

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. This 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 does not lead to teacher licensure. Students interested in a licensure program (e.g., Elementary School teacher) may apply to the Accelerated Master's program at UNH and potentially finish both the ESDM and MEd in five years.

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.

Code	Title	Credits
Required Courses		
<i>Foundations</i>		
EDUC 402	Introduction to Educational Studies: Social Change and Education in Local and Global Contexts	4
EDUC 500 or EDUC 520	Exploring Teaching Education, Poverty, and Development	4
EDUC 605	Educational Perspectives in Critical Times	4
EDUC 701	Human Development & Learning: Cultural Perspectives	4
Elective Courses		
Select 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
<i>Instructional Methods in Schools</i>		
Select from the following:		
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	
MATH 601	Exploring Mathematics for Teachers I	
MATH 703	Teaching of Mathematics in Grades K-5	
<i>Language and Literacy</i>		
Select from the following:		
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	
<i>Special Education</i>		
Select from the following:		
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)	
<i>Critical and Diverse Perspectives</i>		
Select from the following:		
ENGL 405	Introduction to Linguistics	
LING 405	Introduction to Linguistics	
EDUC 520	Education, Poverty, and Development	
EDUC 525	Teaching Race	
EDUC 718	Critical Social Justice in and Beyond Education	
<i>Capstone Course</i>		
Select one of the following:		4
EDUC 795	Independent Study	
Semester in the City (if completed during senior year)		
INCO 790 Advanced Research Experience and URC Presentation		
McNair Research Thesis		

A capstone in the first major, if related to an Educational Studies project and approved by both advisors and the director of Undergraduate Studies.

Total Credits

32

Student Learning Outcomes

Program 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 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 understanding of 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.

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 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 SIX:

- 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.