**Bi-Co Education Program Course Offerings**

**Yearly**

**Fall**

Critical Issues In Education

Curriculum and Pedagogy Seminar

Making Space for Learning

Perspectives on Special Education

**Spring**

Advocating Diversity in Higher Education

Critical Issues in Education

Practice Teaching Seminar

Theories of Change in Education

**Either Fall or Spring**

English Learners in U.S. Schools: Policies and Practices

Math and Science Pedagogies

Schools In American Cities

Multicultural Education

**Occasionally**

Education, Technology, and Society

Empowering Learners

Measuring Education

Learning in Institutional Spaces

Qualitative Research

Unsettling Literacy

**Cross-listed Classes From outside the Education Department**

Comparative Social Policy

Education Politics And Policy

**Course Content**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Pedagogy and Curriculum** | **Education Policy** | **Education Theory** | **Equity and Intersectionality** | **Field Work Required** |
| *Critical Issues In Education*    *Curriculum and Pedagogy Seminar*    *English Learners in U.S. Schools*    *Math and Science Pedagogies*    *Multicultural Education*    *Making Space For Learning*    *Perspectives on Special Education*    *Practice Teaching Seminar*    *Schools in American Cities* | *Critical Issues In Education*    *Education Politics And Policy*    *English Learners in U.S. Schools*    *Measuring Education*    *Multicultural Education*    *Perspectives on Special Education*    *Schools In American Cities* | *Critical Issues In Education*    *Curriculum and Pedagogy Seminar*  *Education, Technology, and Society*    *Empowering Learners*  *English Learners in U.S. Schools*    *Math and Science Pedagogies*    *Measuring Education*    *Multicultural Education*    *Making Space For Learning*    *Perspectives on Special Education*    *Practice Teaching Seminar*  *Qualitative Research*  *Schools in American Cities*  *Theories of Change in Educational Institutions*  *Unsettling Literacy* | *Advocating Diversity in Higher Education*    *Critical Issues In Education*  *Education, Technology, and Society*  *Empowering Learners*    *English Learners in U.S. Schools*    *Learning in Institutional Spaces*    *Making Space for Learning*  *Multicultural Education*    *Perspectives on Special Education*    *Qualitative Research*    *Schools In American Cities*  *Theories of Change in Educational Institutions*  *Unsettling Literacy* | *Advocating Diversity in Higher Education*    *Critical Issues In Education*    *Curriculum and Pedagogy Seminar*  *Education, Technology, and Society*    *Empowering Learners*    *English Learners in U.S. Schools*    *Math and Science Pedagogies*    *Multicultural Education*    *Making Space For Learning*    *Perspectives on Special Education*    *Practice Teaching Seminar*    *Qualitative Research*    *Schools in American Cities*  *Unsettling Literacy* |

***Advocating Diversity in Higher Education***

This class covers material related to:

|  |  |
| --- | --- |
| Pedagogy and Curriculum | - |
| Education Policy | - |
| Education Theory | - |
| Equity and Intersectionality | √ |
| Primary and secondary education (k-12) | - |
| Tertiary Education (Undergraduate) | √ |
| Credit For Education Minor | 1 of 4 possible capstone classes |
| Fieldwork | Campus Based |

**Course Description:** 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.

***Critical Issues In Education***

This class covers material related to:

|  |  |
| --- | --- |
| Pedagogy and Curriculum | √ |
| Education Policy | √ |
| Education Theory | √ |
| Equity and Intersectionality | √ |
| Primary and secondary education (k-12) | √ |
| Tertiary Education (Undergraduate) | - |
| Credit For Education Minor | √ (Required for minor) |
| Fieldwork | √ |

**Course Description:** 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)

***Curriculum and Pedagogy Seminar***

This class covers material related to:

|  |  |
| --- | --- |
| Pedagogy and Curriculum | √ |
| Education Policy | - |
| Education Theory | √ |
| Equity and Intersectionality | - |
| Primary and secondary education (k-12) | √ |
| Tertiary Education (Undergrad, Graduate Studies) | - |
| Credit For Education Minor | 1 of 4 possible capstone classes |
| Fieldwork | √ |

**Course Description:** 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.

***Education, Technology, and Society***

This class covers material related to:

|  |  |
| --- | --- |
| Pedagogy and Curriculum | - |
| Education Policy | - |
| Education Theory | √ |
| Equity and Intersectionality | √ |
| Primary and secondary education (k-12) | - |
| Tertiary Education (Undergrad, Graduate Studies) | - |
| Credit For Education Minor | √ |
| Fieldwork | √ |

**Course Description:** This course examines the meanings, affordances, limitations, and critiques of online participatory culture and the promise to democratize knowledge via social media. We will investigate how learning, teaching, and the production and dissemination of knowledge within and outside of schools engage social media.  We will ask what “participatory culture” means to different actors -- including learners and educators -- in environments that blend and blur personal, public, and corporate frameworks.  Through social media, what can we do together that we cannot do alone? Who are “we,” anyway?  And who besides us wants to know?  We will pursue answers to these questions with reference to Wikipedia, Facebook, Twitter, Wordpress and guidance from four specialist/advisors.  Field placements will complement this technical and analytic focus with contextual study and experience.

***Empowering Learners***

This class covers material related to:

|  |  |
| --- | --- |
| Pedagogy and Curriculum | √ |
| Education Policy | - |
| Education Theory | √ |
| Equity and Intersectionality | √ |
| Primary and secondary education (k-12) | - |
| Tertiary Education (Undergrad, Graduate Studies) | - |
| Credit For Education Minor | √ |
| Fieldwork | √ |

**Course Description:** This course -- an academic and experiential seminar -- explores holistic education, empowerment (and disempowerment), and health and healing in processes of teaching and learning. With a focus on encompassing body, mind, spirit, and emotions in the practice of education, students build conceptual and practical tools for strengths-based practice and inquiry with individuals, communities, and ourselves. The course is comparative, as it places literatures and voices of different people and places side by side, and illustrative, seeking to “walk the talk” by incorporating the body as content and pedagogy and giving attention to a range of cultural frameworks.  While students might at first equate education with what happens inside classrooms or inside formal curricula, I will ask you to think expansively about education as a locus or hub of interactions and institutions rather than a single pre-set structure.

***English Learners in U.S. Schools***

This class covers material related to:

|  |  |
| --- | --- |
| Pedagogy and Curriculum | √ |
| Education Policy | √ |
| Education Theory | √ |
| Equity and Intersectionality | √ |
| Primary and secondary education (k-12) | √ |
| Tertiary Education (Undergrad, Graduate Studies) | - |
| Credit For Education Minor | √ |
| Fieldwork | √ |

**Course Description:** 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.

***Learning in Institutional Spaces***

This class covers material related to:

|  |  |
| --- | --- |
| Pedagogy and Curriculum | √ |
| Education Policy | √ |
| Education Theory | √ |
| Equity and Intersectionality | √ |
| Primary and secondary education (k-12) | √ |
| Tertiary Education (Undergrad, Graduate Studies) | - |
| Credit For Education Minor | √ |
| Fieldworik | √ |

**Course Description:**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 field placements in schools or prisons.

***Math and Science Pedagogies***

This class covers material related to:

|  |  |
| --- | --- |
| Pedagogy and Curriculum | √ |
| Education Policy | - |
| Education Theory | √ |
| Equity and Intersectionality | - |
| Primary and secondary education (k-12) | √ |
| Tertiary Education (Undergrad, Graduate Studies) | - |
| Credit For Education Minor | √ |
| Fieldwork | √ |

**Course Description:** 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 fieldwork component of the course usually involves two (2) two hour visits per week for 8 weeks to a local math or science classroom.

***Multicultural Education***

This class covers material related to:

|  |  |
| --- | --- |
| Pedagogy and Curriculum | √ |
| Education Policy | √ |
| Educational Theory | √ |
| Equity and Intersectionality | √ |
| Primary and secondary education (k-12) | √ |
| Tertiary Education (Undergrad, Graduate Studies) | - |
| Credit For Education Minor | √ |
| Fieldwork | √ |

**Course Description:** An investigation of education as a cultural event that engages issues of identity, difference, and power. The course explores a set of key tensions in the contested areas of multiculturalism and multicultural education: identity and difference; peace and conflict; dialogue and silence; and culture and the individual psyche. Students will apply theory and practice to global as well as specific, localized situations — communities and schools that contend with significant challenges in terms of equity and places where educators, students, and parents are trying out ways of educating for diversity and social justice.

***Measuring Education***

This class covers material related to:

|  |  |
| --- | --- |
| Pedagogy and Curriculum | - |
| Education Policy | √ |
| Educational Theory | √ |
| Equity and Intersectionality | - |
| Primary and secondary education (k-12) | √ |
| Tertiary Education (Undergrad, Graduate Studies) | √ |
| Credit For Education Minor | √ |
| Fieldwork | - |

**Course Description:** 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.

***Making Space For Learning:* *Pedagogical Planning and Facilitation in Higher Education Contexts***

This class covers material related to:

|  |  |
| --- | --- |
| Pedagogy and Curriculum | √ |
| Education Policy | - |
| Education Theory | √ |
| Equity and Intersectionality | √ |
| Primary and secondary education (k-12) | - |
| Tertiary Education (Undergraduate) | √ |
| Credit For Education Minor | 1 of 4 possible capstone classes |
| Fieldwork | Campus based |

**Course Description:** This course/pedagogy workshop series is designed for graduate and undergraduate students interested in exploring, developing, and refining pedagogical conceptions and approaches appropriate to higher education contexts. The workshops and course consist of weekly, interactive, two-hour sessions. Undergraduates complete additional weekly hours in field work and meet weekly as a group to process the field work.

***Perspectives on Special Education***

This class covers material related to:

|  |  |
| --- | --- |
| Pedagogy and Curriculum | √ |
| Education Policy | √ |
| Education Theory | √ |
| Equity and Intersectionality | √ |
| Primary and secondary education (k-12) | √ |
| Tertiary Education (Undergrad, Graduate Studies) | - |
| Credit For Education Minor | √ |
| Fieldwork | √ |

**Course Description:** 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 to three hours of fieldwork per week required.

***Practice Teaching Seminar***

This class covers material related to:

|  |  |
| --- | --- |
| Pedagogy and Curriculum | √ |
| Education Policy | - |
| Education Theory | √ |
| Equity and Intersectionality | - |
| Primary and secondary education (k-12) | √ |
| Tertiary Education (Undergrad, Graduate Studies) | - |
| Credit For Education Minor | Required for Teacher Certification |
| Fieldwork | √ |

**Course Description:** 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.

***Qualitative Research***

This class covers material related to:

|  |  |
| --- | --- |
| Pedagogy and Curriculum | - |
| Education Policy | - |
| Education Theory | √ |
| Equity and Intersectionality | √ |
| Primary and secondary education (k-12) | √ |
| Tertiary Education (Undergrad, Graduate Studies) | - |
| Credit For Education Minor | √ |
| Fieldwork | √ |

**Course Description:** Qualitative research seeks to elicit and represent the meanings people give their experiences within particular contexts. This course will teach students ways to read and do qualitative research, with a focus on participatory action research, in the context of education-related and other community settings. Focal methods will include participant observation, interviews, focus groups, surveys, and document analysis. In order to practice these skills and examine their implications in a real and consequential context, students will work with partners in the field to design and conduct a study of significance to the community partners. We will also consider students’ own identities and the ethical questions and responsibilities entailed by this kind of work.

***Schools In American Cities***

This class covers material related to:

|  |  |
| --- | --- |
| Pedagogy and Curriculum | √ |
| Education Policy | √ |
| Education Theory | √ |
| Equity and Intersectionality | √ |
| Primary and secondary education (k-12) | √ |
| Tertiary Education (Undergrad, Graduate Studies) | - |
| Credit For Education Minor | √ |
| Fieldwork | √ |

**Course Description:** 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.

***Theories of Change in Education***

This class covers material related to:

|  |  |
| --- | --- |
| Pedagogy and Curriculum | - |
| Education Policy | - |
| Education Theory | √ |
| Equity and Intersectionality | √ |
| Primary and secondary education (k-12) | √ |
| Tertiary Education (Undergrad, Graduate Studies) | - |
| Credit For Education Minor | 1 of 4 possible capstone courses |
| Fieldwork | √ |

**Course Description:** Drawing on your previous educational experiences and coursework, you will focus on the role of change agent in educational institutions, developing the competencies and capacities necessary to engage in educational change which resists deficit orientations to “help” and simplifying complex processes to “fix.” Consideration of change from the perspective of student identity, skills and interests will be considered.

***Unsettling Literacy***

This class covers material related to:

|  |  |
| --- | --- |
| Pedagogy and Curriculum | - |
| Education Policy | - |
| Education Theory | √ |
| Equity and Intersectionality | √ |
| Primary and secondary education (k-12) | - |
| Tertiary Education (Undergrad, Graduate Studies) | - |
| Credit For Education Minor | √ |
| Fieldwork | √ |

**Course Description:** These two linked courses (EDUC B244 Linked with ENGL B244), 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.