EDUCATION PROGRAM (BI-CO)

Department Website:
https://www.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.

Haverford’s Institutional Learning Goals are available on the President’s website, at http://hav.to/learninggoals.

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. Interested students can contact Maureen Cotterill, Program Manager of the Penn Graduate School of Education Urban Teaching Apprenticeship Program, at maureenc@upenn.edu.

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:

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—involves 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.

Requirements for the Minor in Educational Studies include:

• EDUC B200/EDUC H200 (Critical Issues in Education)
• Four education courses. At least two must be offered by Education Program or affiliated faculty (A. Cook-Sather/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 H311 (Theories of Change in Educational Institutions), EDUC H301 (Curriculum and Pedagogy Seminar), SOWK B676 (Making Space for Learning: Pedagogical Planning and Facilitation), or an intensified version of EDUC B295 (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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC B200/H200</td>
<td>Community Learning Collaborative: Practicing Partnership</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC B203</td>
<td>Educational Psychology</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC B210/H210</td>
<td>Perspectives on Special Education</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC H275</td>
<td>Emergent Multilingual Learners in U.S. Schools</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC H301</td>
<td>Curriculum and Pedagogy Seminar</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC B302 &amp;</td>
<td>Practice Teaching Seminar and Practice Teaching in Secondary Schools</td>
<td>3.00</td>
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</tbody>
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1 (fall semester, prior to student teaching)

2 These courses are taken concurrently for three credits.

To be admitted to the culminating student teaching phase of the program, students must earn a grade of 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 B200/EDUC H200 (Critical Issues in Education)

• Two education courses (must be courses offered by Education Program or affiliated faculty (A. Cook-Sather/ V. Donnay/D. Flaks/A. Lesnick/K. Rho/ C. Wilson-Poe/K. Zuckerman)

• One of the following as a culminating course: EDUC H311 (Theories of Change in Educational Institutions), EDUC H301 (Curriculum and Pedagogy Seminar), SOWK B676 (Making Space for Learning: Pedagogical Planning and Facilitation), or an intensified version of EDUC B295 (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 H460 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 H459, typically in the second semester of the junior year; and
• PHYS H460, 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
Alison Cook-Sather
Mary Katharine Woodworth Professor of Education and Director, Peace, Conflict and Social Justice concentration and Director, Teaching and Learning Institute, Bryn Mawr and Haverford Colleges

Alice Lesnick
Director and Term Professor in the Bryn Mawr/Haverford Education Program and Associate Dean for Global Engagement

Chanelle Wilson
Assistant Professor of Education and Director of Africana Studies

Kelly Zuckerman
Visiting Assistant Professor

Affiliated Faculty at Haverford
Ana López Sánchez
Associate Professor of Spanish

Zachary Oberfield
Professor and Chair of Political Science

Affiliated Faculty at Bryn Mawr
Madeline Cantor
Director and Term Professor of Dance

Kimberly Cassidy
President

Victor J. Donnay
Professor and Chair of Mathematics on the William R. Kenan Jr., Chair

Gail Hemmeter
Senior Lecturer in Literatures 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 COMMUNITY LEARNING COLLABORATIVE: PRACTICING PARTNERSHIP (1.0 Credit)
Alison Cook-Sather
Division: Social Science
Domain(s): B: Analysis of the Social World
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. Lottery Preference(s): Not open to first semester first year students
EDUC H225  TOPICS: EMPOWERING LEARNERS  (1.0 Credit)
Kelly Zuckerman
Division: Social Science
Domain(s): B: Analysis of the Social World
This is a topics course. Course content varies. Praxis course. Prerequisite(s): permission of instructor

EDUC H255  TECHNOLOGY, EDUCATION AND SOCIETY ALTERING ENVIRONMENTS  (1.0 Credit)
Chanelle Wilson
Division: Social Science
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: EDUC 200

EDUC H266  SCHOOLS IN AMERICAN CITIES  (1.0 Credit)
Kelly Zuckerman
Division: Social Science
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. Fieldwork is required. Prerequisite(s): EDUC 200 or instructor consent (Offered: Spring 2023)

EDUC H270  MEASURING EDUCATION  (1.0 Credit)
Matthew McKeever
Division: Social Science
Domain(s): B: Analysis of the Social World
This course explores contemporary political movements to measure learning outcomes in educational institutions. It covers such topics as NCLB legislation, standardized testing for college admissions, assessment of college education, and development of online learning tools. Crosslisted: Sociology, Education

EDUC H275  EMERGENT MULTILINGUAL LEARNERS IN U.S. SCHOOLS  (1.0 Credit)
Kelly Zuckerman
Division: Social Science
Domain(s): B: Analysis of the Social World
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 Lottery Preference(s): Priority to students pursuing a minor in Educational Studies or teacher certification (Offered: Fall 2022)

EDUC H301  CURRICULUM AND PEDAGOGY SEMINAR  (1.0 Credit)
Chanelle Wilson
Division: Social Science
Domain(s): B: Analysis of the Social World
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 2022)

EDUC H302  PRACTICE TEACHING SEMINAR  (1.0 Credit)
Chanelle Wilson
Domain(s): A: Meaning, Interpretation (Texts)
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 2023)

EDUC H308  INQUIRIES INTO BLACK STUDY, LANGUAGE JUSTICE, AND EDUCATION  (1.0 Credit)
Division: Social Science
Domain(s): B: Analysis of the Social World
Growing out of the Lagim Tehi Tuma/”Thinking Together” program (LTT), the course will explore the implications for education in realizing the significance of global Black liberation and Black Study/ies—particularly in relation to questions of the suppression and sustenance of language diversity and with a focus, as well, on Pan-Africanism—by engaging with one particular community as a touchstone for learning from and forwarding culturally sustaining knowledge. Prerequisites:
Two courses, at least one in Education, with the second in Africana Studies, Linguistics, Sociology, or Anthropology; or permission of the instructor.

EDUC H311 THEORIES OF CHANGE IN EDUCATIONAL INSTITUTIONS (1.0 Credit)
Kelly Zuckerman
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts)
Drawing on students' weekly fieldwork, this seminar will explore how educational practice reflects and informs theories of change and pathways of action. Students will develop 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 2023)

EDUC H480 INDEPENDENT STUDY (1.0 Credit)
Staff
Division: Social Science
This course allows individual or a small group of students to work with a faculty member to design an independent study in Education. Prerequisite(s): EDUC 200 or instructor consent

Courses at Bryn Mawr

EDUC B200 COMMUNITY LEARNING COLLABORATIVE: PRACTICING PARTNERSHIP (1.0 Credit)
Chanelle Wilson
Division: Social Science
Domain(s): B: Analysis of the Social World
Designed to be the first course for students interested in pursuing one of the options offered through the Education Program, this course is open to students exploring an interest in educational practice, theory, research, and policy. The course asks how myriad people, groups, and fields have defined the purpose of education, and considers the implications of conflicting definitions for generating new, more just, and more inclusive modes of “doing school”. In collaboration with practicing educators, students learn practical and philosophical approaches to experiential, community-engaged learning across individual relationships and organizational contexts. Fieldwork in an area school or organization required

EDUC B210 PERSPECTIVES ON SPECIAL EDUCATION (1.0 Credit)
Eshe Price
Division: Social Science
Domain(s): B: Analysis of the Social World
The goal of this course is to introduce students to a range of topics, challenges, and dilemmas that all teachers need to consider. Students will explore pedagogical strategies and tools that empower all learners on the neurological spectrum. Some of the topics covered in the course include how the brain learns, how past learning experiences impact teaching, how education and civil rights law impacts access to services, and how to create an inclusive classroom environment that welcomes and affirms all learners. The field of special education is vast and complex. Therefore, the course is designed as an introduction to the most pertinent issues, and as a launch pad for further exploration. Weekly fieldwork required. Prerequisite: EDUC B200 or permission on instructor. (Offered: Fall 2022)

EDUC B217 LESSONS IN LIBERATION: REJECTING COLONIALIST POWER IN EDU (1.0 Credit)
Chanelle Wilson
Formal schooling is often perceived as a positive vestige of colonization, yet traditional practices continue a legacy of oppression, in different forms. This course will analyze education practices, language, knowledge production, and culture in ways especially relevant in the age of globalization. We will explore and contextualize the subjugation of students and educators that perpetuates colonialist power and implement practices that amplify the voices of the marginalized. We will learn lessons in liberation from a historical perspective and consider contemporary influence, with a cross-continental focus. Liberatory education practices have always existed, often on the margins of colonial forces, but present nonetheless. This course will support students’ pursuit of a politics of resistance, subversion, and transformation. We will focus on the development of a critical consciousness, utilizing abolitionist and fugitive teaching pedagogy and culturally responsive pedagogy as tools for resistance. Students will engage with novels, documentaries, historical texts, and scholarly documents to explore US and Cape Verdean education as case studies. In this course, we will consider the productive tensions between an explicit commitment to ideas of progress, and the anticolonial concepts and paradigms which impact what is created to achieve education liberation.
(Offered: Fall 2022)

EDUC B220 CHANGING PEDAGOGIES IN MATHEMATICS AND SCIENCE (1.0 Credit)
Victor Donnay
Division: Social Science
Domain(s): B: Analysis of the Social World
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.

EDUC B240 QUALITATIVE RESEARCH (1.0 Credit)
Kelly Zuckerman
Division: Social Science
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.

EDUC B260 RECONCEPTUALIZING POWER IN EDUCATION (1.0 Credit)
Chanelle Wilson
The systematic critical exploration of the influence of power in education requires attention and reconceptualization; this course investigates the following question: how can power be redistributed to ensure equitable educational outcomes? We will examine the production of transformative knowledge, arguing the necessity for including creativity and multi-disciplinary collaboration in contemporary societies. Supporting students’ pursuit of a politics of resistance, subversion, and transformation will allow for the rethinking of traditional education. We will also center the intersections between race, class, gender, sexuality, language, religion, citizenship status, and geographic region, assessing their impact on teaching and learning. Weekly fieldwork required.

EDUC B266 CRITICAL ISSUES IN URBAN EDUCATION (1.0 Credit)
Kelly Zuckerman
Division: Social Science
Domain(s): B: Analysis of the Social World
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. Weekly fieldwork in a school required.

EDUC B295 EXPLORING AND ENACTING TRANSFORMATION OF HIGHER EDUCATION. (1.0 Credit)
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 2023)*

EDUC B302 PRACTICE TEACHING SEMINAR (1.0 Credit)
Chanelle Wilson

Division: Social Science
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.

EDUC B303 PRACTICE TEACHING IN SECONDARY SCHOOLS (2.0 Credits)
Chanelle Wilson

Division: Social Science
Domain(s): B: Analysis of the Social World
Supervised teaching in secondary schools (12 weeks). Two units of credit are given for this course. Open only to students preparing for state certification.

EDUC B308 INQUIRIES INTO BLACK STUDY, LANGUAGE JUSTICE, AND EDUCATION (1.0 Credit)
Staff
Growing out of the Lagim Tehi Tuma/”Thinking Together” program (LTT), the course will explore the implications for education in realizing the significance of global Black liberation and Black Study/ies—particularly in relation to questions of the suppression and sustenance of language diversity and with a focus, as well, on Pan-Africanism—by engaging with one particular community as a touchstone for learning from and forwarding culturally sustaining knowledge. Prerequisites: Two courses, at least one in Education, with the second in Africana Studies, Linguistics, Sociology, or Anthropology; or permission of the instructor. *(Offered: Fall 2022)*

EDUC B403 SUPERVISED WORK (1.0 Credit)
Kelly Zuckerman
Division: Social Science
*(Offered: Fall 2022, Spring 2023)*

EDUC B425 PRAXIS III: INDEPENDENT STUDY (1.0 Credit)
Staff
Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis courses is distinguished by genuine collaboration with fieldsite organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.

Education Courses

EDUC B308 INQUIRIES INTO BLACK STUDY, LANGUAGE JUSTICE, AND EDUCATION (1.0 Credit)
Staff
Growing out of the Lagim Tehi Tuma/”Thinking Together” program (LTT), the course will explore the implications for education in realizing the significance of global Black liberation and Black Study/ies—particularly in relation to questions of the suppression and sustenance of language diversity and with a focus, as well, on Pan-Africanism—by engaging with one particular community as a touchstone for learning from and forwarding culturally sustaining knowledge. Prerequisites: Two courses, at least one in Education, with the second in Africana Studies, Linguistics, Sociology, or Anthropology; or permission of the instructor. *(Offered: Fall 2022)*

SOCL B258 SOCIOLOGY OF EDUCATION (1.0 Credit)
David Karen
Division: Social Science
Domain(s): B: Analysis of the Social World
Major sociological theories of the relationships between education and society, focusing on the effects of education on inequality in the United States and the historical development of primary, secondary, and post-secondary education in the
United States. Other topics include education and social selection, testing and tracking, and micro- and macro-explanations of differences in educational outcomes. This is a Praxis II course; placements are in local schools.

**SOCL B317  COMPARATIVE SOCIAL POLICY: CUBA, CHINA, US, SCANDINAVIA (1.0 Credit)**
David Karen

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

This course will examine different countries' policy choices to address different societal challenges. Four societal types - socialist (Cuba), post-socialist (China), capitalist (US), and social-democratic (Scandinavia) - will be studies to help us understand how these different kinds of societies conceive of social problems and propose and implement attempted solutions. We will examine particular problems/solutions in four domains: health/sports; education; environment; technological development. As we explore these domains, we will attend to methodological issues involved in making historical and institutional comparisons

**(Offered: Fall 2022)**