The Department of Educational Studies at Swarthmore engages students in the investigation of educational theory, policy, research and practice from a variety of disciplinary perspectives. We prepare students to work in educational research or policy, to enter the teaching profession and/or to pursue graduate study in Educational Studies or a related field. The Department encourages undergraduates to think critically and creatively about the processes of teaching and learning and about the place of education in society. The Department is also committed to preparing students to address education-related needs in an era of rapidly increasing racial, ethnic and linguistic diversity and technological change to develop students’ abilities to participate fully in civic, cultural and economic arenas. Both introductory and upper level courses in the department draw on theory and research in Anthropology, Economics, History, Political Science, Psychology and Sociology. Students interested in Educational Studies at Swarthmore may design an honors or course Special Major in Educational Studies and another discipline and/or they may complete the requirements for teacher certification.

**Special Major: Course Program**

Students may complete a special major that integrates work in Educational Studies with their study in another department or program. Pre-established special major programs have been created with the following disciplines: biology, chemistry, English literature, French, German, history, linguistics, mathematics/statistics, music, physics, political science, psychology, Russian, sociology/anthropology, and Spanish. Special majors with other disciplines can be pursued with the approval of both the Department of Educational Studies and the second department or program. In all special majors involving Educational Studies, both departments or programs collaborate in advising the student. The Educational Studies prerequisite for acceptance to a special major is EDUC 014: Introduction to Education and one additional Educational Studies course.

The course special major usually requires 10 to 12 credits, at least 5 of which must be in Educational Studies. All special majors are required to complete a one or two credit thesis or a comprehensive examination integrating work in their two fields of study. Special majors are encouraged to take EDUC 65: Educational Research for Social Change in the spring of their sophomore or junior year. This course, which can be taken for 0.5 or 1 credit, prepares students to write a special major thesis in their senior year.

Educational Studies has agreements with the departments, listed above, stating what courses are required both within Educational Studies and the second department. There may be some flexibility in what courses will meet each requirement; each student’s program will be planned in consultation with advisers in Educational Studies and the partnering department or program. See charts for departmental requirements for special majors: [http://www.swarthmore.edu/academics/educational-studies/teacher-certification/secondary-certification.xml](http://www.swarthmore.edu/academics/educational-studies/teacher-certification/secondary-certification.xml)
Course Minor

The Educational Studies minor provides students with the opportunity to choose from a variety of Educational Studies courses and prompts students to reflect on the overarching theme of their experience in the department. The Educational Studies minor requires at least 5 credits in Educational Studies. Students identify a focus when they apply for the minor and then explain how their coursework supports this focus. Possible foci include but are not limited to Teaching and Practice, Educational Policy, Educational Psychology, School and Society, Urban Education, Environmental Education, Literacy, and Special Education. The prerequisite for acceptance to the Educational Studies minor program is EDUC 014: Introduction to Education and one additional Educational Studies course. Course minors may also pursue teacher certification.

Interdisciplinary Program

Specific courses in Educational Studies can be used to meet requirements in Black Studies, Environmental Studies, Latin American Studies, and Gender and Sexuality Studies. Please see the course listings for each program, or consult with the program coordinator.

Honors Program

Educational Studies offers an Honors Program both as part of a special major and as a minor.

Special Major in Honors

Students may opt to pursue an Honors special major in Educational Studies and another department or program. Pre-established special major honors programs have been created with the following disciplines: English, linguistics, political science, psychology and sociology/anthropology. Honors special majors with other disciplines can be pursued with the approval of both Educational Studies and the partnering department or program. The Honors special major, like the Course special major, requires a total of 10 to 12 credits, at least 5 of which must be in Educational Studies.

The prerequisite for acceptance to the Honors Educational Studies special major is EDUC 014: Introduction to Education, 1 additional Educational Studies course, and an average grade of B+ in all Educational Studies courses at the time of application. Students are expected to have a B+ average in their Educational Studies courses to complete an Honors special major. Additionally, students must complete external examinations upon completion of the program. Honors students may also pursue teacher certification.

Honors special majors complete 4 Honors preparations. These preparations must include:

- 3 (2 credit) Honors preparations, at least 1 or 2 of which must be in Educational Studies and 1 or 2 in the other discipline.
  - Most honors preparations in Educational Studies consist of a 2 credit honors seminar
  - It is possible to complete a one-credit Educational Studies course with another one-credit attachment as an Honors preparation. Availability of this option is limited and designed with a supervising Educational Studies faculty member.

- 1 Honors preparation through the completion of a double-credit thesis. This thesis serves to integrate the fields of the special major and is supervised by faculty members in both Educational Studies and the other department or program that constitute the special major.

Each partnering department or program also provides specific course requirements for the completion of an Honors special major, which parallel the special major requirements charts:
http://www.swarthmore.edu/academics/educational-studies/teacher-certification/secondary-certification.xml
**Honors Minor**

Students may opt to pursue an Honors minor in Educational Studies. The Honors minor requires five credits in Educational Studies, including EDUC 014: Introduction to Education (1 credit), one Honors seminar (2 credits), and two additional credits of the student’s choice. Students are expected to have a B+ average in their Educational Studies courses and to complete the necessary external Honors examination(s). The prerequisite for acceptance to the Honors Educational Studies minor program is EDUC 014: Introduction to Education and one additional Educational Studies course. Honors minors may also pursue teacher certification.

**Additional Honors Program Details**

**External Examinations**

As part of the Honors program, students complete an examination for each preparation. The thesis preparation for Honors special major students involves a 45–60-minute individual oral exam on their work with an outside examiner. Examinations for Honors preparations other than the thesis include a written and an oral component. The written portion of the exam is set by an external examiner who writes exam questions based on seminar syllabi. The exam may include a problem set, a case and/or additional readings relevant to the work students have undertaken in that preparation. These materials may be sent to the student in advance of the written exam. All educational studies Honors exams are written in the Educational Materials Center. A maximum of 5 hours is allowed for completion of each exam.

**Intellectual Autobiography**

All Honors special majors and minors in Educational Studies write a short intellectual autobiography that is sent to the Honors examiner. Students may also choose to send to the examiner a paper from an Honors seminar. The autobiography and the paper are not formally evaluated by the examiner; they are intended to familiarize the examiner with the student’s experience and background in Educational Studies, since each student in each seminar brings different disciplinary content to his/her understanding of the material. The autobiography is written in the spring of the senior year under the supervision of the Educational Studies department chair.

**Thesis/Culminating Exercise**

As a culminating activity, most special majors write a one or two credit thesis. Students select the focus of their thesis work; theses typically build on coursework and methods training in Educational Studies and the other department or program comprising the special major. Theses are supervised by a faculty member in Educational Studies and a faculty member in the other discipline.

Special majors are strongly encouraged to take EDUC 065: Educational Research for Social Change in the spring of their sophomore or junior year. This course, which can be taken for .5 or 1 credit, prepares students to write a special major thesis in their senior year.

Faculty members use a rubric developed by the Department of Educational Studies to evaluate one and two credit theses. These rubrics represent the department’s learning goals for students and are provided to students as they begin their thesis work.

A range of special major theses can be accessed through Triceratops in the Swarthmore College Library.

**AP-IB Credit**

Credits for AP-IB are not accepted by the department.
**Transfer Credit**

Students who would like to receive credit for education courses taken at another institution (domestic or international) must have taken or plan to take EDUC014, Introduction to Education. Transfer credit is awarded once a student has completed EDUC 014: Introduction to Education. To request transfer credit, the student must present a syllabus and all course work for the department to review. Some additional work may be required.

**Study Abroad**

The department regularly approves credit for off campus study, providing the guidelines for transfer credit are met.

The department also sponsors four study abroad programs.

- **Cloud Forest School**, Monteverde, Costa Rica. Students do a school-based internship and an intercultural credit of Spanish language instruction at the K-12 Cloud Forest School in Costa Rica. (swarthmore.edu/x9200.xml)
- **Globalization and the Environment**, University of Capetown, South Africa. This program focuses on both environmental and educational issues such as literacy, equity, and intersections between schools, communities and the environment in South Africa (swarthmore.edu/x20601.xml).
- **Taktse International School Program**, Sikkim, India. Students live and work at the Taktse International School for a semester. During this time they intern at the school, working with classroom teachers, tutoring individual students, and developing their own mini-courses and/or projects with the school. (http://www.taktseschool.org/)
- **Budapest Semesters in Mathematics Education**, Budapest, Hungary. Budapest Semesters in Mathematics Education (BSME) is a semester-long program designed for American and Canadian undergraduates and recent graduates interested in teaching middle school or high school mathematics. The program provides participants with an opportunity to experience the mathematical and general culture of Hungary. (http://bsmeducation.com/)

**Research and Community Based Learning Opportunities**

Engaging in research is integral to educational studies. Participation in research allows students to understand its role in theory, policy-making and practice.

- In each course and seminar, students are introduced to qualitative and quantitative methods of research, which they use to explore questions addressed by the class. In many courses and seminars, students not only read original research, but they also collect and analyze data using appropriate methods.
- Some students conduct independent research or serve as research assistants on faculty members’ projects. Many such collaborations have led to student-faculty co-authored conference presentations, articles and chapters.
- Most special majors complete a one or two credit thesis, which involves original research.

Bridging research and practice is a goal for courses and seminars in the department.

- The majority of classes include a distinctive fieldwork component. Course descriptions indicate which offerings include field placements. Field activities and required hours differ, depending on the goals and objectives of each course. Depending on transportation options and course expectations, students may request fieldwork placements in urban, suburban or rural communities and choose from public, charter or private school settings. Students are encouraged to use the field placements as an opportunity to explore a range of schools and populations.
- In addition, EDUC 070: Community Outreach Practicum is designed for students working in out-of-school educational and community-based settings.
Teaching Certification

Swarthmore offers a competency-based teacher preparation program for both special majors and minors (Honors or course). Certification for elementary, middle and/or high school teaching is transferable to all 50 states; after PA certification, some states may require additional exams or content. A guide to certification reciprocity is available online at http://certificationmap.com/states/reciprocity-disclaimer/.

Swarthmore’s programs for secondary certification are designed with guidance from faculty members in the discipline in which the student is being certified as well as members of the Educational Studies Department. Students preparing for elementary certification design their course of study with advising from the Swarthmore Educational Studies Department and Eastern University.

Formal admission to the teacher certification program occurs at the start of EDUC 92: Curriculum and Methods and EDUC 93: Practice Teaching. Students must take 12 Swarthmore College education credits (48 credit hours) to complete the program.

Students seeking certification must meet all Swarthmore’s requirements for graduation with a Bachelor’s degree; Educational Studies requirements for certification; and state certification requirements in English composition, English literature and mathematics.

State Requirements

In order to be certified, students must attain either an overall grade point average of 3.0 or an overall grade point average of 2.8 GPA and a qualifying score on the appropriate PRAXIS exam. More information about the exams required for certification can be found on the Educational Studies Department website under Exam Information.

Students seeking certification must also complete state certification requirements in English composition, English literature, and mathematics. The following outline presents the ways in which students might meet these math and English state requirements:

**English Composition: 3 credit hours.** This requirement is met by the College’s Writing course requirement.

**English Literature: 3 credit hours.** This may be fulfilled by any combination of the following:

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hour Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swarthmore 1-credit English Literature Department course</td>
<td>4</td>
</tr>
<tr>
<td>Score of 4 or 5 on AP English Literature</td>
<td>4</td>
</tr>
<tr>
<td>Score of 6 or 7 on the Higher Level IB Literature Exam</td>
<td>4</td>
</tr>
<tr>
<td>CLEP Literature Test (<a href="http://clep.collegeboard.org/exam">http://clep.collegeboard.org/exam</a>)</td>
<td>4</td>
</tr>
<tr>
<td>Combination should total</td>
<td>3</td>
</tr>
</tbody>
</table>
Mathematics: 6 credit hours. This may be fulfilled by any combination of the following:

<table>
<thead>
<tr>
<th>Credit Hour Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swarthmore 1-credit Math/Statistics course</td>
</tr>
<tr>
<td>Score of 4 or 5 on AP Calculus AB</td>
</tr>
<tr>
<td>Score of 4 or 5 on AP Calculus AB/BC</td>
</tr>
<tr>
<td>Score of 4 or 5 on AP Statistics</td>
</tr>
<tr>
<td>Score or 6 or 7 on the Higher Level IB Exam</td>
</tr>
<tr>
<td>Scores of 560 or higher on the SAT level 1 or II math level 1C or IIC</td>
</tr>
<tr>
<td>CLEP math test (<a href="http://clep.collegeboard.org/exam">http://clep.collegeboard.org/exam</a>)</td>
</tr>
</tbody>
</table>

Elementary Certification

Certification in elementary education is granted to Swarthmore students through Eastern University. Students complete the majority of their coursework at Swarthmore, including student teaching, but must also complete one three week program of summer coursework at Eastern University in order to receive elementary certification. Eastern University will award the Pennsylvania PreK-4 certification; students who want to complete the 4-8 elementary/middle school certification may add that through testing. The department recommends that students complete both elementary certifications.

Required coursework:
Students must fulfill all of the state general distribution requirements. In addition, students must take the following Educational Studies courses:
- EDUC 014: Introduction to Education
- EDUC/PSYC 021: Educational Psychology
- EDUC 042: Teaching Diverse Young Learners
- EDUC/PSYC 026: Special Education
- EDUC 053: Language Minority Education
- Recommended—EDUC 023: Adolescence
- Elementary Certification candidates complete one semester of student teaching, which consists of EDUC 92: Curriculum and Methods Seminar (2 credits) and EDUC 93: Practice Teaching (2 credits).

The Eastern University summer school program consists of two elementary methods courses in Language Arts and Reading. The course work (which combines online and in class work) begins in mid-May and ends in early June for a total cost of approximately $3530 (cost as of Spring 2014; students on financial aid can apply for support). Students may choose to receive 1 Swarthmore College credit for these courses.

Students must consult with Swarthmore’s chair of the Educational Studies regarding their program of study to ensure that it includes a representative distribution of English, social studies, math, and science coursework for the 4-8 certificate.
Secondary Certification

The department offers a secondary (7-12) teacher certification in biology, chemistry, citizenship, English, history, mathematics, physics, and social studies. The department also offers a preK-12 certification in French, German, Russian, and Spanish. **Students must complete a major or special major in their area of certification.** Majors or special majors in history, economics, or political science receive secondary certification in either citizenship or social studies, and majors or special majors in psychology or sociology/anthropology receive secondary certification in social studies.

**Required coursework:**
In order to be certified, students should fulfill all of the state distribution requirements. In addition, students must take the following courses in *Educational Studies*:

- EDUC 014. Introduction to Education
- EDUC/PSYC 021. Educational Psychology
- EDUC/PSYC 023. Adolescence
- EDUC 023A. Adolescents and Special Education (0.5 credit)
- EDUC/PSYC 026. Special Education
- EDUC 053. Language Minority Education
- Students will complete one semester of student teaching, which consists of EDUC 92: Curriculum and Methods Seminar (2 credits) and EDUC 93: Practice Teaching (2 credits).

In addition to the major or special major in the discipline of certification, students must complete **subject-specific requirements** that may or may not differ from the special major or general major requirements already in place at Swarthmore. **Students should refer to the subject-specific requirements charts for additional information.** [http://www.swarthmore.edu/academics/educational-studies/teacher-certification/secondary-certification.xml](http://www.swarthmore.edu/academics/educational-studies/teacher-certification/secondary-certification.xml)

Ninth Semester Program

Students who have completed all the requirements for certification in their discipline and in Educational Studies, except for Practice Teaching and the Curriculum and Methods Seminar, may apply to return following graduation to complete the teacher certification program during a ninth semester. During this semester, they take Practice Teaching and the Curriculum and Methods seminar and normally pay for one course of tuition and student fees ($6070 in 2015). Students in the ninth semester program have full access to computing and other campus facilities but are not eligible for campus housing.

The Department of Educational Studies now has limited funding to cover the costs for some 9th semester student tuition and fees. Students who are financially aided and in good academic standing are eligible to apply for this funding. If you would like to be considered for departmental funding of 9th semester tuition and fees, 1) complete the [application form](#) and 2) submit a brief (no more than 3 paragraphs) statement explaining your interest in this program. The form and statement must be submitted to the department chair by the first day of spring semester.
### COURSE AND SEMINAR OFFERINGS: 2015-2016, 2016-2017

Educational Studies anticipates that the following elective courses and Honors Seminars (HS) will be offered during the 2015-2016 and 2016-2017 academic years. *This is a tentative list; some elective and seminar offerings may be changed.*

<table>
<thead>
<tr>
<th>Fall 2015</th>
<th>Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 14  Introduction to Education</td>
<td>EDUC 14  Introduction to Education</td>
</tr>
<tr>
<td>EDUC 14F Introduction to Education FYS</td>
<td>EDUC 14F Introduction to Education FYS</td>
</tr>
<tr>
<td>EDUC 21/PSYC 21 Educational Psychology</td>
<td>EDUC 23/PSYC 23 Adolescence</td>
</tr>
<tr>
<td>EDUC 41 Educational Policy</td>
<td>EDUC 23A Adolescents and Special Ed (.5)</td>
</tr>
<tr>
<td>EDUC 42 Teaching Diverse Young Learners</td>
<td>EDUC 26/PSYC 26 Special Education</td>
</tr>
<tr>
<td>EDUC 53/LING 53 Language Minority Education</td>
<td>EDUC 65 Educational Research for Social Change</td>
</tr>
<tr>
<td>EDUC 61 Gender and Education</td>
<td>EDUC 68/SOAN 20B Urban Education</td>
</tr>
<tr>
<td>EDUC 76 Pre Student Teaching Practicum ( .5 CR/NC only)</td>
<td>EDUC 72/ENGL 70L Creative Writing Outreach</td>
</tr>
<tr>
<td>EDUC 92 Curriculum and Methods</td>
<td>EDUC 76 Pre Student Teaching Practicum (.5 CR/NC only)</td>
</tr>
<tr>
<td>EDUC 93 Practice Teaching</td>
<td>EDUC 161 Politics, Policy and Education HS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 14  Introduction to Education</td>
<td>EDUC 14  Introduction to Education</td>
</tr>
<tr>
<td>EDUC 14F Introduction to Education FYS</td>
<td>EDUC 14F Introduction to Education FYS</td>
</tr>
<tr>
<td>EDUC 21/PSYC 21 Educational Psychology</td>
<td>EDUC 23/PSYC 23 Adolescence</td>
</tr>
<tr>
<td>EDUC 44 Ethnic Studies and Education</td>
<td>EDUC 23A Adolescents and Special Ed (.5)</td>
</tr>
<tr>
<td>EDUC 53/LING 53 Language Minority Education</td>
<td>EDUC 26/PSYC 26 Special Education</td>
</tr>
<tr>
<td>EDUC 64 Comparative Education</td>
<td>EDUC 42 Teaching Diverse Young Learners</td>
</tr>
<tr>
<td>EDUC 76 Pre Student Teaching Practicum ( .5 CR/NC only)</td>
<td>EDUC 65 Educational Research for Social Change</td>
</tr>
<tr>
<td>EDUC 92 Curriculum and Methods</td>
<td>EDUC 68/SOAN 20B Urban Education</td>
</tr>
<tr>
<td>EDUC 93 Practice Teaching</td>
<td>EDUC 76 Pre Student Teaching Practicum (.5 CR/NC only)</td>
</tr>
<tr>
<td>EDUC 151 Literacy Research HS</td>
<td>EDUC 131 Social/Cultural Perspectives HS</td>
</tr>
</tbody>
</table>

All students enrolling in Educational Studies seminars must have completed Introduction to Education plus an additional elective in Educational Studies from those listed for the specific seminar(s) in which they wish to enroll or they should have permission of the instructor.

**Seminar Offerings**
- ED 121 Psychology and Practice
- ED 131 Social and Cultural Perspectives
- ED 151 Literacy Research
- ED 161 Politics, Policy and Education

**Requirements**
- Educational Psychology
- Adolescence or any Educational Studies course numbered in the 30s-60s
- Any course in the 40s-60s; either Teaching Diverse Young Learners or Literacies is strongly recommended.
- Any Educational Studies course numbered in the 30-60s.
- Urban Education highly recommended