Social Justice in Education, Minor

Requirements for a minor may be completed at any campus location offering the specified courses for the minor. Students may not change from a campus that offers their major to a campus that does not offer their major for the purpose of completing a minor.

Program Description

The Social Justice in Education minor cultivates awareness, engagement, and reflection of critical pedagogies, values, and ethics in relation to educational diversity (in its many forms), equity, and social justice in traditional and non-traditional educational settings. The minor will employ interdisciplinary, experiential, and community-based coursework to examine principles of social justice in education and create a space for students from across the University to engage in out-of-class academic experiences that construct critical and thoughtful understanding of injustice. The minor provides a transformative educational experience that allows students to demonstrate commitment to educational and social equity through leadership and action.

The minor includes three phases: foundational coursework, community/field/experiential-based courses, and a capstone project. Students who complete the minor will develop the knowledge, skills, and dispositions to promote educational equity through sustained intellectual and practical engagement with evidence-based instructional practices that encourage socially just outcomes. Students will develop the capacity to transform visions into action and to support innovative community-centered solutions to complex social issues. Students will learn to design and implement curriculum centered on issues of social justice in schools, community-based educational programs, and other non-traditional educational settings. Additionally, students will bridge theory and practice through educational experiences that engage students in scholarship, critical service-learning, field experiences, and a culminating capstone project. Students will engage in inquiry that connects experiential learning, interactions in the field and conceptual understanding through guided reflective practices.

What is Social Justice in Education?

The Social Justice in Education Minor is an opportunity for interested students from across the University to develop critical engagement skills through social justice work. The minor facilitates the expansion of equity-oriented understandings of both traditional and non-traditional educational settings. Education is considered beyond the classroom to include policy and community-based sectors of education as well. As a part of this minor, you will learn skills to help interrogate societal inequities and to strategize and implement action-based solutions to these problems as well.

You Might Like This Program If...

You’d like to build a foundation of equity into the vision you have for your future career. By helping you to develop a deepened understanding of the various injustices that organize society’s current inequitable structures through study and experience, this minor is an opportunity to develop your own unique social justice lens for viewing the world and your contributions to it.

Program Requirements

Requirements for the Minor

A grade of C or better is required for all courses in the minor, as specified by Senate Policy 59-10 (http://senate.psu.edu/policies-and-rules-for-undergraduate-students/59-00-minors-and-certificates/#59-10).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CI 185</td>
<td>Principles of Social Justice in Education</td>
<td>3</td>
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<td>CI 285</td>
<td>Active Engagement for Social Justice in Education</td>
<td>3</td>
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<tr>
<td>CI 485</td>
<td>Social Justice in Education Capstone Course</td>
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Select 3 credits from the following:

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>AEE 100</td>
<td>Agricultural Education Orientation</td>
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<td>AFAM 103</td>
<td>Racism and Sexism</td>
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<tr>
<td>AFAM 431</td>
<td>Black Liberation and American Foreign Policy</td>
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<tr>
<td>AFAM 492</td>
<td>Identities, Power and Perceptual Pedagogies in Teaching and Learning</td>
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<td>BBH 446</td>
<td>Human Sexuality as a Health Concern</td>
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<tr>
<td>CED 375</td>
<td>Community, Local Knowledge, and Democracy</td>
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<tr>
<td>CED 440</td>
<td>Labor in the Global Economy</td>
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<td>CMLIT 100</td>
<td>Reading Across Cultures</td>
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<tr>
<td>CRIMJ 230</td>
<td>Corrections in America</td>
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<tr>
<td>CRIM 453</td>
<td>Women and the Criminal Justice System</td>
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<tr>
<td>EDTHP 200</td>
<td>Educational Reform and Public Policy</td>
<td></td>
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<tr>
<td>EDTHP 420</td>
<td>Education and Public Policy</td>
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<tr>
<td>EDTHP 430</td>
<td>History of Education in the United States</td>
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<td>EDTHP 440</td>
<td>Introduction to Philosophy of Education</td>
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<td>ENGL 245</td>
<td>Introduction to LGBTQ Studies</td>
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<tr>
<td>GLIS 101N</td>
<td>Globalization</td>
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<td>GLIS 102N</td>
<td>Global Pathways</td>
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<td>HDFS 410</td>
<td>Communities and Families</td>
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<td>PHIL 437</td>
<td>World Philosophies and Cultures</td>
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<td>PLSC 210N</td>
<td>Rights in America</td>
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<td>PLSC 428</td>
<td>Gender and Politics</td>
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<td>PLSC 451</td>
<td>The Politics of Human Rights</td>
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<td>RHS 428</td>
<td>Rehabilitation Corrections</td>
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<td>SOC 103</td>
<td>Racism and Sexism</td>
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<td>SOC 422</td>
<td>World Population Diversity</td>
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<td>SOC 424</td>
<td>Social Change</td>
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<td>SOC 447</td>
<td>Ethnic Minorities and Schools in the United States</td>
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<tr>
<td>WMINST 103</td>
<td>Racism and Sexism</td>
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<tr>
<td>WMINST 205</td>
<td>Gender, Diversity and the Media</td>
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<td>WMINST 453</td>
<td>Women and the Criminal Justice System</td>
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Select 6-9 credits from the following:

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<tbody>
<tr>
<td>CI 280</td>
<td>Introduction to Teaching English Language Learners</td>
<td>6-9</td>
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</table>
Academic Advising
The objectives of the university's academic advising program are to help advisees identify and achieve their academic goals, to promote their intellectual discovery, and to encourage students to take advantage of both in-and out-of-class educational opportunities in order that they become self-directed learners and decision makers.

Both advisers and advisees share responsibility for making the advising relationship succeed. By encouraging their advisees to become engaged in their education, to meet their educational goals, and to develop the habit of learning, advisers assume a significant educational role. The advisee’s unit of enrollment will provide each advisee with a primary academic adviser, the information needed to plan the chosen program of study, and referrals to other specialized resources.

READ SENATE POLICY 32-00: ADVISING POLICY (http://senate.psu.edu/policies-and-rules-for-undergraduate-students/32-00-advising-policy/)

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Career Paths
- Education Field: Teacher, Counselor, Administration, Policy;
- Non-profit Education-Adjacent Organizations;
- Education Non-Profit Organizations;
- School District Offices of Curriculum Development;
- State and Federal Agencies connected to Education, Health, and Justice.