

# EDUCATIONAL STUDIES MAJOR: EQUITY, DIVERSITY & INCLUSION (B.A.)

<https://cola.unh.edu/education/program/ba/educational-studies-equity-diversity-inclusion>

## Description

The UNH major in educational studies: equity, diversity and inclusion (EDI) offers students committed to becoming teachers in elementary school settings opportunities to integrate knowledge and research methodologies from several academic disciplines and field sites into a focused examination of the interdisciplinary field of education. The four-year educational studies: EDI major program is designed for students who seek a rich understanding of education grounded in science, the arts and the humanities. The principles of equity, diversity and inclusion are woven throughout every course and field experience. All declared majors choose one of two strands of EDI: special education or multilingual learners. Graduates will be eligible for certification by the NH Department of Education in elementary education plus English to Speakers of Other Languages (ESOL).

The goal of the program is to graduate civically, globally and intellectually engaged students who understand the complexities of education, are capable of analyzing and evaluating complex problems influencing education from a variety of disciplinary perspectives, and are committed to becoming community teachers – teachers who are leaders and role-models in the communities in which they teach. Program graduates will be prepared for present and future challenges as well as for a wide range of employment opportunities in educational and professional settings engaged in educational policy, community-based education and educational advocacy.

## Requirements

The major in educational studies: equity, diversity, and inclusion requires **88-98 credits** with each course completed with a **B- or better**. The required minimum overall GPA in major coursework is **3.0**.

Code	Title	Credits
<b>Foundations (24 credits)</b>		
EDUC 402	Introduction to Educational Studies: Social Change and Education in Local and Global Contexts	4
EDUC 500	Exploring Teaching	4
EDUC 525 or EDUC 520	Teaching Race Education, Poverty, and Development	4
EDUC 605	Educational Perspectives in Critical Times	4
EDUC 656	Advocating for Diverse and Inclusive Family-School-Community Partnerships	4
EDUC 701 or PSYC 581	Human Development & Learning: Cultural Perspectives Child Development	4
<b>Curriculum and Methods (36 credits)</b>		
MATH 601	Exploring Mathematics for Teachers I	4
MATH 703	Teaching of Mathematics in Grades K-5	4
EDUC 703C	Classroom Management: Creating Positive Learning Environments	4
EDUC 703F	Teaching Elementary School Science	4
EDUC 703M	Teaching Elementary Social Studies	4
EDUC 706	Teaching & Learning Literacy in the Elementary Classroom	4
EDUC 733 or EDUC 734	Teaching Writing in the Elementary Grades Critical Perspectives on Children's Literature	4

EDUC 751A	Inclusive Elementary Education: Literacies and Learning for Diverse Learners	4
EDUC 761	Designing Curriculum for Inclusive, Equitable Settings for Young Children (birth-8)	4
<b>Field Experiences: Communities and Classrooms (2-6 credits)</b>		
(2-6 credits of one or more of the following 500/600 field experience courses)		
EDUC 506	Mentoring Readers and Writers in the Elementary Grades	4
EDUC 507	Mentoring Adolescents in Community Settings	2
EDUC 556	Peer to Peer Mentoring for Students with Disabilities	2
EDUC 610H	Field Experience in Educational Studies	1-8
<b>Choose ONE of the following two paths:</b>		
<b>PATH A: Inclusive Education for Students with Disabilities (12 credits)</b>		
EDUC 650	Introduction to Disability in Inclusive Schools and Communities	4
EDUC 739	Equitable Assessment and Individualized Educational Planning: Building Access and Agency	4
EDUC 740	Advanced Methods for Inclusive Curricular Design and Teaching: Building Access and Agency, Part II	4
<b>PATH B: Multilingual Learners (16 credits) <sup>1</sup></b>		
ENGL 405 or ENGL 791	Introduction to Linguistics English Grammar	4
EDUC 550 or ENGL 719	Language and Linguistic Diversity in Schools Sociolinguistics Survey	4
ENGL 715 or EDUC 712	Teaching English as a Second Language: Theory and Methods Teaching Multilingual Learners	4
ENGL 716	Curriculum, Materials and Assessment in English as a Second Language	4
<b>Culminating Experiences (16 credits)</b>		
EDUC 798	Internship and Seminar in Inclusive Teaching	4
EDUC 799	Internship and Seminar in Inclusive Teaching	8
EDUC 784	Educators as Community-Engaged Researchers	4

<sup>1</sup> Students may pursue a TESOL minor by completing 4 additional credits (see TESOL minor for course options).

Students are encouraged to complete a study away program or a robust cross-cultural experience such as Semester in the City or through the National Student Exchange.

Course selection for a B.A. in Educational Studies is designed in close consultation with a Department of Education advisor.

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.

Major department courses may not be used to satisfy Discovery category requirements except in the case of a second or dual major.

## Student Learning Outcomes

- **GOAL ONE:** Our students effectively analyze the social dimensions of education, to include issues of culture, gender, equity, health and economics.
- **GOAL TWO:** Our students are able to recognize and respond to systematic and pervasive acts of marginalization that may percolate through schools and school communities and are situated within the contexts of more complex intersections among students' abilities, languages, races, ethnicities, religions, genders and sexualities, all of which impact student identity, motivation, interest and connection to education.
- **GOAL THREE:** Our students 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 understand how students develop and learn; treat students equitably and work diligently to help each student reach his or her potential; and create and maintain an atmosphere conducive to learning.
- GOAL FIVE. Our students 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 SIX. Our students 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 SEVEN. Our students 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.
- GOAL EIGHT. Our students assess the relative merits of educational reform efforts and determine their appropriateness to the classroom, school and broader societal contexts in which teaching and learning occur. They develop and articulate their own conceptual and philosophical perspective on teaching and learning based on professional experience and current theories and research in education. They understand the nature of educational change, the teacher's role in the change process, and are willing to take risks as advocates for the benefit of students, teachers and the profession.
- GOAL NINE. Our students are 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.