EDUCATION STUDIES

Forest Hall, home of the Department of Education Studies

The minor in Education Studies is embedded in the liberal arts, engaging students in questions related to human educational development and educational systems. It is an attractive option for students in any major, allowing students to explore questions related to educational ideologies, practices, educational policies, content-area curricula and teaching practices. Students who complete the minor often pursue careers and community engagement opportunities in education law or policy, school teaching and administration, educational psychology, school counseling, museum education, health education, corporate training, sales, business management, non-profit management, youth services, social work, ministry, higher education, college/university teaching, and a host of other fields.

Two foundations courses (EDU 101 and EDU 201) introduce students to broad questions related to educational development and educational philosophy, while satisfying College-level distribution requirements. Many other courses offered by the department also satisfy distribution requirements, and some are cross-listed with offerings in other departments and meet major and/or minor requirements for those programs. Elective courses are offered in areas such as multicultural education, adolescent literacy, secondary-level teaching methods, educational policy and evaluation of learning, global education, and other topical areas.

Students who wish to explore a future career in classroom education may take courses that include classroom placements in local schools and/or in immersion settings. The Department of Education Studies offers guidance and support to students interested in moving on to teacher licensure and to other professional programs related to education after graduation from Wabash College. The Education Studies minor combined with the Wabash liberal arts education is excellent preparation for teacher licensure in a variety of content areas after graduation. A minor in Education Studies paired with significant coursework in the Department of Psychology can prepare students for graduate programs in educational psychology, school counseling, educational measures and statistics, and higher education. Students interested in a career in a field related to education should see a faculty member in Education Studies for advisement.

Note: Education Studies minors through the Class of 2021 who wish to seek admission to the Secondary Licensure Program (SLP) at Wabash College should consult with Education Studies faculty as early as possible, and refer to the licensure requirements in the section for the Secondary Licensure Program in the archived Academic Bulletin from their year of entry to Wabash College. Students in the class of 2020, go to Academic Bulletin 2016-17 (http://bulletin.wabash.edu/archive/2016-17-bulletin.pdf) (p. 253). Students in the class of 2021, go to Academic Bulletin 2017-18 (http://bulletin.wabash.edu/archive/2017-18_Academic_Bulletin.pdf) (p. 262).

EDU-101 Intro to Child & Adolescent Development
From a pedagogical perspective and using a variety of course texts, students examine theories of development, the myriad of factors that influence development, and the concept of diversity as it relates to K-12 student development. A requirement of the course is completion of field work in K-12 settings, through which students are introduced to qualitative data collection/analysis techniques. Field component: Students in EDU 101 complete a maximum of 24 hours of field work spread across the semester in three school settings: elementary, middle, and high school. While the nature of the field work is largely observational and students do not have explicit teaching responsibilities, they are expected to be engaged in the life of the host classes and to interact with host teachers and students in ways that are helpful and enable them to learn about K-12 student development. Level: Open to any student; required of all Education Studies minors. Offered fall and spring semesters.

Prerequisites: none
Credit: 1
Distribution: Behavioral Science

EDU-201 Philosophy of Education
This class will examine foundational questions about education (e.g., What is the nature and purpose of education?) with a particular focus upon the role of public schools in a democratic society. We will read and watch texts drawn from philosophy, as well as from literature and history, as we consider the nature of teaching and learning at the classroom level and within the broader society. Issues addressed typically include: tensions between individual students’ development and the needs of the broader society; the role of the educational system in a diverse and multicultural society; the nature and goals of classroom relationship (teacher/student and student/student); and approaches to educational reform. Level: Open to any student; required of all Education Studies minors. Offered fall and spring semesters.

Prerequisites: Take Freshmen Tutorial.
Credit: 1
Distribution: History/Philosophy/Religion

Requirements for the Minor

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>EDU-101</td>
<td>Intro to Child &amp; Adolescent Development</td>
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<tr>
<td>EDU-201</td>
<td>Philosophy of Education</td>
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Select one credit from the following:

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>EDU-202</td>
<td>Middle School Methods &amp; Literacy</td>
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<tr>
<td>EDU-203</td>
<td>Young Adolescent Development (.5 credit)</td>
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<tr>
<td>EDU-302</td>
<td>High School Methods &amp; Diversity Educ</td>
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<tr>
<td>EDU-303</td>
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<td>EDU-314</td>
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Electives 2

Total Credits 5

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**EDU-202 Middle School Methods & Literacy**
The first half of this course (taught in conjunction with EDU 203) examines the theories of young adolescent development and key curricular theories, models, and debates around the contemporary middle school in the United States with some attention to adolescent literacy development and instruction. Building on concepts introduced in EDU 101, students will delve more deeply into a study of young adolescent development and the ways in which schools seek to address the unique needs of students. In the second half, EDU 202 students will begin translating the appropriate theory and methods to lesson planning and classroom instruction especially designed for middle level learners, including literacy learning and instruction in the content areas. Students will be introduced to the process of analyzing student learning to inform instruction. As well, field work and course content will include attention to the instructional needs of Special Needs learners and English Language Learners at the middle level. Required field experience consists of 25 hours; see details below. Field Component: Students fulfill their field requirement with a placement in a content-specific middle level class where they work collaboratively with a host teacher over the course of the semester. EDU 202 students are expected to participate in regular field visits (1-2 times per week) and to increase the level of their involvement in co-taught instructional activities each week. A minimum of five of the field experience hours should be spent in settings that incorporate Special Education and/or English Language Learners. The field work culminates in a two-week daily immersion experience in the middle school classroom wherein students collaborate with host teachers to co-plan and co-teach lessons designed to meet the developmental needs of young adolescents, with consideration for the role literacy plays in the teaching of a specific content area at the middle level.

**Prerequisites:** EDU-101.
**Credit:** 1

**EDU-203 Young Adolescent Development**
This course (taught in conjunction with the first half of EDU 202) examines the theories of young adolescent development and key curricular theories, models, and debates around the contemporary middle school in the United States. Building on concepts introduced in EDU 101, students delve more deeply into a study of young adolescent development. A field component (10 hours) enables students to see how community youth programs and/or middle school settings seek to meet the needs of this unique developmental period. EDU 203 counts as .5 pedagogy credits for the minor in Education Studies, and is open to all students as an elective. Field Component: Students taking EDU 203 may fulfill their field requirement in a variety of ways (e.g., placement in a middle school setting and/or by volunteering with community-based programs designed especially for young adolescents).

**Prerequisites:** EDU-101.
**Credits:** 0.5

**EDU-230 Special Topics in Education**
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. The Course Descriptions document on the Registrar’s webpage provides topics and descriptions of current offerings.

**Prerequisites:** none
**Credits:** 0.5-1

**EDU-240 Educational Policy & Evaluation**
This course examines educational policy at the federal and state levels. We will explore the role of educational policy in guiding educational evaluation, with particular focus upon the use-and-abuse of statistical approaches to the evaluation of teaching and learning. After an introduction to the assumptions underlying qualitative, quantitative, and mixed-methods designs for educational research, the focus turns to the ways in which teaching and learning processes are understood and measured in public education. Standardized testing and common practices such as “quantitizing” qualitative data are examined for their assumptions and limitations in educational settings. The goal of the course is the development of quantitative skills and literacies needed for critical participation in public discussions and decision-making about these metrics as tools for diagnosis and reform in public education. In particular, students will be prepared to better evaluate political debate and news coverage related to the assessment of teaching and learning. Calculation of descriptive statistics commonly used in classroom assessments and in standardized educational measures, including those with normal and with skewed distributions, is taught using Excel. Substantial practice is devoted to representation and interpretation of quantitative data, using Excel's graphing and charting functions.

**Prerequisites:** Take FRT-101.
**Credit:** 1
**Distribution:** Quantitative Literacy, Quantitative Skills

**EDU-302 High School Methods & Diversity Educ**
This course considers the curriculum and methods relevant to personal and cultural diversity (defined broadly to include developmental, motivational, gender, ethnic, cultural, and socioeconomic diversities) at the high school level. The first half of the semester (taught in conjunction with EDU 303) introduces students to the theory and practice that underlie constructivist approaches to planning and teaching in a diverse and multicultural world. Topics include relevant theoretical models and associated research for culturally sensitive pedagogy and differentiated instruction to serve diverse learners, including those with special education accommodation and/or English Language Learning (ELL) needs. The second half of the semester is focused upon translation of the appropriate theory and methods to lesson planning and classroom instruction. Required field experience consists of 25 hours; see details below. Offered in the fall semester only. Field Component: Students in EDU 302 are placed in a content-specific high school classroom where they work collaboratively with a host teacher during the second half of the semester. (When possible, some field hours may be completed earlier in the semester.) EDU 302 students are expected to participate in regular (2-3 times per week) field visits to their host school and expected to increase the level of involvement in co-taught instructional activities each week. A minimum of five of the field experience hours should be spent in settings that incorporate Special Education and/or English Language Learning. The field component culminates in a two-week daily immersion experience in the high school classroom: students co-plan and co-teach lessons incorporating multiculturalism, culturally appropriate pedagogy and diversity.

**Prerequisites:** Prereq: EDU-101., Recommended EDU-202.
**Credits:** 0.5-1

**EDU-303 High School Methods & Diversity Educ**
This course with EDU 302 introduces students to the theory and practice that underlie constructivist approaches to planning and teaching in a diverse and multicultural world. Topics include relevant theoretical models and associated research for culturally sensitive pedagogy and differentiated instruction to serve diverse learners, including those with special education accommodation and/or English Language Learning (ELL) needs. The second half of the semester is focused upon translation of the appropriate theory and methods to lesson planning and classroom instruction. Required field experience consists of 25 hours; see details below. Offered in the fall semester only. Field Component: Students in EDU 302 are placed in a content-specific high school classroom where they work collaboratively with a host teacher during the second half of the semester. (When possible, some field hours may be completed earlier in the semester.) EDU 302 students are expected to participate in regular (2-3 times per week) field visits to their host school and expected to increase the level of involvement in co-taught instructional activities each week. A minimum of five of the field experience hours should be spent in settings that incorporate Special Education and/or English Language Learning. The field component culminates in a two-week daily immersion experience in the high school classroom: students co-plan and co-teach lessons incorporating multiculturalism, culturally appropriate pedagogy and diversity.

**Prerequisites:** Prereq: EDU-101., Recommended EDU-202.
**Credits:** 0.5-1
EDU-303 Diversity and Multicultural Education
This course (taught in conjunction with the first half of EDU 302) introduces students to the theory and practice that underlie constructivist approaches to teaching in a diverse and multicultural world. It considers curriculum and planning relevant to personal and cultural diversity (defined broadly to include developmental, motivational, gender, ethnic, cultural, and socioeconomic diversities) at the high school level. Topics include relevant theoretical models and associated research for culturally sensitive pedagogy and differentiated instruction to serve diverse learners, including those with special education accommodation and/or English Language Learning (ELL) needs. EDU 303 counts as .5 pedagogy credits for the minor in Education Studies, and is open to all students as an elective. Offered in the fall semester only.
Prerequisites: Recommended EDU-201, Take FRT-101.
Credits: 0.5

EDU-314 Theory and Practice of Peer Tutoring
This course introduces students to composition and rhetoric theories, to theories behind peer tutoring, to the confluences and conflicts between the different theories, and to the, at times, obscured foundations of the different theories. After critically reviewing multiple theoretic approaches, the course shifts to the practice of peer tutoring and reconciling reality with theory when they start observing or conducting sessions in the Writing Center. As the course progresses, the focus shifts to mentoring writing, describing and teaching composition methods, and using grammar options as rhetorical tools. The course is required for all Writing Center Consultants, but it is open to English Majors and Minors and students in Education Studies. Students taking the course to work in the Writing Center will start conducting sessions towards the middle of the semester.
Prerequisites: Take FRT-101 and FRC-101.
Credit: 1
Distribution: Language Studies
Equated Courses: ENG314EDU314

EDU-330 Studies in Urban Education
In this course students study issues related to urban education; in some years it may culminate with an immersion trip in May during the week between finals and graduation. In addition to considering the needs and challenges of urban communities and their schools, we will examine the growing use of alternative licensure programs such as Teach For America (TFA) to provide teachers for high-needs urban school districts across the country.
Prerequisites: Take FRT-101. Take 1 Credit from EDU-201 or EDU-303.
Credits: 0.5

EDU-370 Special Topics
This course is a seminar focused upon historical and/or philosophical topics in education and of considers global and comparative issues. The emphasis is upon shared exploration of the general background to the issue, typically accompanied by development of an independent research project connected to it. Because the content varies from year to year, this course may be repeated for credit with instructor permission. Level: Counts toward the elective requirement for the Education Studies minor. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: Take 1 credit from department EDU or HIS at the 200 level or above., Take FRT-101.
Credits: 0.5-1

EDU-372 Colonial & Postcolonial Ed
This seminar in the history of education examines the ways in which colonial systems of education have been envisioned and implemented for the inculcation of colonizing values and perspectives among indigenous peoples. Readings and theoretical approaches include primary colonial accounts, and postcolonial, anti-colonial and decolonial analyses, memoirs, oral histories, and other primary and secondary sources. Regions and groups considered may include any of the following: European colonial activities in the Caribbean, Africa, and/or Asia, as well as internal colonization of indigenous peoples in the U.S., Canada, Australia, and New Zealand. After shared exploration of readings and other materials, students conduct independent research into the educational experiences of a country or region of their choice. This course counts as an elective for the Education Studies minor. Prior course in Education Studies or History above the 100 level required.
Prerequisites: Take 1 course in EDU or HIS above 100 level.
Credit: 1

EDU-387 Independent Study
Requires permission of the instructor and the Chair/Director of Education Studies.
Prerequisites: none
Credits: 0.5-1

EDU-388 Independent Study
Requires permission of the instructor and the Chair/Director of Education Studies.
Prerequisites: none
Credits: 0.5-1

EDU-401 Content Methods:Language Arts
Teaching of Language Arts (ENGLISH): In this course, using their liberal arts education and previous experiences in education classes, students will examine the methods and pedagogy specific to their discipline for teaching grades 5-12. Referring to Indiana and national content standards for secondary teachers, students will become familiar with the content and approaches to planning and instruction in middle and high school settings. As well, the course asks students to explore differentiated instruction methods with special attention to special needs students and English language learners, the use of technology, and alternative assessments in the context of their content area. In addition, students will reflect on their beliefs and experiences with learning and teaching in their content area as they continue to develop their teaching philosophy. Students are also introduced to professional organizations and publications within their content area. Offered fall semesters.
Prerequisites: EDU-101,201, and 202
Credits: 0.5

Education Studies
**EDU-402 Content Methods: Math**
Teaching of Mathematics: In this course, using their liberal arts education and previous experiences in education classes, students will examine the methods and pedagogy specific to their discipline for teaching grades 5-12. Referring to Indiana and national content standards for secondary teachers, students will become familiar with the content and approaches to planning and instruction in middle and high school settings. As well, the course asks students to explore differentiated instruction methods with special attention to special needs students and English language learners, the use of technology, and alternative assessments in the context of their content area. In addition, students will reflect on their beliefs and experiences with learning and teaching in their content area as they continue to develop their teaching philosophy. Students are also introduced to professional organizations and publications within their content area. Offered fall semesters.
**Prerequisites:** EDU-101,201, and 202
**Credits:** 0.5

**EDU-403 Content Methods: Lab Sciences**
Teaching of Laboratory Sciences (Physics, Biology, Chemistry): In this course, using their liberal arts education and previous experiences in education classes, students will examine the methods and pedagogy specific to their discipline for teaching grades 5-12. Referring to Indiana and national content standards for secondary teachers, students will become familiar with the content and approaches to planning and instruction in middle and high school settings. As well, the course asks students to explore differentiated instruction methods with special attention to special needs students and English language learners, the use of technology, and alternative assessments in the context of their content area. In addition, students will reflect on their beliefs and experiences with learning and teaching in their content area as they continue to develop their teaching philosophy. Students are also introduced to professional organizations and publications within their content area. Usually offered fall semesters.
**Prerequisites:** EDU-101,201, and 202.
**Credits:** 0.5

**EDU-404 Content Methods: Social Studies**
Teaching of Social Studies (History, Economics, Political Science, Psychology): In this course, using their liberal arts education and previous experiences in education classes, students will examine the methods and pedagogy specific to their discipline for teaching grades 5-12. Referring to Indiana and national content standards for secondary teachers, students will become familiar with the content and approaches to planning and instruction in middle and high school settings. As well, the course asks students to explore differentiated instruction methods with special attention to special needs students and English language learners, the use of technology, and alternative assessments in the context of their content area. In addition, students will reflect on their beliefs and experiences with learning and teaching in their content area as they continue to develop their teaching philosophy. Students are also introduced to professional organizations and publications within their content area. Offered fall semesters.
**Prerequisites:** EDU-101,201, and 202.
**Credits:** 0.5

**EDU-405 Content Methods: World Languages**
Teaching of Foreign Languages (Modern): In this course, using their liberal arts education and previous experiences in education classes, students will examine the methods and pedagogy specific to their discipline for teaching grades 5-12. Referring to Indiana and national content standards for secondary teachers, students will become familiar with the content and approaches to planning and instruction in middle and high school settings. As well, the course asks students to explore differentiated instruction methods with special attention to special needs students and English language learners, the use of technology, and alternative assessments in the context of their content area. In addition, students will reflect on their beliefs and experiences with learning and teaching in their content area as they continue to develop their teaching philosophy. Students are also introduced to professional organizations and publications within their content area. Usually offered fall semesters.
**Prerequisites:** EDU-101,201, and 202
**Credits:** 0.5

**EDU-423 Student Teaching Practicum**
The purpose of this practicum experience is to bridge the gap in teacher preparation between theory and practice and to provide teacher candidates with practical teaching experience in a secondary school setting. The Student Teaching Practicum places teacher candidates, who have completed all other licensure program requirements for the secondary teaching license, in a content-appropriate middle and/or high school setting where they work collaboratively with a mentor teacher. Starting as close to the beginning of the middle/high school semester as possible, teacher candidates are expected to complete 12-13 weeks of student teaching and spend the remaining weeks of the semester completing assignments, including the Analysis of Student Learning project and the Program Portfolio. The co-teaching model serves as the framework for the practicum, which enables teacher candidates to have a collaborative mentoring relationship with their mentor teachers. As the third piece in this collaboration, college supervisors serve as facilitators, resources, and overseers of the practicum experience. Teacher candidates are further supported during the bi-monthly seminar meetings on campus. Topics covered in the seminar meetings include: lesson planning, differentiated instruction, student assessment, technology, classroom management, and education law. Offered in fall and spring semesters.
**Prerequisites:** EDU-101,201,202,302,330. 0.5 credits from EDU-401,402,403,404
**Credits:** 3

**EDU-487 Independent Study**
Requires permission of the instructor and the Chair/Director of Education Studies. Credits: 1 or 1/2
**Prerequisites:** none
**Credits:** 0.5-1

**EDU-488 Independent Study**
Requires permission of the instructor and the Chair/Director of Education Studies. Credits: 1 or 1/2
**Prerequisites:** none
**Credits:** 0.5

Michele Pittard
Deborah Seltzer-Kelly (chair)