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 [here](http://www.wesleyan.edu/cse/ARC20MES%20partnership%20May%202017.pdf) for more information.

SUPERVISING FACULTY

STEVEN E. STEMLER [here](http://www.wesleyan.edu/academics/faculty/sstemler/profile.html)
Associate Professor of Psychology

ANNA SHUSTERMAN [here](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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSYC206</td>
<td>Research Methods in Cognitive Development and Education</td>
</tr>
<tr>
<td>PSYC220</td>
<td>Cognitive Psychology</td>
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<tr>
<td>PSYC230</td>
<td>Developmental Psychology</td>
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<tr>
<td>PSYC245</td>
<td>Psychological Measurement</td>
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<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>
</tr>
<tr>
<td>PSYC341</td>
<td>Psychology of Human Memory</td>
</tr>
<tr>
<td>PSYC355</td>
<td>Psychology of Reading</td>
</tr>
<tr>
<td>PSYC388</td>
<td>Advanced Research in Measurement</td>
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</tbody>
</table>

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

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<tbody>
<tr>
<td>CSPL341B</td>
<td>Topics in Education, Innovation, and Entrepreneurship: Social Entrepreneurship in Education</td>
</tr>
<tr>
<td>CSPL341C</td>
<td>Entrepreneurship in Education: Past, Present, and Future</td>
</tr>
<tr>
<td>CSPL341D</td>
<td>Topics in Education, Innovation, and Entrepreneurship: A Law and Policy Perspective</td>
</tr>
<tr>
<td>ECON213</td>
<td>Economics of Wealth and Poverty</td>
</tr>
<tr>
<td>EDST230</td>
<td>Schools in Society</td>
</tr>
<tr>
<td>PSYC253</td>
<td>Educational Psychology</td>
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</table>

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<tr>
<td>ECON300</td>
<td>Quantitative Methods in Economics</td>
</tr>
<tr>
<td>ECON385</td>
<td>Econometrics</td>
</tr>
<tr>
<td>MATH132</td>
<td>Elementary Statistics</td>
</tr>
</tbody>
</table>
what is taught, why it is taught, and how it is taught in the current U.S. context. A broad theoretical course should sharpen students’ ideas about how systems of knowledge are understood, constructed, transmitted, and changed.

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  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
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 & Motivation and Reward
PHIL205  Classical Chinese Philosophy
PHIL292  Theory of Knowledge
SOC246  Social Movements
SPAN275  Multilingual Aesthetics in Latin America
SISP202  Philosophy of Science

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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 & 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.

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