



MASSACHUSETTS COLLEGE OF LIBERAL ARTS

For more information:
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Bachelor of Arts in
Interdisciplinary Studies: With a focus on Children, Families and Society

The Bachelor of Arts in Interdisciplinary Studies is a degree completion program for early childhood educators. Attaining this degree will enable early childhood educators to meet requirements of the Department of Early Education and Care (EEC) under the Quality Rating and Improvement System (QRIS). The QRIS system aims to ensure children's healthy development by requiring early educators to have formal coursework in early childhood education as well as subject area content. QRIS also mandates ongoing professional development, which is shown to enhance classroom activities and develop educators' understanding of children's social and emotional development and impacts on early development and learning.

This program is designed for early childhood educators who have work experience in the field and hold an Associate's Degree or 45-64 transfer credits. The program is a cohort model designed for the adult learner who is managing work and family demands. In completing this degree, students will be prepared to work in an array of early care and education programs, private schools, early intervention programs, museums, playgrounds, and other specialized educational settings such as Head Start, Even Start, and Healthy Families. Upon completion of this program, students will be eligible to continue their studies in the Master of Education and/or the Early Childhood Education PreK-2 licensure pathways.

Table with 2 columns: Anticipated Program of Study, Credits. Rows include Transfer Credits (60*), Prior Learning Portfolio (15**), Proposed Courses (BIOL 250, CCCL 100, EDUC 302, EDUC 305, EDUC 420, EDUC 460, ENGL 395, IDST 299, IDST 360, IDST 401, PSYC 208, PSYC 316, PSYC 387, SOCI 395, CCAP 300), and Total Credits (120).

*Transfer Credits must satisfy MCLA's core curriculum.
**This total may vary depending upon how much work/life experience a student brings into the program.
Please note that MCLA reserves the right to unilaterally add, withdraw, or revise any course offering in the above mentioned program of study including policies, provisions, requirements, and fees.



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Program Details:

Location:	Projected: In Pittsfield, MA. Other locations, such as northern county, may be identified based on enrollment patterns.
Schedule:	Courses will begin in September, 2017. Classes will be held once a week for 4-hour sessions (5:00 – 9:00PM). Courses will be 6-7 weeks in duration. Classes will include out-of-class assignments, including online learning applications.
Load:	Students will carry one course during each 6-7 week period. Upon completion of each 6-7 week period, students will immediately begin the next course. Most semesters students will carry six credits.
Completion:	Students are expected to complete this degree program in just over two years. Students beginning in September 2017, can expect to graduate in December 2019.
Expectations:	Students are expected to attend every class meeting. In order to meet contact hour requirements, all classes will have online components. Students must have access to current technology, ideally a laptop computer. Assignments will include a blend of individual and group work both within and outside of class time. Activities will include reading, writing, discussion, group projects, case studies, quizzes/tests, and application of course concepts.
Cost:	Each course (3 credits) at \$1,055.00*. Approximately every sixteen weeks, students will be billed for 6 credits for a total of \$2,110.00*. Prior learning credits (up to 30) will be billed at \$100 per credit. Students should expect additional text book costs (approximated at \$100 per course).
Financial Aid:	Financial aid counseling is available on the MCLA website at www.mcla.edu/financialaid . All students will need to verify proof of health insurance.
To apply:	→ Visit www.mcla.edu/transfer

For more information:

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Proposed Program Schedule:

Fall 2017

IDST 299 Learning in Context
CCCL 100 Computing and Communication

Spring 2018

PSYC 208 Applied Developmental Psychology
EDUC 305 Program Development for 3, 4, 5 Year Olds

Summer 2018

BIOL 250 Nutrition
PSYC 387 Childhood Disorders
ENGL 395 Portfolio Workshop

Fall 2018

IDST 360 Culture and Society
EDUC 302 Assessment and Evaluation

Spring 2019

PSYC 316 Behavior Analysis
SOC 395 Special Topics: Families in Crisis

Summer 2019

EDUC 420 Teaching Strategies
EDUC 460 Leadership Supervision and Research in Education

Fall 2019

IDST 401 Senior Seminar
CCAP 300 Tier III Capstone

Projected Graduation in December 2019

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Course Descriptions:

IDST 299 Learning in Context

Provides a foundational introduction to adult learning as a context for students entering college. Both theory and practice are part of examining the skills, knowledge, and attitudes needed to both succeed as a learner and transfer that new knowledge into the world. Group dynamics, individual learning styles, collaborative learning, and reflective inquiry are all part of this interactive course.

CCCL 100 Computing and Communication

Prepares students to use a computer as a tool for communicating in the information age. Topics include a computer overview, file management, web pages and the Internet. Office Suite applications software include Word, Excel, PowerPoint and Access.

PSYC 208 Applied Developmental Psychology

Examines developmental theory and research from an applied perspective. Physical, cognitive, language, social and emotional development from early childhood through adolescence will be covered with an emphasis on application.

EDUC 305 Program Development: 3, 4, and 5 year olds

Examines theories and practices of preschool programs. Emphasis placed on building a developmentally appropriate environment. Students will create a portfolio of curriculum materials. Issues such as professional development, parent-teacher relationships, assessment and evaluation, and children's transition to kindergarten also will be discussed. Preschool internships to be taken simultaneously.

BIOL 250 Nutrition

Investigates the importance of diet for present and future good health. Examines the importance of carbohydrates, fats, proteins, vitamins and minerals, and their interactions. In addition, the course explores topics such as label-reading, diets, dietary analysis and other issues of current interest.

PSYC 387 Childhood Disorders

Examines the etiology and clinical characteristics of behavioral disorders in infancy through adolescence, including emotional disturbances, anxiety and conduct disorders, mental retardation and learning disabilities. Emphasis on theoretical perspectives, research, assessment, early intervention and prevention.

ENGL 395 Experiential Credit Portfolio Preparation and Writing

Provides students with help in completing a portfolio for experiential credit. Includes a rigorous essay writing component. Prerequisite: Approval of Advising Services in consultation with the appropriate department(s)

IDST 360 Culture and Society

Explores complex and controversial topics in culture and society from the vantage point of at least two disciplines (e.g., sociology, history, psychology, literature, cultural studies) and interdisciplinary perspectives. Course topic identified by subtitle with a focus on children and youth.



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Course Descriptions (continued):

EDUC 302 Assessment and Evaluation

Provides participants with a repertoire of assessments for classroom use including formal, informal, formative, summative, authentic and standardized. Participants also will engage in discussions about reporting student progress to parents. Students will learn a process by which to assess themselves in their role as teacher.

PSYC 316 Behavior Analysis

Introduces the field of behavior analysis, examining behavior analytic history, philosophy, concepts and principles. Techniques and strategies inside and outside the laboratory will be discussed in detail. Students learn the basics of data-based approaches to behavior treatment. Concepts will be illustrated during discussion of a wide variety of behavior problems associated with developmental disabilities, substance abuse, physical fitness and academic delays.

SOCI 395 Special Topics: Families in Crisis

Examines contemporary families in crisis within the United States. Crises include, but not limited to, issues within familial relationships, stress, mental health, family violence, substance abuse and special family circumstances.

EDUC 420 Teaching Strategies

Examines the dynamics of the physical, psychological, social, cultural and personal elements of the early childhood and elementary classroom. Using the paradigm of multicultural education, multiple techniques for establishing classroom atmosphere and relationships will be explored.

EDUC 460 Special Topics – Leadership, Supervision and Research in Education

Studies problems, concepts, issues, topics or themes that are of particular importance to the educational field. Topics will include leadership and supervision theory and practice, action research, and use of data to inform practice.

IDST 401 Senior Seminar

Available only to senior interdisciplinary studies majors, this seminar requires students to carry out supervised research projects within their areas of study and to share the progress and results of their research with seminar participants.

CCAP 300 Tier III Capstone Seminar

Challenges students to integrate knowledge from several disciplines, applying academic learning and critical thinking skills to modern-day issues. Encourages students to work with others and become engaged citizens in the context of today's world.