

Missions, Goals, Objectives for Education Department
Draft of 3/38/02

Bucknell University Mission (draft of 3/5/02) [References are to Ed. Dept. Goals, which follow on next page.]

Bucknell University is committed to providing, as its primary responsibility, exceptional education experiences that stimulate both intellectual and personal growth [Dept. Goal 2] in a diverse and predominantly undergraduate student body of talented men and women. The high quality of a Bucknell education is fostered by a faculty of dedicated teacher-scholars, dynamic student-faculty collaboration, curricula in both liberal arts and professional studies [Dept. Goal 1], and an institutional size small enough to provide a highly personal education, but large enough to afford extensive academic, cultural, and extracurricular opportunities. Bucknell's residential character provides a matrix within which institutional programs and practices exemplify compassion, justice, and mutual respect [Dept. Goal 3].

Community is central to Bucknell's success:

An understanding of shared purposes and interdependent futures enhances collaboration among students, faculty, staff, and members of the local community, and active engagement with the world at large. The university's dedication to community enriches our commitment to education, growth, and service, and extends its benefits to others [Dept. Goals 3, 4, 5].

Bucknell expects its students to develop intellectual maturity and self-awareness, to embrace life-long learning, and to prepare for the exercise of high responsibility as productive world citizens [Dept. Goals 4, 5].

Teaching, scholarship, and service to the community are manifestations of the indivisible intellectual lives of Bucknell's faculty. The University is committed to an environment in which faculty thrive, to the benefit of our students and to all others who are affected by the faculty's professional activities.

Bucknell celebrates the contributions of its staff in support of our institutional goals. The University is committed to a work environment that fosters creativity, pride and respect; rewards initiative and excellence; and supports individual growth and development.

Education Department Mission (affirmed by the Department in Nov. 2000)

Education at Bucknell is a purposeful blend of social science and professional preparation designed to enhance students' understanding of theories of human development, learning, instruction, and behavior, and their ability to apply this understanding across a multitude of contexts. As such, coursework in education is intended to prepare students to contribute to the improvement and effectiveness of education in their roles as parents, citizens, or educated professionals. This broad conceptualization of education is thought to enhance the liberal education of all students while preparing the interested student for teaching in public and private schools.

Education Department Goals (draft of 3/12/02) [References are to objectives for B.A., B.S., and Sec. Ed. Certification programs.]

Bucknell students in Education programs will

1. combine arts and sciences studies with professional studies to analyze curriculum content and to plan, teach, and manage effectively in inclusive and culturally diverse classrooms, so as to promote learning and healthy development for all children and adolescents. [B.A. 1; BS & Sec. Ed.. 1]
2. develop thinking processes for connecting theory and practice: critical reading and questioning of current theory and research, problem solving in the field, and self evaluation—so as to promote continual improvement of one's practice. [B.A. 1; B.S. & Sec. Ed. 2]
3. understand and practice professional responsibility in their interactions with children and adolescents, parents and other caregivers, and colleagues. [B.S. & Sec. Ed. 2]
4. apply theory, questions, and research from educational psychology and from philosophical and social foundations, so as to provide informed and thoughtful advocacy for all children and adolescents. [B.A. 2, 3, 5?; B.S. & Sec. Ed. 2]
5. perceive themselves as life-long learners and potential leaders in community and educational settings. [B.A. 4; B.S. & Sec. Ed. 2]

Objectives: B.A. in Education Program (Faculty are currently gathering related assignments / assessments already used in EDUC 101, 201, 323, 334, 335, 362; faculty are to bring these lists of assessments to the March 19 Department meeting, so that we can complete the content needed for the Middle States document. Please see Abe's email of Mar. 5.)

1. Students will be able to recognize and describe research methods of the social sciences and their application to the study of teaching and learning.
2. Incorporating historical, philosophical, and sociological perspectives, students will be able to describe and explain the role of education in American society and the many contexts in which teaching and learning occur.
3. Students will become well versed in current theories of educational psychology, and will apply theoretical principles to the accomplishment of teaching and learning goals.
4. Students will articulate a personal plan for using their education degree in their future endeavors.
5. Students will have an understanding of the dynamic tension between the preservative and transformative aspects of education while also recognizing the need to continuously strive for greater social justice within the educational system.

Objectives: B.S. in Early Childhood Education, B.S. in Elementary Education, and certification in Secondary Education (References in parentheses are to the assessment instrument and "Student Teaching Competencies" in the Bucknell University Student Teaching Handbook.)

1. By the end of the Early Childhood, Elementary, or Secondary certification program in Education, the graduating senior can teach effectively.
 - The student teacher will demonstrate content expertise. (I: Content mastery)
 - The student teacher will organize and plan content effectively. (II: Planning)
 - The student teacher will match instructional strategies to student learning needs and curricular goals to enhance students' critical thinking, problem solving, and performance goals. (VII: Student needs. IX: Decision-Making. XII: Technology, XIII: Instruction.)
 - The student teacher will assess students' performance in multiple ways. (V: Monitor progress.)
 - The student teacher will establish and maintain a positive, productive classroom environment. (III: Management. IV: Organization.)
 - The student teacher's planning and teaching will build on and celebrate all forms of students' diversity. (I: Content mastery. II: Planning. III: Classroom management. VII: Sensitivity to students' needs.)

2. By the end of the Early Childhood, Elementary, or Secondary certification program in Education, the graduating senior exemplifies professional practice.

- The student teacher will communicate and collaborate effectively with students, parents, and colleagues. (VI: Leadership. X: Communication. XI: Professional practice.)
- The graduating senior will reflect about practice and draw upon advice of colleagues, educational research, and literature in his/her field to improve student learning. (VIII: Problem analysis.)
- The student teacher will model ethical behavior and adhere to school policies. (XI: Professional standards / practice.)
- The student teacher will apply an understanding of diverse family and cultural contexts to professional problem solving, to communication with students, parents, and colleagues, and to advocacy for all students. (VI: Leadership. VIII: Problem analysis. X: Communication. XI: Professional standards / practice.)