I. Overview
The Education Minor is approved in all Colleges at Cornell.

Students must apply for formal admission to any minor, including this one. Applications must be received no later than the first day of classes in the senior year.

Students completing the Education Minor take 3 core courses and at least 6 elective credits, and they complete a small capstone experience.

Students who want to commit to K-12 teaching and wish to take advantage of Cornell’s articulation agreement with the teacher preparation program at Ithaca College must complete the version of the Education Minor described in section VI.

II. Core Courses
The three courses in the core provide a broad analytic foundation for all Education Minors.

A. Students must complete EDUC 2410: Art of Teaching (3 credits), offered in the fall and spring. This course provides a survey of major issues and perspectives in education that are explored in greater depth in the courses below. We recommend that students take this course as early as possible.

B. Students must complete one course from each column below (2 courses total):
### Social & Anthropological Perspectives on Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Course</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 2710: Social &amp; Political Context of American Education</td>
<td>Fall</td>
<td>EDUC 3110: Educational Psychology¹</td>
<td>Fall</td>
</tr>
<tr>
<td>EDUC 3405: Multicultural Issues in Education</td>
<td>Spring</td>
<td>EDUC 4040: Engaging Students in Learning</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDUC 4410: Language, Literacy, &amp; Schooling (course is no longer offered)</td>
<td>Spring</td>
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NB: The courses in the grid above also appear among the elective options, so it is possible to take more than two of them.

### III. Elective Courses

Electives are a chance for students to either “go deep” on a specific interest or stay broad.

- Students must complete at least 6 credits of electives, using two or more courses.
- Any course with an EDUC prefix can count for elective credit. The non-EDUC courses in Note 1 below also are approved electives.
- No more than 4 of these credits can be unstructured; unstructured credits are independent studies and TAships (EDUC 4970 and 4980). TAing for a non-EDUC course may qualify as an approved elective if it requires significant planning and teaching, not just grading. Contact the director of the education minor to see if a non-EDUC TA experience might count.

#### Note 1 (approved non-EDUC electives):

- ENTOM 3350: Naturalist Outreach Practicum
- HORT/IARD 3200: Experiential Garden-Based Learning in Belize (not offered beyond 2016)
- ILRHR 3670: Employee Training & Development
- ILRLR 4865/6865: Public Education Collective Bargaining
- ASRC 4516/6516: Sociology of Race and Education
- PAM 2550: Waiting for Superman? Perspectives on the crisis in American K-12 Education

¹ Courses marked with * have prerequisites and/or stipulations. Consult the updated Courses of Study webpage for specific information.
Note 2 (for students wanting to teach):

Minors who want to stay in Ithaca after graduating and enroll in Ithaca College’s 13-month Master of Arts in Teaching/teacher certification program should see section VI of this handbook for guidance on elective selection.

To help students sort through possible electives, we have grouped courses into the three broad categories below. These lists do not include EDUC courses that have been offered unpredictably in the last few years, nor do they include new courses, which often are offered as EDUC 4940 (special topics).

Category 1: Teaching and Learning: These courses generally emphasize learning, teaching, and curriculum for children and adolescents in K-12 classrooms and out-of-school settings.

<table>
<thead>
<tr>
<th>Course</th>
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<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 3110: Educational Psychology(^2)</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td>EDUC 3320/5320: Program Planning in Education</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>EDUC 3350/5350: Youth Organizations &amp; Leadership Development</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>EDUC 3405: Multicultural Issues in Education</td>
<td>4</td>
<td>Spring</td>
</tr>
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<td>4</td>
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<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>ENTOM 3350: Naturalist Outreach Practicum(^*)</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>HORT/IARD 3200: Experiential Garden-Based Learning in Belize</td>
<td>3</td>
<td>Spring (alternate)</td>
</tr>
</tbody>
</table>

\(^2\) Courses marked with * have prerequisites and/or stipulations. Consult the latest Courses of Study webpage.
**Category 2: Social and Political Contexts of Education:** These courses focus on the macro social, cultural, and political issues that shape educational practices across families, communities and schools, with implications for policy.

<table>
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<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 2710: Social &amp; Political Context of American Education</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td>ANTH/EDUC 4402/7402: Anthropology of Education</td>
<td>4</td>
<td>Fall (alternate)</td>
</tr>
<tr>
<td>EDUC 4720: Philosophy of Education</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>ILRLR 4865/6865: Public Education Collective Bargaining</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td>ASRC 4516/6516: Sociology of Race and Education</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td>PAM 2550: Waiting for Superman? Perspectives on the crisis in American K-12 Education</td>
<td>3</td>
<td>Fall, Spring</td>
</tr>
</tbody>
</table>

*3 Courses marked with * have prerequisites and/or stipulations. Consult the updated Courses of Study webpage for specific information.*

**Category 3: Education in Adult and Community Contexts:** These courses focus on education and schooling among adults, especially in the context of addressing community needs. Some courses emphasize perspectives on comparative and higher education.

<table>
<thead>
<tr>
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<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 2200/2210: Community Learning &amp; Service Partnership</td>
<td>3</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>EDUC 3310: Outreach, Extension, &amp; Adult Education</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>EDUC 4630: Policies, Practices, &amp; Critical Issues of Distance Learning in Developing Countries</td>
<td>3</td>
<td>Summer</td>
</tr>
<tr>
<td>ASRC 6600/EDUC 5020: Education &amp; Development in Africa</td>
<td>4</td>
<td>Spring (alternate)</td>
</tr>
<tr>
<td>ILRHR 3670: Employee Training &amp; Development&lt;sup&gt;3&lt;/sup&gt;</td>
<td>4</td>
<td>Fall</td>
</tr>
</tbody>
</table>
IV. Policies on Minor Courses

A. Grading: All courses that students wish to count for the minor must be taken Graded. Only courses with a grade of C or higher will count.

B. Credit: Imagine that you take an EDUC course to fulfill a requirement of your major--not your College distribution requirements, but your major. You may count up to two such major-fulfilling courses towards the education minor. Counting any more than that would mean that you are not having to invest significant additional effort beyond your major to earn the minor.

C. Course substitutions:
   • Requests to allow non-Cornell course substitutions (e.g., courses taken elsewhere over the summer or before a student transferred to Cornell) will be considered on a case-by-case basis. The Director of the Minor will consult with the Cornell faculty member teaching the course. Ideally, students will request permission to substitute before taking the non-Cornell course; however, we will consider after-the-fact requests.
   • Between core and elective courses, students may request at most one course substitution.

V. Capstone Experience

In both the core and elective courses, students have a significant amount of choice. To ensure that this freedom fosters deep engagement in learning, all Education Minors are asked to reflect on the insights that they have developed via their coursework and related experiences. Minors express these insights by participating in one of two opportunities once they have completed all other minor requirements or are finishing one final course.

Option 1 (Conversations about Education): During a one-hour event held each December and May, Education Minors may participate in a series of 15-minute discussions with small groups consisting of adults from the community (e.g., local teachers and parents). Minors will spend 5-7 minutes summarizing their new perspectives and insights on education and how they developed across coursework and related experiences, and discussion will follow. At the end of 15 minutes, small groups will rotate to another table to engage in conversation with another Minor. After three discussions, refreshments!

Option 2 (Publications about Education): Education Minors may submit a product that explains their insights on education and how they came to be. Past products have included short stories, podcasts, videos, and more conventional papers. All reflections in a given academic year will be compiled each summer and published on the Education Minor website.
VI. Teacher Preparation at Ithaca College

Teacher Certification
Transfer Articulation Agreement between
Ithaca College and Cornell University

This articulation agreement facilitates the entry of Cornell undergraduates into Ithaca College graduate teacher education programs. The agreement is based on a mutual commitment by Cornell University and Ithaca College to support the preparation of outstanding, academically talented teachers for today’s schools.

This agreement is designed for students at Cornell University completing a Bachelor’s degree who wish to attend Ithaca College to pursue either a Master of Science (M.S.) in Childhood Education—which leads to certification to teach grades 1-6—or a Master of Arts in Teaching (M.A.T.)—which leads to certification to teach grades 7-12 in the areas of English, history/social studies, Spanish, French, mathematics, biology, chemistry, or physics.

Students at Cornell University will be granted admission to the M.S. in Childhood Education or M.A.T. program at Ithaca College provided that the following requirements are met:

1a. Students interested in the **M.A.T. program** (to teach in grades 7-12) must successfully complete a Cornell University major in the desired area of certification. In the case of history/social studies, the major may be history or government, but the applicant must meet the state certification requirement that coursework include “study of economics, government, and at least a total of 21 semester hours of study in the history and geography of the United States and the world.”

1b. Students interested in the **M.S. program** (to teach in grades 1-6) must have taken at least 6 credits in each of the core areas of the elementary-school curriculum:

   * English language arts (English, Writing, Communications)
   * Mathematics (Mathematics, Statistics)
   * Science (Biology, Chemistry, Earth Science, Environmental Science, Physics)
   * Social Studies (History, Political Science, Geography, some Sociology/Anthropology)

2. Students must successfully complete the Cornell University Education Minor with a set of courses satisfying the entry requirements of Ithaca College’s M.S. and M.A.T. programs. Specifically, students should complete the following (or their equivalents as determined by the director of the Education Minor at Cornell University):

   * EDUC 2410, *The Art of Teaching*, 3 credits

   * EDUC 2710 (cross-listed as EDUC 5710, AMST 2710, DSOC 2710, SOC 2710), *Social and Political Context of American Education*, 4 credits
   or
   EDUC 3405 (cross-listed as AMST 3405, ANTHR 3405, LSP 3405), *Multicultural Issues in Education*, 4 credits

   * EDUC 3110 (cross-listed as HD 3110), *Educational Psychology*, 4 credits
3. A minimum 3.0 cumulative grade point average is earned, as well as a minimum 3.0 in the major, and the student is making satisfactory progress in the final semester courses prior to admission to Ithaca College.

4. The student has satisfactorily completed the Ithaca College Admission Application Process.  
   Note: The IC application requirement for two letters of recommendation will be waived if the student is recommended by the director of the Education Minor at Cornell University.

5. The student is in good disciplinary standing at Cornell University.

Applicants who do not meet the above-listed requirements and/or who have course withdrawals and/or incompletes on their transcripts are not eligible to participate in this articulation agreement but can be considered for admission to the M.S. or M.A.T. program at Ithaca College on an individual basis.

Applicants are eligible to apply for Graduate Assistantships at Ithaca College.

Applicants pursuing an M.A.T. in mathematics, chemistry, physics, or biology are eligible to apply for Noyce grants through Ithaca College.

The director of the Education Minor at Cornell University will advertise this articulation agreement among Education minors and among students in Education classes.

An earlier version of this teacher certification articulation agreement between Ithaca College and Cornell University became effective on January 1, 2012. The current updating of the original agreement becomes effective September 1, 2014. This agreement can be modified, as deemed necessary, by mutual consent of the two institutions. Discontinuation of this articulation agreement, as deemed necessary by either institution, requires an advance notice of one year.

VII. Applying for and completing the minor

1. From your Cornell email, send a blank email with "join" in the Subject line to edminor-lrequest@cornell.edu (Note: That’s a lower-case L after edminor-.) 2. Complete the online application.
   3. Email the director of the Education Minor to arrange a brief get-acquainted and advising meeting.
   4. Complete the courses, making sure you keep the requirements in mind.