

LIBERAL STUDIES (EDUCATION), B.A.

Academic Programs

To accomplish the Education Program goals, a Bay Path student is provided with:

- A strong knowledge base in the liberal arts and sciences which provides the basis of subject matter in elementary and early childhood education.
- A sequential, well-designed grouping of education courses that address the pedagogical component of best practices in teaching.
- Courses that address human interactions and diversity (e.g., Child Development, Special Education), necessary for the development of non-discriminatory and caring teachers.
- Structured experiences in schools, ranging from observations, to assisting the classroom teacher, to full practicum (student teaching). These in-school experiences address the content, pedagogical and humanistic development of a teacher.
- Education courses that utilize the Massachusetts Curriculum Frameworks as a required text and embed school curriculum in coursework.
- Opportunities to engage in inquiry, research, and reflection in coursework and in the schools.

Program Experiences

Early Field Experiences

Many of the education courses have early field experiences integrated into the courses. These opportunities allow the student to spend time in classrooms working with teachers and children. Successful completion of early field experiences can affect course grades and is a requirement for continuance in the Education Program.

Pre-Practicum

Prior to student teaching (practicum), a student must complete a supervised pre-practicum in a public elementary school. Pre-practicum is a field-based experience, is preparatory for student teaching, and is part of the Senior year experience. Placement is done in conjunction with the Education Department, public school and central office of a school district. In order to qualify for a placement, the student must have a cumulative grade point average of 3.0 (B) or better, must pass all required MTEL exams, must be in good standing at the University, must complete a CORI (Criminal Offense Records Investigation) check, and any other requirements as mandated by a school district. As part of the pre-practicum experience, the student will participate in a weekly seminar session with a program supervisor.

Practicum (Student Teaching)

Practicum is a field-based experience in a public elementary school, supervised jointly by a public school teacher and University supervisor. Practicum is part of the Senior year experience and is a full-time commitment. Practicum hours are earned over a 12-week period; students must complete a minimum of 300 hours. Placement is done in conjunction with the Education Department, public school, and central office of a school district. In order to qualify for a placement, the student must have a cumulative grade point average of 3.0 (B) or better, must pass all required MTEL exams, must have successfully completed pre-

practicum, must be in good standing at the University, must complete a CORI (Criminal Offense Records Investigation) check, and any other requirements as mandated by a school district. As part of the practicum experience, the student will participate in a weekly seminar session with a program supervisor. It is recommended that Bay Path students do not take courses or hold employment during the practicum semester.

Exit from the Education Program

To exit from the Education Program and be considered a program completer, the student must successfully complete all paper and performance requirements as stipulated by the Education Department. As part of completion of practicum requirements, the student must demonstrate teaching competency through successful completion of a **Candidate Assessment of Performance (CAP) developed by the Massachusetts Department of Elementary and Secondary Education**. The student's performance on this instrument is evaluated primarily by the supervising practitioner (teacher) in cooperation with the program supervisor from the University.

The Massachusetts Tests for Educator Licensure (MTEL)

Effective February 21, 1998, candidates applying for a teaching credential are required to pass **The Massachusetts Tests for Educator Licensure (MTEL)**. The purpose of the Massachusetts Tests for Educator Licensure (MTEL) is to help ensure that a licensed educator has the knowledge and skills essential to teach in Massachusetts public schools. *Bay Path education students must pass the entire MTEL prior to entering the senior year.*

Massachusetts regulations for initial licensure in Early Childhood and Elementary Education require candidates to pass three exams:

- Communication and Literacy (a test of reading and writing),
- A subject test in either Early Childhood Education or General Curriculum,
- Foundations of Reading (a test on the subject of reading).

Students who wish to become certified in states outside of Massachusetts must also pass any additional examinations given by that state.

It is the student's responsibility to register for the tests and to be aware of registration deadlines and rules of test participation. Students must designate Bay Path University as the institution of higher education to receive the score report. It is the student's responsibility to submit all necessary documentation for alternative testing arrangements should they feel they are warranted. Decisions on alternative testing arrangements are made by the MTEL, not Bay Path University.

Post-Baccalaureate Degree Admission

The Early Childhood and Elementary Education Programs at Bay Path University are undergraduate degree programs. A student holding a Bachelor of Arts degree who seeks initial licensure is advised to pursue an appropriate master's degree in the field.

A student holding a baccalaureate degree from Bay Path University who has fulfilled all liberal arts and education program requirements, but who was not able to, or allowed to, enroll in the pre-practicum or practicum might have the option to return to Bay Path University under special conditions. They must pass the MTEL and meet any additional academic requirements not in place during the time of previous enrollment in

order to fulfill the current requirements for initial licensure if a student is allowed to return to complete this option.

Teaching in States Outside of Massachusetts

The Education Programs at Bay Path University are approved by the Massachusetts Department of Elementary and Secondary Education. When a student graduates and earns Massachusetts licensure, they can use their teaching credential to apply for licensure in other states, as determined through NASDTEC, the National Association of State Directors of Teacher Education and Certification. NASDTEC facilitates the movement of professional educators from state to state. In order to qualify for a teaching license in the state of choice, the candidate will have to pass all exams and any additional requirements needed for licensure by that state.

Title II of the Higher Education Act

Title II (Section 207 of the Higher Education Act) requires that institutions with teacher preparation programs that enroll students receiving federal financial assistance prepare annual reports on teacher preparation and licensing. The full report is distributed with admissions materials and is also available upon request.

Bay Path University pass rates are based on the 2022-2023 cohort of students who completed their licensure requirements during that year. These students are designated as program completers:

- Number of Program Completers = 39
- Pass Rate on the MTEL = 100%

Additional Non-Degree Education Options

Undergraduate Certificate Program in Lead Teacher Certification

The Certificate in Lead Teacher Certification, issued by the Massachusetts Department of Early Education and Care (EEC), gives the candidate the preparatory course work for lead teacher licensure. Holding a lead teacher certificate enables the candidate to work as a "lead teacher" in a childcare setting and also credentials the candidate for family child care (licensed care in the provider's home).

Bay Path University provides the coursework to receive this certificate. This certificate itself is not issued or endorsed by Bay Path University directly.

Massachusetts Department of Early Education and Care (EEC)

The Massachusetts Department of Early Education and Care was established in 2005 through the consolidation of two state agencies to oversee early education and care and after-school services. EEC is responsible for setting licensing standards, issuing licenses, and monitoring early education and care and after school programs in Massachusetts, including group child care centers and family child care homes.

EEC certification regulations for lead teachers mandate that the candidate have appropriate coursework, be at least 21 years of age, and have a minimum of 9-18 months of work experience in the early childhood field (the number of months of work experience is determined by a candidate's University major). The lead teacher certificate will address the required coursework; students will complete the work experience on their own. After graduation, students can take courses in day care administration to certify as a director of an early childhood center.

Candidates for the Certificate

- Current early childhood education students who want to work with preschool children but do not want, or cannot meet, the criteria for the licensure program.
- Students in other majors who are interested in teaching and caring for preschool children in childcare centers.
- Students who want to own and operate family child care centers.
- New students interested in the childcare field.

Certificate Housing

The certificate will be housed in the Education Department. Students in the certificate program will need both a primary advisor in their major and a secondary advisor in education.

Courses in the Certificate

There are no new courses in the certificate. Existing courses are bundled into a certificate program that meets EEC regulations. The certificate contains following five courses (15 credits):

Course	EEC Regulation by Topic
PSY 205	Child Growth & Development
EDU 110	Curriculum and Program
EDU 211	Curriculum & Program Planning
EDU 212	Curriculum & Program Planning
EDU 250	Including Children with Disabilities

The Bachelor of Arts in Liberal Studies degree program offers the following Education majors:

- Early Childhood Education Licensure Major (<https://catalog.baypath.edu/traditional-undergraduate/academic-programs/liberal-studies-education/early-childhood-education-licensure-ba/>)
- Early Childhood Education Non-Licensure Major (<https://catalog.baypath.edu/traditional-undergraduate/academic-programs/liberal-studies-education/early-childhood-education-non-licensure-ba/>)
- Early Childhood Leadership Major (<https://catalog.baypath.edu/traditional-undergraduate/academic-programs/liberal-studies-education/early-childhood-leadership-ba/>)
- Education Studies Non-Licensure Major (<https://catalog.baypath.edu/traditional-undergraduate/academic-programs/liberal-studies-education/education-studies-non-licensure-ba/>)
- Elementary Education Licensure Major (<https://catalog.baypath.edu/traditional-undergraduate/academic-programs/liberal-studies-education/major-elementary-education-ba/>)
- Elementary Education Non-Licensure Major (<https://catalog.baypath.edu/traditional-undergraduate/academic-programs/liberal-studies-education/elementary-education-non-licensure-ba/>)
- Severe Special Needs Licensure Major (<https://catalog.baypath.edu/traditional-undergraduate/academic-programs/liberal-studies-education/severe-special-needs-licensure-ba/>)

Bay Path University also offers a Bachelor of Science degree with a major in Biology/Secondary Education. See Bachelor of Science in Biology (<https://catalog.baypath.edu/traditional-undergraduate/academic-programs/biology/biologysecondary-education-bs/>) section for additional information.

Student Learning Outcomes

Upon completion of an Education major within the Bachelor of Arts in Liberal Studies program, graduates will be able to:

Licensure Programs

(Early Childhood Education Licensure, Elementary Education Licensure, and Severe Special Needs Licensure Majors)

- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers Curriculum, Planning, and Assessment standard.
- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers Teaching All Students standard.
- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers Professional Culture standard.
- Demonstrate effective oral and written communication skills through in-class assignments and presentations, to be applied in the teaching-learning process.

Non-Licensure Programs

(Early Childhood Education Non-Licensure, Education Studies Non-Licensure, and Elementary Education Non-Licensure)

- Apply theories of instruction and curriculum by creating written lesson plans and presenting lesson demonstrations.
- Evaluate different instructional techniques and curriculum adaptations to meet the needs of heterogeneous learners in the general education classroom.
- Interpret the teaching of literacy skills, social studies, mathematics, and science in the context of problem-solving techniques and integrated curriculum.
- Deepen knowledge of multiple assessment methods to evaluate children's understanding and progress and to make instructional decisions.
- Recall knowledge of current educational issues related to the philosophy, history, and politics of education, particularly in the United States.
- Examine personal commitment to the teaching profession through reflections on classroom practice

Early Education Programs

(Early Childhood Leadership Major)

- Design, Planning, & Assessment: Develop understanding of and applying knowledge to assessment and main early childhood concepts to know how to integrate into curriculum and instruction, that is developmentally appropriate for the early childhood classroom, including children with disabilities.
- Supporting All Students: Convey an understanding and importance of young children's characteristics, needs, multiple influences on development & learning, and creating positive relationships to be able to reflect on their own teaching strategies, providing a positive early learning environment. Demonstrate knowledge and understanding of early childhood development to create healthy, respectful, supportive, and challenging learning environments using all resources available, including technology.
- Family & Community Engagement: Articulate knowledge and understanding of diversity, cultural competence and engaging family

and the community to support early childhood development and learning.

- Professional Culture: Identify early childhood professional guidelines, advocacy resources for young children, and professional development opportunities to continuously improve as an early child educator while engaging in observations and other field experiences in the early childhood classroom.

Possible Career Options for B.A. Liberal Studies (Education) Graduates

Early Childhood Education

- Pre-Kindergarten Teacher
- Kindergarten through Second Grade Teacher
- Lead Teacher at Child Care Center
- Graduate Study

Elementary Education

- Grades 1-6 Teacher
- Graduate Study