EDUCATION STUDIES MINOR

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%202011%202017.pdf) for more information.

SUPERVISING FACULTY

STEVEN E. STEMLER (HTTP://WWW.WESLEYAN.EDU/ACADEMICS/FACULTY/SSTEMLER/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 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 foundations of education
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. NOTE: A list of currently offered courses can be found in WesMaps.

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PSYC206</td>
<td>Research Methods in Cognitive Development and Education *</td>
<td></td>
</tr>
<tr>
<td>PSYC220</td>
<td>Cognitive Psychology *</td>
<td></td>
</tr>
<tr>
<td>PSYC230</td>
<td>Developmental Psychology *</td>
<td></td>
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<tr>
<td>PSYC245</td>
<td>Psychological Measurement</td>
<td></td>
</tr>
<tr>
<td>PSYC248</td>
<td>Adolescence and Emerging Adulthood *</td>
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<tr>
<td>PSYC320</td>
<td>Cognition, Learning, and Instruction in the Classroom</td>
<td></td>
</tr>
<tr>
<td>PSYC341</td>
<td>Psychology of Human Memory</td>
<td></td>
</tr>
<tr>
<td>PSYC355</td>
<td>Psychology of Reading</td>
<td></td>
</tr>
<tr>
<td>PSYC388</td>
<td>Advanced Research in Measurement *</td>
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* Courses that have specific prerequisites that must first be completed are indicated with an asterisk.

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<tr>
<td>CSPL341B</td>
<td>Topics in Education, Innovation, and Entrepreneurship: Social Entrepreneurship in Education</td>
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<tr>
<td>CSPL341C</td>
<td>Entrepreneurship in Education: Past, Present, and Future</td>
<td></td>
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<tr>
<td>CSPL341D</td>
<td>Topics in Education, Innovation, and Entrepreneurship: A Law and Policy Perspective</td>
<td></td>
</tr>
<tr>
<td>ECON213</td>
<td>Economics of Wealth and Poverty *</td>
<td></td>
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<tr>
<td>EDST230</td>
<td>Schools in Society</td>
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<tr>
<td>PSYC253</td>
<td>Educational Psychology</td>
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<tr>
<td>ECON300</td>
<td>Quantitative Methods in Economics *</td>
<td></td>
</tr>
<tr>
<td>ECON385</td>
<td>Econometrics *</td>
<td></td>
</tr>
<tr>
<td>MATH132</td>
<td>Elementary Statistics</td>
<td>1</td>
</tr>
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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.

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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.

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

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<td>PSYC200</td>
<td>Statistics: An Activity-Based Approach</td>
<td>1</td>
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<tr>
<td>QAC201</td>
<td>Applied Data Analysis</td>
<td></td>
</tr>
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### Category 4: Broader contexts (1 credit)

- AFAM280  Religion and the Social Construction of Race
- AMST241  Childhood in America
- AMST282  Mixed in America: Race, Religion, and Memoir & RELI280 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  Economics of Wealth and Poverty & ECON213 Economics of Wealth and Poverty
- AMST275  Introduction to African American Literature
- ANTH101  Introduction to Cultural Anthropology
- COMPL12  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 Motivation and Reward
- PHIL205  Classical Chinese Philosophy
- PHIL292  Theory of Knowledge
- SOC246  Social Movements
- SPAN275  Multilingual Aesthetics in Latin America
- SISP202  Philosophy of Science

### 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  Informal Science Education for Elementary School Students I & CHEM242 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
- 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 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.