



Education Program Annual Report 2005-2006

Date: June 1, 2006
To: Ed Yeterian, Dean of Faculty
From: Mark Tappan, Chair
Re: Education Program Annual Report

1. PARTICIPATING FACULTY

Program Faculty:

Karen Barnhardt, Assistant Professor of Education (medical leave fall semester)
Lyn Brown, Professor of Education and Human Development
Martha Denney, Adjunct Assistant Professor of Education
Karen Kusiak, Assistant Professor of Education
Mark Tappan, Professor of Education and Human Development and Chair

Affiliated Faculty:

Jean Burr, Faculty Fellow in Psychology
Tarja Raag, Associate Professor of Psychology (sabbatical full year)

2. PROGRAM OVERVIEW

The Education Program offers four minors: Education, Environmental Education, Human Development, and Professional Certification. In addition, we oversee an Independent Major in Human Development.

- a) The **EDUCATION** minor encourages a wide-ranging exploration of educational theories, issues, and practices. It provides preparation for graduate study in early childhood, elementary, or special education, as well as for careers in private school teaching.
 - b) The **ENVIRONMENTAL EDUCATION** minor encourages an interdisciplinary approach to theory, research, and practice in the field of environmental education. These activities seek to make explicit the complex intersections between environmental degradation, cultural critique, and processes of education with an emphasis on educational reform, social justice, and environmental activism in the United States. This minor is intended for those students with an interest in pursuing a career in environmental education, outdoor education and/or experiential education.
 - c) The **HUMAN DEVELOPMENT** minor encourages an interdisciplinary approach to understanding the development of children, adolescents, and adults. It provides initial preparation for careers in human services and/or social policy in a variety of educational, clinical, and community settings, as well as for graduate study in a number of different fields and disciplines.
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d) The **PROFESSIONAL CERTIFICATION** minor is approved by the Maine State Board of Education. This minor enables students to earn secondary certification in Maine or in one of the 23 other states with which Maine has agreements of reciprocity. It allows students to qualify for public secondary school (grades 7-12) teaching certificates in English Language Arts, Foreign Languages, Mathematics, Life Science, Physical Science, and Social Studies (see requirements listed in Colby Catalogue and/or Program Brochure).

e) The **Independent Major in HUMAN DEVELOPMENT** is an interdisciplinary major that combines coursework in our program with coursework in Psychology, Sociology, Anthropology, Philosophy, and Biology. A standard template for this major has been approved by the Independent Study Committee, so it is relatively easy for students wishing to pursue this major to do so.

3. PROGRAM ACTIVITIES, 2005-2006

This has been another productive and successful year for our program. We were a bit short-staffed this year because of Karen Barnhardt's medical leave in the fall, but the fact that Mark Tappan taught a sixth course in anticipation of a full-year sabbatical compensated somewhat for the shortfall in courses caused by Karen's leave.

During the fall semester we offered seven courses. These include six courses in our program and one, ED 257: Educational Psychology, taught by Jean Burr in the Psychology Department. Six of these courses have been taught before, and represent regular and long-standing features of our curriculum: ED 215–Children and Adolescents in Schools and Society (Tappan); ED 231–Teaching for Social Justice (Tappan); PS/ED 257–Educational Psychology (Burr); ED 332–Women, Girls, and the Cultures of Education (Brown); ED 431–Curriculum and Methods (Kusiak); and ED 433–Senior Student Teaching Practicum (Kusiak). One course, ED 197: Introduction to the History of US Education, taught by Karen Kusiak, was a new course, designed, in part, to allow more first year students to take courses in our program. It was quite successful, and will be continued in 2006-2007 as a regular part of our curriculum.

During Jan Plan we offered four courses: ED 117–Media Profiling and Education (Brett Pierce); ED 198B–Ecological Teaching and Learning (Kristen Edelglass); ED 351/355–Practicum in Education (Tappan); and ED 437–Senior Student Teaching Practicum (Kusiak). A significant event during Jan Plan was the Colby-Houston project, undertaken in collaboration with the Goldfarb Center. In this project nine students, enrolled in Mark Tappan's ED 355: Urban/Multicultural Practicum, spent two weeks working in the New Orleans West College Preparatory Academy in Houston, TX. NOW is a school for children displaced to Houston from New Orleans as a result of Hurricane Katrina, administered by the KIPP Schools organization, and staffed largely by Teach for America Corps members.

During the spring semester we offered six courses. All of these courses have been taught before, and represent regular and long-standing features of our curriculum: ED 112–Comparative Education (Denney); ED 231–Teaching for Social Justice (Tappan—in an ISC Cluster with Tracy Carrick's EN 198); ED 235–Revolutionary Multiculturalism (Barhardt); ED 315: US Environmental Justice Issues (Barnhardt); ED 493A–Senior Seminar in Education and Human Development (Tappan), and ED 493 B–Senior Seminar in Environmental Education, taught by Karen Barnhardt, was a new course. It represents the culminating experience for students in the Environmental Education minor, and enrolled five students this year. Finally, Mark Tappan taught WG/ED 217—Boys to Men for the third time. This course represents both a contribution to the gender studies component of the Women's, Gender, and Sexuality Studies program, as well as an elective in the Education Program.

Our program continues to play a major role in the civic engagement initiative at Colby. Students are responsible for completing civic engagement projects in a significant number of our courses, including ED 215; WG/ED 217; ED 231, ED 332, ED 351/355, ED 493A, and ED 493B, and Mark Tappan serves as a member of the Civic Engagement Committee. In addition, our program continues to support the Colby

Cares about Kids Mentoring Program. Mark Tappan serves on the chair of the CCAK Advisory Committee and participates in training, mentor reflection sessions, and evaluation. Our program also assumed responsibility for overseeing the America Reads/America Counts program for the College this year.

4. DIVERSITY RELATED ACTIVITIES

Because of our program's explicit commitment to social justice we consider virtually all of our efforts, both in and outside the classroom, to be in support of the College's ongoing diversity initiative:

The Education Program is guided by John Dewey's distinction between "education as a function of society," where the function of education is to prepare the minds of the young to maintain and uphold the basic principles of society, and "society as a function of education," where the function of education is to remake or reform society, because the principles and directives that govern society, and support the status quo, are by and large unjust. We firmly embrace the latter perspective, and thus our program is explicitly committed to promoting **social justice**, both in schools and in society at large. Our courses 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 and critique 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; (4) examining the connections among sexism, racism, classism, and other forms of oppression as they relate to environmental and ecological concerns; and (5) investigating how schooling plays a crucial role in the development of attitudes and behaviors toward "nature" and the environment. Students are also encouraged to move beyond critique and to theorize about the creation and implementation of educational and institutional practices that promote greater social justice and equity in society as a whole. (**Education Program Conceptual Framework, 2005-2006**)

Some specific examples of work conducted by program faculty in support of social justice at Colby during the 2005-2006 academic year include:

- Mark Tappan served as member and Chair of the Race and Racism committee, continuing the work of previous Program members on this committee, Lyn Brown and Karen Barnhardt.
- Mark Tappan served as a member of the campus-wide Diversity Oversight Team.
- Both Lyn Brown and Mark Tappan served as members of the Women's, Gender, and Sexuality Studies Program Faculty.
- Both Karen Barnhardt and Mark Tappan served as Faculty Allies.
- Karen Barnhardt continued her very important work in support of ALANA and International Students as an Faculty Resident. This included serving as the Faculty Advisor to SOBHU, and providing informal counsel and support to many students.
- The program continued to provide a home and support for *The untold story: The history of activism and social justice at Colby* (<http://www.colby.edu/education/activism/>).

As always, we search for ways to attract more students of color and international students to our program. But we also believe our mission to promote social justice in schools and society at large also includes interrupting privilege and raising the consciousness of members of dominant social identity groups—which we continue to do at every opportunity.

4. STUDENT ADVISING

The core program faculty has been responsible for advising the Education, Environmental Education, Human Development, and Professional Certification minors and the Independent Majors in Human Development that we have had in the program this year. This advising is largely informal and ad hoc. Rather than move to a more systematic procedure, we have decided to maintain the somewhat informal system that has evolved over the past decade or so within the structure of our program. Mark Tappan is primarily responsible for advising the students majoring and minoring in Education and Human Development; Karen Barnhardt is primarily responsible for advising students minoring in Environmental Education; and Karen Kusiak works most closely with students seeking professional certification. This system is not set in stone, however, and students are free to seek advice from any faculty member(s) they choose.

All of the program faculty, in conjunction with Cindy Parker and Cate Ashton in Career Services, do a significant amount of career and graduate school advising—the most common questions concern options for graduate school and ways in which students can obtain elementary and secondary teaching certificates after they graduate from Colby.

5. CLASS OF 2006

The Class of 2006 contained **8 Education** minors (all are planning to teach or work full-time next year); **3 Human Development** minors (all are planning to work full-time next year); and **5 Professional Certification** minors (all are planning to teach next year)—for a total of **16** graduating minors.

In the Class of 2006 **7** students graduated with an **Independent Major in Human Development**. Two of these students are headed to graduate school, two have teaching positions, and two are planning to work full-time next year.

Finally, two of our seniors, **Emily Brostek** (Human Development) and **Ann Swank** (English, Professional Certification) graduated *summa cum laude* and were elected to Phi Beta Kappa.

6. CONCLUDING REMARKS

As we look ahead to 2005-2006, we anticipate another vibrant year. We will be at full-strength faculty-wise, and we will continue to seek ways to increase the visibility of the Environmental Education minors. Students and faculty in the program will continue work with the Colby Cares About Kids program, America Reads/America Counts, the Civic Engagement initiative, the Goldfarb Center, as well as the College's ongoing diversity initiative. We also eagerly anticipate our pending move to the new Diamond Building.

In conclusion, we appreciate the support, assistance, and encouragement we have received from all members of the Colby community, particularly the Dean of Faculty's office.