Reading the World. This course on critical thinking, conscientization, and reading the world prepares students to use their capacity of reason to examine the power dynamics impacting children, families, and communities; affect change in the quality of education and life; and incorporate their emotional and cultural knowledge as valid tools for reasoning. The works of Antonia Darder, Paulo Freire, Lisa Delpit, William Cox, Frederick Douglas, and David Frisby are used as a theoretical base for this class, which will examine the historical context of the origin as well as ways of undoing various forms of oppression (such as racism, sexism, classism, heterosexism, and oppression based on one's indigenous status). Concepts of fear of freedom, collusion with oppression, internalized oppression, internalized superiority, reading the world, conscientization, dialogue, resistance, community campaigns, and organizing strategies will be explored. Students are challenged to examine these influences on their own growth and perceptions of human behavior, to define their personal ethics within the context of contemporary society, and to search for creative personal, professional, and community responses to inequality and bias. 3 credits

BA.355.Working with Families in a Diverse Society. This course serves to support students in recognizing parents as the first and primary educators of their young children, strengthen their awareness of culturally specific child rearing and educating practices, and provide examples of ways of entering into dialogue and partnerships with parents. It fosters a collaborative approach to working with families, as partners in advocating for children in their communities. The course examines the diverse make-up of families, various culturally specific models of organizing family life, and strategies for raising children without internalizing oppression or superiority. Cross-cultural competency, the development of voice and transformation, and envisioning the kind of world a community would like to bring into being are central to this course. Students examine the role of respect, dignity, love, and collaboration as underlying components for effective interaction with children and families. Students practice progressive and effective approaches to working with families such as maintaining an open, friendly, and cooperative relationship with each child's family; inviting parents to be a part of the classroom

and program; supporting the children's relationships with their families; helping parents understand the program's and classroom's language plan; knowing parents' views on such issues as the use of first and second languages within the program, childrearing, and biculturalism; and supporting the families' desire to communicate their language and cultural heritage to children through cultural practices. 3 credits

BA.356.Sociolinguistics. This course focuses on the development of language within its social context and its implications as one of the most powerful transmitters of culture. The role of language as a tool of social domination or liberation is explored. Emphasis is placed upon issues of bilingualism and literacy as they relate to the process of bicultural development (from the work of Antonia Darder) in United States society; on analyzing primary and second language acquisition; and on instruction of bilingual and bicultural learners. Students reflect on sociolinguistic issues within their own history and current professional, personal, and community contexts. The phenomena of regional variations in language, dialects, and change will be examined. The Spanglish and Ebonics languages will be explored as case studies in sociolinguistics. 3 credits

BA.357.Play, Language, Culture, and Literacy. This course examines definitions of literacy, the significance of literacy skills, and literacy development among young children and their families in dual language and multilingual communities. Using Freire's notion of reading the world as well as reading the word and the concept of trilitracy from the Teaching Umoja Participatory Action Research (PAR) 15-Year Commitment as a base, students develop a theoretical framework and set of strategies for supporting emergent literacy skills in young children, supporting continuing literacy skills in young school-age children, and enhancing family literacy involvement. The interconnections of language, culture, dramatic play, using tools and materials to represent their experience, and reading are explored. The course includes an examination of the development of symbolic behaviors and the role of adults in supporting children's play, language, cultural expression, and literacy. Students will examine developmentally appropriate, culturally relevant curriculum and assessment design for diverse literacy learners. Students develop strategies for supporting phonemic awareness, book knowledge, print awareness, sound-letter matches, vocabulary and conversation development, comprehension and critical thinking, love of reading, and writing. In addition, early literacy approaches specific to particular languages and writing systems are explored and compared. 3 credits

BA.358.Culturally Relevant Anti-Bias Approaches to Education. This class introduces the foundational concepts, models, and rationale for developing culturally relevant anti-bias curriculum, with a particular focus on early childhood education and developmentally appropriate practice. Attitudes and behaviors towards others in the areas of gender identity, physical characteristics, culture, abilities, religion, indigenous status, sexual orientation, and socio-economic class will be addressed. Other content will include: developmental issues, curriculum models, analysis of resources and materials, and beginning advocacy. Specific strategies for working with both European-American families and families of color and the impact of racial, cultural, homophobic, gender, age, religious, indigenous status, and economic

class bias on children and families will be addressed. The course will also cover teaching children to recognize and resist bias and to understand and reject rejection. 3 credits

BA.359. Working with Children with Disabilities. Students will engage in discussions, activities, and observations pertaining to the key theories, philosophies, and programs that have supported the development of early childhood special education. Relevant federal and state laws and regulations and local policies will be analyzed. Best practices in early childhood special education and major characteristics, etiologies, and effective intervention approaches for young children with special needs will be emphasized. This course will also support understandings of service delivery systems that provide early intervention services to infants, toddlers, and preschoolers with special needs or risk conditions. This course is designed to provide participants with opportunities to observe multidisciplinary service provisions in early intervention services, and to allow students to critically analyze the effectiveness and degree of family-centered focus that programs have as they relate to young children and families. The focus will be on inclusion, the development of friendships and a vibrant community of learners, linguistically and culturally appropriate assessment and referral, effective classroom management and guidance techniques, individual plans for children, team work, and child-centered teaching. Intense observations of young children and teachers who work with children with disabilities will be a requirement of this class. Students will also submit a research project and presentation of an issue that is relevant to professionals, families, and children with disabilities. 3 credits

BA.360. Pedagogía: Teaching in Dual Language, Multilingual, and Culturally Diverse Settings. This course guides students in creating socially oriented, child-centered, cultural arts based integrated curricula for young children, age 0-8 years in dual language, multilingual, and culturally diverse early childhood environments. Students will create a professional portfolio documenting their theoretical framework, learning of strategies and techniques, and experiences working with children. This course explores the learning materials appropriate to different ages and the function of culture, play, and creativity in curriculum development. Focus is on use of reflective practice to develop child-centered, integrated curricula for infants, toddlers, preschool programs, and school-aged programs. This course will particularly address the assessment and programming needs of linguistically and culturally diverse groups of children and families, and will include strategies for assessing and planning for children's first and second language development. It will also highlight the research of the Teaching Umoja Participatory Action Research (PAR) 15-Year Commitment. The use of portfolio assessment and documentation of learning and development are featured. Students will gain an understanding of how the needs identified relate to a larger societal context. The course covers Participatory Action Research as a model (featuring the work of the King County African American Child Care Task Force) for assessing needs, as well as culturally relevant assessing and programming. 3 credits

BA.361. Dual Language Practicum. Students participate in an internship in an early childhood or primary classroom in a bilingual, bicultural, dual language, or multilingual school. This course also includes a reflective seminar where students discuss their teaching experiences with an advisor and other students (in person, in a conference call, or online). Students are expected

to solo teach for a minimum of three weeks as a part of their internship. Solo teaching includes all the planning, curriculum development, and teaching for at least three weeks. Solo teaching includes taking full responsibility for all instructional and non-instructional tasks. Students create a professional portfolio of their internship experience. 3 credits

BA.362. Introduction to Participatory Action Research. In Participatory Action Research (PAR), those being researched and those conducting the research are one and the same, research is conducted by a community of participants, and the research is aimed at understanding the participants' worlds in order to change them. It is about improving the quality of life for a community according to the visions they create for the kind of world they would like to bring into being. This course also supports students in developing knowledge and skills to understand and use a variety of current qualitative methodologies such as ethnography, narrative analysis, case study, and interviewing strategies and methods. Participatory Action Research (PAR) introduces a method that is ideal for researchers who are committed to co-developing research programs with people rather than for people. The course provides a history of this technique, its various strands, and the underlying tenets that guide most projects. The culturally responsive PAR strategies and experiences of the King County African American Child Care Taskforce, the King County Latino Child Care Taskforce, and the Teaching Umoja Participatory Action Research (PAR) 15 Year Commitment will be examined. In addition, McIntire's three characteristics of PAR will be explored: (1) The active participation of researchers and participants in the co-construction of knowledge; (2) the promotion of self- and critical awareness that leads to individual, collective, and/or social change; and (3) the building of alliances between researchers and participants in the planning, implementation, and dissemination of the research process. 3 credits

BA.363. Meaning Making in Educational Research. Students engage in reflective practice and self-evaluation of their professional roles, effectiveness in their current endeavors, and their philosophical foundations related to their professional field. Students will develop a plan of action for surveying others in similar positions in response to identified content areas as part of the evaluation process. Students will cover relevant research and practical information related to dual language early childhood methods with a goal of using circle time, small group time, and story time to support second language development in dual language preschool classrooms. The emphasis is also on the exploration of different assessment tools and strategies to set the language framework in the curriculum (for first and second language development). 3 credits

RESOURCES AND OTHER HELPFUL TIPS

Critical and Engaged Thinking

To think critically is to think mindfully about the world around us. We engage in critical thinking every day. Each time we try to decide whether to trust a politician, plan a nutritious meal, or carefully select what we are going to wear, we are using critical thinking. In a sense, it is carefully thinking, the opposite of going through our lives believing everything we are told

and doing whatever is expected of us. One faculty member described critical thinking as "a tool for living well as well as for learning. It is a 'stance', a way of situating ourselves in the world as a participant, not just a 'receiver', viewer, reader, of other people's meaning." It can be used to understand literature or history, reflect upon personal and societal values, analyze the relationships between oppressors and oppressed, and create and reflect upon a work of art.

Many people mistakenly think of critical thinking as something negative--as tearing someone down or trying to make them look bad. Some think of it as linear and dry analysis--just the opposite of creative thinking. This is not true. We are engaged in critical thinking each time we make careful choices. Artists, dancers and poets make such choices all the time; critical thinking is an integral part of the creative process. Creativity often begins with intuition and gut feelings; critical thinking then helps us decide whether to go with them. As the *Goddard Writing Guide*, suggests, "The truth is that critical thinking *IS* creative thinking. It's not a way to separate head from heart, but a way to integrate both in forming deep and life-affecting responses to what you read and experience."

To think critically is to empower ourselves. It allows us to become autonomous persons who can shape our own lives, rather than be a passive chip blown by whatever society expects of us. It is revolutionary; no positive social change is possible without critical thinking. It is though a tool that we must learn and practice before we can do it well.

Critical Thinking Tools

Actually, "critical thinking" refers to a whole bag of tools or skills. It is important to know what they are, to keep them sharp, and know how to use them well. Notice that these skills could be called "tools for clear thinking." Unsurprisingly, thinking clearly is a large part of what critical thinking is all about.

When encountering a problem or trying to study a topic, review the following list of critical thinking skills to see if any of them will be helpful.

Be Open-Minded

- We often hold strong opinions that are quite different from those of other people we meet, authors we read, or cultures we encounter. Our own views, though, may not be accurate, or we may hold them so strongly that we are unable to see what is of value in those of other people.

Be Skeptical

- It is not enough, though, to be open-minded. Not everything that we hear or believe is necessarily true--even some things that we really want to be true. Even

Use "Critical Lenses"

Critical thinking is an important kit of tools to use in our studies. It is one thing, however, to have a toolkit and quite another to use the tools effectively. We must use them in a focused way.

Critical lenses help us to find that focus. We can, for example, study Goddard College from many perspectives. These include:

1. its place in the history of progressive higher education,
2. the politics of gender within the college,
3. the reasons why Goddard does not reflect the cultural and racial diversity of America;
4. the ecological impacts of the transportation requirements of Low-Residency Programs; or
5. its programs as a catalyst of personal growth in its students.
6. endeavor. ("Competition," for example, has a somewhat different meaning to an ecologist economist, sociologist or boxer.) Knowing the language helps you to become a member of your critical community. However, you will also need to . . .
7. *Look beyond the boundary*: A critical lens provides a way to focus on a problem. This is its strength. Keep in mind, though, that this can also be a weakness, because it makes it difficult to see your problem from another perspective that might also be helpful. Be sure to occasionally step back and look at the larger picture. What is the larger context?

Scrutiny

Ask yourself; will my work stand up under inspection? When all is done, your work must be able to hold together as a well-developed and persuasive piece. Your conclusions must well found. Are they well-reasoned and based on sound evidence and logic? Do the various parts contribute to the larger whole--do they "work" in terms of the overall project? Will the results of your efforts win acceptance by your audience?

Bias

Be critical in the way you think about your own life and society. Probe beneath the surface to understand the forces that are trying to shape you, your values and your behavior. How are you being influenced by the predominantly white capitalist patriarchal nature of our society? Who are the winners in our society and who are the losers--why? How are you being shaped by the every-present bombardment of the media and popular culture? Critical thinking can be a tool to help you gain power over your own life. Don't be a passive participant, become an active player in creating the life and world in which you want to live.

1. format. That is, "If this (x) is the situation, then we can expect this (y) outcome." Be sure, though that your conditional conclusions are well founded.
2. Causal explanation. This involves explaining a phenomenon or situation in terms of a root cause. For example, "The high percentage of African Americans on death row in the United States is a product of the racist nature of our society." Keep in mind, though, that there may be many steps between the root cause and the outcome. (Just

how does racism lead to the presence of so many African Americans on death row?) Be sure that you can explain, based on the evidence, the steps leading from the cause to the effect.

BOOK ANNOTATIONS

The first rule of annotation is that there is no set formula for writing annotations. There are guidelines and suggestions, however, and here are some of the best ones.

Purpose of an Annotation

An annotation is your written dialogue with the text (text can mean book, article, film, gallery show, presentation, etc.). An annotation is MORE than a book report, LESS than a research paper. It allows you to practice putting forth provocative questions--ones that have meaning for you and your study--about the text (which, in turn, helps you learn more about writing more formal and comprehensive critical essays in the future). Furthermore, annotations are the way you document for your records and to your advisor what you're taking in, thinking through, and synthesizing in your studies.

Beginning an Annotation

How you organize an annotation is up to you, but generally, it's good to begin with a summary or synopsis of the text you're annotating. In other words, what is the main message of this book? What is the author's conclusion? What are your overall responses? How does what this author presents support or negate your prior knowledge or your experience? To what extent might this reference inform your practice or research?

Summarize in two or three sentences what the main message of the text is (what is the thesis?)

- What are the main points the author makes?
- What are the themes and sub-themes?
- What assumptions, values, attitudes are associated with these themes?
- What are the limitations of this book? (What doesn't it cover that you expected it might cover?)

Usually, annotations explore material from both a scholarly and personal point of view. You can write about how you felt about the book, as well as how the argument the book makes about X is weak because there's not enough Y presented. Here are some areas you can dive into in writing you annotation. Each one of these areas listed could easily be developed into a page or two of discussion.

Reflecting on the Author's Perspective

If the author is writing about abortion and he works for a right-to-life group, the author's perspective may be different from an author who directs Planned Parenthood. So hunt around the book cover and jackets to see if there's a blurb about who the author is and what else the

author has written and done. You can also look the author's name up in the library or on the web for more information. Many times you can tell a lot about the author's perspective from WHAT IS and WHAT IS NOT presented.

- Who is the writer? What is the writer's cultural (race, class, sexual orientation, etc.) background?
- From what particular experiences or studies does the writer get their knowledge?
- Is the writer identified with a recognizable "movement" or school of thought?
- What is the author's general position regarding the text, especially any biases, or prejudices, or strong opinions?

Who is the Author's Audience?

Every text is directed toward a specific audience, and whether or not it's a political statement, the author is trying to direct the reader to see, understand, experience, rethink something. How is the author "playing" to the audience?

- What are the main points the author makes, the most significant information conveyed?
- What in the writing indicates what the author wants you to know, realize, believe, think feel? What events, words, phrases, statements, characters, settings, etc. contribute to where the author wants you to land?
- To whom is the author speaking? What background information is and isn't provided? Who is this text for?
- What does the book accomplish? And, does it accomplish what you believe it was meant to accomplish?
- see now that because I experienced . . . I might see . . . and not see . . . in this text, but others who have done . . . might see . . .

Ending an Annotation

You can conclude whatever way calls to you, but one useful direction to go is toward evaluating what this book means to you personally, your studies this semester or overall, other people who might read the book, and/or the planet in general. Since annotations are the place to examine the value of that text, you might wish to conclude by assessing the value of that text.

Writing Great Annotations

1. Use quotes and paraphrase from the text you are annotating. This is how you present your evidence for what you believe, your illustrations for what you feel.
2. Anything you take from the text and summarize or paraphrase **MUST BE CREDITED** with a footnote or internal citation (page numbers) or else you might be plagiarizing.

3. Give the author's full name and the full name of the text in your first paragraph. Also, list the publisher, year and place of publication, etc. in your bibliography at the end of the annotation.
4. There are lots of ways to say, "She SAID . . ." You could consider these verbs: explain, convey, argue, leads us to believe, affirms, denies, spells out, discusses, feels, considers, portrays, etc.
5. Proofread!!!!!!

WRITING A LITERATURE REVIEW

A Literature Review is your discussion of the central texts/sources in the academic discipline(s), or areas of inquiry, in which you are:

- Placing several sources/texts in conversation with one another and with yourself
- Acknowledging the role that those who have come before you have played in the development of your area(s) of inquiry; Exploring the limitations, challenges, trends, or transformations of each step in your discipline's development which led to the next
- Defining the contribution you are making--the particular lens, experiences, or integration of ideas/disciplines you are offering to the collective conversation
- Carrying your unique voice to the community of those who share your passions and your chosen approach
- Reflecting on your beliefs and assumptions by engaging them with the ongoing conflicts and celebrations of your area of inquiry
- Finding your role within that community of academic explorers

A Literature Review is not:

- An **annotation**, which is a review and analysis of (your conversation with) a single text (*You will likely draw from your annotations in writing a literature review, placing many texts in dialogue with one another and with yourself.*)
- An **annotated bibliography**, which discusses each text one at a time, in a short paragraph, describing and evaluating it and its value to your study (*Your literature review will engage these texts more extensively with one another in order to tell the story of your chosen discipline, and your relationship to it.*)
- A **book report**, which reports back what the book has said (*You will do some of this in your literature review but add to it your creative engagement the books.*)
- A **research paper**, in which you refer to texts to support or expand upon your investigation of a topic (*In your literature review, the texts themselves—and what they have to say about your research question--will be the focus of your writing.*)

- A **memoir** or **journal entry**, in which you select any texts according to their appeal to you, discussing your personal relationship to the subject(s) and ways in which they were meaningful to you (*For your literature review, you will select texts that are considered important within the disciplines you are exploring. Your personal response to these texts and the ideas they propose will be a significant part of your literature review, but it will not be the only part. If you discuss whether or not you liked the text, it will be important to explain why you favor one approach over another, what that says about the context in which you and the text live(d), and how that relates to the conversations or debates within your selected discipline(s).*)

The Process of Writing A Literature Review

1. Clarify your research topic or question.
2. Define your area(s) of research/concern/interest and the academic disciplines they relate to. (Your study may be transdisciplinary, developing an academic discipline that does not currently exist. In this case, clearly define this area and areas of inquiry from which it has emerged or to which it is related.)
3. Identify key sources/texts within these disciplines, especially the recent works (15-20 sources for a senior study, 30-40 sources for an M.A. thesis). Be careful to remain close to the focus of your inquiry question. This avoids becoming overwhelmed with too much information to organize or articulate clearly.
4. Read, keep records, and look for patterns and disagreements (differing theoretical assumptions, theoretical or ideological viewpoints, political orientations, similar goals with differing approaches toward reaching those goals, etc.) among authors. (Develop a system for organizing your materials. Clearly indicate direct quotations and full bibliographic information in your notes so you do not have to look them up again at a later date. Your *Handbook Addendum* has valuable concrete suggestions for taking notes and organizing your work.)
5. Group the texts into categories. You may choose to organize them according to: their chronology (how the field evolved as writers/thinkers built upon and responded to the ideas of their time; organization may center around trends in the field, developments over time, or according to the publication dates of your sources); the variety and sequence of themes you are addressing; *or* the methods of research others have engaged for learning about this area (such as heuristic self-reflection, quantitative analysis, or examination of the cultural artifacts). Set up the sequence of points being made, identifying trends within the disciplines.
6. Expand upon and synthesize what the authors have said about your topic, explaining differences and similarities, the relevance to your study, and how your study contributes to the field(s).
7. Conclude your review, summarizing your main points (summary of major agreements and disagreements, general conclusions, and where you would locate your work in this literature) and suggesting what remains for further research.

Locating Sources

- Look in the **footnotes, references, and bibliographies in key texts and recent journal articles** in your field. Pay particular attention to the texts you find coming up often.
- Read the **literature reviews of other authors** writing on topics related to your own.
- Check out **Goddard's Eliot Pratt Library site on FirstClass** for electronic databases (particularly **First Search**), bibliographies, an online catalog, library research tools, and web links. The library site also has a section on study and writing skills. Ask librarians and people with expertise in your field.

Evaluating Sources and Kinds of sources:

- **Journal articles:** good sources of brief, reliable, and current information (though these too could be dated, as the publication process can delay its appearance by 2 years)
- **Books:** often less current than journal articles because the publication process is usually longer; while textbooks offer more general (less in-depth) information than your study is likely to be, they can be a good resource for locating significant source materials for your area of study
- **Conference proceedings:** valuable resource for current research that has not yet been published and for learning about those who are also interested in your topic
- **Governmental and corporate reports:** often have the financial resources for conducting research; be aware of potential bias arising from the interests of the source of funding for the research
- **Newspapers:** not usually a significant source for a literature review, given the condensed nature of its purpose; a valuable resource for identifying current trends that can direct you toward more extensive research
- **Theses and dissertations:** a good resource for locating others' work being done in your field; potentially less reliable information as they have not been through the same peer reviewed process that published materials have
- **Internet:** while an excellent, accessible source of information, reliability of the information can be questionable, given that there are not necessarily checks on the material presented; many professional journals are now available on the Internet
- **CD-ROMS:** a source of bibliographies from academic libraries
- **Magazines:** tend to be less in-depth in their scope than intended for a literature review but, like newspapers, can inform you about recent trends and direct you toward important sources

Some questions you might ask about the sources:

- What is the **nature** and **intent** of the source: informational, interpretive, personal memoir, empirical report, theoretical study, sociological or political account, historical overview,

professional journal, government document, popular media, newspaper article, editorial, letter to the editor, historical record, thesis/dissertation, internet site, film?

- Does it belong to a particular **school of thought**? What is its **theoretical basis**?
- What **terminology** and **definitions** does it use? What are parallels and variations with terminology and definitions in other sources?
- What are the **strengths** and **limitations** of the information or points being made, particularly as they relate to your study? How has the author **defined the issue**? Are there **other ways of looking** at it?
- Who is the **author**? What personal experience, education, credentials informed her/his opinion? Where is this person's **stance** located in your field of inquiry? What other texts have the author published?
- What **evidence** does the author present for validating his/her claims: facts, statistics, surveys, critical analysis, and opinions of others?
- Does the book have a particular **bias**? Does it claim to be objective or subjective (or both); do you agree with this claim; and how has the subjectivity or objectivity affected the value of what is being said? What is its point of view? Does it provide alternative points of view? Is there important information the author leaves out in drawing his or her conclusions? Are the examples one-sided? What is the tone, and is the language charged? (It is fine to use biased sources. Your review will include your analysis of these biases and your assessment of the degree to which you see this as a problem.) What is left out? What is assumed?
- Analysis of **statistics**: What is the **source** of the statistic and is it reliable? Who **sponsored/funded** the research, and does that suggest a leaning toward a particular outcome (such as a pharmaceutical company sponsoring information about a product it produces)? What is the **date** this statistic was generated: might it now be out-of-date; was it gathered after an event that would have influenced the outcome (such as a statistic about people's sense of personal security gathered after 9-11)? Who was included and from what group were they drawn? In polling, how did the **language** of the questions ask shape the answers that would result? Are the terms in the language clearly defined? Do the items or people being counted accurately inform the conclusions that are drawn?
- Look up **reviews** of the book to learn what others have said about it.
- Are **citations** given to support a point of view or statement or to lead the reader to more source materials?
- What is the **date** the book was published? Has there been a lot of change in this discipline since that time? In what ways does this affect or not affect the value of what is presented?
- What do you know about the publisher, the kind of books it puts out, a particular point of view it is known for, and its reputation?

SENIOR STUDY PROPOSAL

Faculty will comment **briefly** as to whether your proposal addresses the following guidelines from the Undergraduate Student Handbook. Advisees are expected to arrange a follow-up discussion with their advisor regarding these comments.

1. **Thesis questions/focus:** What question or questions are you answering with your research?
2. **Audience** you are addressing/trying to reach or persuade
3. **Personal viewpoints or biases** you bring to your study (e.g. race, gender, class, age, religious affiliation, etc.) that influences your viewpoint or approach.
4. **Theoretical perspectives/influences** in your work. Whose ideas have inspired and shaped your work? How has this work grown out of your undergraduate studies?
5. **Method(s) of research:** What types of research will you undertake? Why? (e.g.. review of literature, qualitative or quantitative methods.)
6. **Structure of the Senior Study:** Cite and explain the framework or structure you intend to utilize (e.g. chapters or connected essays? Creative work and a context paper?)
7. **Bibliography** of research sources (books, articles, media, interviews, etc.) you intend to use and cite (presented in MLA, APA, Chicago or other appropriate citation style in accordance with your program.

Additional Faculty Feedback

Does the student propose a study that addresses the following academic skills?

- The ability to identify and develop solution to a specific problem/question, or set of problems/questions, or to engage in sustained inquiry about a central issue, idea, or concern
- The ability to integrate and document personal experience and social/cultural knowledge
- The awareness of the history, theories, ethical issues, controversies and, when appropriate, aesthetic concerns of their area of inquiry
- The ability to present the results of the study in a format appropriate to the involved areas or disciplines (e.g.: art exhibit, MLA, APA, etc.).

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