

EDUCATION PROGRAM (BI-CO)

haverford.edu/education

The Bryn Mawr/Haverford Education Program is based on the belief that education rests on dialogue. Focused on teaching and learning as social, political, and cultural activities, the Education Program challenges students to explore the relationships among schooling, human development, and society as they gain and create knowledge and skills of educational theory and practice. Students who complete one of the Education Program options are prepared to become lifelong learners, educators, researchers, leaders and agents of change. Each course includes a field experience—from two hours each week to full-time practice teaching—through which students learn to integrate academic and experiential knowledge.

LEARNING GOALS

Students study education in order to:

- approach learning as a pivotal human and cultural activity.
- explore ideas about how people, communities, and institutions change and grow.
- investigate schooling as a powerful and problematic setting for personal and societal development.
- examine educational institutions in the context of political, economic, cultural and social dynamics.
- specialize in such topics as urban schooling, special education/disability studies, math and science education, literacy and language diversity studies, and educational psychology.
- experience and reflect on fieldwork placements in classrooms and others educational settings.
- prepare for future study and work in teaching, academia, counseling, leadership and other positions serving the public good.

CURRICULUM

The Bi-College Education Program offers several options. Students may:

- explore one or more aspects of education in areas of particular interest—such as urban schooling—by enrolling in single courses.
- pursue the Minor in Educational Studies.
- pursue the Concentration in Education, if

majoring at Haverford in mathematics or physics.

- pursue a minor in Education leading to secondary teacher certification.
- complete the secondary teacher certification program after they graduate through the Post-Baccalaureate Teacher Education Program.

Students in the Tri-College community may also apply to sub-matriculate as juniors or seniors into the University of Pennsylvania, Graduate School of Education's elementary or secondary education Master's program.

The requirements for the two tracks of the minor (educational studies and teacher certification) and the Concentration in Educational Studies are described below. Students interested in these options should meet with the Education Program Advisor as early as possible for advice on scheduling, preferably by the sophomore year.

MINOR REQUIREMENTS

The following two minors are available to Haverford and Bryn Mawr students via Bryn Mawr:

Educational Studies Path

The Bi-College Minor in Educational Studies is an interdisciplinary exploration of the cultural, political, developmental, and interactional dimensions of teaching and learning and is designed for students with a broad range of education-related interests, such as graduate study in education, pursuit of elementary or secondary certification after graduation, or a host of activities that require educational expertise. Many professions and pursuits—management and training positions, research, administration and policy work, and careers in social work, health and law—involve using an educator's skills and knowledge. Civic engagement, community development, and work towards social justice also require knowledge of how people learn and change. Because students interested in these or other education-related pursuits major in different subject areas and have different aspirations, they are encouraged to design a minor appropriate to their major area of study and their anticipated futures.

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Requirements for the Minor in Educational Studies include:

- EDUC 200 (Critical Issues in Education)
- Four education courses. At least two must be offered by Education Program or affiliated faculty (J. Cohen,/A. Cook-Sather/H. Curl/ V. Donnay/D. Flaks/A. Lesnick/ K. Rho/ C. Wilson-Poe/K. Zuckerman). Up to two may be education courses offered by faculty in other departments (of these, one may be taken at Swarthmore, Penn, or while studying away).
- One of the following as a culminating course: EDUC 311 (Theories of Change in Educational Institutions), EDUC 301 (Curriculum and Pedagogy Seminar), SOWK 676 (Making Space for Learning: Pedagogical Planning and Facilitation), or an intensified version of EDUC 295 (Advocating Diversity in Higher Education).

Secondary Teacher Certification Path

The Bryn Mawr/Haverford Education Program is accredited by the state of Pennsylvania to prepare undergraduates and alumnae for certification in the following subject areas: English; languages, including French, Latin, and Spanish; mathematics; the sciences, including biology, chemistry, and physics; and social studies. Pursuit of certification in Chinese, German, and Russian is also possible but subject to availability of student teaching placements. Students certified in a language have K-12 certification.

To qualify for a teaching certificate, students must complete an academic major in the subject area in which they seek certification (or, in the case of social studies, students must major in history, political science, economics, anthropology, sociology, or Growth and Structure of Cities and take courses outside their major in the other areas). Within their major, students must select courses that help them meet the state standards for teachers in that subject area. Students must also complete the secondary teacher certification track of the minor in education, taking these courses:

- EDUC 200 (Critical Issues in Education)
- PSYC 203 (Educational Psychology)
- EDUC 210 (Perspectives on Special Education)
- EDUC 275 (English Learners in U.S.

Schools)

- EDUC 301 (Curriculum and Pedagogy Seminar) (fall semester, prior to student teaching)
- EDUC 302 (Practice Teaching Seminar) and EDUC 303 (Practice Teaching). These courses are taken concurrently for three credits.

Students preparing for certification must also take two courses in English and two courses in math, maintain a grade point average of 3.0 or higher, and pass a series of exams for beginning teachers (state requirements). To be admitted to the culminating student teaching phase of the program, students must earn a grade of a 2.7 or higher in both EDUC 200 (Critical Issues in Education) and EDUC 301 (Curriculum and Pedagogy) and be recommended by their major department and the director of the Education Program. To be recommended for certification, students must earn a grade of 2.7 or higher in EDUC 302 (Practice Teaching Seminar) and a grade of Satisfactory in EDUC 303 (Practice Teaching).

Note: Students practice-teach full time for 12 weeks in a local school during the spring semester of their senior year. Given this demanding schedule, students are not able to take courses other than the Practice Teaching Seminar and senior seminar for their major.

Graduates may complete the requirements for secondary teacher certification at Bryn Mawr in a post-baccalaureate program.

Title II Reporting

Title II of the High Education Act (HEA) requires that a full teacher preparation report, including the institution's pass rate on assessments as well as the state's pass rate, be available to the public on request. Students may request a report from Kelly Gavin Zuckerman at kzuckerman@brynmawr.edu.

CONCENTRATION REQUIREMENTS

Students majoring in mathematics or physics at Haverford may declare an Area of Concentration in Educational Studies. For the Concentration, students take four courses in the education program:

- EDUC 200 (Critical Issues in Education)

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- Two education courses (must be courses offered by Education Program or affiliated faculty (J. Cohen/A. Cook-Sather/H. Curl/V. Donnay/D. Flaks/A. Lesnick/K. Rho/ C. Wilson-Poe/K. Zuckerman)
- One of the following as a culminating course: EDUC 311 (Theories of Change in Educational Institutions), EDUC 301 (Curriculum and Pedagogy Seminar), SOWK 676 (Making Space for Learning: Pedagogical Planning and Facilitation), or an intensified version of EDUC 295 (Advocating Diversity in Higher Education).

In addition to these education courses, students take two courses in their major field of study. A unit of Independent Study within the major may be used to fulfill this requirement.

Mathematics majors

To complete the concentration in educational studies, mathematics majors must:

- Earn credit for MATH 460 (Teaching Assistantship) in two different semesters, one half-credit each; and
- Choose the Mathematics Education option of the senior thesis, as outlined in the Standards for the Mathematics Senior Thesis.

Physics majors

Students take the following courses:

- PHYS 459b (Teaching Laboratory Physics), typically in the second semester of the junior year; and
- PHYS 460a (Association in Teaching Basic Physics), typically in the first semester of the senior year.

All senior physics majors prepare and present to the department a talk and paper based on independent work. Education concentrators have the option of choosing a topic related to physics pedagogy for their research.

STUDY ABROAD

We encourage students pursuing a teacher certification in a language to study abroad in a country where the language is spoken. Also, we accept towards the minor in education one education-related course a student takes while abroad.

POST-BACCALAUREATE TEACHER EDUCATION PROGRAM

Graduates of Bryn Mawr and Haverford Colleges may complete requirements for certification to teach at the secondary level by enrolling in the Bryn Mawr/Haverford Post-Baccalaureate Teacher Education Program. In general, students complete the program in one academic year if they have majored in the subject they plan to teach.

The program offers certification in the English, mathematics, sciences (biology, earth and space sciences, and physics), languages (French, German, Latin, and Spanish; Chinese and Russian are also possibilities if student teaching placements can be found), and social studies.

FACULTY

Jody Cohen

Term Professor in the Bi-Co Education Program

Alison Cook-Sather

Mary Katherine Woodworth Chair and Professor in the Bi-Co Education Program; Director of Peace, Conflict and Social Justice Program at Bryn Mawr College

Heather Curl

Lecturer

Debbie Flaks

Instructor

Alice Lesnick

Director and Term Professor in the Bi-Co Education Program; Faculty Convener for International Programs at Bryn Mawr College

Kathy Rho

Lecturer

Chanelle Wilson-Poe

Instructor

Kelly Gavin Zuckerman

Program Coordinator/Advisor/Lecturer

Affiliated Faculty at Haverford:

Ana López Sánchez

Associate Professor of Spanish

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Affiliated Faculty at Bryn Mawr:

Victor Donnay

Professor of Mathematics on the William R. Kenan, Jr. Chair and Co-Director of Environmental Studies

Kimberly Cassidy

President

Madeline Cantor

Associate Director and Term Professor of Dance

Gail Hemmeter

Senior Lecturer in English and Director of Writing

Marissa Martino Golden

Associate Professor of Political Science on the Joan Coward Chair in Political Economics

David Karen

Professor of Sociology

COURSES AT HAVERFORD

EDUC H200 CRITICAL ISSUES IN EDUCATION

Heather Curl

Social Science (SO)

Designed to be the first course for students interested in pursuing one of the options offered through the Education Program, this course is also open to students exploring an interest in educational practice, theory, research, and policy. The course examines major issues and questions in education in the United States by investigating the purposes of education and the politics of schooling. Through fieldwork in an area school, students practice ethnographic methods of observation and interpretation. (Offered Fall 2017)

EDUC H275 ENGLISH LEARNERS IN U.S. SCHOOLS: POLICIES AND PRACTICES

Chanelle Wilson-Poe

Social Science (SO)

This course focuses on educational policies and practices related to language minority students in the U. S. We examine English learners' diverse experiences, educators' approaches to working with linguistically diverse students, programs that address their strengths and needs, links between schools and communities, and issues of policy and advocacy. Fieldwork required. Prerequisite(s): EDUC 200 or instructor consent. (Offered Fall 2017)

EDUC H301 CURRICULUM AND PEDAGOGY SEMINAR

Heather Curl

Social Science (SO)

A consideration of theoretical and applied teacher preparation related to effective curriculum design, pedagogical approaches and related issues of teaching and learning leading to the creation of an extensive professional and reflective portfolio. Fieldwork required. Prerequisite(s): EDUC 200 or instructor consent. (Offered Fall 2017)

EDUC H302 PRACTICE TEACHING SEMINAR

Heather Curl

Social Science (SO)

Drawing on participants' diverse student teaching placements, this seminar invites exploration and analysis of ideas, perspectives and approaches to teaching at the middle and secondary levels. Taken concurrently with Practice Teaching, and open only to students engaged in practice teaching. Prerequisite(s): EDUC 200, EDUC 301, and additional coursework in teacher certification program; or instructor consent. (Offered Spring 2018)

EDUC H311 THEORIES OF CHANGE IN EDUCATIONAL INSTITUTIONS

Heather Curl

Social Science (SO)

Drawing on students' weekly fieldwork, this seminar will explore how educational practice reflects and informs theories of change and pathways of action. Students their own theory of change; analyze the theories of change underlying their field sites; and develop skills and strategies for persisting in creative independence and interdependence with institutions. Areas of focus include teacher research and academic research, business models, network and relational models, mindfulness and listening, journalism, social media, museum studies and artistic expression. We bring these considerations to a reading of a current education reform initiative, The Baltimore Algebra Project, as a means of exploring the intersections of personal and structural growth. Prerequisite(s): Limited to students completing the minor in Educational Studies, or instructor consent. (Offered Spring 2018)

EDUC H360 LEARNING-TEACHING A FOREIGN LANGUAGE

Ana López Sánchez

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Humanities (HU)

This course is designed for the advanced student of Spanish, who is interested in the processes involved in learning a foreign language, and/or contemplating teaching it. This course is conducted in Spanish. Crosslisted: Spanish, Education; Prerequisite(s): One 200-level course, or instructor consent. (Offered Fall 2017)

COURSES AT BRYN MAWR

EDUC B200 CRITICAL ISSUES IN EDUCATION

Jody Cohen

Designed to be the first course for students interested in pursuing one of the options offered through the Education Program, this course is also open to students exploring an interest in educational practice, theory, research, and policy. The course examines major issues and questions in education in the United States by investigating the purposes of education. Fieldwork in an area school required (eight visits, 1.5-2 hours per visit). (Offered Spring 2018)

EDUC B210 PERSPECTIVES ON SPECIAL EDUCATION

Debbie Flaks

The goal of this course is to introduce students to a range of topics, challenges, dilemmas, and strategies to understand and educate all learners—those considered typical learners as well as those considered “special” learners. Students will learn about: how students’ learning profiles affect their ability to learn in school from a functional perspective; how and why students’ educational experience is affected by education law (especially special education law); major issues in special education; and how to meet diverse students’ needs in an inclusive classroom. Two hours of fieldwork per week required. (Offered Fall 2017)

EDUC B220 CHANGING PEDAGOGIES IN MATHEMATICS AND SCIENCE

Victor Donnay

This Praxis course will examine research-based approaches to teaching mathematics and science. What does research tell us about how people learn? How can one translate this learning theory into teaching approaches that will help all students learn mathematics and science? How are these new approaches, that often involve active, hands-on, inquiry based learning, being implemented in the classroom? What challenges arise when one tries to bring about these types of

changes in education? How do issues of equity, discrimination, and social justice impact math and science education? The Praxis component of the course usually involves two (2) two hour visits per week for 8 weeks to a local math or science classroom. (Not offered 2017-18)

EDUC B225 TOPICS: EMPOWERING LEARNERS

Alice Lesnick

This is a topics course. Course content varies. Praxis course. Prerequisite: EDUC B200 or permission of instructor. (Not offered 2017-18)

EDUC B240 QUALITATIVE RESEARCH

Jody Cohen

This course teaches students to use and interpret observation, survey, interview, focus group, and other qualitative methods of educational research, as well as to read and write about such research. In addition to class meetings, research teams will meet regularly. (Offered Fall 2017)

EDUC B244 UNSETTLING LITERACY: PRAXIS

Jody Cohen

These two linked courses, co-designed by teachers in the Education Program and English Department, offer the Bi-Co alongside three placement sites-- a correctional facility, a re-entry program, and a youth art and advocacy project-- as comparative contexts for experiences and reflections on the meanings of “literacy”: What gives us access, to texts and selves? What are the outcomes of such educational processes? Do we imagine “learning our letters,” in Frederick Douglas’s words, as providing “the pathway from slavery to freedom,” and/or (as claimed by a contemporary criminologist) as “training good workers for a problematic system”? How might “literacy” take on different meanings in different contexts? Does it enable learners to fill roles in stratified, normalizing institutions, and/or give us increased leeway in living our lives--perhaps even opening up what educator Jean Anyon calls “radical possibilities”? Placements will involve a weekly off-campus commitment of 3-4 hours. (Not offered 2017-18)

EDUC B255 TECHNOLOGY, EDUCATION AND SOCIETY ALTERING ENVIRONMENTS

Alice Lesnick

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This course examines the dynamic role and impact of technology in classroom, informal, community, and global contexts. In order to develop agency and judgment in using, creating and evaluating technologies, students will learn via experience and critical exploration of associated questions of power, knowledge, culture, access, and identity. Prerequisite(s): EDUC 200. (Not offered 2017-18)

EDUC B260 MULTICULTURAL EDUCATION

Chanelle Wilson-Poe

In our era of globalization, increased standardization of education, and perpetual discrimination, this course investigates the following key question: What does multicultural education mean today? We will investigate globalization, reflect on notions of power and privilege, critique understandings of difference, and examine the multi-faceted ways in which multicultural education is enacted in pedagogy, curriculum and educational organization. We will also examine the intersections between race, class, gender, sexuality, language, and citizenship status and try to assess their impact on teaching and learning. Fieldwork of two to three hours per week.

(Offered Spring 2018)

EDUC B266 SCHOOLS IN AMERICAN CITIES

Kelly Gavin Zuckerman

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal “case” that students investigate through documents and school placements. This is a Praxis II course (weekly fieldwork in a school required). (Offered Spring 2018)

EDUC B290 LEARNING IN INSTITUTIONAL SPACES

Jody Cohen

This course considers how institutions such as schools and prisons operate as sites of both constraint and learning. Beginning with an examination of educational and penitential institutions, we inquire into how these structures inhibit, propel, and shape learning, and how human beings take up, take on and alter their

surroundings. We consider explicit curriculae alongside implicit, hidden curriculae; how do people inside these spaces collude with, subvert, and challenge official agendas as they create their own agendas for learning? We investigate the role of “voice”—speaking out, expressing, engaging in dialogue—in teaching and learning: In what ways can “voice” instigate understanding and change, and how might this be problematic? Students will engage in Praxis placements in schools or prisons. (Offered Fall 2017)

EDUC B295 ADVOCATING DIVERSITY IN HIGHER EDUCATION

Alison Cook-Sather

As institutions of higher education embrace and even seek greater diversity, we also see an increase in tensions born of differences across which we have little preparation to communicate, learn, and live. This course will be co-created by students enrolled and the instructor, and it will provide a forum for exploration of diversity and difference and a platform for action and campus-wide education. Extensive, informal writing and more formal research and presentations will afford you the opportunity to craft empowering narratives for yourselves and your lives and to take research and teaching beyond the classroom. Two to three hours of campus-based field work required each week.

(Offered Spring 2018)

EDUC B302 PRACTICE TEACHING SEMINAR

Heather Curl

Drawing on participants’ diverse student teaching placements, this seminar invites exploration and analysis of ideas, perspectives and approaches to teaching at the middle and secondary levels. Taken concurrently with Practice Teaching. Open only to students engaged in practice teaching. (Offered Spring 2018)

EDUC B303 PRACTICE TEACHING IN SECONDARY SCHOOLS

Heather Curl

Supervised teaching in secondary schools (12 weeks). Two units of credit are given for this course. Open only to students preparing for state certification. (Offered Spring 2018)

SOWK B676 MAKING SPACE FOR LEARNING: PEDAGOGICAL PLANNING AND FACILITATION

Kathy Rho

EDUCATION PROGRAM (BI-CO)

Supported by the Teaching and Learning Institute (TLI) and a grant from The Andrew W. Mellon Foundation, this series of pedagogy workshops for graduate students may be taken in its entirety for course credit, or individual workshops may be attended as stand-alone sessions. Seven two-hour workshops focused on a variety of pedagogical issues (e.g., course design, teaching styles, creating culturally responsive classrooms, grading) are scheduled for both the fall and the spring semesters. These are interactive workshops, some of which require the completion of reading in advance and some of which include discussion of texts during the workshops themselves, but all of which focus on active, collaborative explorations of pedagogical issues. A full list of the workshop topics is available through the Dean's Office. These workshops count toward the completion of the Dean's Certificate in Pedagogy. (Offered Fall 2017)