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 and communities 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 and social dynamics.
- specialize in such topics as urban schooling, special education, math and science education, literacies and education, educational psychology, and English learners in U.S. schools.
- experience fieldwork placements in classrooms and other educational settings in urban and suburban environments.
- prepare for careers 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 Adviser 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—involv 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 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). 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 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 Ann Brown at abrown@brynmawr.edu or (610) 526-5376.

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)
- 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)
- 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

COURSES AT HAVERFORD
EDUCH275 ENGLISH LEARNERS IN U.S. SCHOOLS: POLICIES AND PRACTICES
Heather Curl
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. This is a Praxis II course (weekly fieldwork in a school or other educational setting). Social Science (SO)

EDUCH301 CURRICULUM AND PEDAGOGY SEMINAR
Heather Curl
A consideration of theoretical and applied issues related to effective curriculum design, pedagogical approaches and related issues of teaching and learning. Fieldwork is required. Enrollment is limited to 15 with priority given first to students pursuing certification and second to seniors planning to teach. Social Science (SO)

EDUCH266 SCHOOLS IN AMERICAN CITIES
Heather Curl
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). Social Science (SO)

EDUCH302 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
EDUCATION PROGRAM

EDUCH311 THEORIES OF CHANGE IN EDUCATIONAL INSTITUTIONS
Heather Curl
This is the culmination seminar for students completing the Minor at Bryn Mawr or Haverford Colleges, and is open only to students completing the minor. Drawing on the diverse contexts in which participants complete their fieldwork, this seminar will explore how images and experiences of practice emerging from students' fieldwork inform and are informed by the cross-cutting issues in the field of education. The focal themes of the course are theories of change and pathways of action. Each student will, in relation to interdisciplinary study and intensive field work, individually and in collaboration, develop his/her own theory of change; recognize and analyze the theories of change underlying their field sites; and develop skills and strategies for persisting in creative independence and interdependence with institutions and systems of education. Social Science (SO)

COURSES AT BRYN MAWR
EDUCH200 CRITICAL ISSUES IN EDUCATION
Heather Curl
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 who are not yet certain about their career aspirations but are interested in educational issues. The course examines major issues in education in the United States within the conceptual framework of educational reform. The first phase of the course invites students to recognize and question prevailing assumptions, their own and those of the broader society, about authority, the political nature of knowledge, and the purposes of schooling that shape education in America. The second phase analyzes components of the teaching and learning process. The third phase seeks to engage students in imagining and enacting, through the completion of collaborative teaching projects, possibilities for reform and reinvention. Two hours a week of fieldwork are required. Enrollment is limited to 22 students with priority given to students pursuing certification or the minor in educational studies. Social Science (SO)

EDUCB208 RACE-ING EDUCATION
Jody Cohen
This course investigates education as part of processes of racialization and marginalization and also as a space for challenging these processes. How do race and schooling intersect and interact? How can educators—along with students, parents, and communities—learn and teach critical awareness of race as an idea and a system? With a focus on the U.S., we look at ways in which race as a way of creating power is embedded in earlier iterations of schooling, as in cases regarding access to education for Black, Latinx, and Asian students and in American Indian boarding schools, and how race is differently taken up in the work of such thinkers/educators as W.E.B. Du Bois, James Baldwin, and Paulo Freire. We consider how such issues play out in the recent past and contemporary moment through ongoing cases on affirmative action; work in Critical Race Theory and LatCrit by such educators as Patricia Williams and Tara Yosso, and in decolonizing education by Eve Tuck and Gloria Anzaldúa; and curriculum and pedagogy in the theory and practice of such educators as Kevin Kumashiro and movements such as Black Lives Matter. We also consider Bryn Mawr’s own history, in light of how to move forward through critically engaged education. Cross-Cultural Analysis (CC). Counts toward Africana Studies. Social Science (SO)

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. Cross-Cultural Analysis (CC). Counts toward Child and Family Studies. Counts toward Praxis Program. Social Science (SO)

EDUCB220 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 two-hour visits per week for eight weeks to a local math or science classroom. Cross-Cultural Analysis (CC). Counts toward Praxis Program. Social Science (SO)

EDUCB225 EMPOWERING LEARNERS
Alice Lesnick
This is a topics course. Course content varies. Praxis course. Prerequisite(s): EDUC B200 or permission of instructor. Social Science (SO)

EDUCB244 UNSETTLING LITERACY
Jody Cohen
Taught by teachers in the Education Program and English Department, each instructor is serving a “term professorship” at Bryn Mawr College, while doing long(er) term instruction at Riverside Correctional Facility in North Philadelphia. We will offer these two “walled communities” as comparative contexts for experiences and reflections on what it means to “learn our letters”: What gives us access, to texts and selves? What are the outcomes of such educational processes? Do we imagine “letters,” in Frederick Douglass’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”? Does becoming “lettered” 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”?

EDUCB255 TECHNOLOGY, EDUCATION AND SOCIETY ALTERING ENVIRONMENTS
Alice Lesnick
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. Two to three hours of field work per week. Prerequisite: EDUC 200 Cross-Cultural Analysis (CC)

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. Cross-Cultural Analysis (CC)

EDUCB 303 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.

EDUCB403 SUPERVISED WORK
Staff
Social Science (SO)

SOWK B676.001 AND 002 MAKING SPACE FOR LEARNING: PEDAGOGICAL PLANNING AND FACILITATION IN HIGHER EDUCATION CONTEXTS
Alison Cook-Sather
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 (brynmawr.edu/gsas/deans-certificate-pedagogy). Enrollment limited to 5 advanced undergraduates.