

NEWTON COLLEGE OF THE SACRED HEART
Newton, Massachusetts

INSTITUTE OF OPEN EDUCATION

Graduate Program Leading to Master of Philosophy
Description and Application

Joan Goldsmith
Chairman

July 6, 1971 -- August 18, 1972

NEWTON COLLEGE OF THE SACRED HEART

ANNOUNCES A

Fifteen month Graduate Program in Open Education leading to a Masters of Philosophy.

For Teachers, administrators and other educational professionals interested in education in an open setting.

To be held at Newton College of the Sacred Heart, Newton, Massachusetts, nine months at a school site in the Boston Area.

Beginning July 1971 and ending August 1972; First summer component is July 6th - August 18th.

Accredited by the New England Association of Schools and Colleges

To apply: the enclosed application must be returned after completing to :

Graduate Program
Institute of Open Education
Newton College of the Sacred Heart
Newton, Massachusetts 02159

by April 15th. An application fee of \$15.00 is required.

Tuition for the fifteen month period is \$2600.00. Cost per component is \$650.00 for each summer and \$650.00 for each semester.

Requirements are:

- 1) Applicants must have experience in the field of education.
- 2) Applicants must arrange own internship.
- 3) Applicants must have an undergraduate degree (B.A., B.S.). (Or equivalent qualifications for graduate work.)
- 4) Applicants seeking admission as part of a team from the same school district will be given priority.
- 5) Applicants must be working in the Boston area. One team may be selected from out of the Boston area.

For further information contact Graduate Program Offices
(617) 332-6700, ext. 257.



THE HISTORY - A PRESSING NEED

The fact that American education is in a state of crisis has long been known to the professionals who live day by day in the world of public schools. The demand for a graduate program which speaks to the reality of this world has become more pressing in recent years. In the spring of 1970, Newton College made a decision to respond to the need of educators seeking new solutions to the problems of the schools.

The college's decision established the first co-educational advanced degree in the school's history. The first year of the graduate program under the Institute of Open Education began on July 6, 1971, when 90 students and 15 faculty members launched the summer component of the 15 month program. The

program has successfully met its first year objectives. It has provided a seven week full time summer program, a supervised intern year, and a second summer component. It has offered courses and workshops which deal with the teacher's own learning and growth as well as the day to day problems of establishing an open classroom in settings from pre-kindergarten to college. It has established procedures and structures which are useful to the learning of both children and adults. And it has accomplished these objectives while maintaining a process of self-criticism and on-going evaluation.

THE PHILOSOPHY

BRINGING BACK THE CONNECTION BETWEEN LIFE AND EDUCATION

It is no longer possible to standardize the course of study that a potential teacher should pursue -- there is too much to be known, there is too great a variety among the starting points of the teachers, and the circumstances and settings into which the teachers go are too diverse. As a consequence, there must be some way in which learning can be individualized, or, rather, there must be some way in which the individual learner, the teacher, can create and organize his own learning, his own curriculum.

The fundamental principle of this graduate program is that it is the responsibility of Newton College of the Sacred Heart to provide a supportive administrative and social structure within which the student can create the programs of learning, and the patterns of activity, best suited to prepare

him to be a teacher -- at least, a more effective teacher.

The responsibility of the student is to commit himself to being a member of a learning community, to participate in the activities of the community, and to use the experience of the program as a way of finding his own appropriate starting points for learning. It is the life of the community and the reflection upon it that provides the foundation for the professional education of the teacher. This means it is the actual concrete experience in the program that provides the initial data which must be understood. If we do not understand the learning process in ourselves, it is hardly likely that we will understand or assist it in others.



The professional teacher's task now requires a much greater range of sophisticated skills than is contained in the former schemes of subject matter, method and classroom management. And the skills are action-orientated, not to be brought within the conventional academic rubrics of the history, philosophy, psychology, and sociology of education. An educational program lasting a little more than a year cannot, under any circumstances, claim to be complete: there is on sense of a finished product. At most, it is expected that students will prepare themselves for re-entering their professional career with the attitudes, expectations and skills required for continuing their education within the school setting. Although on completion of the course, a master's degree will be awarded, it is hoped that it will be seen to be a master of learning degree rather than a master of teaching.

THE STRUCTURE

I. The Teacher as Learner - The First Summer

The focus of the first summer component is the learning process as experienced by each graduate student. Six learning groups are structured:

- A. Large group meetings: students and faculty evaluate the learning experience, and make decisions which govern the community.
- B. Lectures and films: information and theoretical formulations are presented to the students.
- C. Function groups: elementary teachers, secondary teachers, college teachers, administrators, counsellors explore areas of professional

concern with others having similar roles in schools.

- D. Topic groups: particular problems are investigated, i.e. how to develop a student centered curriculum, how family experiences effect emotional growth, how to work with parents and community leaders.
- E. Activity groups: work in dance, theater, improvisation, photography, ceramics is offered.
- F. Seminars: A common text and the process of the seminar is studied by the group.

II. The Application of Learning - The Intern Year

The structure of the intern year is built to enable the graduate students to learn from their work in schools.

A. The internship advisory

Faculty members visit students regularly on site to offer advice, support, and feedback. Closed circuit television feedback, individual advisory conferences and group analysis of problems are regular methods of supervision.

B. Support group

Students meet regularly with a faculty member to share problems, and investigate solutions.

C. Courses and workshops

Regular courses are offered each semester. Each student is required to take one course in addition to participating in a support group, working in an internship and attending workshops. Courses are

designed to meet students needs as well as to meet faculty prescriptions. (i.e. Emotional Growth in the Family, Alternative Models, The Afro-American Experience for the Educator, and Statistics of Educational Measurement). Workshops are offered on scheduled weekends to meet short-range specific needs ("Mathematics Materials for the Open Classroom," "Non-verbal Communication in the Classroom," "Individualized Reading Program in the Open Classroom").



D. Faculty-Student-Staff Meetings

Regular meetings are called by the Chairman of the Program. This group implements college policy and plans, in response to the needs

of the students in the program.

III. The Learner as Teacher - The Second Summer

Each student is asked to identify unresolved problems which he would like to investigate during this component through individual or group projects. With the help of members of the faculty, students develop a plan for working on a problem which has meaning for them and their continuing work in education. Resources within the program and in the greater community will be available.

THE PROGRAM

Central Theme

The program centers around four problem areas:

I. Personal Growth

The personal growth of the teacher, administrator or parent and his students' emotional needs.

II. Strategies For Teaching And Learning

Skill in developing a student centered curriculum and teaching basic skills in the an open classroom.

III. The Environment For Learning

Classroom organization, design and conflicting value systems within the classroom.

IV. The School As A Subsystem Within The Larger Society

The social and political structures within the school and planning

for school change.

Each of these themes may be addressed directly by a course or by a topic group, or they may be explored indirectly through an incident during the internship or a problem in a support group.

The Learning Community

Both the faculty members and graduate students are engaged in the learning process. One of the major program concerns is the building of a diverse learning community which offers a variety of points of entry for all students. The program attempts to accomodate and legitimize all learning styles and to explicitly explore the tensions which develop from pursuing that goal.

All groups in the program examine their own learning process. Faculty meetings, committee meetings and planning meetings are open to everyone in the community.

Formal And Informal Resources

Both the graduate and undergradute faculty and Newton College are available to graduate students as resources. The College facilities (library, food services, lounges, meeting rooms) are available too. In addition both the first year students and faculty have discovered excellent resources in the greater Boston community. The faculty hopes to increase the capacity of its students to discover and use the resources of their communities for their own and their students' learning.

The Media As Extensions of Learning

Extensive use is made of audio and video media. Closed circuit television is used during both summer components and the internship year. Audio and video feedback constantly remind both faculty and students of the reality of their work. Photography, film-making, and audio-tape and video-tape recordings, and other media are continually explored for their relation to learning.



ADMISSIONS PROCEDURE

Applications for admission will be reviewed by the Graduate Program Admissions Committee. Each applicant will be evaluated on the basis of his or her academic record and record of experience.

Group interviews will be held in early May to answer applicants' questions about the Program. Admission decisions will be announced by the 15th of May.

TUITION AND FEES

Tuition: For the 1972-73 program tuition will be \$2,600. The program is divided into four terms (initial summer, fall, spring, and final summer) and a charge of \$650 tuition fee is associated with each term.

Application Fee: A fee of \$15 is charged for initial application to the Graduate Education Program. This fee is non-refundable.

Room and Board: Room and Board is available at the College for each of the summer sessions at a charge of \$50 per week.

Fee Payment Schedule: Upon acceptance into the program the student must declare his intention to enroll by making a \$200 non-refundable reservation deposit by June 1. This reservation deposit will be applied against the tuition charge for the initial summer. The fee payment schedule is:

Initial summer	\$200 deposit	by June 1
" "	\$450 tuition	by July 1
Fall	\$650 tuition	by September 15

Spring \$650 tuition by January 15

Final Summer \$650 tuition by July 1

Under certain conditions the College can establish a payment plan through which tuition payments can be made over a period of several months.

Approval of such payment plans must be secured from the College Business Office prior to enrollment in the program.

Student Financial Aid: A limited amount of student financial aid is available to participants in the Graduate Education Program. This aid is available in the form of loans under the National Defense Education Act. Inquiries about such aid should be addressed to the Director of Student Financial Aid.

Application Form (2)

Do you hold certification from Massachusetts or any other state?
(If yes, give state(s) and subject areas.)

Please indicate the names, addresses, and positions of three people from whom you will request recommendations.

NAME _____

ADDRESS _____

POSITION _____

NAME _____

ADDRESS _____

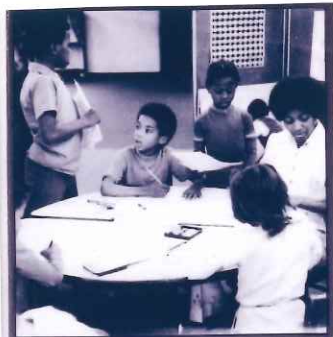
POSITION _____

NAME _____

ADDRESS _____

POSITION _____

Please include an accompanying letter stating your objectives you hope to meet by participating in the Graduate Program. Please indicate too, where you will fulfill your internship year and your reasons for choosing that particular site.



Different types of classrooms: "open" and "traditional".



Reno R. James, Coordinator, IBM Grant



Student as teacher trainer



I.O.E. Newton College 1971 - 1972

