EDUCATIONAL STUDIES DUAL MAJOR

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

Description

The Educational Studies Dual Major (ESDM) program is for students interested in the foundations, philosophy, paradigms, research, and social structures of education. The flexible, rigorous, transdisciplinary program bridges community engagement with theoretical explorations. Students analyze, evaluate, and develop approaches to challenges facing education in the context of organizations, cultures, history, and technologies. The program integrates fieldwork and research in a range of educational settings, including classrooms, museums, and nonprofits. It is relevant for future educators, policymakers, researchers, and those who wish to deepen their knowledge of education as informed citizens.

The ESDM program does not require study in the pedagogies of teaching, although students may enroll in methods courses as electives. The program also offers students the option to take additional coursework to meet NH Department of Education requirements for teacher certification in either elementary education teaching or teaching English to Speakers of Other Languages (ESOL). Given the large number of required courses for the dual major licensure option, this option works best for students whose first major is closely related to elementary education or ESOL education (e.g., Psychology, English, Linguistics).

Students who are interested in a dual major in Educational Studies will need to file an Intent to Dual Major Form. For more information, please contact education.department@unh.edu.

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.

Candidates for a degree must satisfy all of the University Discovery Program and Writing 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.

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Educational Studies Dual Major Requirements

The educational studies dual major requires 32 credits, each course completed with a C+ or better. Any education course to be applied for a 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. Students must have a UNH undergraduate GPA of a 2.50 or better at the time of declaring the dual major. The required minimum overall GPA in major coursework is 2.50.

Education Language Requirement

The bachelor of arts degree at the University of New Hampshire requires that students satisfy the foreign language proficiency requirement. The requirement may be met by demonstrating language proficiency equal to a one-year college-level course (401 and 402, 403 and 503, 501 [Latin only], or 503 and above in a spoken language). American Sign Language courses meet the foreign language proficiency requirement for Education majors when COMM 401 American Sign Language I and COMM 502 American Sign Language II have been completed. Education majors seeking NH teaching certification are required to take a minimum of two semesters of a foreign language to meet certification requirements.

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 500</td>
<td>Exploring Teaching</td>
<td>4</td>
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<tr>
<td>EDUC 500</td>
<td>Education, Poverty, and Development</td>
<td>4</td>
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<tr>
<td>EDUC 605</td>
<td>Educational Perspectives in Critical Times</td>
<td>4</td>
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<tr>
<td>EDUC 701</td>
<td>Human Development &amp; Learning: Cultural Perspectives</td>
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Elective Courses

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. 12 credits

Language and Literacy

EDUC 520 Language and Linguistic Diversity in Schools
EDUC 725 Teaching Multilingual Learners
EDUC 734 Critical Perspectives on Children's Literature

Special Education

EDUC 560 Peer to Peer Mentoring for Students with Disabilities
EDUC 565 Education, Poverty, and Development
EDUC 571A Advocating for Diverse and Inclusive Family-School-Community Partnerships
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

Capstone Course

Select one of the following:

EDUC 784 Educators as Community-Engaged Researchers

Semester in the City (if completed during senior year)
Licensure Options and Requirements

Students interested in a licensure option must submit an application during the sophomore year.

The requirements for admission to a licensure option include: overall 3.0 GPA, successful completion of the Praxis Core (or an equivalent Basic Skills test), clearance on a criminal history records check, one letter of recommendation (in addition to evaluations from EDUC 500).

Students must successfully complete the New Hampshire Teacher Candidate Assessment for Performance during their internship.

Elementary Education Licensure

The educational studies dual major with elementary education licensure requires 52 credits, with each course completed with a B- or better. The required minimum overall GPA in major coursework is 3.0. The dual major cannot be declared until after a first major has been declared.

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<tr>
<td>EDUC 402</td>
<td>Introduction to Educational Studies: Social Change and Education in Local and Global Contexts</td>
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<tr>
<td>EDUC 500</td>
<td>Exploring Teaching</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 605</td>
<td>Educational Perspectives in Critical Times</td>
<td>4</td>
</tr>
<tr>
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<td>Human Development &amp; Learning: Cultural Perspectives</td>
<td>4</td>
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<tr>
<td>EDUC 703F</td>
<td>Teaching Elementary School Science</td>
<td>4</td>
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<tr>
<td>EDUC 703M</td>
<td>Teaching Elementary Social Studies</td>
<td>4</td>
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<tr>
<td>EDUC 706</td>
<td>Teaching &amp; Learning Literary in the Elementary Classroom</td>
<td>4</td>
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<tr>
<td>EDUC 701A</td>
<td>Inclusive Elementary Education: Literacies and Learning for Diverse Learners</td>
<td>4</td>
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<tr>
<td>MATH 601</td>
<td>Exploring Mathematics for Teachers I</td>
<td>4</td>
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<tr>
<td>MATH 703</td>
<td>Teaching of Mathematics in Grades K-5</td>
<td>4</td>
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Student Learning Outcomes

Educational Studies Dual Major (without licensure)

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 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 understand the roles of gender, race, ethnicity, and economic class in affecting education in formal and informal settings.

• demonstrate cultural self-awareness and cultural sensitivity in analysis, synthesis, visioning, design and intervention related to studies in education.

• demonstrate an understanding of the connection between public health and education.

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.

Educational Studies Dual Major (with licensure)

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- critique these issues based on their direct experience in "engaged learning" projects.

GOAL THREE: Our students will demonstrate depth of knowledge in their subjects; recognize how knowledge in their subjects is created, organized and linked to other disciplines; identify the organizing themes and central concepts necessary for understanding a subject; and identify associated content necessary for students to understand these themes and concepts.

GOAL FOUR. Our students will understand how students develop and learn; treat students equitably and work diligently to help each student reach their potential; and create and maintain an atmosphere conducive to learning.

GOAL THREE. Our students will demonstrate specialized knowledge of how to teach subject matter to their students. They use multiple approaches to facilitate student learning. They create lessons that are engaging, appropriately challenging, and motivating for students. They involve students in thoughtful inquiry and reflection.

GOAL FOUR. Our students will use multiple strategies to assess students, regularly assess student progress using appropriate measures, and demonstrate the ability to make informed decisions about students and their learning based on classroom, district and state assessments.

GOAL FIVE. Our students will be active members of learning and professional communities. They work with colleagues to enhance their own teaching, learning and professional development and work collaboratively with students, peers and community members to create and contribute to effective learning environments.

GOAL SEVEN. Our students will make well-reasoned choices and decisions within the complex and demanding conditions of teaching. They analyze the effects of their actions and make appropriate changes. They consider the moral and philosophical implications of educational decisions. They improve their practice by reflecting on their own experience, observing others, seeking advice and drawing upon educational research and scholarship.