

SCHOOL OF EDUCATION

EDUCATIONAL STUDIES

Faculty

- Peggy Cain (Chair)

Program Goals

- Develop skills in educating effectively in teaching, instructional design, coaching/mentoring, training, program planning and administration, and/or experiential educational settings
- Develop understanding of how people learn
- Develop understanding of how learning is shaped by settings, structures, and dynamics in ways which support students' achievement of the university-wide learning goal of Global Responsibility
- Develop written, oral, and visual communication skills
- Develop critical thinking skills
- Prepare leaders who engage collaboratively with learners and relevant publics to build a shared vision and supportive professional culture focused on student learning
- Demonstrate creativity by combining or synthesizing new ideas, practices, or expertise in original ways that are characterized by innovation, divergent thinking, and risk taking

Objectives

The program offers an academic major leading to a Bachelor of Arts degree in Educational Studies, as well as an academic minor. Graduates will be prepared to educate in one or more non-formal educational settings such as:

- Educational policy and research centers
- English-language programs in the US and in other countries
- Residential programs
- After-school and summer programs
- Transitional school to work programs
- Corporate training and education-related governmental agencies and nonprofit organizations
- Higher education/student life
- Non-formal settings such as museums, visitors' center, etc.
- Educational programs for elders
- Libraries
- Private or nonprofit tutoring and educational coaching programs
- Educational software or gaming companies
- Experiential education including internship programs and service learning

Graduates will be prepared for a variety of types of educational work that may include:

- teaching
- coaching/mentoring/facilitating
- instructional design
- facilitation of experiential education processes
- program planning and evaluation
- administration of non-formal educational programs
- assessment of student learning
- family service work
- research
- policy-making

Students can select to complete foundations courses in Children/Youth or Adult Learning. All students complete foundations coursework, electives in a concentration/emphasis, and a Senior Thesis/Project. NOTE: This major does not meet requirements for teacher licensure for K-12 school teaching. (See Elementary Education Major or Accelerated MAT for teacher licensure.)

Program Requirements

All students must maintain a 2.75 cumulative GPA overall, a 3.0 cumulative GPA in education courses, and have a minimum grade of C+ in all education courses. Education courses may only be repeated once. Students considering the major are encouraged to meet with the program advisor as early as possible in their studies so that a program plan of coursework can be mapped.

Students must meet the university-wide graduation requirements:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

Educational Studies Major

| Requirement Description | Credit Hours | Prerequisites |
|--------------------------------|--------------|---------------|
| I. Required Foundation Courses | 7 | |

| Requirement Description | Credit Hours | Prerequisites |
|-----------------------------------------------------------------|--------------|----------------------------------------------------------------------------------------------|
| EDUC 375 Indigenous Knowledge and Lifeways | 4 | One Writing Emphasis course |
| EDUC 401 Directed Study | 1-4 | |
| EDUC 440 Coop/Education Internship | 1-8 | Junior or senior standing, consent of program director and Director of Cooperative Education |
| Teaching English as a Second Language | | |
| TESL 320 English Learners, Family, and Community | 3 | |
| TESL 321 Foundations of TESL | 3 | |
| TESL 322 Language Acquisition and Development | 3 | |
| TESL 323 Instructional Methods for Diverse Language Learners | 3 | TESL 322 |
| TESL 324 Content Area Instruction for Diverse Language Learners | 3 | TESL 322 |
| TESL 325 Assessment for Diverse Language Learners | 3 | TESL 322 |
| Outdoor Education and Leadership | | |
| OEL 110 Foundations and Techniques of OEL | 4 | |
| OEL 120 Outdoor Leadership | 4 | |
| OEL 225 Curriculum Design for OEL | 3 | |
| Other | | |
| LMW 310 Theory and Teaching of Writing | 3-4 | |
| JUST 221 Community Justice | 3 | |
| WCSBS 110 Immigration, Education, and Equality | 4 | |
| WCSBS 130 Restorative Justice | 4 | |
| Total Hours for the Educational Studies Major | 56 | |

Recommended Plan of Study

| | Fall Semester | Spring Semester |
|--------|-----------------------------------|------------------------------|
| Year 1 | | |
| Year 2 | EDUC 313 or 315 Electives | EDUC 302 or 370 Electives |
| Year 3 | DATA 150 or DATA 220 Electives | Electives |
| Year 4 | EDUC 390 or 440 Electives | EDUC 495 Electives |

Educational Studies Minor

| Requirement Description | Credit Hours | Prerequisites |
|-----------------------------------------------------------|--------------|---------------|
| I. Required Foundation and learning Theory Courses | 7 | |
| Take either: | | |

| Requirement Description | Credit Hours | Prerequisites |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|---------------|
| EDUC 302 EDUC 370 Foundations of Education in a Diverse Society Adult Education: Foundations & Futures Take either: EDUC 313 EDUC 315 Theories of Adult Learning Learning Theories | 4 4 3 3 | |
| II. Electives | 17 | |
| Students select elective courses from EDUC, TESOL, and/or OEL in consultation with their program advisor. | | |
| Total Hours for the Educational Studies Minor | 24 | |