

EDUCATION STUDIES MINOR

The the Education studies minor is designed to help students look critically at educational institutions, practices, and thinking in the United States and abroad—from the elementary to the university level. The majority of the courses required for the minor focus on the psychological and sociological dimensions of education. Courses from other parts of the university focus on the tools and skills for analyzing education and on broader contexts within the history and philosophy of knowledge. Another category of courses provides students with concrete teaching experience in a variety of instructional settings. The goal is to help students acquire a deeper understanding of education and its relationship to society.

The minor **does not** provide the course credentials for CT State Initial Educator Certification that are required for teaching positions in public schools. Visit Alternate Route to Certification (<http://www.wesleyan.edu/cse/ARC%20MES%20partnership%20May%2011%202017.pdf>) for more information.

SUPERVISING FACULTY

STEVEN E. STEMLER ([HTTP://WWW.WESLEYAN.EDU/ACADEMICS/FACULTY/SSTEMLER/PROFILE.HTML](http://www.wesleyan.edu/academics/faculty/sstempler/profile.html))

Associate Professor of Psychology

ANNA SHUSTERMAN ([HTTP://WWW.WESLEYAN.EDU/ACADEMICS/FACULTY/ASHUSTERMAN/PROFILE.HTML](http://www.wesleyan.edu/academics/faculty/ashusterman/profile.html))

Associate Professor of Psychology

ADMISSION TO THE MINOR

Students are strongly urged to consult with one of the supervising faculty as they develop their plans for fulfilling the requirements.

Declare the minor through the Major/Minor/Certificate Declaration link via WesPortal>Academics>Major/Minor/Certificate Declaration. It is best to do this as early as possible so that you can receive e-mails and updates about the minor from the supervising faculty who will help you with academic planning.

MINOR REQUIREMENTS

The Education studies minor is awarded to students who complete seven courses from an approved curriculum. Successful candidates must earn either a grade of B or better in each course or maintain a B+ or better average for the seven courses used for the minor. The courses must include at least one course in each of the following categories:

1. Cognitive and psychological influences on learning and schooling
2. Social and structural analyses of education
3. Statistics
4. Broader contexts
5. In-school experience

The two additional courses should be chosen from those listed in categories 1 and/or 2. The courses may be completed in any order consistent with their prerequisites.

The supervising faculty maintains a suggested course list below. Students may contact one of the minor's supervising faculty to discuss other courses that might fulfill the requirements.

The Category 5 in-school experience 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 and fully meet the Category 5 criteria. Contact one of the supervising faculty to discuss how to document fulfilling this category.

Code	Title	Hours
Category 1: Cognitive and psychological foundations of education (1+ credits)		Minimum of 1
PSYC206	Research Methods in Cognitive Development and Education *	
PSYC220	Cognitive Psychology *	
PSYC230	Developmental Psychology *	
PSYC245	Psychological Measurement	
PSYC248	Adolescence and Emerging Adulthood *	
PSYC320	Cognition, Learning, and Instruction in the Classroom	
PSYC341	Psychology of Human Memory	
PSYC355	Psychology of Reading	
PSYC388	Advanced Research in Measurement *	

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

Code	Title	Hours
Category 2: Social and structural analyses of education (1+ credits)		Minimum of 1
CSPL341A	Topics in Education, Innovation, and Entrepreneurship: Transformative Practices in School Reforms	
CSPL341B	Topics in Education, Innovation, and Entrepreneurship: Social Entrepreneurship in Education	
CSPL341C	Entrepreneurship in Education: Past, Present, and Future	
CSPL341D	Topics in Education, Innovation, and Entrepreneurship: A Law and Policy Perspective	
ECON213	Economics of Wealth and Poverty *	
EDST230	Schools in Society	
PSYC253	Educational Psychology	

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

Code	Title	Hours
Category 3: Statistics (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	
AFAM282 & RELI280	Mixed in America: Race, Religion, and Memoir and Mixed in America: Race, Religion, and Memoir	
AMST119	Reading Difference	
AMST174	Popular Culture and Social Justice: An Introduction to American Studies	
AMST176	Race, Indigeneity, and Citizenship: Introduction to American Studies	
AMST274 & ECON213	Economics of Wealth and Poverty and 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 & PSYC227	Motivation and Reward and Motivation and Reward	
PHIL205	Classical Chinese Philosophy	

PHIL292	Theory of Knowledge
SOC222	Political Sociology
SOC246	Social Movements
SPAN275	Multilingual Aesthetics in Latin America
SISP202	Philosophy of Science

Code	Title	Hours
Category 5: In-school experience		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 & CHEM242	Informal Science Education for Elementary School Students I 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 & ENGL492	Teaching Apprentice Tutorial and Teaching Apprentice Tutorial	
WRCT140	Teaching English as a Second Language	
-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 CSED 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.		