Education Studies

Education Studies takes a multidisciplinary, liberal arts approach to the field of education while focusing on the study of human learning and development, the history of education, teaching, school reform, and education policy. Concentrators choose an area of emphasis, either Policy-and-History or Human Development. Policy-and-History provides the historical underpinnings and intellectual skills for students to think critically about education issues in a number of settings. In the Human Development area, students learn about psychological, social, and cultural processes in a variety of contexts, including schools, families, peer groups, and neighborhoods, particularly in urban settings. Additionally, the Department offers teacher certification programs in elementary and secondary education. Finally, concentrators might also consider pursuing the Engaged Scholars Program, which allows students to connect theory and practice and gain hands-on experience working with community partners. Luther Spehr (luther_spehr@brown.edu) is the Director of Undergraduate Studies, and advisor to all seniors and to juniors on the Policy-and-History track. Yoko Yamamoto (yoko_yamamoto@brown.edu) advises juniors on the Human Development track and all sophomores.

Concentration Requirements

The concentration in Education Studies requires a total of 10 courses. At least eight must be taken in the Education Department at Brown University. One course must either be a qualitative methods course (EDUC 1100) or a quantitative methods course (EDUC 1110 or an approved equivalent in another department). Five courses must be taken in one of the two Areas of Emphasis, either Human Development or Policy-and-History. Electives may be additional Brown University Education courses, courses chosen from a list of pre-approved Brown University outside the Education Department, or courses at Brown or other universities that receive specific approval in advance from the Director of Undergraduate Studies.

Students in the Human Development Area of Emphasis should note that because they must take a foundational course in History and another in Policy, they will need only two additional Electives to meet the ten-course requirement. Students in the Policy-and-History Area of Emphasis must take one foundational course in Human Development plus one additional Education course outside Policy-and-History, plus two Electives. Electives may include any Education courses taken outside the Area of Emphasis or approved courses taken in other departments. Concentrators are required to take at least one foundational course in each of four Core Categories: Human Development, History, Policy, and Research Methods. Foundational courses taken in the Area of Emphasis count toward the total of 5 required for that Area of Emphasis.

Foundational courses available in each of the required Core Categories:

**Foundational Courses**

**Human Development**
- EDUC 0800 Introduction to Human Development and Education
- OR
- EDUC 1450 The Psychology of Teaching and Learning

**History**
- EDUC 1020 The History of American Education
- OR
- EDUC 1200 History of American School Reform

**Policy**
- EDUC 1060 Politics and Public Education
- OR
- EDUC 1130 Economics of Education

**Research Methods**
- EDUC 1100 Introduction to Qualitative Research Methods
- OR
- EDUC 1110 Introductory Statistics for Education Research and Policy Analysis

**Courses in Human Development Area of Emphasis**

5 Courses in Human Development (from the list below) 5
- EDUC 0410E Empowering Youth: Insights from Research on Urban Adolescents
- EDUC 0800 Introduction to Human Development and Education
- EDUC 1270 Adolescence in Social Context
- EDUC 1430 Social Psychology of Race, Class, and Gender
- EDUC 1450 The Psychology of Teaching and Learning
- EDUC 1580 Cross-Cultural Perspectives on Child Development
- EDUC 1700 The Asian American Experience in Higher Education
- EDUC 1710 History and Theories of Child Development
- EDUC 1750 Contemporary Social Problems: Views from Human Development and Education
- EDUC 1850 Moral Development and Education
- EDUC 1860 Social Context of Learning and Development
- EDUC 1870 Education and Human Development in East Asia
- EDUC 1880 Human Development in the Context of Immigration

1 Foundational course in History 1
1 Foundational course in Policy 1
1 Methods course 1
2 Electives 2
Total Credits 10

**Courses in Policy-and-History Area of Emphasis**

5 Courses in Policy -and- History (from the list below) 5
- EDUC 0400 The Campus on Fire: American Colleges and Universities in the 1960's
- EDUC 0410B Controversies in American Education Policy: A Multidisciplinary Approach
- EDUC 0610 Brown v. Board of Education
- EDUC 0850 History of Intercollegiate Athletics
- EDUC 1020 The History of American Education
- EDUC 1030 Comparative Education
- EDUC 1035 Decolonizing African Education: Student Activism and Social Change, 1960-present
- EDUC 1038 Contemporary Indigenous Education in North America
- EDUC 1040 Sociology of Education
- EDUC 1050 History of African-American Education
- EDUC 1060 Politics and Public Education
- EDUC 1130 Economics of Education
- EDUC 1150 Education, the Economy and School Reform
- EDUC 1160 Evaluating the Impact of Social Programs
- EDUC 1200 History of American School Reform
- EDUC 1630 Strategic Management for School System Excellence
- EDUC 1650 Policy Implementation in Education
- EDUC 1720 Urban Schools in Historical Perspective
- EDUC 1730 American Higher Education in Historical Context
- EDUC 1740 Academic Freedom on Trial: A Century of Campus Controversies

1 Foundational course in Human Development 1
1 additional Education course outside Policy-and-History 1
1 Methods course 1
2 Electives 2
Total Credits 10

Additional Education courses available as Electives for either Area of Emphasis

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDUC 0900</td>
<td>Fieldwork and Seminar in Secondary Education</td>
</tr>
<tr>
<td>EDUC 0950</td>
<td>Learning About Learning: Classrooms in Context</td>
</tr>
<tr>
<td>EDUC 1010</td>
<td>The Craft of Teaching</td>
</tr>
<tr>
<td>EDUC 1090</td>
<td>Adolescent Literature</td>
</tr>
<tr>
<td>EDUC 1560</td>
<td>Philosophy of Education: Educational Thought and Practice</td>
</tr>
<tr>
<td>EDUC 1690</td>
<td>Literacy, Community, and the Arts: Theory into Practice</td>
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Honors

Concentrators seeking to graduate with honors must apply for honors candidacy by the end of their sixth semester. Successful candidates must meet all requirements for the concentration; maintain a minimum grade average that includes more A's than B's in Education courses; and successfully complete EDUC 1990 and EDUC 1991, in which they write a senior thesis under the guidance of a thesis advisor. Honors are awarded on the basis of thesis quality. Students whose theses meet or exceed the standards established in the Department Rubric earn honors upon graduation.

Capstone

Capstones are voluntary, student-initiated projects or experiences outside the classroom that build on and contribute to students’ Education Studies concentration. They can take various forms, including a research project, website design, curriculum design, policy analysis, or scholarly paper. Capstones can be designed and executed in the senior year, or can be based on a previous experience that the student wants to explore further in some way, such as an internship or teaching experience. While capstones do not confer departmental honors, students who complete capstones will be recognized at the department graduation ceremony and will have the opportunity to present their work at a conference in the spring of their senior year. Through capstones, students have the opportunity to work closely with a faculty member in an area of their interest and are able to reflect on and extend their learning in the concentration.

Undergraduate Teacher Education Program (regardless of student start date)

Note: The Undergraduate Teacher Education Program is not a concentration. It consists of a series of courses which will prepare students for secondary teacher certification.

The Department of Education, in cooperation with other departments, offers a program of study in teacher education leading to certification in secondary school teaching: the Undergraduate Teacher Education Program (UTEP). This program is offered in English, History/Social Studies, Science (Biology, Chemistry, or Engineering/Physics), and leads to state certification for public school teaching in these fields.

The Undergraduate Teacher Education Program consists of three components: courses in educational theory, courses in the teaching field, and student teaching. These are designed to complement and enhance the liberal education derived from concentration courses and electives.

Students who are interested in completing the Undergraduate Teacher education Program must confer with the Education Department as early as possible in order to plan a coherent program. The program includes a methods course, offered during the summer in conjunction with teaching at Brown Summer High School, between Semesters VI and VII.

Courses in the teaching field

Because the program emphasizes the importance of knowledge in the teaching field, students are required to complete an academic concentration in the subject which they are preparing to teach or a closely related field. This does not mean that a student must elect a standard concentration in the field. However, such a student must, as part of or in addition to his/her chosen concentration, elect a substantive number of courses in his/her teaching field. Students considering the program should consult with advisors both in the academic department and in the Education Department to design an appropriate program of study that meets Rhode Island state certification requirements and those of many other states.

All of the required courses in education must be taken at Brown. None can be transferred for credit from other institutions. Requirements of the program include:

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<tr>
<td>EDUC 1450</td>
<td>The Psychology of Teaching and Learning</td>
</tr>
<tr>
<td>EDUC 1070A</td>
<td>Student Teaching: English</td>
</tr>
<tr>
<td>or EDUC 1070B</td>
<td>Student Teaching: History and Social Studies</td>
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<tr>
<td>or EDUC 1070C</td>
<td>Student Teaching: Science</td>
</tr>
<tr>
<td>EDUC 1080A</td>
<td>Analysis of Teaching: English</td>
</tr>
<tr>
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<tr>
<td>EDUC 2090</td>
<td>Literacy Across the Curriculum</td>
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<tr>
<td>An Education elective</td>
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Font Notice

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

Helvetica was used instead of Arial.
The editor may contact Leepfrog for a draft with the correct fonts in place.