Teacher Education Program

Approved Programs
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Biology 8-12
Chemistry 5-8
Chemistry 8-12
Chinese 5-12
English 5-8
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History 5-8
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WELCOME

This handbook outlines the policies, procedures, and underlying philosophies of the Holy Cross Teacher Education Program.

Our goal is to be a leader in urban teacher preparation. By engaging leaders across campus, in the Worcester Public Schools, and in the community, we prepare our students “to make the best of their own talents, to work together, to be sensitive to one another, to serve others, and to seek justice within and beyond the Holy Cross community” (Holy Cross Mission Statement). We invite you to join us in this exciting work!

Contact us! Visit us! Join us!

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**Education Department**

The mission of the Education Department of the College of the Holy Cross is to expose students to the psychological, historical, political, and social dimensions of contemporary education. Students who minor in Education concentrate in one of two strands, focused either on examining the processes of teaching and learning or on critically analyzing the cultural and programmatic aspects of schooling. Students in the teacher licensure program are prepared to be highly effective, reflective, justice-seeking educators. Consistent with the mission of the college, we particularly wish to orient students towards activism and vocational pursuits that create and expand opportunity, especially for historically underserved and marginalized populations.

**Program Overview**

The Teacher Education Program (TEP) prepares undergraduate students to become highly effective, reflective, justice-seeking educators. The program leads to an Initial license in Massachusetts at the secondary or middle school level.

Grounded in urban-focused teaching and learning opportunities, the TEP has three primary components:

- A comprehensive program of study in **Education coursework**;
- A solid grounding in **subject matter knowledge**; and
- A robust sequence of **field-based experiences**.

Each of these components includes an emphasis on reflection and social justice education.

The preparation of TEP students is guided by Holy Cross, state, and national standards. The Massachusetts Department of Elementary and Secondary Education (DESE) outlines their expectations for educator preparation in 603 CMR 7.00 Regulations for Educator Licensure and Preparation Program Approval.

The **Professional Standards for Teachers**\(^1\) define the pedagogical and other professional knowledge and skills that all teachers must demonstrate, organized into four standards:

(a) Curriculum, Planning, and Assessment
(b) Teaching All Students
(c) Family and Community Engagement
(d) Professional Culture

The current standards and indicators used in the Pre-service Performance Assessment (PPA) are included in **Appendix A**.

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\(^1\) 603 CMR 7.08
Program Requirements
To complete the TEP and apply for an initial license in Massachusetts, students must meet the following requirements:

- Complete all required TEP coursework, including the practicum semester.
- Complete all major requirements in the major of the license sought.
- Maintain an overall GPA of 3.0 or higher.
- Maintain a GPA of 3.0 or higher in the major of the license sought.
- Earn at least a B in all required TEP courses.
- Fulfill all state Subject Matter Knowledge (SMK) requirements, with appropriate advising from a faculty liaison.
- Complete and document at least 80 pre-practicum hours, approved through the Placement Coordinator. (If a student plans to apply for an add-on license, (s)he should complete and document at least 20 additional hours in the subject and grade level of the add-on.)
- Pass the Massachusetts Tests for Educator Licensure (MTEL) for both Communication and Literacy Skills and the appropriate subject matter.

Program Components
The three primary components of the TEP contribute to the preparation of highly effective, reflective, justice-seeking educators.

Education Coursework
To complete the licensure program, TEP students must complete a comprehensive program of study in Education coursework. The program of study includes eight courses, including a semester of full-time student teaching.

- Two Foundations courses
  - Educ 167 – Educational Psychology
  - Educ 169 – Schooling in the US

- One Urban Education course
  *Explores the challenges, opportunities, and realities of urban education*
  Possible courses (an updated list is available in the department):
  - Educ 273 – Urban Education
  - Educ 340 – Multicultural Education

- One Human Development course
  *Explores topics of human development during the middle and high school years*
  Possible courses (an updated list is available in the department):
  - Educ 299 – Diverse Learners
  - Psyc 225 – Developmental Psychology
  - Psyc 228 – Psychology of Adolescence
  - Psyc 232 / Educ 299 – Developmental Science and Education
• One **Methods of Teaching** course  
  *Explores the methods of teaching that are relevant at the middle and high school levels*  
  o Educ 300 – Methods of Teaching (or an approved, comparable consortium course)

• One **Pre-Practicum** course  
  *Incorporates structured classroom observations, assigned readings, and relationship-building in the schools*  
  o Educ 310 – Pre-Practicum

• **Student Teaching** semester  
  *Full-time practicum of supervised student teaching in the Worcester Public Schools and two accompanying seminars*  
  o Educ 320 – Practicum  
  o Educ 330 – Seminar in Teaching  
  o Educ 315 – English Language Learners

**Subject Matter Knowledge Coursework**  
In addition to completing the Education coursework, TEP students must also complete a range of courses to meet the state Subject Matter Knowledge (SMK) Requirements for Teachers². Many of the SMK requirements correspond to the Holy Cross major requirements, but additional courses may need to be taken. Advanced planning and regular advising with the TEP liaison in your major are important.

The complete requirements for each subject are included in **Appendix B**.

**Field-Based Experiences**  
TEP students must complete and document at least 80 hours of supervised pre-practicum experiences prior to the practicum semester. Students planning to apply for an add-on license must complete an additional 20 hours in the subject and grade level of the add-on. The hours are embedded in required TEP coursework and provide each student with experiences in a range of educational settings within the Worcester Public Schools (WPS). In collaboration with our WPS partners, TEP provides students with a robust sequence of experiences, including structured observation, tutoring, and co-teaching. Placements are arranged and supported by our Placement Coordinator. Most students far exceed these required hours and all students are encouraged to take advantage of opportunities to get additional experience in schools.

Through their field-based experiences, students have an opportunity to integrate their classroom learning with classroom practice. The experiences consistently challenge them to reframe and expand the knowledge and skills they have developed in TEP as they discover their own identities as teachers.

² 603 CMR 7.06
Worcester Public Schools

The success of the Teacher Education Program depends on its strong partnerships with the Worcester Public Schools (WPS)³.

Mission Statement

The Worcester Public Schools provides learners with a quality education in a safe and healthy environment. We believe that all students can achieve at high levels as they prepare to become productive citizens in our changing technological world. We are committed to supporting students, parents, educators, and citizens in their pursuit of learning.

Enrollment Data

24,562 students
31.7% English Language Learners
20% Students With Disabilities
73% Low-income
16.3 Average Class Size

Our Partners

The Teacher Education Program has partnerships with several middle schools and high schools in Worcester. Our current sites include:

- Burncoat Middle School
- Burncoat High School
- Doherty Memorial High School
- Forest Grove Middle School
- Heard Street Discovery Academy
- Nativity School of Worcester
- North High School
- Woodland Academy

We are continually looking for ways to expand the existing partnerships and develop new meaningful partnerships with local schools and local organizations.

³ All Worcester Public School data in this section reflect the 2013-2014 data from the website of the Massachusetts Department of Elementary and Secondary Education (http://profiles.doe.mass.edu/).
Pre-Practicum Policies

As outlined above, TEP students are required to complete at least 80 hours of supervised pre-practicum experiences, plus an additional 20 hours for an add-on license. These experiences focus on getting students into schools and classrooms for observation, small group work, tutoring, and relationship-building with teachers, students, and staff. We have outstanding partners in the Worcester Public Schools who regularly welcome our students into their offices and classrooms.

Students represent themselves as educators, the Teacher Education Program, and the College of the Holy Cross when they enter schools. Therefore, we expect the highest degree of professionalism and respect at all times.

Attendance
Students are expected to be present and on time for all sessions when school is in session. Attendance is recorded on the Attendance Log, which is available on the TEP website.

Students unable to attend a session due to illness or some other circumstance beyond the student's control are required to notify the cooperating teacher(s) as far in advance as possible. Students must also notify the Placement Coordinator. Missed sessions may need to be made up, at a time coordinated with the placement site teacher(s).

Dress Code
Students are expected to dress in a professional manner for all visits to the school site.

Cell Phones
Cell phones must be off and may not be used at any time at the placement site.

Transportation
If a student needs transportation to a school site, it must be coordinated with the Placement Coordinator. Advanced planning increases the likelihood that a request can be accommodated.

Professionalism and Confidentiality
Students are expected to display a professional attitude at all times. All remarks about students, colleagues, or parents must maintain a tone of professionalism and respect.

Further, as stated in the Code of Ethics written by the National Education Association, teachers "shall not disclose information about students [or colleagues] obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law." This principle extends to all written work and professional conversations.

Mandated Reporting
In the event that pre-practicum students suspect child abuse or are aware of child abuse by anyone in the school community, they must immediately notify the building principal and the director of the TEP.

Academic Honesty
The college's academic honesty policy applies to all pre-practicum work, including time logs and signatures. The complete academic honesty policy is available in the College Catalog at [http://www.holycross.edu/catalog/academic-honesty-policy.pdf](http://www.holycross.edu/catalog/academic-honesty-policy.pdf).
Application Policies and Procedures

A complete TEP application consists of:

• Application form
• Personal statement, in response to a given prompt
• Unofficial transcript
• Two letters of recommendation, including at least one from either faculty or administrative personnel at the College of the Holy Cross

The online application form is available on the TEP website.

Requirements

Applicants must meet the following requirements:

• Completion of or current enrollment in two foundational courses: Educ 167 (Educational Psychology) and Educ 169 (Schooling in the United States), earning at least a B
• GPA of 3.0 or higher in the major of the license sought (e.g. Mathematics)
• Overall GPA of 3.0 or higher

Holy Cross students who meet the above requirements may apply to the Teacher Education Program.

Eight semester students: Students who plan to complete the TEP during their eight semesters at Holy Cross should apply during their freshman or sophomore years. Special consideration will be given to juniors in their first semester who are invited to reapply or who are on track to complete the requirements.

Ninth semester students: Students who plan to utilize the Ninth Semester option may apply during junior year. These juniors should be enrolled in at least one additional required TEP course and must be on track to complete all subject matter requirements.

Review Team

Applications are reviewed by:

• The TEP Director
• The academic department liaison
• The student's instructors for the foundational courses
• A WPS teacher and/or administrator

Each reviewer makes a recommendation: Accept, Invite to Reapply, or Do Not Accept.

Review Criteria

Applications are reviewed based on the following criteria:

Required coursework

Students must have completed or be currently enrolled in two foundational courses: Educ 167 (Educational Psychology) and Educ 169 (Schooling in the United States).

Academic achievement

Students are expected to earn at least a B in their foundational courses, have a GPA of 3.0 or higher in their major, and have an overall GPA of 3.0 or higher. The GPA requirements can be waived in the case of a special circumstance, significant improvement, or support from the Education faculty. In that case, evidence of the decision must be documented in the student's application file.

Subject matter outlook
Students must be able to complete the coursework required to meet the Subject Matter Knowledge requirements in his/her major.

**Faculty experience**

Instructors who have taught the student offer input on the student’s strengths and/or struggles, based on their experiences and observations in class.

**Interviews**

Qualified students will be invited to interview with the Director of the TEP to assess their maturity, interest level, and commitment to the mission of the program. The interview will also include an opportunity to further discuss the program and its requirements.

**Acceptance**

All accepted students must complete a series of steps before they are officially enrolled.

These next steps are described during a brief orientation meeting.

**Advising**

Advanced planning and regular advising with both the Director and the TEP liaison in your major are important as you navigate the requirements for the program.

Given a variety of scheduling conflicts and other circumstances, a student may need to apply for a coursework waiver. There are three types of coursework waivers that may be granted:

- **Transfer:** Waiver granted for a course transferred from another institution that fulfills one or more TEP requirement
- **Substitution:** Waiver granted for a Holy Cross course that fulfills one or more TEP requirement
- **Equivalency:** Waiver granted for a project, experience, or some other evidence of meeting one or more TEP requirement

All waivers must be approved and signed by the Director and the TEP liaison (if applicable). They will be placed in the student’s file with all required attachments. A sample waiver form is included in **Appendix C**.

We encourage students to take advantage of the many speakers, films, and other events available at Holy Cross. These opportunities can expand students’ understanding of their content area and develop their identity as an urban educator.

**Practicum**

The practicum, **Educ 320**, is the capstone experience of the College of the Holy Cross Teacher Education Program. It is a full-time practicum experience of supervised student teaching at the secondary or middle school level. Taken in conjunction with **Educ 330** during the fall or spring of senior year or during a ninth semester*, it is a period of experiential learning under the guidance of a supervising practitioner and a program supervisor. During the semester, the student teacher becomes proficient in teaching and achieves competency in the professional standards required for initial licensure.
The goals of the teaching practicum are multi-dimensional. Students will advance their skills in instructional practices, classroom management strategies, and lesson planning. These meaningful practical experiences will be grounded in reflective practices, as students challenge their assumptions and engage with the complexities of teaching and learning. The students will receive constant feedback to help them meet the Massachusetts Professional Standards for Teachers. Upon successful completion of the semester, they will be confident, reflective educators, prepared for licensure.

Students must apply to enroll in the practicum semester. To be approved, students must provide evidence of meeting all academic requirements and have satisfactory reviews from their pre-practicum experiences.

Details about the student teaching semester, including all policies and procedures, are outlined in a Practicum Handbook each semester.

*Ninth semester option
Beginning in Fall 2014, a limited number of students in the Teacher Education Program may elect to participate in a ninth-semester option that allows them to complete their student teaching requirement in the semester immediately following graduation. Grades obtained in the ninth semester will not contribute to the Holy Cross GPA.

**Licensure and Reciprocity**

Students in the Teacher Education Program complete a state-approved educator preparation program. By completing the TEP requirements and passing a two-part Massachusetts Test for Educator Licensure (MTEL), students qualify for an Initial license in Massachusetts. Students must pass both parts of the MTEL prior to student teaching.

Massachusetts participates with every state and the District of Columbia through the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement. The Interstate Agreement makes it possible for an educator who completed a state approved program and/or who holds a license in one state to earn a comparable license in another state. However, the Interstate Agreement does NOT mean that you can work in another state under your Massachusetts license. Each state will require you to obtain that state’s unique educator license and meet state licensure requirements. The process typically includes applying for the particular state educator license, passing applicable state tests, and submitting evidence that you completed a state approved educator program.

Additional information is included in the Practicum Handbook.

**Other Teaching Opportunities**

There are many opportunities outside of the formal Teacher Education Program for students to become better teachers. Below is a list of a few such programs. TEP students are strongly encouraged to pursue employment opportunities in these programs, as they offer meaningful teaching experiences that are directly aligned to our goals and mission. Students are also
encouraged to explore other similar opportunities that will lead to inspiration and professional growth.

**Upward Bound**

The goal of Upward Bound is to support high school students to overcome class, academic, social, and cultural barriers to higher education. Many of the Upward Bound programs include an intensive, residential summer program.

There are over 750 Upward Bound programs in operation throughout the United States and its territories. Below are a few examples of programs.

- UMass Boston – http://www.umb.edu/academics/vpass/support_programs/upward_bound/
- Boston University (Math and Science) – http://www.bu.edu/ubms/
- Northfield Mount Hermon – http://www.nmhschool.org/upwardbound
- Bowdoin College – http://www.bowdoin.edu/upward-bound/index.shtml

A comprehensive list of Upward Bound programs across the nation is available at http://www2.ed.gov/programs/trioupbound/awards.html.

**Breakthrough Collaborative**

A national nonprofit, Breakthrough Collaborative is devoted to preparing high-achieving middle-school students, most of whom are of color and from low-income families, to enter and succeed in college-preparatory high school programs. The teacher-intern positions are an excellent opportunity for developing teachers. There are 33 locations across the nation and abroad.

Additional information about the program is available at http://www.breakthroughcollaborative.org/teach/National-Internship.

**Summer Teaching Positions**

Many colleges and universities offer summer academic programs for middle and/or high school students. Check them out and see if they need teachers or teaching assistants!

**Worcester Public Schools – Substitute Teaching**

Worcester Public Schools (WPS) is interested in hiring qualified college students as substitute teachers. This opportunity is available to students who have completed at least 60 credits (typically juniors and seniors). Students must complete an orientation and have at least one day per week free of classes during school hours. This is a paid position (about $70/day). Contact the TEP Director for additional information.
Massachusetts Professional Standards for Teachers (603 CMR 7.08)

(2) Standards for All Teachers Except Library and Speech, Language, and Hearing Disorders Teachers

(a) Plans Curriculum and Instruction.
1. Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge.
2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.
3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.
4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.
5. Plans lessons with clear objectives and relevant measurable outcomes.
6. Draws on resources from colleagues, families, and the community to enhance learning.
7. Incorporates appropriate technology and media in lesson planning.
8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.
9. Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.

(b) Delivers Effective Instruction.
1. Communicates high standards and expectations when beginning the lesson:
   a. Makes learning objectives clear to students.
   b. Communicates clearly in writing, speaking, and through the use of appropriately designed visual and contextual aids.
   c. Uses engaging ways to begin a new unit of study or lesson.
   d. Builds on students’ prior knowledge and experience.
2. Communicates high standards and expectations when carrying out the lesson:
   a. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.
   b. Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).
   c. Demonstrates an adequate knowledge of and approach to the academic content of lessons.
   d. Employs a variety of reading and writing strategies for addressing learning objectives.
   e. Uses questioning to stimulate thinking and encourages all students to respond.
   f. Uses instructional technology appropriately.
   g. Uses effective strategies and techniques for making content accessible to English language learners.
   h. Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.
3. Communicates high standards and expectations when extending and completing the lesson:
   a. Assigns homework or practice that furthers student learning and checks it.
   b. Provides regular and frequent feedback to students on their progress.
   c. Provides many and varied opportunities for students to achieve competence.
4. Communicates high standards and expectations when evaluating student learning:
   a. Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.
   b. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.

(c) **Manages Classroom Climate and Operation.**
1. Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.
2. Creates a physical environment appropriate to a range of learning activities.
3. Maintains appropriate standards of behavior, mutual respect, and safety.
4. Manages classroom routines and procedures without loss of significant instructional time.

(d) **Promotes Equity.**
1. Encourages all students to believe that effort is a key to achievement.
2. Works to promote achievement by all students without exception.
3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.
4. Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, and to see themselves as members of a local, state, national, and international civic community.
5. Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school.

(e) **Meets Professional Responsibilities.**
1. Understands his or her legal and moral responsibilities.
2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.
3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.
4. Collaborates with colleagues to improve instruction, assessment, and student achievement.
5. Works actively to involve parents in their child’s academic activities and performance, and communicates clearly with them.
6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.
7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.
Massachusetts Subject Matter Knowledge Requirements for Teachers (603 CMR 7.06)

Biology (Levels: 5-8; 8-12)
(a) Biology of organisms, especially that of humans, including characteristics and classifications of organisms.
(b) Cells and cell theory.
(c) Ecology and evolutionary biology.
(d) Matter and energy in ecosystems.
(e) Genetics, including chromosome structure and function and inheritance.
(f) Molecular biology.
(g) Related aspects of chemistry, physics, earth science, and mathematics, such as statistics.
(h) Engineering and technical applications of biology.
(i) History and philosophy of science.
(j) Methods of research in the sciences, including laboratory techniques and the use of computers.

Chemistry (Levels: 5-8; 8-12)
(a) Inorganic chemistry.
(b) Organic chemistry.
(c) Analytical chemistry.
(d) Physical chemistry.
(e) Biochemistry.
(f) Related aspects of biology, physics, earth science, and mathematics, such as statistics and calculus.
(g) Engineering and technical applications of chemistry.
(h) History and philosophy of science.
(i) Methods of research in the sciences, including laboratory techniques and the use of computers.

English (Levels: 5-8; 8-12)
(a) Literature.
   1. American literature including the Colonial Period; the Revolutionary Period; American Romanticism and the American Renaissance (to include Hawthorne, Emerson, Melville, Whitman, and Thoreau); the Civil War and the post-war period; and fiction, poetry, drama from the early 20th century to the present.
   2. World literature including British literature (including the Anglo-Saxon period, the Middle Ages, the Renaissance, the Restoration and the 18th century, the Romantic Period, the Victorian Period, and the 20th century) and other European literature; literature of Africa, Latin America and Asia; Ancient Greek and Roman literature; the Bible as literature; world myths and folktales.
   3. Characteristics of the different genres of literature.
   4. Various schools of literary criticism.
(b) Language.
   1. History and structure of the English language.
   2. Knowledge of the rules and conventions of standard written and spoken English.
(c) Rhetoric and composition.
   2. Modern and contemporary theories of rhetoric.
   3. Similarities and differences between oral and written communication.
(d) Reading theory, research, and practice at the middle and high school level.
**Foreign Language (Levels: PreK-6; 5-12)**

(a) The following topics will be addressed on a subject matter knowledge test for the PreK-6 level:

1. Spoken and written command of a standard version of the target language (the version used by a formally educated speaker of the language).
2. Knowledge of culturally and historically significant literary and non-literary texts and authors associated with the country of origin of the target language and of one other country with which the target language may now be associated.
3. Introductory knowledge of contemporary political, social, and artistic features of the country of origin of the target language and of one other country with which the target language may now be associated.
4. Children’s literature, songs, and games in the target language.
5. Characteristics of elementary reading and writing pedagogy in the target language.
6. Similarities and differences between the target language and English.
7. Theories of, and differences between, first and second language acquisition.

(b) The topics set forth in 603 CMR 7.06 (10) (a) 1., 6., and 7. and the following topics will be addressed on a subject matter knowledge test for the 5-12 level:

1. Knowledge of culturally and historically significant literary and non-literary texts and authors associated with the country of origin of the target language; literary traditions, periods, and genres.
2. Introductory knowledge of the other arts (historical traditions, genres, and major artists) associated with the country of origin of the target language.
3. Introductory knowledge of the political, social and intellectual history of the country or culture with which the target language is or was originally associated.
4. Introductory knowledge of significant literary and non-literary texts, the arts, and history of at least one other country or people with which the target language may now be associated.

**History (Levels: 1-6; 5-8; 8-12)**

(a) The following topics will be addressed on a subject matter knowledge test for the 1-6 level:

1. United States history from the age of exploration to the Civil War.
2. World history from human beginnings and ancient and classical civilizations of the Mediterranean area; and English and Western European history through the Enlightenment.
3. Geography: major physical features of the world and key concepts of geography.
4. Basic economic principles and concepts.
5. United States political principles, institutions, and processes, their history and development.
6. Major developments and figures in Massachusetts history.

(b) The following topics will be addressed on a subject matter knowledge test for the 5-8 and 8-12 levels:

1. United States History: indigenous people of North America; European settlements and colonies; the American Revolution; expansion, reform, and economic growth of the United States up to the Civil War; the Civil War and Reconstruction; European immigration, industrialization, and scientific and technological progress; the two World Wars; and the United States from 1945 to the present.
2. World History: human beginnings and early civilizations (Africa, Mesopotamia, Phoenicia, Egypt, India, China); roots of Western civilization (Israel, Greece, Rome); English and Western European history; Renaissance and the age of exploration; development of Asia, Africa, and South America; age of revolutionary change in Europe; the world in the era of two World Wars; and the world from 1945 to the present.
3. Geography.
   a. Major physical features of the world.
   b. Key concepts of geography and its effects on various peoples.
4. Economics.
   a. Fundamental economic concepts and economic reasoning.
   b. American economic history.
5. Government.
   b. Comparative government.
6. History and Philosophy of Science.
7. Methods and Sources for Research in History.

Latin and Classical Humanities (Levels: 5-12)
(a) Selections commonly read in secondary schools from the works of Cicero, Caesar, Catullus, Vergil, Horace, Ovid, and Pliny the Younger in the original Latin.
(b) How English words are derived and formed from Greek and Latin prefixes, bases, and suffixes, and the influence of Greek and Latin on the technical vocabulary of the arts, sciences, and professions (medical and legal).
(c) Works of Greek literature in translation including Herodotus, Homer, Plato, Sappho, Thucydides, and the four major dramatists.
(d) Culture and history of ancient Greece and Rome, with emphasis on those elements that contributed to the foundation of modern Western civilization, including:
   1. Major myths and legends.
   2. Significant characteristics of classical art, architecture, and technology.
   3. Major genres of literature.
   4. Political, social, and economic institutions.
(e) Linguistics and theories of classical language acquisition.
(f) Methods of research and criticism as they apply to the study of Latin and classical humanities.
(g) Basic reading knowledge of the Greek language as demonstrated by ability to translate from the first book of Homer's Iliad or from Plato's Apology.
(h) Knowledge of grammar and syntax of classical Latin.

Mathematics (Levels: 1-6; 5-8; 8-12)

(b) The following topics will be addressed on a subject matter knowledge test for the 5-8 level:
   1. Algebra.
   2. Euclidean geometry.
   3. Trigonometry.
   5. Introductory calculus through integration.
(c) The topics set forth in 603 CMR 7.06 (17) (b) and the following topics will be addressed on a subject matter knowledge test for the 8-12 level:
   1. Abstract algebra.
   2. Number theory.
   3. Calculus through differential equations.
   4. Probability and statistics.
   5. Non-Euclidean and transformational geometries.
   6. Applied mathematics or mathematics modeling.

Physics (Levels: 5-8; 8-12)
(a) Mechanics (including fluid mechanics).
(b) Heat, heat transfer, and thermodynamics.
(c) Kinetic theory of gases.
(d) Light and geometric optics.
(e) Electricity and magnetism.
(f) Waves (sound and light).
(g) The atom: its structure and the nucleus (including nuclear reactions).
(h) Quantum theory of the atom.
(i) Quantum theory of light.
(j) Engineering and technical application of physics.
(k) Related aspects of biology, chemistry, earth science and mathematics, such as trigonometry, vector analysis, and calculus.
(l) History and philosophy of science.
(m) Methods of research in the sciences, including laboratory techniques and the use of computers.

Visual Art (Levels: PreK-8; 5-12)
(a) Elements of art and the principles of design.
(b) Methods, materials, and techniques unique to the visual arts in: drawing, painting, sculpture, printmaking, collage, crafts, photography, film, and electronic technologies.
(c) Observation, abstraction, invention, and representation in visual art.
(d) Theories of artistic creativity and aesthetics; philosophies of prominent artists and art educators.
(e) Art criticism: concepts of style and stylistic change.
(f) Artistic development in children and adolescents.
(g) Major developments, periods, and artists in Western traditions in art and architecture.
(h) Major developments, periods, and artists in American art and architecture from circa 1650 to the present.
(i) Characteristics of art and architecture in two non-Western artistic traditions stylistically different from each other.
(j) Influences of non-Western artistic traditions on Western art; influences of Western art on non-Western artistic traditions.
Teacher Education Program
Coursework Waiver

| Name: __________________________ | Class: 20__ | License (e.g. History 8-12): __________________________ |

**Transfer**  
*Course transferred from another institution that fulfills one or more TEP requirement*

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>☐ Education coursework</th>
<th>☐ SMK requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title:</td>
<td>(check one)</td>
<td></td>
</tr>
<tr>
<td>Transferred from:</td>
<td>Requirement(s) fulfilled (course or SMK category):</td>
<td></td>
</tr>
</tbody>
</table>

*All transferred courses must be approved by the Registrar and appear on the student’s transcript.*

Please attach:
- ☐ Official course description
- ☐ Course syllabus that includes readings and assignments

**Substitution**  
*Holy Cross course that fulfills one or more TEP requirement*

<table>
<thead>
<tr>
<th>Course Number:</th>
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<th>☐ SMK requirement</th>
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</thead>
<tbody>
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<td>Course Title:</td>
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<tr>
<td></td>
<td>Requirement(s) fulfilled (course or SMK category):</td>
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</tr>
</tbody>
</table>

Please attach:
- ☐ Course syllabus that includes readings and assignments

**Demonstration of Equivalency**  
*Project, experience, or some other evidence of meeting one or more TEP requirement*

<table>
<thead>
<tr>
<th>Rationale/Description of evidence:</th>
<th>☐ Education coursework</th>
<th>☐ SMK requirement</th>
</tr>
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<tbody>
<tr>
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<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Please attach:
- ☐ Evidence of meeting the requirement (e.g. paper, assignment, documentation of an experience)

Signature(s):

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TEP Director

Faculty Liaison (for SMK requirements only)