



## Overview

Most nations provide some form of free public education and, as a result, need to determine goals for their education systems and decide how best to achieve them. In the United States, public schools have long been a preferred (albeit imperfect) lever for equal opportunity, at times contributing to economic competitiveness, innovation, and human capital development, but far too often perpetuating larger social and economic inequalities. The Education Department offers a multitude of education courses for undergraduate students who are passionate about fighting for equal access to education, whether they intend to pursue work in teaching, policymaking or something else entirely. Our ever-expanding array of education courses allows undergraduates to explore fundamental issues of race, class, power, privilege, equity and identity through the lens of America's schools.

## The Education Studies Concentration

Through multiple analytical lenses and disciplinary perspectives, Education Studies challenges students to understand human development, the purposes and processes of education, and the public and private institutions that shape educational opportunities and outcomes. A hallmark of our concentration is developing students' understanding of how theory is connected to practice. Our concentration provides opportunities to delve into some of social science's biggest questions and to connect those questions to real-world consequences and applications, equipping students with the tools they'll need to confront inequality, whether their careers take them to classrooms or boardrooms.

Our redesigned undergraduate program will continue to feature a student-centered, broad liberal arts study of education while integrating applied, practice-based opportunities. We believe that undergraduate education in the Department should accomplish these four goals:

- Develop students' data fluency, writing skills, and critical understanding of education processes and systems, students' awareness of critical DIAP-related social issues, and students' metacognitive reflection on their course of study.
- Provide a rigorous, flexible, multi-disciplinary study of education for concentrators that equips them with knowledge, skills, and commitments to positively impact children and education systems and to think critically about the societal role of education.
- Enrich the knowledge and skills of undergraduate students interested in education and provide opportunities for mentoring, research, and practice-based engagement.
- Serve the many Brown undergraduates interested in teaching through both certification and non-certification pathways.

For more information, please visit our website (<https://education.brown.edu/academics/undergraduate>) or contact Matthew Kraft, Director of Undergraduate Studies ([matthew\\_kraft@brown.edu](mailto:matthew_kraft@brown.edu)).

## Requirements

Education Studies students take 10 courses in the concentration, as follows:

### Core Courses (first offered 2020-21):

Two introductory courses provide a broad-based introduction to the field of education and empirical methods used in the field; a Senior Seminar offers a culmination of students' experiences in the concentration.

- EDUC 300 – Intro. to Education and Society: Foundations of Opportunity and Inequality
- EDUC 750 – Evidence and Methods in Education Research
- EDUC 1900 – Senior Seminar

### Specialization

Students will define a coherent plan of study that enables them to develop a self-defined specialization of 4 courses within the field. For example, students may choose specializations such as:

- Education Policy Analysis
- Human Development
- Education and Inequality
- Adolescence
- Immigrant Families, Communities & Education
- or any related topic of interest.

Students will define this pathway at the time of declaration. The advisor will approve the specialization. We anticipate that the initial specialization is a draft that may change; students will consult with their advisor after they submit and may refine their specialization over time, in conversation with their advisor and subject to their advisor's approval. Independent studies and courses from other departments may count towards the specialization.

### Electives

Students will take three additional electives related to the field of education and their plan of study.

### Experiential Component

All students must complete an experiential component designed to promote practice-based engagement with the field. Students can satisfy this requirement in one of three ways:

- a) By completing an existing Community-Based Learning and Research (CBLR) in the Department.
- b) By writing a paper reflecting on their experience through the lens of their coursework in the Department. The student's academic advisor will assess the paper. It is to be completed independently of coursework and is not credit bearing (although students may do it as an additional assignment associated with a class they are taking).
- c) By completing the reflection in an independent study-like course "Reflecting on Fieldwork."

Please discuss these options with your advisor. Upload your paper or a document explaining how you have satisfied this requirement below. **You do NOT need to have completed this requirement before you declare but it must be completed by the end of fall semester of senior year.**

### Other Policies

Students can count one independent study towards the concentration (but no more) and that no more than three courses can come from other departments outside of Education. These courses must be reviewed and approved by the advisor and meaningfully tied to education.

**For more information, visit: <https://education.brown.edu/>**

## Exceptions for the Classes of 2021 and 2022

We understand that students in the classes of 2021 and 2022 may have been planning to satisfy the old requirements and that several of our Core Courses are not going to be offered until the 2020-21 school year. As such, we propose that students in these classes can, if they choose, substitute relevant Education Studies courses as follows”

For EDUC 300 – Intro. to Education and Society: Foundations of Opportunity and Inequality

- Any TWO of our existing foundation classes from two different areas (Human Development, History, and Policy). This includes:
  - Human Development Foundation
    - EDUC 0800: Introduction to Human Development and Education
    - EDUC 1270: Adolescence in Social Context
  - History Foundation
    - EDUC 1020: The History of American Education
    - EDUC 1200: History of American School Reform
    - EDUC 1720: Urban Schools in Historical Perspective
    - EDUC 1730: History of Higher Education
  - Policy Foundation
    - EDUC 1060: Politics and Public Education
    - EDUC 1130: Economics of Education I

For EDUC 750 – Evidence and Methods in Education Research

- Any methods course that would count for the old concentration, including:
  - EDUC 1100: Introduction to Qualitative Research Methods
  - EDUC 1110: Introduction to Statistics for Ed. Research & Policy Analysis
  - A quantitative or qualitative methods class in any other department