Colby

EDUCATION

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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.

Courses in the Education Program explore the impact of cultural assumptions, societal norms, and institutional policies and practices on both individuals and groups. Students and faculty work together to 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.

To these ends the program enables students to study the ways children and adolescents learn and develop; the dynamics of the teaching-learning process; and the psychological, philosophical, historical, social, and cultural dimensions of education. Students in the program also participate in a variety of civic engagement, internship, practicum, and social action experiences to gain practical experience in the fields of education and human development.

Three minors are offered under the auspices of the program:
The **education minor** encourages a wide-ranging liberal arts exploration of educational theories, issues, and practices. Students focus primarily on the psychological, philosophical, historical, social, and cultural foundations of education and gain practical experience working with children and/or adolescents in a variety of classroom contexts. It provides preparation for graduate study in early-childhood, elementary, secondary, or special education, as well as for careers in private-school teaching.

The **human development minor** encourages an interdisciplinary approach to understanding the development of children and youth. Students consider a variety of perspectives on the study of human development; examine the relationship between individuals and the social, cultural, and historical context in which they live; and gain practical experience working in an institution or agency devoted to fostering human development and improving human lives. It provides initial preparation for careers in education, social work, human services, and/or social policy, as well as for graduate study in a number of different fields and disciplines.

The **professional certification minor** is approved by the Maine State Board of Education. Students who complete the professional certification minor may select a course of study leading to teacher licensure in Maine for secondary teaching (grades 7-12) in the areas of English, social studies, life science, physical science, or mathematics as well as licensure for grades K-12 in Spanish, German, or French. Maine participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) and, through the NASDTEC Interstate Contract, Maine has reciprocity for teacher licensure with 40 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 the 10 Maine Initial Teaching Standards. Fees are required for both of the Praxis exams and for the background check. Furthermore, the Maine Department of Education (DOE) 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.

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

Students interested in professional certification should apply to the program in the spring of their junior year. Candidates must

have at least a 3.00 average in their major subject area and have completed the appropriate prerequisites for the student teaching sequence. 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 should 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.

Finally, students also may pursue an **independent major in either educational studies or human development** under the auspices of the program. Requirements for these majors typically include course work in education, psychology, sociology, and anthropology. A formal proposal for such an independent major must be submitted to the Independent Study Committee. For further information please contact the program chair.

Requirements for the Minor in Education

Education 231 and 493; one practicum or internship; and four electives in education.

Requirements for the Minor in Human Development

Education 215 and 493; one practicum or internship; two electives in education; and two electives in other departments, to be approved by the program chair.

Requirements for the Minor in Professional Certification

Education 215, 231, 374, 431; one practicum (351 or 355); the Senior Student Teaching sequence (433, 437); and two electives in education.

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 2003-2010 is 100 percent.

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. *Prerequisite:* Permission of the instructor. *Two or three credit hours.* ATKINS

ED197j Multicultural Literacy Introduces students to areas of knowledge and life skills necessary to communicate effectively across areas of difference, enabling them to live and work productively in multicultural environments. Provides students with tools for understanding and respecting differences based on race, ethnicity, gender, sexuality, social class, religion, and ability. Provides opportunities for students to become self-aware of their own attitudes toward difference and challenges them in the analysis of theoretical concepts that inform contemporary work on diversity and social justice. Through a variety of innovative exercises, students will improve their abilities for critical thinking, managing conflict, and communication through writing and public speaking. Fulfills both the International and U.S. Diversity requirements, so is an exception to the requirement that students complete two courses for diversity. *Three credit hours.* **I, U** HOWARD, RAAG, SASAKI, TAPPAN

[ED213] 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**

ED215s Children and Adolescents in Schools and Society Exploration of 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 on the experience of children and youth; (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

ED217f Boys to Men Listed as Women's, Gender, and Sexuality Studies 217. *Four credit hours.* **S, U** TAPPAN

ED221j Creating Media for Social Change Explores how to create entertaining and educationally effective digital media for youth (pre-school 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 multi-media, series treatment that addresses an issue that targets American youth. *Three credit hours.* PIERCE

ED231fs 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 in a local classroom. *Four credit hours.* **S, U** KUSIAK, TAPPAN

ED235f 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, U** HOWARD

[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. Previously offered as Education 298. *Four credit hours.*

ED297j Economics of Education Reform Listed as Economics 297C. *Three credit hours.* HYMAN

ED316s Education, the Environment, and Social Justice Environmental education programs in U.S. public schools can be understood as projects with two distinct goals: to raise public awareness of local, national, and global environmental realities and to inspire young people to become caring and compassionate citizens who are reflective, committed, and responsible caretakers of the Earth and of each other. Issues of power, privilege, and oppression in mainstream environmental education are juxtaposed with concerns and issues raised by the environmental justice movement. Students will examine educational institutions and schooling in the context of environmental justice. *Prerequisite:* A 200-level education course or Environmental Studies 118 and sophomore standing. *Four credit hours.* **U** HOWARD

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. *Four credit hours.* **U** HOWARD

ED332fs Practicum in Girls' Development and Education Students serve as facilitators of weekly Girls Coalition Groups in local middle schools using a curriculum developed by Hardy Girls Healthy Women. Students undergo training and meet weekly with the faculty supervisor; they develop leadership and group process skills and learn how to apply insights from theory and research to promote girls' development, resilience, and empowerment. Note: Priority to students who will participate during both fall and spring semesters. (Course may be repeated once.) Nongraded. *Two credit hours.* BROWN

[ED337] Childhood in Society Listed as Sociology 337. *Four credit hours.*

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. *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. *Prerequisite:* Permission of the instructor and at least one course in Education. *Three credit hours.* LINVILLE

ED355s 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. *Prerequisite:* Permission of the instructor and at least one course in Education. *One to three credit hours.* TAPPAN

[ED355J] 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. *Prerequisite:* Permission of the instructor and at least one course in Education. *Three credit hours.*

ED374s Teaching Students with Special Needs in Regular Classrooms Approximately 10 to 15 percent of students in U.S. public schools qualify for special education services; many receive most, if not all, instruction in regular class settings. A consideration of skills and attitudes necessary for teaching students with special needs in regular settings, and an examination of the roles and responsibilities regular educators have for teaching students who qualify for special education. Additional exploration of psychological, philosophical, historical, and legal foundations of special education. Students also are required to spend a minimum of 20 hours during the semester working in a practicum setting with a special needs teacher. *Prerequisite:* Education 231. *Four credit hours.* KUSIAK

ED397f Girls Making Change: Girlhood, Activism, and Popular Culture Listed as Women's, Gender, and Sexuality Studies 397. *Four credit hours.* **U** BROWN

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. *Prerequisite:* Senior standing as a professional certification minor. Must be completed concurrently with Education 433. *Four credit hours.* KUSIAK

ED433f 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. *Prerequisite:* Senior standing as a professional certification minor. Must be completed concurrently with Education 431. *Four credit hours.* KUSIAK

ED437fj 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. *Prerequisite:* Education 433. *Three credit hours.* KUSIAK

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.* **U** HOWARD