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 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 | Minimum of 1
--- | --- | --- | ---
PSYC221 | Human Memory | | |
PSYC230 | Developmental Psychology | | |
PSYC245 | Psychological Measurement | | |
PSYC320 | Cognition, Learning, and Instruction in the Classroom | | |
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 | Minimum of 1
--- | --- | --- | ---
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 | | |
PSYC253 | Educational Psychology | | |

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

Code | Title | Hours
--- | --- | ---
ECON300 | Quantitative Methods in Economics | 1
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.
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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>AMST241</td>
<td>Childhood in America</td>
<td>1</td>
</tr>
<tr>
<td>HIST140</td>
<td>Virtue and Vice in History, Literature, and Philosophy</td>
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<tr>
<td>HIST176</td>
<td>Introduction to History: Science in the Making: Thinking Historically About Science</td>
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<tr>
<td>HIST215</td>
<td>European Intellectual History to the Renaissance</td>
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<tr>
<td>HIST216</td>
<td>European Intellectual History since the Renaissance</td>
<td></td>
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<tr>
<td>HIST240</td>
<td>The United States Since 1901</td>
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<tr>
<td>HIST322</td>
<td>Exploration, Conquest, and Insurrection: The History of the Amazon 1542 to Present</td>
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<tr>
<td>SISP202</td>
<td>Philosophy of Science</td>
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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.

- 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.