
EDUCATION

Director, Professor Mark Tappan

Professors Lyn Mikel Brown, Adam Howard, and Mark Tappan; Lecturer in Education/Coordinator of Teacher Education Stephanie Proto

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.

Requirements for the Major in Educational Studies

Ten courses are required: Education 201; 213, 215, or 217; 493; one practicum or internship; four electives in education (including at least two 300- or 400-level courses); and two electives in related departments, to be approved by the program director (see partial list of electives 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 or 217, 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 director.

Requirements for the Minor in Professional Certification

Eight courses are required: Education 201; 213, 215 or 217; 331; 351; 374; 433; 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, 215 or 217; 331; 351; 374; 433; 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.

Elective Courses in other departments and programs (partial list)

Anthropology

- 236 Illegal Drugs, Law, and the State
- 256 Land, Food, Culture, and Power
- 276 African American Culture in the US
- 313 Researching Cultural Diversity
- 333 Contemporary Theory
- 363 Secrecy and Power
- 373 The Anthropology of Gender and Sexuality

Government

- 210 Interest-Group Politics
- 226 Media and Politics
- 241 Politics of Public Policy in the US
- 281 Concepts and Methods in Political Science Research
- 315 Minority Representation
- 318 Money and Politics

History

- 247 African-American History, from Slavery to Freedom

Philosophy

- 211 Moral Philosophy
- 215 Feminist Philosophies
- 239 Epistemology
- 243 Environmental Ethics
- 311 Philosophical Approaches to Global Justice

Psychology

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

Sociology

- 227 Urban Sociology
- 252 Race, Ethnicity, and Society
- 268 Social Policy and Inequality
- 271 Introduction to Sociological Research Methods
- 274 Social Inequality and Power
- 355 African American Women and Social Change

Women's, Gender, and Sexuality Studies

- 223 Critical Race Feminisms and Tap Dance
- 232 Queer Identities and Politics
- 311 Feminist Theories and Methodologies

Course Offerings

[ED192] 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.*

ED197j Allyship in Racial Justice Will engage past and present aspects of civil rights and racial justice movement(s) along with federal and state policies affecting racial and ethnic minority groups, particularly AFRICAN Americans, First Nations, and peoples within other postcolonial contexts. Participants will become more informed about the nuanced systems of inequity, more skilled at engaging in constructive cross-cultural dialogue, more organized in their comprehension of systemic inequities and more equipped to participate in social change as Racial Justice Allies. *Three credit hours.* **U.** BONAM, FORT

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. *Four credit hours.* **S, U.** TAPPAN

ED213f 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

ED217s Education Policy and Reform Explores the fundamentals of how education policy is made and evaluated. Who influences education policy and how? What are the implicit and explicit aims and values shaping education policy and reform? We will focus on contemporary policy issues in American K-12 education, including standardized testing and accountability, school choice, teacher turnover and evaluation, and school takeover. 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.* YOSHIZAWA

[ED221] 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.*

[ED222] Second Language Pedagogy Listed as East Asian Studies 221. *Four credit hours.*

ED225j 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. Previously offered as Education 297 (Jan Plan 2019). *Three credit hours.* AYERS

ED228j Women, Children, Gender, and Human Rights 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. Previously offered as Education 297B (Jan Plan 2019). *Three credit hours.* DOHRN

ED236j Indigenous Knowledge(s), Education, And Schooling Takes a socio-cultural, philosophical, and historical approach to Indigenous knowledge(s) along with federal and state policies affecting Indigenous peoples, particularly Native Americans, First Nations, and peoples within other postcolonial contexts. Together, we will engage with indigenous knowledge(s) across time and space, both inside and outside of the formal schooling environment. For example, we will consider how critical pedagogy and culturally responsive curriculum aim to transform practices of schooling that continue to exclude Indigenous knowledge(s) and peoples. This class will also consider how culture and knowledge systems of First Nations and Native Americans have been represented in public spaces like museums. Previously offered as Education 297B (Jan Plan 2020). *Three credit hours.* SABA

ED237s Democracy and Education Serves as an introductory examination of the relationship between democracy and education. Many citizens, teachers, and scholars have argued that schools play a central role in maintaining, enhancing, and defending democracy. But are they right? What is democracy? What is the role of schools in a democratic society? What kind of schooling can cultivate effective democratic citizenship? Should promoting democracy be the primary aim of schools? Does the contemporary education system promote or undermine democracy? We will explore these questions and more, working collaboratively to build a critical understanding of democracy, education, and the link between the two. Previously offered as Education 298 (Spring 20-20). *Four credit hours.* MURRAY

[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.*

[ED243] Schooling Around the World: Comparative Perspectives Introduces students to interdisciplinary approaches that aim for comparing the emergence, function, and purposes of schooling in diverse national as well as sub-national contexts around the world. Students critically examine global phenomena such as colonialism, modernization, and globalization and their impacts on educational systems and practices. Students also examine contemporary issues such as role of nation state and civil society in education, global education reform movements, dialectic relationship between development and education, and alternative methods of teaching and learning. Previously offered as Education 297 (Fall 2019). *Four credit hours.* I.

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

[ED247] 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.*

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

ED324s 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, or 215. *Four credit hours.* **I.** HOWARD

ED326s Collaborative Research in Privilege An intensive reading and discussion course focusing on privilege, this course explores how research is conducted, how data are theorized and analyzed, and how interpretive texts are written. Students will apply theories and methods to collaborate, design, conduct, and present an original research project that contributes to the body of scholarship on privilege. *Prerequisite:* A course in education or sociology. *Four credit hours.* **I.** HOWARD

ED328f Politics and Policy of Rural and Urban Education Educational opportunity is unequally distributed across geography. This course will focus on the sociology, history, and politics of rural and urban schools. In doing so, we will critically examine and challenge deficit-based discourses about rural and urban contexts, and we will consider why place and community are important considerations for education policy. We will discuss policy issues that highlight both what is unique to, and common across, rural and urban contexts, such as school closures, school choice, teacher recruitment and retention. *Prerequisite:* At least one 200-level education course. *Four credit hours.* **U.** YOSHIZAWA

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.* **PROTO**

ED343f Collaborative Research on Trauma and Education Explores how research is conducted in the field of education, focusing specifically on trauma-informed schooling. It will consider how data are collected and analyzed (both qualitatively and quantitatively), and how results are presented to both scholarly and general audiences. Students will collaborate with each other and with faculty to conduct original research on trauma and education. *Prerequisite:* At least one 200-level course in Education, Psychology, or Sociology. *Two credit hours.* **BROWN**

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. *Prerequisite:* At least one 200-level education course. *Four credit hours.* **YOSHIZAWA**

ED351f 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.* 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

[ED357] Equity and Higher Education Considers issues of social justice, equity, and inclusion as they impact students attending US colleges and universities. The course will focus on theories of student development, critical perspectives on higher education, and the intersection between theory, research, and practice. *Prerequisite:* At least one 200-level education course. *Four credit hours.*

ED374Jj 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, 245, or 247. *Three credit hours.* PARISER

[ED397] Advanced Allyship in Racial Justice This course is designed specifically for students with advanced stamina for active engagement and commitment to solidarity toward racial justice. This advanced level course will support participants to become more skilled at engaging in constructive cross-cultural dialogue, more organized in their comprehension of systemic inequities, and more equipped to participate in sustainable social change as Equity Allies. Defined in part by learning to assert influence through civic engagement, the ethical use of inquiry and accountability, and to appropriate ?experience? that is personal. Learners will engage in advanced exercises in introspection, negotiation and reparation. The course will engage past and present aspects of civil rights and racial justice movement(s) along with federal and state *Prerequisite:* One course in African-American Studies, American Studies, Anthropology, Education, Latin American Studies, Sociology, Women's, Gender, and Sexuality Studies or permission of chair, Mark Tappan at mark.tappan@colby.edu. *Three credit hours.* U.

ED398s Disability, Race, and Special Education Students will explore the principles of critical disability studies and DisCrit (Disability Studies in conjunction with Critical Race Theory) to analyze the exclusionary practices, policies and processes of special education for BIPOC students. They will explore the history of race and disability in education as a means to identify intersections of ableism and racism in current discourses around educational inequity, the achievement gap and the school to prison pipeline. Students will then explore best practices for working towards equity and justice for BIPOC students labeled as having a disability in the K-12 educational system.

Prerequisite: At least one 200-level education course. *Four credit hours.* MCLAUGHLIN

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 331 and senior standing. *Four credit hours.* PROTO

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 Educational Studies 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.* PROTO

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.* PROTO