EDUCATION STUDIES MINOR

INTRODUCTION

The Education Studies Minor is designed to help students acquire a deeper understanding of education and its relationship to society. Through a range of courses across the curriculum, students look critically and analytically at educational institutions, practices, and thinking, from early childhood through adulthood, using local, national, and global lenses. Foundation courses provide a theoretical background on philosophy, history, and psychology of education. Further requirements empower students with the knowledge, tools, and skills for analyzing different aspects of education, on topics such as human development and cognition, pedagogy and curriculum, and sociocultural approaches to the study of education. Students complete a methods course relevant to education studies as well as a practicum experience to gain hands-on experience complementing their academic work.

Co-Chairs of Education Studies

STEVEN E. STEMLER (HTTP://WWW.WESLEYAN.EDU/ACADEMICS/FACULTY/$STEMLER/PROFILE.HTML)
Associate Professor of Psychology

ANNA SHUSTERMAN (HTTP://WWW.WESLEYAN.EDU/ACADEMICS/FACULTY/ASHUSTERMAN/PROFILE.HTML)
Associate Professor of Psychology

ADMISSION TO THE MINOR

Students intending to minor in Education Studies should submit a minor request through their WesPortal. It is best to do this as early as possible so that you can receive e-mails and updates about the minor that will help you with academic planning. Students who declare at the canonical time (spring of sophomore year) should simultaneously submit a POI for admission to the Sophomore Gateway course, which will be taught in the second half of spring term (4th quarter) every year. The POI request will include a brief application in which students will articulate their reason for wanting to join the Education Studies Minor; their prior experience; their primary major; their goals in Education Studies and beyond; and affirmation that they understand the Minor requirements.

MINOR REQUIREMENTS

The Education Studies Minor is awarded to students who complete 5.5 courses from an approved curriculum. The courses must include at least one course in each of the following categories:

1. Sophomore Gateway (.5 credit)
2. Foundations of Education: schools in society/ed psych/social reproductions (1 credit)
3. Category 1: Cognition, Development, & Science of Learning (1 credit)
4. Category 2: Social and Structural Analyses of Education (1 credit)
5. Category 3: Research Methods & Data Analysis (1 credit)
6. Practicum (.5 credit or equivalent)
7. Pedagogy (.5 credit)

The courses may be completed in any order consistent with their prerequisites.

The Practicum requirement does not need to be credit-bearing. If the experience is something other than one of the listed courses below, the experience must be fully documented with 20 hours of student contact. Contact Practicum Coordinator Amy Grillo (agrillo@wesleyan.edu) to discuss how to document fulfilling this category.

Listing of all approved courses that fulfill requirements for the Education Studies Minor (https://docs.google.com/document/d/1M7Tbf-sYGVlxcZJjdd2FplSpV0sGxzAs1Mzay26pAG8/edit?usp=sharing)

Students can always petition to substitute a different course to meet any Education Studies requirements by completing this petition form (https://forms.office.com/Pages/ResponsePage.aspx?id=eWz9qXFt80mREQyOWWR3D0ZbqMi0a91AqeglgpTx3yrUNDVQ0FUU0JNNWExRzVPS1IySktYM0NWWCQlQCN0PWcu)

The petition form asks students to justify the substitution and to upload a syllabus or other supporting information. Students will be notified if their petition requests are approved. Once approved, students can request the override in their Minor or Major Certification page in WesPortal.

<table>
<thead>
<tr>
<th>Code</th>
<th>Category 1: Cognition, Development, &amp; Science of Learning (1+ credits)</th>
<th>Title</th>
<th>Hours</th>
<th>Minimum of 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC206</td>
<td>Research Methods in Cognitive Development and Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC220</td>
<td>Cognitive Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC230</td>
<td>Developmental Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC245</td>
<td>Psychological Measurement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC48</td>
<td>Adolescence and Emerging Adulthood</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC320</td>
<td>Cognition, Learning, and Instruction in the Classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC341</td>
<td>Psychology of Human Memory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC355</td>
<td>Psychology of Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC388</td>
<td>Advanced Research in Measurement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Courses that have specific prerequisites that must first be completed are indicated with an asterisk.

<table>
<thead>
<tr>
<th>Code</th>
<th>Category 2: Social and Structural Analyses of Education (1+ credits)</th>
<th>Title</th>
<th>Hours</th>
<th>Minimum of 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSPL341B</td>
<td>Topics in Education, Innovation, and Entrepreneurship: Social Entrepreneurship in Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSPL341C</td>
<td>Entrepreneurship in Education: Past, Present, and Future</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSPL341D</td>
<td>Topics in Education, Innovation, and Entrepreneurship: A Law and Policy Perspective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSPL341E</td>
<td>Topics in Education: Introduction to Educational Law, Policy, and Educational Reform</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSPL341G</td>
<td>Case Studies in Educational Innovation and Entrepreneurship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DANC341</td>
<td>Dance Teaching Workshop: The Embodied Practice of Knowing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON213</td>
<td>Economics of Wealth and Poverty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDST230</td>
<td>Schools in Society</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC253</td>
<td>Educational Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To put the contemporary U.S. educational system into context, students should take a course that addresses how systems of knowledge are understood, constructed, transmitted, and changed. A broad theoretical course should sharpen students' ideas about what is taught, why it is taught, and how it is taught in the current U.S. context.

**Category 4: Broader contexts (1 credit)**

To put the contemporary U.S. educational system into context, students should take a course that addresses how systems of knowledge are understood, constructed, transmitted, and changed. A broad theoretical course should sharpen students’ ideas about what is taught, why it is taught, and how it is taught in the current U.S. context.

- RL&L23 Second Language Acquisition and Teaching
- RL&L23L Second Language Pedagogy - Teaching Romance Languages

* Courses that have specific prerequisites that must first be completed are indicated with an asterisk.

**Code** | **Title** | **Hours**
--- | --- | ---
Category 3: Research Methods & Data Analysis (1 credit) | 1

The field of education research is replete with quantitative data that can inform theory and practice. Furthermore, there is a push to make educational decisions “data-driven.” To participate in these central conversations, students need to have a grasp of basic statistical principles.

- ECON300 Quantitative Methods in Economics *
- ECON385 Econometrics *
- MATH132 Elementary Statistics
- PSYC200 Statistics: An Activity-Based Approach
- QAC201 Applied Data Analysis

* Courses that have specific prerequisites that must first be completed are indicated with an asterisk.

**Code** | **Title** | **Hours**
--- | --- | ---
Category 4: Broader contexts (1 credit) | 1

To put the contemporary U.S. educational system into context, students should take a course that addresses how systems of knowledge are understood, constructed, transmitted, and changed. A broad theoretical course should sharpen students’ ideas about what is taught, why it is taught, and how it is taught in the current U.S. context.

- AFAM280 Religion and the Social Construction of Race
- AMST241 Childhood in America
- AMST242 Mixed in America: Race, Religion, and Memoir
- AMST280 and Mixed in America: Race, Religion, and Memoir
- AMST119 Reading Difference
- AMST174 Popular Culture and Social Justice: An Introduction to American Studies
- AMST274 Race, Indigeneity, and Citizenship: Introduction to American Studies
- AMST274 & ECON213 Economics of Wealth and Poverty
- AMST275 Introduction to African American Literature
- ANTH101 Introduction to Cultural Anthropology
- COMP112 Introduction to Programming
- CSPL220 Participatory Design: From Helping to Solidarity
- ECON366 The Economics of Developing Countries
- FGSS237 Histories of Modern U.S. Gender and Sexuality
- FGSS256 Social Movements
- GOVT159 The Moral Basis of Politics
- GOVT271 Political Economy of Developing Countries
- GOVT345 Citizenship and Immigration
- HIST140 Virtue and Vice in History, Literature, and Philosophy
- HIST176 Introduction to History: Science in the Making: Thinking Historically About Science

HIST215 European Intellectual History to the Renaissance
HIST216 European Intellectual History since the Renaissance
HIST240 The United States Since 1901
HIST322 Exploration, Conquest, and Insurrection: The History of the Amazon 1542 to Present
LAST200 Colonialism and Its Consequences in the Americas
LAST271 Political Economy of Developing Countries
LAST302 Latin American Politics
MDST225 European Intellectual History to the Renaissance
NS&B227 Motivation and Reward & PSYC227 and Motivation and Reward
PHIL205 Classical Chinese Philosophy
PHIL292 Theory of Knowledge
SOC246 Social Movements
SPAN275 Multilingual Aesthetics in Latin America
SISP202 Philosophy of Science

**Code** | **Title** | **Hours**
--- | --- | ---
Practicum Courses or Experiences | 40 hours

Students must complete one experience, equivalent to one Wesleyan credit, that is primarily focused on providing in-school or similar practical experience. The following three requirements MUST be met.

1. The total experience must be at least 40 hours (equivalent to 1 credit).
2. The student must spend at least 20 contact hours with students.
3. A reflection, preparation, discussion, or scholarly component is required.

There are a variety of ways that students can fulfill this requirement. Some ideas are listed below.

- ASTR430 Seminar on Astronomical Pedagogy *
- CHEM241 Informal Science Education for Elementary School Students I
- CHEM242 and Informal Science Education for Elementary School Students II
- EDST310 Practicum in Education Studies
- ENGL371 Sister Acts: Black Feminist/Womanist Theater of the African Diaspora
- MUSC463 Teaching Music Lessons to Children in Local Schools
- PSYC328 Current Research in Early Childhood
- QAC301 Statistics Education Practicum
- ENGL491 Teaching Apprentice Tutorial & ENGL492 and Teaching Apprentice Tutorial

- Tutoring in a school setting for 10h per week for a semester or 5h per week for two semesters, designing a tutorial on education with a service learning component in a school, or developing an internship in a school. Students should register for CSPL 401/402 to complete the reflection requirement to receive .25 course credit, complete a .25 credit tutorial to reflect on or connect the experience to scholarly work, and/or write a reflective or scholarly paper for the Education Studies Minor supervising faculty.
- Completing one semester as a Teaching Apprentice for an introductory course (e.g., first year foreign language or gateway science or social science course; all three criteria are met if student contact reaches 2h/week and there is discussion, planning, and reflection with mentor faculty).

- Student teaching at the Bank St. School of Education (Urban Education Semester)

- Teaching in an intensive summer program (Breakthrough, Summerbridge, CTY) and providing a letter confirming completion from the program.

* Courses that have specific prerequisites that must first be completed are indicated with an asterisk.