

EDUCATIONAL STUDIES DUAL MAJOR

<https://cola.unh.edu/education/program/educational-studies-dual-major>

Description

The Educational Studies Dual Major (ESDM) is designed for students who are interested in an education that integrates field-work and research in a range of educational settings, including classrooms, museums and non-profits, whether they aspire to become educators, activists, policymakers or deepen their knowledge of education as informed citizens.

The Educational Studies Dual Major (ESDM) is committed to deepening our understanding of educational institutions and the processes necessary to bring about systemic changes that lead to equity and access to a first-rate educational experience for all students. In addition to core courses and electives taught by educational studies faculty, our dual major benefits from a wide array of cross-referenced courses offered by other departments and programs, including Gender and Women's Studies, Anthropology, History, Economics, Political Science, Psychology, Sociology, Theatre and Dance, and others. Although the interdisciplinary major does not lead to teacher certification, we do advise students from across the University on pathways to teaching.

Requirements

Degree Requirements

Minimum Credit Requirement: 128 credits

Minimum Residency Requirement: 32 credits must be taken at UNH

Minimum GPA: 2.0 required for conferral*

Core Curriculum Required: Discovery & Writing Program Requirements

Foreign Language Requirement: Yes, if primary major is a Bachelor of Arts

Declared Primary Major

All Major, Option and Elective Requirements as indicated.

*Major GPA requirements as indicated.

Educational Studies Dual Major Requirements

The dual major in educational studies requires (32 credits) each completed with a **C+ or better**. Any education course to be applied for a future teacher licensure requirement must be completed with a grade of **B- or better**. The dual major cannot be declared until after a first major has been declared and students must have a UNH undergraduate GPA of a 2.50 or better at the time of declaring. The required minimum overall GPA in major coursework is 2.50.

| Code | Title | Credits |
|---|---|---------|
| Foundations 4 | | |
| EDUC 402 | Introduction to Educational Studies: Social Change and Education in Local and Global Contexts | |
| Explorations in Learning and Teaching 4 | | |
| Choose one (1) 500-level exploration and applied experience course: | | |

| | | |
|---|---|-----------|
| EDUC 500 | Exploring Teaching | |
| EDUC 520 | Education, Poverty, and Development | |
| Core Courses | | 8 |
| Two (2) core courses emphasizing interdisciplinary grounding in education and learning (All 700 level Ed courses are open to only Juniors and Seniors): | | |
| EDUC 605 | Educational Perspectives in Critical Times | |
| EDUC 701 | Human Development & Learning: Cultural Perspectives | |
| Elective Courses | | 12 |
| Choose three (3) elective courses, providing students with opportunities for focused inquiry in educational studies. Students may either emphasize a single cluster or take elective coursework in more than one cluster below: | | |
| Instructional Methods in Schools | | |
| EDUC 703C | Classroom Management: Creating Positive Learning Environments | |
| EDUC 703F | Teaching Elementary School Science | |
| EDUC 703M | Teaching Elementary Social Studies | |
| EDUC 706 | Teaching & Learning Literacy in the Elementary Classroom | |
| EDUC 745 | Math with Technology in Early Education | |
| MATH 601 | Exploring Mathematics for Teachers I | |
| MATH 703 | Teaching of Mathematics in Grades K-5 | |
| Language and Literacy | | |
| EDUC 506 | Mentoring Readers and Writers in the Elementary Grades | |
| EDUC 550 | Language and Linguistic Diversity in Schools | |
| EDUC 712 | Teaching Multilingual Learners | |
| EDUC 734 | Critical Perspectives on Children's Literature | |
| Special Education | | |
| EDUC 556 | Peer to Peer Mentoring for Students with Disabilities | |
| EDUC 650 | Introduction to Disability in Inclusive Schools and Communities | |
| EDUC 656 | Advocating for Diverse and Inclusive Family-School-Community Partnerships | |
| EDUC 751A | Inclusive Elementary Education: Literacies and Learning for Diverse Learners | |
| EDUC 751B | Methods of Inclusive Secondary Education: Literacies, Learning, and Transitions | |
| EDUC 760 | Introduction to Young Children with Special Needs | |
| EDUC 761 | Designing Curriculum for Inclusive, Equitable Settings for Young Children (birth-8) | |
| Critical and Diverse Perspectives | | |
| EDUC 444B | Public Issues, Democratic Schooling & Active Citizenship in a Global Context | |
| EDUC 520 | Education, Poverty, and Development | |
| EDUC 525 | Teaching Race | |
| EDUC 718 | Critical Social Justice in and Beyond Education | |
| Law and Educational Policy | | |
| EDUC #767 | Students, Teachers, and the Law | |
| Capstone Course | | 4 |
| EDUC 784 | Educators as Community-Engaged Researchers | |
| or Semester in the City if completed during senior year | | |
| or INCO 790 Advanced Research Experience and URC Presentation | | |
| or McNair Research Thesis | | |
| or A capstone in their first major-if it's related to an Educational Studies project and approved by both advisors and the director of Undergraduate Studies. | | |
| Total Credits | | 32 |

Candidates for a degree must satisfy all of the University Discovery Program requirements in addition to satisfying the requirements of each individual major program. Bachelor of arts candidates must also satisfy the foreign language proficiency requirement.

Students who are interested in a dual major in Educational Studies will need to file an *Intent to Dual Major Form*. The form is available from the program website at cola.unh.edu/education. For more information, please contact education.department@unh.edu.

Student Learning Outcomes

GOAL ONE: Our students effectively analyze the social dimensions of education, to include issues of culture, gender, equity, health, and economics. Specifically, students will:

- demonstrate understanding of the roles of gender, race, ethnicity, and economic class in effecting education in formal and informal settings.

- demonstrate understanding of the history and politics of education including the principles, assumptions and impacts of school reform initiatives, education, international development and economic globalization as well as alternatives for defining and pursuing diverse conceptions of education, quality of life, and equity.
- demonstrate understanding of how economics and markets shape private and public actions and outcomes with respect to education on local, regional, national and global scales.
- demonstrate understanding of the origins, similarities and differences among concepts of diversity, universality, pluralism, multiculturalism, and cosmopolitanism and their implications for education in formal and informal at a variety of scales.
- demonstrate cultural self-awareness and cultural sensitivity in analysis, synthesis, visioning, design and intervention related to studies in education.
- demonstrate an understanding of the role of public health related to education at various scales.

GOAL TWO: Our students engage diverse histories of education in the context of civic engagement, activism, and commitment to equity and justice for Social Good. Specifically, students will:

- demonstrate understanding of the relationship between awareness and action and be able to articulate theories of ethics and civic engagement in the context of educational initiatives on local, national and international levels.
- demonstrate understanding of the principles, assumptions and frameworks of educating for equity and justice from diverse perspectives.
- critique these issues based on their direct experience in "engaged learning" projects as well as in historical social movement analogues, including civil rights, abolition, environmental movements, and women's suffrage.