



BROWN

Department of
Education

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 undergraduate program features 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).

Requirements - Courses and Experiential Component

The Education Studies concentration requires **10** courses, as follows:

Core Courses (3):

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 (4)

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 and submit it in ASK. The advisor will review the specialization to approve or ask for clarification. We anticipate that a student's initial specialization may be a draft that could change over time; students can consult with their advisor to refine their specialization after conversation with their advisor and subject to their advisor's approval. Also subject to their advisor's approval, independent studies and courses from other departments could be used towards the specialization.

Electives (3)

Students will take 3 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. This requirement is due before the beginning of your final semester, typically the Spring semester of senior year.

Students can satisfy this requirement in one of these ways:

1. By completing an existing Community-Based Learning and Research (CBLR) in the Department*
2. 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).
3. By completing the Experiential Component Based (ECB) Capstone project in EDUC 1900 (Senior Seminar).

4. By completing the reflection in an independent study-like course “Reflecting on Fieldwork.”

*Please note that CBLR courses in other departments do not in themselves fulfill the requirement, but students can still reflect on one of those experiences (e.g. tutoring ELL students through a POBS course, working with youth in a museum through Public Humanities course) in a reflection paper or in an independent study that continues that experience practically and/or academically.

Please discuss these options with your advisor and describe your plan in ASK. Once completed, have your advisor sign the [Experiential Requirement Completion Form](#) and upload the form to ASK before the start of your final semester).

Optional: Independent Study & Other Courses

- Students can choose to count a maximum of one independent study towards the concentration. Only one independent study course can be used.
- Students can count a maximum of three courses 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/>