

**EDUCATION**

**Director, Professor Mark Tappan**

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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.

A focus on the relationship between educational practices and a variety of institutional structures and systems, as well as cultural norms, values, and ideologies that shape the way schools and other educational organizations function.

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 is essential for a 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 2008-2014 is 100 percent.

**Requirements for the Major in Educational Studies with a Concentration in Human Development**

Ten courses are required: Education 215; a practicum (332, 351, or 355); 431 or 493; four electives in education, including at least two 300- or 400-level courses; and three approved courses from other departments or programs, not including 100-level courses (see list of approved courses below).

**Requirements for the Major in Educational Studies with a Concentration in Schools, Society, and Culture**

Ten courses are required: Education 213; a practicum (332, 351, or 355); 431 or 493; four electives in education, including at least two 300- or 400-level courses; and three approved courses from other departments or programs, not including 100-level courses (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 231, and 431 or 493; one practicum or internship; and four electives in education.

**Requirements for the Minor in Human Development**

Seven courses are required: Education 215, and 431 or 493; one practicum or internship; two electives 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 213 or 215, 231, 374, 431; one practicum (351 or 355); the Senior Student Teaching sequence (433 and 437); and two electives in education. In addition, students must complete a major in a department or program that corresponds to a field in which Colby offers certification. **Note:** 437, 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. In addition, Education 213 or 215, 231, 374, 431; one practicum (351 or 355); and the Senior Student Teaching sequence (433 and 437). **Note:** 437, 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 for the Concentration in Human Development**

*Anthropology*

- 231 Caribbean Cultures
- 246 Engaging Muslim Worlds
- 258 Anthropology, History, Memory
• 341 Culture, Mobility, Identity: Encounters in the African Diaspora
• 363 Secrecy and Power
• 373 The Anthropology of Gender and Sexuality

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

Sociology
• 252 Race, Ethnicity, and Society
• 273 Sociology of Families
• 276 Sociology of Gender
• 344 Sociology of Sexualities
• 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

Approved Courses for the Concentration in Schools, Society, and Culture

Anthropology
• 236 Illegal Drugs, Law, and the State
• 242 Anthropology of Latin America: City Life
• 256 Land, Food, Culture, and Power
• 341 Culture, Mobility, Identity: Encounters in the African Diaspora
• 361 Militaries, Militarization, and War

Global Studies
• 437 Media, Culture, and the Political Imagination

Government
• 210 Interest Group Politics
• 212 U.S. Congress
• 317 The Policymaking Process

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

Sociology
• 231 Contemporary Social Problems
• 252 Race, Ethnicity, and Society
• 259 Activism and Social Movements
• 261 Sociology of Organizations
• 274 Social Inequality and Power
• 357 Civil Rights, Black Power, and Social Change

Women’s, Gender, and Sexuality Studies
• 201 Introduction to Women’s, Gender, and Sexuality Studies
• 232 Queer Identities and Politics
• 317 Boys to Men
• 335 Girls, Activism, and Popular Culture
Course Offerings

ED111f  Metacognition and Academic Success  A consideration of factors that contribute to academic and social success in college, highlighting the interrelationship between academic contexts, including nontraditional interpretations of intelligence and learning styles, and social contexts, including race, gender, and class. Focuses specifically on 1) metacognition, including attention, memory, mindfulness, critical thinking, and motivation, and 2) multiple intelligence theory, which suggests intelligence is multifaceted and cannot be captured by standard intelligence tests. Also explores personal strategies and resources that maximize academic success. A third credit can be earned by participating in a campus program such as Campus Conversations on Race or Project Ally, and presenting the experience to the class. Prerequisite:  Permission of the instructor.  Two or three credit hours.  ATKINS

ED135j  Multicultural Literacy  Introduces students to the knowledge and skills that constitute multicultural literacy, including 1) understanding and respecting differences based on race, ethnicity, gender, sexuality, social class, religion, and ability; 2) being aware of one's own culture/background and biases and how these may shape one's interaction with those who are different; 3) mastering key theoretical concepts that shape and inform contemporary approaches to diversity and social justice; and 4) communicating effectively across differences, managing conflict in positive ways, and intervening in negative situations. Prerequisite:  First-year standing.  Three credit hours.  U.  ATKINS, DIAMOND, DUPLESSIS, HOWARD

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: Cases and Concepts  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.  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.  PIERSCE

ED231f  Teaching for Social Justice  An introduction to the theory and practice of teaching, with a particular focus on teaching for social justice in a diverse society. Goals include (1) understanding the concept of social justice and the dynamics of power, privilege, and oppression; (2) developing the knowledge, skills, attitudes, and expertise necessary to teach effectively; and (3) honing key academic and intellectual skills. In addition students are required to spend a minimum of 60 civic engagement hours working in a local classroom.  Four credit hours.  S, U.  TAPPAN

[ED235]  Multiculturalism and the Political Project  Introduction to the workings, structures, and consequences of prejudice, privilege, oppression, and inequality in U.S. educational institutions and society. A forum for students to surface, explore, and analyze the cultural and structural factors that have privileged some and marginalized others within schools. Through this examination and analysis, students are provided opportunities to gain a deeper understanding of the struggle to address the various factors that maintain and reinforce injustices in the schooling context and larger society.  Four credit hours.  S.

[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.  Four credit hours.

[ED244]  Introduction to Higher Education  Enables students to understand the national landscape of higher education in the United States, to become familiar with key moments in the history of higher education, and to analyze the critical issues facing colleges and universities today. Students will also explore strategies for developing engaging, enriching, curricular-driven student life experiences and outcomes, and they will acquire a deeper understanding of their own college experience.  Four credit hours.
ED317s Boys to Men Listed as Women's, Gender, and Sexuality Studies 317. \textit{Four credit hours.} \textbf{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. \textit{Four credit hours.} \textbf{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. \textit{Prerequisite:} Education 213, 215, or 231. \textit{Four credit hours.} \textbf{I. HOWARD}

[ED335] Girls, Activism, and Popular Culture Listed as Women's, Gender, and Sexuality Studies 335. \textit{Four credit hours.} \textbf{U.}

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. \textit{Prerequisite:} Permission of the instructor. \textit{One to three credit hours.} \textbf{HOWARD, KUSIAK, 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. \textit{Prerequisite:} At least one course in Education and sophomore standing. \textit{Three credit hours.} \textbf{PROTO}

[ED355] Social Justice Practicum Students serve as assistant teachers in elementary, middle, or high schools serving under-resourced communities (including schools that are affiliated with Teach for America, KIPP, and similar programs). Students tutor, work with small groups, and prepare and present lessons to the whole class. Nongraded. \textit{Prerequisite:} Permission of the instructor and at least one course in Education. \textit{One to three credit hours.}

ED374f 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. \textit{Prerequisite:} Education 213, 215, or 231. \textit{Four credit hours.} \textbf{KUSIAK}

ED431f Senior Seminar in Curriculum and Methods A consideration of various teaching and assessment methods as well as curriculum design for secondary education classrooms. Students develop knowledge and skills to round out their goal of meeting Maine's Standards for Initial Certification of Teachers. Students explore the meaning of teaching for social justice and apply themes of teaching for social justice to actual classroom experiences. Students write reflections on their teaching experiences, write and present lesson plans, read teacher narratives and research on teaching, 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 discipline. \textit{Prerequisite:} Senior standing as a professional certification minor, and a W1 course. Must be completed concurrently with Education 433. \textit{Four credit hours.} \textbf{W3. KUSIAK}

ED433fs Student Teaching Practicum Students serve as student teachers in a local secondary school, working under the supervision of a cooperating teacher. Use of lesson plans, assessments, and unit plans developed in Education 431. 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. \textit{Prerequisite:} Senior standing as a professional certification minor. Must be completed concurrently with Education 431. \textit{Four credit hours.} \textbf{TAPPAN}

ED437f 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

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topics selected jointly by the students and faculty member. Nongraded. Prerequisite: Education 433. Three credit hours. TAPPAN

**ED483f** 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 minors in education or human development. Four credit hours. HOWARD

**ED498s** Creating the World We Want: Reimagining Girls, Resistance, and Social Change    Girls are not future citizens or leaders of tomorrow but present civic actors. In this seminar we explore the landscape of youth activism, critical civic participation, and organizing for social justice. Paying close attention to issues of identity, community, and culture, we explore examples of girl-generated grassroots organizing and online activism and examine the complexities and possibilities of partnering with youth to address social injustice. Students will engage in participatory action research projects with local youth. Prerequisite: Senior standing as an education major or minor. Four credit hours. BROWN