EDUC 201 - Young Children w/ Spec. Needs - Tuesday/Friday 12:45-2:00
We will study characteristics of young children with special needs and examine supportive programs, practices, and services. We will focus on theoretical and applied knowledge about special needs, including communication disorders, sensory impairments, attention deficit and hyperactivity disorders, autism spectrum disorders, intellectual disabilities, giftedness, and physical and health related disabilities. We will discuss screening, assessment, early intervention, individualized education programs, inclusive education, community resources, family issues, and the requirements of various state and federal laws that impact children and students with disabilities. Students will learn about how programs make accommodations and modifications based on young children's needs.
Prerequisites: Some coursework in child development or by permission of the instructor.
Instructor: Morgan | Distribution Requirements: EC - Epistemology and Cognition

EDUC 214 - Youth, Family and Community - Tuesday/Friday 11:20-12:35
School-age children and youth are often understood through the complex lives they lead in schools--academic achievers, behavioral misfits, and rebellious adolescents. Beyond the routine analyses of behavior, test scores and curriculum, what else can the lives of youth tell us about educational change? This course seeks to explore education by looking outside of schools: What are the experiences of students' families and how does family life shape definitions of success? How do relationships with peers influence motivation in school? How do historical, political, social and cultural contexts shape interactions with formal schooling? Through an exploration of research, memoir, children's literature and film, this course seeks to understand children and youth through their complex relationships and encounters within families, peer groups and community institutions, all the while interrogating the ways schools can integrate the holistic lived experiences of children and youth into theories of educational change.
Prerequisites: Permission of instructor. | Instructor: Hong | Distribution Requirements: SBA - Social and Behavioral Analysis

EDUC 215/PEAC 215 - Understanding & Improving Schools - Thursday 9:55-12:35
In this course students will engage with a spectrum of historic and contemporary school reform efforts across different contexts in the United States. Making use of a diverse array of texts from articles to podcasts and videos, students will struggle with both the promise of education as a tool for remedying inequalities and the stubborn reality that too often schools reflect and reproduce injustice. The structure of the course session and activities prompts students to learn about and experience alternative educational possibilities. Working in groups, pairs, and as individuals, students will explore scholarship and cases in educational anthropology, sociology, history, and critical theory, while questioning the purposes, processes, and products of schooling. Central to the course is the community students create with the instructor for mutual learning support and debate. All members of the course are engaged in a learning stance that centers a discipline of hope and engages with the proposition that communities can organize their own struggle to define and demand a humanizing and liberatory

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EDUC 216 - Education and Social Policy - Monday/Thursday 2:20-3:35
An examination of education policy in recent decades as well as the social, political, and economic forces that have shaped those policies over the years. We will analyze the different-and sometimes conflicting-goals, motivations, and outcomes of educational policies. Who designs educational policy and for whom? Whose interests are served and whose interests are unmet? Using an interdisciplinary approach and the exploration of local cases, we examine the ways education policies and practices have responded to or been shaped by social issues such as immigration, poverty, racism and urban development. We will integrate theoretical and conceptual learning with an understanding local cases and in doing so, students will develop critical skills of analysis that can allow them to understand current trends and policies and develop alternative solutions to questions of educational practice.
Prerequisites: Permission of the instructor. Intended for First years and Sophomores. | Instructor: Vasudevan | Distribution Requirements: SBA - Social and Behavioral Analysis

ECON 226/ EDUC 226 - Economics of Education Policy - Tuesday/Friday 9:55-11:10
Applies microeconomic analysis to important questions in education policy. Should private school vouchers be implemented? What are the long-term benefits of early childhood education? Who goes to college, and who doesn't? The course uses conceptual insights from microeconomics to understand these and other questions; particular emphasis is placed on economic interpretation of case studies and contemporary policy debates.
Prerequisites: ECON 101. ECON 103 recommended. | Instructor: Werkema | Distribution Requirements: SBA - Social and Behavioral Analysis

EDUC 303 - Pract: Curriculum & Supv Teaching
This course is supervised student teaching, and curriculum development in students' teaching fields throughout the semester. Attendance at an appropriate school placement is required, with regular observations and conferencing. Students interested in working with middle or high school students should enroll in section 303-01; students interested in working with elementary or preschool students should enroll in section 303-02.
Prerequisites: Students seeking teacher certification must apply to the department for admission to this course in the semester before it is taken; other students should contact the instructor either before or soon after registration to plan their field placement. | Instructor: Hawes, Rubin, Tutin | Distribution Requirements: SBA - Social and Behavioral Analysis
Notes: Open to students seeking substantial observation and teaching experience in a school, mandatory for students seeking teacher certification; students should contact the instructor either before or soon after registration to plan their field placement. Mandatory credit/noncredit.
**SPRING 2022 COURSES**

**EDUC 305 - Curric,Instr,Assmnt.Spcl Needs - Thursday 4:30-7:00**
A seminar taught by a team of experienced master teachers. A continuation of EDUC 304, this course engages student in curriculum materials and instructional methods used in elementary school classrooms. Students will learn about strategies for behavior management, teaching children with disabilities and special needs, and working with parents and the community. Social Studies is also included and students explore teaching English Learners and culturally sustaining pedagogies at length. Museum education and learning with technology and maker spaces are also included. An accompanying field placement is required. This course is designed for seniors in the Wellesley Elementary Teacher Education Program and other juniors and seniors who do not plan to complete teacher training at Wellesley, but want to teach after graduation. Prerequisites: EDUC 304 or by permission of the instructor. | Instructor: Rubin, Tutin, Friedman, Haskell, Reed | Distribution Requirements: EC - Epistemology and Cognition Notes: Open to Juniors, Seniors and post-baccalaureate students. Mandatory only for seniors seeking elementary education certification through the Wellesley Elementary Program. It is recommended that students who take this course have at least one previous education course. Students should contact Professor Noah Rubin for registration permission and to plan a field placement.

**EDUC 308/ SOC 308 - Seminar: Children in Society - Tuesday 8:30-11:10**
This seminar will focus upon children and youth as both objects and subjects within societies. Beginning with consideration of the social construction of childhood, the course will examine the images, ideas, and expectations that constitute childhoods in various historical and cultural contexts. We will also consider the roles of children as social actors who contribute to and construct social worlds of their own. Specific topics to be covered include the historical development of childhood as a distinct phase of life, children's peer cultures, children and work, children's use of public spaces, children's intersectional experiences of inequality, and the effects of consumer culture upon children. Considerable attention will be given to the dynamics of the social institutions most directly affecting childhood today: the family, education, and the state. Prerequisites: Open to Juniors and Seniors with one 100- or 200-level sociology course, or permission of instructor. | Instructor: Rutherford | Distribution Requirements: SBA - Social and Behavioral Analysis Notes: Ann E. Maurer '51 Speaking Intensive Course

**EDUC 310 - Sem: Child Literacy & Reading - Tuesday 12:45-3:25**
Students will examine how children acquire reading, writing, listening, and oral language skills, and how this relates to cognition, with a focus on current research and practice in literacy development for elementary-age children. Oral language and reading processes, assessment using a variety of techniques, phonics, and comprehension strategies are addressed and lessons are constructed. Integrated throughout this learning is an exploration of culturally diverse and relevant children's literature. Teaching strategies that address the needs of a diverse population of learners, including at-risk students, English Language Learners, and students with special needs will be studied. A weekly 1.5-hour field placement experience at a nearby elementary school is required. This course is structured to support students pursuing elementary education certification, but is open to all students and also highly applicable to students considering teaching abroad or in urban schools.
Offered during the spring semester and required for elementary teaching certification, it is strongly recommended that the course be completed before student teaching begins.
Prerequisites: Open to students who have taken at least one education course or by permission of instructor. | Instructor: Tutin | Distribution Requirements: EC - Epistemology and Cognition

**EDUC 320 - Observation and Fieldwork**
Observation and fieldwork in educational settings. This course may serve to complete the requirement of documented introductory field experiences of satisfactory quality and duration necessary for teacher certification. Arrangements may be made for observation and tutoring in various types of educational programs; at least one urban field experience is required.
Prerequisites: EDUC 300 or EDUC 304. Open only to students who plan to student teach. Permission of the instructor required. | Instructor: Hawes, Rubin | Distribution Requirements: SBA - Social and Behavioral Analysis

**EDUC 321/ PEAC 312/ SOC 312 - Sem: Global Social Theory - Monday 2:20-5:00**
Cultural and intellectual life is still dominated by the West. Although we recognize the importance of globalizing scholarship, our research and teaching still prioritizes western canons and frameworks. But cultural and intellectual inequality are part and parcel of socioeconomic inequality. If we don’t do better at one, we will not do better at the other. We need to master a broader range of methods, tools, and ways of knowing. In this seminar, Wellesley College students will work with students from the University of Rio de Janeiro in Brazil to figure out how (we will hold some of our classes “simultaneously” via Skype). Together, we will explore different ways of asking and answering questions from different parts of the world. Does theory look the same everywhere? What do we see from one standpoint that we do not see from another? How did the scholars currently in the social science canon get there and what would it take to bring other scholarship in? What would a critical pedagogy look like that allows us to get there? Each student will have an opportunity to major research project of her choice. This course may serve as a capstone seminar for Peace and Justice majors and minors.
Prerequisites: At least two 200-level or above courses in the social sciences including Peace and Justice Studies. | Instructor: Peggy Levitt | Distribution Requirements: SBA - Social and Behavioral Analysis

**EDUC 325 - Sem: Educating Eng Lang Learners - Wednesday 2:40-5:20 at MIT**
Students will examine current research and practice in the teaching of English Language Learners, with a focus on secondary education. Students will explore challenges facing this diverse group of learners and how to build on the assets they bring to their classroom communities. Students will develop skills necessary to plan and promote discussion, engagement, and content mastery while supporting continued language development. Lesson planning will prioritize culturally relevant and responsive teaching while acquiring skills to analyze and adapt required teaching materials. Limited fieldwork is required; more extensive fieldwork can be arranged. The course is structured to support students pursuing middle school and high school teacher licensure and meets requirements for a MA Department of Education endorsement in Sheltered English Immersion when MA Secondary Education certification requirements
First and foremost, this seminar explores urban schools through an examination of research and practice. We study the educational experiences of students, families, and educators shaped by the social, political and economic contexts of urban communities. Students investigate recent educational policies such as school closures and school desegregation through the political and cultural forces that shape policy creation, implementation, and community impact. Students examine policy and practice as distinct forces that profoundly shape the other and yet often exist in conflict and tension. Voices of traditionally marginalized yet profoundly impacted communities frame course discussion of urban education, and students learn to discuss education policies and practices dynamically through an analysis of power, race, and agency. To complement their study of urban education, students will explore the role of emancipatory educational research and decolonizing research methodologies and will demonstrate their learning through the implementation of an original field-based research project.
Prerequisites: Open to EDUC majors or minors in junior or senior year or by permission of instructor. | Instructor: Hong | Distribution Requirements: SBA - Social and Behavioral Analysis

EDUC 339 - Sem: Perspectives in Teaching - Wednesday 2:30-6:00 or Tuesday 4:30-7:00
This small seminar engages students in the study and observation of teaching in all its dimensions, including the role of the teacher, the nuances of classroom interactions, and individual and group learning. Careful examination of curriculum materials and classroom practice in specific teaching fields in order to guide practice and to develop students’ diverse perspectives. Students also learn about Teacher Action Research and the process of gathering data and acting to improve learning. Students interested in working with middle or high school students should enroll in section 01; students interested in working with elementary or preschool students should enroll in section 02.
Prerequisites: EDUC 300 or EDUC 304 or by permission of the instructor. | Instructor: Hawes, Rubin | Distribution Requirements: SBA - Social and Behavioral Analysis
Notes: Open to students seeking substantial observation and teaching experience in a school, mandatory for students seeking teacher certification; students should contact the instructor either before or soon after registration to plan their field placement.