

Catholic Education

To fulfill the mandate she has received from her divine founder of proclaiming the mystery of salvation to all men and of restoring all things in Christ, Holy Mother the Church must be concerned with the whole of man's life, even the secular part of it insofar as it has a bearing on his heavenly calling. Therefore, she has a role in the progress and development of education. (Gravissimum Educationis)

The role of the Catholic school is to participate in the Church's evangelizing mission of bringing the Gospel message to the young and providing an environment where Christian education is carried out. Regarding the role of the Catholic educator, the Sacred Congregation for Catholic Education states:

In today's pluralistic world, the Catholic educator must consciously inspire his or her activity with the Christian concept of the person, in communion with the Magisterium of the Church. It is a concept which includes a defense of human rights, but also attributes to the human person the dignity of a child of God; it attributes the fullest liberty, freed from sin itself by Christ, the most exalted destiny, which is the definitive and total possession of God himself, through love. It establishes the strictest possible relationship of solidarity among all persons; through mutual love and an ecclesial community. It calls for the fullest development of all that is human, because we have been made masters of the world by its Creator. Finally, it proposes Christ, Incarnate Son of God and perfect Man, as both model and means; to imitate him, is, for all men and women, the inexhaustible source of personal and communal perfection. (Lay Catholics in Schools: Witnesses to Faith, #18)

Catholic educators provide a vital role in ensuring the mission of Catholic education is carried forward and creating a school climate that is authentically Catholic. Therefore, the position of a Catholic educator is not merely a profession but in reality a call or vocation. The influence all teachers have on their students has been researched in both secular and religious arenas. Pope Paul VI stated, "Modern man listens more willingly to witnesses than to teachers, and if he does listen to teachers, it is because they are witnesses." The formation of students is dependent not only on what is taught, but on a personal experience of their day to day relationship with their teacher. Through their actions, Catholic teachers must understand the importance of their role, give witness, and model the ethos of the Catholic Church.

The Holy See, through its documents, acknowledges the heritage of Catholic education and the indispensable role schools play in ensuring the mission of the Catholic Church is carried into the twenty-first century. The Catholic teacher is the instrument by which this mission is realized.

Why pursue a degree with a major in Catholic education? The answer lies in the need for men and women, who have a vocation in Catholic education, to understand the meaning associated with the philosophy of Catholic education and develop the academic and faith-

based skill necessary to carry out the Church's mission in their classrooms.

Courses in Catholic Education

EDCE 305: The Catholic Educator: Philosophy/Vision and Strategies: Designed to promote and enrich a student's own quest to integrate being a Catholic and being an educator. We will initiate a dialogue between the contemporary situation in education and the Catholic heritage, identifying central elements, values and attitudes in each. This dialogue will allow us to generate a personal vision and generate practical strategies for incarnating this vision in our lives as Catholic Educators. This course will also cover a comparative analysis of the historical, philosophical, sociological, and political study of American Catholic education in the context of the original common school and today's public school. (4 credit hours)

EDCE 315: Spirituality & Moral Development of the Educator: A study of spirituality of a teacher in Catholic schools will be drawn from the history of both spirituality and Catholic education. The main themes of the course will be drawn from the Four Constitutions of the Second Vatican Council. Study of the cognitive developmental theory of moral development, comparing and contrasting it with other major theories. Review of the materials, research, and methods related to moral education. Practicum relating research and educational practice required. (4 credit hours)

EDCE 325: Human Development in Education: Using contemporary developmental theories such as those of Piaget, Kohlberg, and Erikson, this course provides an examination of (a) methods of research and theories of child development, (b) aspects of child development such as physical, emotional and affective, cognitive and intellectual, religious, (c) influences on development (family, school, culture), (d) implications for teaching and learning strategies, abnormal development, and (e) pastoral perspectives. The content of the course also affords individuals the opportunity to understand the emotional, mental, and physical handicapping conditions (psychological, sociological, physiological) that causing students to deviate, temporarily or permanently, from established expectations of normal behavior. (4 credit hours)

EDCE 335: Curriculum and Best Practices: The course focuses on the impacting aspects of curriculum such as the history of curriculum development; importance of curriculum; the politics of curriculum; roles various parties play in curriculum; the importance to curriculum of the learner, knowledge and the needs of society. Current issues in curriculum are part of the course, as are such practical skills as curriculum mapping and curriculum alignment. Models, research, and practical applications of design and evaluation of curriculum and instruction for degree sought. Development of a curriculum model for a particular concentration is required. This course provides the prospective educator with an understanding of research-based strategies for maximizing the

instructional environment teaching strategies, and differentiation of instruction, motivation, classroom management, assessment and evaluation. (4 credit hours)

EDCE 345: School Law: This seminar course addresses legal rights and responsibilities in schools that are pertinent to teachers, administrators, students, and parents. The legal process, structures of the law, current legislation, litigation, and practices to avoid legal infringements are addressed. Primary emphasis is on the role and function of teachers and administrators at all levels, preschool, elementary, middle and high school, of education. (0 credit hours)

Practicum: All students in the Catholic Education Program are required 12 credit hours of practicum related to their concentration.

Concentration in Early Childhood Education (Preschool – Kindergarten)

What children experience early in their education will give them a foundation that prepares them to be successful learners in the future. The Early Childhood Education program at Holy Spirit College equips teachers with the tools to combine practical course work in early childhood and curriculum development. This unique combination develops educators who are dedicated to addressing diverse learners, their needs, and the ability to personalize learning. Students in the early childhood education degree program graduate with skills, and experience needed to teach preschool through kindergarten.

ECCR 405: Curriculum: Reading/Language Arts/Literacy: Course builds knowledge and understanding of the foundations of reading, language arts, and literacy in early childhood. Included are strategies for identifying cuing systems in written language; planning appropriate instruction for emergent, beginning, and transitional/fluent literacy learners; strategies to meet student's needs, based on ability, learning styles, and affective attitudes; implementing assessment models; and familiarization with curriculum guides. (4 credit hours)

ECCM 415: Curriculum: Mathematics/Science: Students research and evaluate developmentally appropriate concepts, methods, and materials necessary to teach mathematics and science to early childhood and elementary students. Included in this course is the designing of appropriate instructional materials; identifying strategies for presenting mathematical and science concepts and processes; appropriate use of computers; utilizing curriculum guides to evaluate strategic math and science activities. (4 credit hours)

ECCS 425: Curriculum: Social Studies/Creative Arts: Students plan and evaluate appropriate concepts, strategies and materials necessary to teach creative arts and social studies to an early childhood audience. This course includes integrating content in art, drama, and movement; identifying appropriate social studies concepts; articulating the democratic ideal to students; translating knowledge from history into materials appropriate for students; and using curriculum guides. (4 credit hours)

ECCM 435: Classroom and Instructional Management: This course explores appropriate and developmentally sensitive strategies for managing behavior in typically and atypically developing early childhood children. Included are instructional management strategies; appropriate responses to the intellectual, emotional and social needs of each student; models for guiding and managing children's behavior; identifying strategies for the development of intrinsic motivation; strategies for enhancing pro-social behavior. (4 credit hours)

ECPL 415: Methodology for Personalized Learning: This course will help early childhood and elementary educators develop teaching strategies to provide a personalized learning education for all children. The course will include applying knowledge of child development; assessment procedures to individualize for each child; educational interventions and communication strategies to be used with students and parents; understanding educational or behavioral adaptations for exceptional children. (4 credit hours)

Concentration in Elementary Education Program (Kindergarten- 6th Grade)

Holy Spirit College offers an elementary education major that provides students the tools to impact the next generation. Throughout the elementary education major, students gain knowledge on educational theory and participate in experiential learning opportunities that put them in the classroom. This unique combination helps students develop competencies that enable them to become effective teachers in Catholic elementary schools. Students graduate with a B.Phil. with a major in Catholic Education and have the skills and experience necessary to teach kindergarten through sixth grade.

This major enhances the student's teaching abilities through the study of curriculum development, program assessment, personalized learning, psychological and developmental foundations of teaching methods, and critical thinking skills. These principles are then put into practical application with the student gaining hands-on experience in the classroom. The combination of conceptual knowledge applied in classroom experiences contributes to the student's development.

ECCM 415: Curriculum: Mathematics: The course in mathematics curriculum provides a comprehensive study of quantitative knowledge and skills needed for the 21st century. Students research and evaluate developmentally appropriate concepts, methods, and materials necessary to teach mathematics and science to elementary students. Included are strategies for moving from concrete to abstract, technology (grade level computer programs), number systems, geometry, measurement, data analysis, probability, algebra, problem solving, reasoning, and proof to build mathematics literacy. Taken by all elementary teacher candidates, this course focuses on the incremental development of math concepts and skills. Also included is the designing of appropriate instructional materials; identifying strategies for presenting mathematical concepts and processes; assessment tools; and utilizing curriculum guides to strategic math and science activities. (4 credit hours)

EECR 425: Curriculum: Reading/Language Arts/Literacy: This course is designed to provide prospective teachers with the ability to use theory and research as the foundation for literacy instruction. Strategies for fostering emergent and developmental literacy will be emphasized. Students build knowledge and understanding of the foundations of reading, language arts, and literacy in elementary students. Included are the tools needed to identify systems in written language; plan appropriate instruction for emergent, beginning, and transitional/fluent literacy learners; strategize personalized learning, based on ability, learning styles, and affective attitudes; implement assessment models; and become familiar in application of curriculum guides. Prospective teachers are introduced to technology as a tool for meeting literacy standards.
(4 credit hours)

EECS 435: Curriculum: Social Studies and Science: This course is designed to provide prospective elementary teachers with the ability to use theoretical models and current research as a foundation for social studies and science instruction. Students plan and evaluate appropriate concepts, strategies and materials necessary to teach social studies and science to elementary students. Included are tools for identifying appropriate social studies and science concepts; choosing appropriate assessment tools; articulating the democratic ideal to students; translating historical knowledge into materials appropriate for students; and applying curriculum guides to the social studies and science curriculum. Strategies for fostering the development of children to learn processes and concepts of science will be emphasized. Strategies for fostering development of informed, rational, and culturally-responsive citizens will be emphasized. Prospective teachers will learn to use technology as a tool for meeting the social studies and science curriculum.
(4 credit hours)

EECM 445: Classroom and Instructional Management: This course explores appropriate and developmentally sensitive strategies for managing behavior in typically and atypically developing elementary children. Includes appropriate instructional management strategies; appropriate responses to the intellectual, emotional and social needs of each learner; models for guiding and managing children's behavior; identifying strategies for the development of intrinsic motivation; strategies for enhancing pro-social behavior; and personalization of learning. (4 credit hours)

EEPL 415: Methodology for Personalized Learning: This course will help elementary educators develop teaching strategies to provide a personalized learning education for all children. The course will include applying knowledge of child development; assessment procedures to individualize for each child; educational interventions and communication strategies to be used with students and parents; understanding educational or behavioral adaptations for exceptional children. (4 credit hours)

Concentration in Guidance

PSY 405: Introduction to Counseling: This course will provide an introduction to basic counseling skills. Students will work to develop the helping skills necessary for effective school counseling and school psychology. The course will focus on the development of

interviewing and interpersonal skills to promote personal growth and development of children in educational settings, and will include both theoretical and experiential learning. Group interaction exercises will be used to enhance college students' counseling skills. (4 credit hours)

PSY 415: Intervention Strategies for Students with Learning Exceptionalities: This course will provide students with knowledge of intervention strategies for children with learning difficulties and disabilities. Students will explore current research on the characteristics and development of learning exceptionalities, with a focus on student literacy. Students will gain practical experience in assessing a child's level of literacy development, and how to use this data in the design, implementation and evaluation of intervention strategies. (4 credit hours)

PSY 425: Psycho-educational Evaluation: This course will focus on cognitive and non-cognitive methods of data collection and evaluation used in psycho-educational testing. Topics will include the psychometrics of the administration, scoring, and integration of psycho-educational tests, inventories, and interviews, as well as recommended educational strategies to enhance student learning. Students will be provided with experience in the interpretation and application of these appraisal tools. (4 credit hours)

PSY 435: College and Career Counseling: This course will focus on the information and tools used by guidance counselors to help students make informed educational and career choices. Students will focus on theories of career development, counselor interviewing skills, and current assessment instruments and strategies. Topics will include student advisement, dual enrollment in college-level courses, preparing for college admissions tests, financing, and the development of college and career portfolios. (4 credit hours)

PSPL 415: Methodology for Personalized Learning: This course will help elementary educators develop teaching strategies to provide a personalized learning education for all children. The course will include applying knowledge of child development; assessment procedures to individualize for each child; educational interventions and communication strategies to be used with students and parents; understanding educational or behavioral adaptations for exceptional children. (4 credit hours)