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# EDUCATION

**Director, Professor Adam Howard**

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The mission of the Education Program is to enable students to develop expertise in conceptual and theoretical foundations, research, and practice in the field of education. The knowledge, skills, dispositions, and habits of mind required for such expertise are cultivated within the context of a rigorous liberal arts academic environment, informed by perspectives from a variety of disciplines, enhanced by multiple opportunities to engage in service learning and civic engagement, and animated by a commitment to social justice in schools and society.

A focus on social justice means that students in the Education Program explore the impact of cultural assumptions, societal norms, and institutional policies and practices on individuals and groups and examine the operation of power as it relates to the construction of knowledge and the preservation of privilege. In so doing, students are encouraged to analyze critically the intended and unintended oppressions resulting from specific educational and institutional practices by (1) considering the values and politics that pervade educational institutions, as well as the more pragmatic issues of teaching and organizing schools; (2) asking critical questions about how taken-for-granted assumptions and conventions about theory and practice came to be, and who in society benefits from such assumptions; (3) attending to differences in gender, race, social class, sexual orientation, and ability that result in political, social, economic, and educational marginalization and inequality, particularly for children and youth; and (4) examining the connections among different forms of privilege, particularly as these relate to and influence the development of children and youth. Students also are encouraged to move beyond critique to create and implement educational and institutional practices that promote greater social justice and equity in schools and society.

The Education Program offers a major in educational studies that encourages a broad liberal arts exploration of educational theory, research, and practice, informed by a commitment to social justice. Students may also pursue minors in education, in human development, and in professional certification under the auspices of the program.

## Professional Certification

Colby believes that the best preparation for a teaching career is twofold: (1) a strong background in the liberal arts, including intensive study of the subject to be taught, and (2) appropriate course work and practical experience in education.

There are two pathways for students pursuing professional certification: (1) complete the professional certification minor, (2) complete a major in educational studies and a major in a department or program that corresponds to a field in which Colby offers certification.

Students who complete Colby's professional certification program are eligible to apply for teacher licensure in Maine for secondary public school teaching (grades 7-12) in the following fields: English, social studies, life science, physical science, and mathematics. In addition, licensure is available for grades K-12 in French, German, and Spanish.

Colby's professional certification program is approved by the Maine State Board of Education. Maine also participates in the National Association of State Directors of Teacher Education and Certification and, through the NASDTEC Interstate Contract, Maine has reciprocity for teacher licensure with 43 other states. An Education Program faculty member will prepare documentation to support Colby graduates when they apply to transfer the Maine teaching certificate to another state.

Candidates for Maine teacher licensure must pass both the Praxis I (basic knowledge and skills) and Praxis II (content area knowledge) exams, undergo a criminal background check and fingerprinting, and complete a portfolio demonstrating competencies in Maine's Initial Teaching Standards. Fees are required for both of the Praxis exams and for the background check. Furthermore, the Maine Department of Education charges an application fee. Students may consider applying directly to another state in lieu of completing Maine's requirements. Students who wish to apply directly to another state without first obtaining Maine licensure must contact the department of education in the other state and should also consult with Colby Education Program faculty.

Students interested in professional certification must apply to the program in the spring of their junior year. Candidates must have at least a 3.0 average in their major subject area and must have completed the appropriate prerequisites for the student-teaching sequence. **Note:** Completion of the professional certification program requires that candidates teach full time (8 a.m.-2 p.m., Monday-Friday) during the spring semester of their senior year. Other Colby courses cannot conflict with this daily commitment.

A **ninth-semester program** is also available to qualified students. Students in the program return to Colby after graduation to complete the senior student-teaching sequence by working full time in a local school. There is no charge for this program, but students are responsible for finding their own housing off campus. Students interested in the ninth-semester program must apply to the program in the spring of their senior year.

Additional information about the professional certification and ninth-semester options is available from the program faculty. Early consultation with program faculty and careful planning of the student's course of studies are essential for successful completion of the minor. This is especially important for students studying abroad.

## Colby College Pass Rates for Praxis I and Praxis II Exams

The Higher Education Act Reauthorization of 1998 requires that the pass rate of professional certification students on the state-mandated teacher exams be reported each year. Pass rates for classes that have fewer than 10 students are not reported, and thus the annual pass rates for Colby College are not available. However, the four-year aggregate score is reported, and Colby's pass rate for the period of 2009-2016 is 100 percent.

## Requirements for the Major in Educational Studies

Ten courses are required: Education 201, 213, 215, or 247; 493; one practicum or internship; four electives in education (including at least two 300- or 400-level courses); and two approved courses from other departments or programs (see list of approved courses below).

## Honors in Educational Studies

Students majoring in educational studies may apply to participate in the honors program by submitting a formal statement of their intention to the program faculty by April 15 of their junior year. The written proposal must include a description of the proposed work, a timeline, and the agreement of a faculty sponsor and a secondary faculty reader. A 3.25 overall average and a 3.5 major average at the end of the junior year is a condition for entry into the program. The program involves independent research conducted in education and related fields and enrollment in Education 483 and 484. Honors is typically taken for eight credits over two semesters; honors course credits may substitute for the senior seminar requirement, but they do not count toward other elective requirements in the major. A 3.5 major average at the end of the senior year and a public oral presentation of the project are conditions for successful completion of this program. The final project will typically consist of a thesis of 50-70 pages of superior quality.

## Requirements for the Minor in Education

Seven courses are required: Education 201, 213, 493; one practicum or internship; and three electives in education.

## Requirements for the Minor in Human Development

Seven courses are required: Education 201, 215, 493; one practicum or internship; one elective in education; and two electives in related departments, to be approved by the program chair.

## Requirements for the Minor in Professional Certification

Nine courses are required: Education 201, 213 or 215, 331, 351, 374, 433, 437, 494A, and 494B. In addition, students must complete a major in a department or program that corresponds to a field in which Colby offers certification. Note: Education 433, offered during the spring semester of the senior year, requires that professional certification candidates teach full time (8 a.m.-2 p.m., Monday-Friday). Other Colby courses cannot conflict with this daily commitment.

## Requirements for Professional Certification for Double Majors

A major in educational studies and a major in a department or program that corresponds to a field in which Colby offers certification. Courses in education must include 201, 213 or 215, 331, 351, 374, 433, 437, 494A, and 494B. Note: Education 433, offered during the spring semester of the senior year, requires that professional certification candidates teach full time (8 a.m.-2 p.m., Monday-Friday). Other Colby courses cannot conflict with this daily commitment.

## Approved Courses

### *Anthropology*

- 231 Caribbean Cultures
- 236 Illegal Drugs, Law, and the State
- 242 Anthropology of Latin America: City Life
- 246 Religion and Everyday Life in Muslim Societies
- 256 Land, Food, Culture, and Power
- 258 Anthropology, History, Memory
- 341 Culture, Mobility, Identity: Encounters in the African Diaspora
- 361 Militaries, Militarization, and War
- 363 Secrecy and Power
- 373 The Anthropology of Gender and Sexuality

### *Government*

- 210 Interest-Group Politics

### History

- 231 American Women's History to 1870
- 232 American Women's History, 1870 to the Present
- 233 Native Americans to 1850
- 234 Native Americans since 1850
- 241 History of Colby College
- 247 African-American History, from Slavery to Freedom

### Psychology

- 232 Cognitive Psychology
- 251 Personality Psychology
- 253 Social Psychology
- 259 Lifespan Development

### Sociology

- 231 Contemporary Social Problems
- 252 Race, Ethnicity, and Society
- 274 Social Inequality and Power
- 276 Sociology of Gender
- 344 Sociology of Sexualities
- 357 Civil Rights, Black Power, and Social Change
- 361 Special Topics in Health and Medicine: Substance Use and Abuse

### Women's, Gender, and Sexuality Studies

- 201 Introduction to Women's, Gender, and Sexuality Studies
- 232 Queer Identities and Politics

## Course Offerings

**ED192s Sexual Violence Prevention Peer Educator Training** Under the direction of the Director of the Gender and Sexual Diversity Program and Associate Director of the Pugh Center, preparation for holding student-led, mandatory Sexual Violence Prevention Training sessions for sophomores next fall. Does not count toward the education majors or minors. Nongraded. *Prerequisite:* Permission of the instructor. *One credit hour.* SCHUSTERBAUER

**ED201fs Education and Social Justice** An introduction to the relationship between education (theory, research, and practice) and social justice in U.S. schools. Goals include (1) understanding the concept of social justice, the dynamics of power, privilege, and oppression, and how these dynamics shape the experience of students and teachers; (2) developing relationships with children and youth in the greater Waterville area; (3) expanding ethical capacities, including compassion, empathy, respect, responsibility, and commitment to social justice; (4) honing key academic and intellectual skills. In addition, students are required to spend a minimum of 50 civic engagement hours in a local classroom. Previously listed as Education 231. *Four credit hours.* **S, U.** TAPPAN

**ED213s Schools and Society** The complex relationships between schools and society will be examined by reviewing a variety of theoretical perspectives and empirical studies. Topics include social mobility and stratification; social reproduction; the dynamics of race, class, and gender in education; various forms of capital; teaching as a profession; and school choice. Particular attention will be given to the ways that small interactions within educational settings have much larger implications within society. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* **U.** HOWARD

**ED215f Children and Adolescents in Schools and Society** Explores the lives of contemporary children and adolescents. Goals include (1) understanding how differences in gender, race, ethnicity, social class, and sexual orientation shape the experience of young people; (2) understanding selected theoretical and empirical work in the field of child and youth studies; (3) developing relationships with local young people; and (4) honing key academic and intellectual skills. In addition, students are required to spend a minimum of 25 civic engagement hours working in a local after-school program. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* **S, U.** TAPPAN

**ED221j Creating Media for Social Change** Explores how to create entertaining and educationally effective digital media for youth (preschool to high school), with an emphasis on socially charged curricular areas such as conflict resolution and cultural tolerance. Through extensive screening of media from around the world, lecture, and discussion, students learn to create their own goal-driven media projects. This will include working in small teams to 1) create a short film as part of a collaboration with an Iraqi youth peace initiative, and 2) develop a multimedia, series treatment that addresses an issue that targets American youth. *Three credit hours.* PIERCE

**ED222s Second Language Pedagogy** Listed as East Asian Studies 221. *Four credit hours.* WANG

**ED227j History of Educational Activism** Educational activism has existed as long as there have been schools. Will investigate activism and social movements in American education from the early 1900s to the present day. Employing historical case studies, primary sources, and biographies of activists, the course will explore how activists accomplish educational change. It will focus primarily on student- and educator-led activism, including units on the Progressive Era, the Civil Rights/Vietnam Era, teacher strikes, and 21st-century campus activism. Key questions this course will explore are: Who has participated in different education movements? What motivates people to participate? And what impact has activism had in transforming the education experience? *Three credit hours.* CASALASPI

**[ED242] History and Philosophy of Progressive Education** A survey of the historical and philosophical foundations of progressive education. Focuses on the principles of progressive education that have offered an alternative to conventional assumptions about teaching, learning, and schooling for nearly a century. These progressive principles are examined against the backdrop of standardization and mechanization that, more than ever, dominate schools in the United States. *Prerequisite:* Sophomore or higher standing. *Four credit hours.*

**ED245f Dimensions of Educational Equity** Explores the historical and societal roots of educational inequality and efforts to build more equitable schooling systems. We will consider the challenges and tensions involved in defining and pursuing "fairness" and "inclusion" in schools, such as how to acknowledge difference without reifying it, and whether differentiation or standardization of schooling promises greater equity. Finally, we will analyze the potential promise and problems of various contemporary reforms aimed at greater educational equity. *Four credit hours.* U. YOSHIZAWA

**ED247f Current Policy Issues in U.S. Education** Provides an overview of contemporary policy issues in American K-12 and higher education. Topics will include standardized testing and accountability policy, achievement gaps, school choice, Common Core and curriculum reform, teacher turnover and evaluation, mayoral control, affirmative action, and college completion, among others. Particular attention will be given to exploring the challenges of using policy to improve education and the implications of contemporary reforms for American democracy. *Four credit hours.* CASALASPI

**ED249s Achievement Gap** One of the most vexing issues in American education is the achievement gap, or the disparity in educational performance that exists among different subgroups of students, especially groups defined by socioeconomic status, race/ethnicity, or other indicators of privilege. Frequently, the argument is made that schools alone can and will close the achievement gap if appropriate reforms are made and appropriate incentives are put in place. In providing an in-depth look into the causes and potential solutions to the achievement gap, this course examines how social and public policy issues beyond the schoolhouse contribute to disparities in achievement. Students will gain understanding of the achievement gap and the role of public policy in solving it. *Four credit hours.* CASALASPI

**ED297j Teach Freedom** Explores the role of education in a free and democratic society which is necessarily concerned with the production of free people capable of developing minds of their own, even as they recognize the importance of learning to live together in association with others. A central goal of education in a democracy is the creation of independent citizens, not ?subjects.? We will examine how that lofty goal can be approached, and perhaps achieved. *Three credit hours.* AYERS

**ED297Bj What Kind of a Person is a Child?** Utilizing the arts and reading widely from fiction, legal cases, and human rights reports to explore the boundaries of infancy, childhood, adolescence, and adulthood. We will inquire about child survival, children crossing borders, family separations, child protection, health care, education, adoption, and youth in conflict with the law. We will discuss and debate the roles that race, class, gender, ethnicity and sexual identity play in disproportionate arrest, detention and incarceration of young people, in hazardous labor, sexual violence, child marriage and polygamy, and in the pervasive nature of harmful traditional practices. *Three credit hours.* DOHRN

**ED317s Boys to Men** Listed as Women's, Gender, and Sexuality Studies 317. *Four credit hours.* U. TAPPAN

**ED322s Social Class and Schooling** The significance of class as a critical dimension of inequality in the United States. Various theoretical, empirical, and pedagogical perspectives on social class and schooling provide a basis for analyzing class stratification in education. Unraveling the cultural dynamics of class distinctions to understand the social, economic, and cultural landscapes within which young people come to understand the meaning of their schooling in a shifting global economy. *Prerequisite:* Introductory course in education or sociology. *Four credit hours.* U. HOWARD

**ED324f Elite Schooling in Global Context** Elite schooling plays an important role in helping the most powerful and prestigious social classes within nation states maintain and advance their social position. Particular attention will be given to how elite schools outside the United States are altering curricula to meet demands of the global economy; what students in elite schools are taught about their place and

purpose in the global world; how future global and national leaders are being prepared; what links exist between elite schools and changing intersections of class, gender, sexuality, and ethnicity; and how elite schools throughout the world unify tradition and innovation.

*Prerequisite:* Education 201, 213, 215, or 231. *Four credit hours.* I. HOWARD

**ED331f Curriculum and Methods** A consideration of various teaching and assessment methods as well as curriculum design for secondary classrooms. Students develop knowledge and skills to meet Maine Standards for Initial Teacher Certification. Students write and present lesson plans, create assessment protocols, develop a coherent unit of study using a backward design model, and conduct and present a research paper on recommended practices for teaching in their certification content area/discipline. Previously listed as Education 431. *Prerequisite:* Senior standing as a professional certification minor. *Four credit hours.* HOWARD

**ED345s Reform and the Classroom** Examines the school and the classroom as contexts for reform. Why does so much of schooling appear to remain unchanged over time? How and when do external policies and pressures shape what teachers and students do? This course draws on sociological studies of schools and teachers? work as well as theories on organizational behavior to build an understanding of the processes, structures, and beliefs that enable or constrain change. We will use this framework to analyze reforms and policies aimed at improving classroom instruction, such as curriculum standards, school restructuring, and teacher evaluation. *Four credit hours.* YOSHIZAWA

**ED347s Education Policymaking in Theory and Practice** Provides students with an understanding of the manifold forces that shape the education policymaking process with an emphasis on governance structures, stakeholders, public engagement, and issue contexts. Drawing on robust theoretical and empirical perspectives, the following questions will be explored: How does education policy get made? Who shapes education policy and in whose interests? How has this constellation of actors evolved over time and how does it vary across issue domains? This course will aim to impart in students an appreciation of the complexity of the education policymaking process, the challenges of reforming education through policy, and the role of research in shaping policy. *Four credit hours.* CASALASPI

**ED351fs Practicum in Education** Provides opportunities to serve as assistant teachers, tutor students, work with students individually, observe professional teachers, and prepare and present lesson plans to whole classes in an elementary, middle, or high school. Placement in the Waterville area will be arranged by the professor; students will be responsible for arranging placements in other areas. Nongraded. *Prerequisite:* Permission of the instructor. *One to three credit hours.* HOWARD, TAPPAN

**ED351Jj Practicum in Education** Provides opportunities to serve as assistant teachers, tutor students, work with students individually, observe professional teachers, and prepare and present lesson plans to whole classes in an elementary, middle, or high school. Placement in the Waterville area will be arranged by the professor; students will be responsible for arranging placements in other areas. Nongraded. *Prerequisite:* At least one course in education and sophomore standing. *Three credit hours.* PROTO

**[ED374] Educating All Learners in Inclusive Classrooms** Considers rights of students and responsibilities of educators as they relate both to teaching students who have disabilities as well as to teaching students with other individual learning characteristics. Course topics explore psychological, philosophical, historical, and policy foundations of special education within a critical frame of disability studies. Students are required to complete a minimum of 20 hours of civic engagement in a classroom that provides accommodations for students with disabilities or other challenges to learning. *Prerequisite:* Education 201, 213, 215, or 231. *Four credit hours.*

**ED397f Citizenship and Community** What does it mean to be an "engaged citizen?" What is the relationship between identity (self) and community (others)? How are tensions and conflicts between identity and community managed and resolved? This course explores these and other questions via a consideration of the history, culture, and resources of central Maine, the dynamics of power, privilege, equity, and inclusion, and the responsibilities and obligations of democratic citizenship—all framed and informed by the theory and practice of civic engagement. Required of all residents of Alford Commons. *Prerequisite:* Residence in Alford Commons, 150 Main Street. *One credit hour.* FACULTY

**ED398s Citizenship and Community II** What does it mean to be an "engaged citizen?" What is the relationship between identity (self) and community (others)? How are tensions and conflicts between identity and community managed and resolved? This course explores these and other questions via a consideration of the history, culture, and resources of central Maine, the dynamics of power, privilege, equity, and inclusion, and the responsibilities and obligations of democratic citizenship—all framed and informed by the theory and practice of civic engagement. Required of all residents of Alford Commons. *Prerequisite:* Residence in Alford Commons, 150 Main Street. *One credit hour.* FACULTY

**ED398Bs Community Engagement in Education** An examination of the way that communities and schools engage with each other to influence the educational process. This course will be divided into three units: 1) parent and community involvement in the schooling process; 2) community education politics, including local electoral politics and community organizing; and 3) educational practices that promote youth civic engagement. Throughout the semester students will complete an original capstone case study research project that contributes meaningfully to existing knowledge and has direct value to communities in Maine. Because of the research orientation of this

course, students will acquire not only content knowledge but also the methodological skills needed to conduct case study research.

*Prerequisite:* A 200-level education, government or sociology course. *Four credit hours.* CASALASPI

**ED433s Student Teaching Practicum** Students serve as student teachers in a local secondary school, working under the supervision of a cooperating teacher. Students manage classrooms and complete administrative tasks associated with secondary teaching. Education Program faculty members make observations in the classroom and note ways in which the student teachers are progressing toward meeting Maine's Standards for Initial Certification of Teachers as well as the ways in which they are applying the framework of teaching for social justice. Nongraded. *Prerequisite:* Education 437 and Senior standing as a professional certification minor. *Four credit hours.*  
HOWARD

**ED437j Student Teaching Practicum** Students serve full-time as student teachers in a local secondary school, working under the supervision of a cooperating teacher and making use of lesson plans, assessments, and unit plans developed in Education 431. Students manage classrooms and complete administrative tasks associated with secondary teaching. Faculty members observe students in the classroom and note their progress toward meeting Maine's Standards for Initial Certification of Teachers and applying the framework of teaching for social justice. Faculty members meet weekly with students to discuss practical aspects of acquiring teacher licensure as well as topics selected jointly by the students and faculty member. Nongraded. *Three credit hours.* HOWARD

**ED483fj Honors Project** *Two to four credit hours.* FACULTY

**ED491f, 492s Independent Study** Independent study of advanced topics and areas of individual interest. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

**ED493f Senior Seminar in Education and Human Development** A critical examination of selected topics and issues in the contemporary study of education and human development. The focus will vary from year to year but will typically entail in-depth consideration of the psychological, philosophical, social, cultural, and/or historical dimensions of education and human development. Open only to senior majors and minors in education or human development. *Four credit hours.* HOWARD

**ED494As Senior Seminar in Creating Equitable Learning Environments** Explores theory and research to identify best practices for creating equitable learning environments for all students at the middle and high school levels. Develops the knowledge and skills to plan and execute lessons that address various learning styles and abilities, incorporate and respect cultural differences, and meet the individual needs of students. *Prerequisite:* Senior standing as a professional certification minor and concurrent enrollment in Education 433 and 494B. *Four credit hours.* HOWARD

**ED494Bs Senior Seminar in Professional Certification** Further introduces dimensions of the teaching profession and guides students through the initial teaching certification process. Students will design and complete a professional portfolio that addresses the standards for initial teaching certification. They will analyze and critique artifacts as evidence of competency in teaching. Provides opportunities to further develop an understanding and appreciation of the nature and importance of a reflective approach to teaching. *Prerequisite:* Senior standing as a professional certification minor and concurrent enrollment in Education 433. *Four credit hours.* HOWARD