

EDUCATIONAL STUDIES

Departmental Guidelines

The Department of Education emphasizes the study of education as a social institution and analysis of teaching and learning in interdisciplinary terms. The Educational Studies major is designed for students who wish to prepare for a career in education in elementary or secondary schools, or in the broader community. The curriculum introduces students to learning theory and the social foundations of education, and it allows for experiential learning in diverse settings through course placements and a required summer internship. This study fits well into a broader liberal arts education and allows time for students to complete a major in an additional field of study, for example, in an area of interest or the discipline one intends to teach. The Educational Studies major does not lead directly to licensure; however, faculty in the Department of Education assist students in creating individually designed plans for obtaining licensure after graduation through a range of graduate and other programs.

Educational Studies students will have multiple opportunities to communicate original thinking through writing, to explore various genres, to address diverse audiences through course assignments, and to design lesson plans. Students will learn how to develop a focused, well-supported essay. Also, they will acquire the skills to blend written language with other modes to communicate a message, and how to navigate various formatting guidelines informing the field of education. During their senior year, students will reflect upon their intellectual work produced in previous courses in the major through a capstone, ePortfolio project. The project invites them to assess the themes, areas of growth and quality, and to witness their engagement in writing as a process.

Educational Studies students are encouraged to consider taking a semester off-campus. This option allows for comparative study of education and often, extended apprenticeships in schools. Educational Studies students have studied, for instance, in Chile, England, Denmark, Northern Ireland, Spain, New Zealand, South Africa, and The Philadelphia Center. In addition, students can take advantage of applying for our collaborative learning initiative with Turku University, Finland. Please contact an Educational Studies faculty member for more details.

Mission Statement

The mission of the Denison University Department of Education is to provide a foundation for:

1. Thinking critically about teaching and learning in the context of contemporary society;
2. Critical analysis of important educational issues in our society. The department is committed to developing in students an appreciation of the power of learning to transform people and society, in the sense that individuals have the potential for constant growth and in the sense that education can be a force toward improvement in the life of the community and society at large.
3. Careers or service in education, for teaching and other leadership in schools or working in non-school settings such as social work, counseling, nonprofit organizations, educational publishing, leadership development, and business-related teaching.

We see ourselves acting in concert with the Denison University mission statement that emphasizes autonomous thought, moral agency, and active citizenship for all Denison students. Each student in the college,

and therefore also in the Department of Education, is to become informed broadly by the liberal arts, grounded in one or more chosen disciplines, and capable of thinking across disciplines. The department's focus on active learning and engagement in the liberal arts grows out of a profound belief in the transformative power of education.

The program emphasizes the development of habits associated with praxis, a concept in which reflection grows out of experience and is prelude and catalyst to action, particularly action that shares power and challenges injustice. Toward this end, we explore the strengths of human diversity as represented in the various facets of our identities: ethnicity, race, culture, language, religion, socio-economic location, ability, sexuality, and gender identity. Our purpose is that our graduates continue to develop powers of analysis concerning both the individual learner and the many institutions within which education takes place.

Our commitment is to thinking and acting ethically concerning social equality, educational equity, justice, freedom of thought, peacemaking, and fair distribution of resources and opportunities.

Faculty

Associate Professor Emily Nemeth, Chair

Assistant Professor Andrew Frankel; Assistant Professor Natalie Wang.

Academic Administrative Assistant

Brenda Franks

Program Manager/Community Liaison

Dana Grandmaison-Gilligan '02

View faculty profiles and contact information (<https://denison.edu/academics/educational-studies/contacts/>)

Educational Studies Major

The Educational Studies major consists of nine courses:

Code	Title
PSYC 100	Introduction to Psychology
EDUC 213	The U.S. Education System
EDUC 249	The Learner and the Teacher: Childhood
or EDUC 250	The Learner and the Teacher: Adolescence
PSYC 200	Research Methods and Statistics
or EDUC 290	Qualitative Inquiry
EDUC 312	Literacy and Learning: Theory and Practice
EDUC 390	Critical Pedagogies: Gender, Race and Class in U.S. Education
EDUC 421	Senior Seminar (or two semesters of Senior Research)

And two Education electives, one of which must be cross-listed with Black Studies, Queer Studies, or Women's and Gender Studies.

Please note these prerequisites:

Code	Title
PSYC 200	Research Methods and Statistics (Prerequisite PSYC 100)
EDUC 300	Philosophy of Education (Prerequisite EDUC 213)

EDUC 312	Literacy and Learning: Theory and Practice (Prerequisite EDUC 249 or EDUC 250)
EDUC 330	LGBTQ+ Identities In and Beyond Schools (Prerequisite EDUC 213 or QS 101)
EDUC 360	History of African American Education (Prerequisite EDUC 213 or BLST 101 or BLST 235)
EDUC 390	Critical Pedagogies: Gender, Race and Class in U.S. Education (Prerequisite EDUC 213)
EDUC 421	Senior Seminar (Prerequisite Senior Standing)

Students should complete a course trajectory plan and interview with department faculty before declaring the major; optimally, this should occur by the end of the sophomore year. In addition, students must complete an approved internship in schools or other educational settings.

Educational Studies Minor

The Educational Studies minor requires six courses, including:

- PSYC 100 - Introduction to Psychology;
- EDUC 213 - The U.S. Education System;
- EDUC 390 - Critical Pedagogies: Gender, Race and Class in U.S. Education.
- And three Education electives, one of which must be cross-listed with Black Studies, Queer Studies, or Women's and Gender Studies.

Courses

EDUC 199 - Introductory Topics in Education (1-4 Credit Hours)

A general category used only for the evaluation of transfer credit.

EDUC 213 - The U.S. Education System (4 Credit Hours)

Students will develop a thorough and systematic understanding of the development of education and schooling in the United States. Relationships between school and society will be analyzed primarily from a sociological perspective. Themes include the connection between liberty and literacy, centralized versus local control of schools, expansion of schooling, inequities in schooling, and the differentiated curriculum.

EDUC 215 - Legal Issues in U.S. Education (4 Credit Hours)

In this writing intensive seminar students will explore the legal structure of schooling in the United States, primarily by studying cases that have reached the U.S. Supreme Court. We will begin with an overview of legal and extralegal sources of control in schooling, a review of the United States Constitution, and discuss some landmark court rulings regarding school issues. The class will study a set of cases collectively and each student will engage in independent study of a legal issue of her or his own choosing. We will use writing as a mechanism for intellectual exploration throughout the course. Note that this course is not eligible to fulfill a Social Science General Education requirement.

EDUC 246 - Intermediate Topics in Education (4 Credit Hours)

This course provides a venue in which to explore chosen topics in Educational Studies at the intermediate level. Topics vary according to the interests of students and faculty. In some cases, the course may be repeated for credit. This course may be cross-listed based on the topic and disciplines that inform it.

EDUC 249 - The Learner and the Teacher: Childhood (4 Credit Hours)

This course explores the learning-teaching process in the elementary grades. Topics for the course include learning theories, developmental patterns of the young child, learning profiles, differentiated instruction, and methods of teaching. This course includes a 30-hour curricular service learning commitment each week to an area school classroom. The student will complete a variety of activities that focus on the learner, the teacher and the learning-teaching process, using the school experience as a "laboratory" to gather primary sources of information. Course is a curricular service learning course.

EDUC 250 - The Learner and the Teacher: Adolescence (4 Credit Hours)

This course explores the learning and teaching process in middle and high school settings. Students will build an understanding of adolescent development, including its physical, social, emotional, and cognitive aspects. It emphasizes evidence-based teaching strategies, behavioral support techniques, and the application of these strategies in teaching to address learning obstacles and ensure equitable education for all students. A key component of this course is curricular service learning, which serves as a practical lab where students can apply the teaching methods learned in class. Course is a curricular service learning course.

EDUC 270 - General Methods of Teaching (2 Credit Hours)

This course is designed to extend students' understanding of the discipline of teaching and provide in-depth practice of strategies introduced in previous courses. Elements include planning, instructional strategies, assessment, motivation, student groupings and classroom management. Assignments require students to put course concepts into practice.

Prerequisite(s): EDUC 249 or EDUC 250.

EDUC 280 - Field Experience (1-2 Credit Hours)

The student may request to apprentice in a local school, social service agency, or non-profit organization with a teacher or other supervisor. The student will observe and provide assistance in the setting and confer regularly with the Field Experience Coordinator through journaling and class meetings. Course is a curricular service learning course.

Prerequisite(s): EDUC 249 or EDUC 250.

EDUC 283 - Beyond Good Intentions (4 Credit Hours)

This class is for students who plan to enter public service or helping professions (such as journalism, education, healthcare, or counseling). This experiential learning course aims to develop narrative competence – the ability to acknowledge, absorb, interpret, and act on the stories and plights of others. Through reading, writing, and regularly volunteering with local organizations, we will work together to improve our abilities to receive and tell stories. We'll acquire knowledge, tools, and habits of mind that we can use in current and future efforts to help others. We'll consider how to avoid harming others in the name of helping. And we'll intentionally cultivate compassion, presence, and self-awareness.

Crosslisting: JOUR 382.

EDUC 289 - Quantitative Methods in Educational Research (4 Credit Hours)

This course is designed to equip students with a comprehensive understanding of the primary quantitative research methodologies in education and their associated data analysis techniques. Aimed at enhancing scientific literacy, the course covers the foundational elements of designing, conducting, analyzing, and evaluating quantitative research in education. Students will engage with experimental, quasi-experimental, and non-experimental methods, including observational and survey research. Key objectives include mastering research design principles, understanding control, reliability, and validity in educational research, and developing proficiency in statistical analysis. With a focus on practical application, this introductory course encourages students to connect theoretical knowledge with real-world educational topics and contexts. It is well-suited for those new to quantitative research and those seeking to refine their understanding and application of statistical methods in education.

Prerequisite(s): EDUC 213.

EDUC 290 - Qualitative Inquiry (4 Credit Hours)

This course will introduce students to qualitative research in the field of education and invite them to explore various methodologies within the interpretivist tradition through course-based readings and engagement in their own qualitative study. The course will seek to affirm the qualitative-oriented ways students already attempt to make sense of the world around them and support their development of new perspectives and tools for systematic, qualitative inquiry. The course will also ask students to consider who they are in the research process, and how their worldviews and understanding of themselves might shape hyphenated-encounters with human participants. In order to pursue these larger course goals, we will engage in close readings and analysis of shared course texts as well as original qualitative studies.

Prerequisite(s): EDUC 213.

EDUC 299 - Intermediate Topics in Education (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

EDUC 300 - Philosophy of Education (4 Credit Hours)

In this course students consider questions regarding how people learn and the role of education in society from a philosophical perspective. Class members read primary works of selected educational theorists including Plato, Isocrates, Rousseau, Wollstonecraft, Dewey, and Martin. Students develop a familiarity with major educational themes of the past and engage current issues and problems in education.

Prerequisite(s): EDUC 213.

EDUC 312 - Literacy and Learning: Theory and Practice (4 Credit Hours)

The purpose of this course is to explore literacies within schools and communities, and to understand the sociocultural, linguistic, cognitive, and developmental dimensions of these human practices, which are so integral to educational endeavors. Emphasis is placed on theories of literacy and learning as a way to think about classroom instruction, variation in reading, writing, and composition as social practices, and the role literacies play in mediating the human experience within and beyond the classroom. The course includes a 20-25-hour service-learning commitment in an area school or community organization, which is intended to deepen students' engagement with course concepts.

Prerequisite(s): EDUC 249 or EDUC 250.

EDUC 315 - Development of Children with Special Needs (4 Credit Hours)

Disability is a facet of human diversity that is often overlooked. This course explores a wide range of developmental disabilities, focusing mostly on physical impairments and intellectual disabilities. We will discuss the impact of disabilities on the individual's development and how families respond to the various challenges that often arise. In addition, we will review some general concepts concerning disabilities, including prenatal development and testing, ethical issues, cultural influences, relevant public policy including federal and state laws and regulations, early intervention, and the family-centered approach. Some of the disabilities that will be examined include metabolic errors, disorders of hearing and communication, neural tube defects, intellectual disabilities, specific learning disabilities, Fragile X, ADHD, and disorders on the Autism Spectrum. This course fulfills the Power and Justice (P) GE requirement. Note that this course is not eligible to fulfill a Social Sciences General Education requirement.

Prerequisite(s): PSYC 100 or PSYC 199.

EDUC 330 - LGBTQ+ Identities In and Beyond Schools (4 Credit Hours)

The goal of this course is to examine the historical and contemporary experiences of LGBTQ+ students and teachers in schooling and to consider, more broadly, schools as sites where normative notions of gender, sex, and sexuality can be reinforced and/or disrupted. Relatedly, the seminar will support students in the development of habits of mind, strategies, and practices that (re)make school spaces where diverse gender identities and sexualities are acknowledged, imagined, and embodied, and queer futurity (Muñoz, 2009) can be realized.

Prerequisite(s): EDUC 213 or QS 101.

Crosslisting: QS 330.

EDUC 340 - In the Company of Educated Women (4 Credit Hours)

This is a course on women's educational history in the United States. The scope encompasses some general patterns in women's educational experiences—as students, teachers, school administrators, and in higher education at particular points in U.S. history. Examining gender issues in historical context allows us to get a handle on how education, ideology, and political economy influence the contours of societies, and limit or extend possibilities for individuals.

EDUC 345 - Special Topics (4 Credit Hours)

Independent study or seminar work on selected topics under the guidance of staff members.

Prerequisite(s): Consent of chairperson.

EDUC 346 - Special Topics (4 Credit Hours)

Independent study or seminar work on selected topics under the guidance of staff members.

Prerequisite(s): Consent of chairperson.

EDUC 350 - Exceptionalities and Intervention (4 Credit Hours)

This course focuses on understanding and supporting individuals with disabilities, specifically within the education system. It covers the characteristics, educational, and functional considerations, and implications of all areas of exceptionality, including those with learning disabilities, cognitive impairments, social and emotional challenges, as well as speech and language, hearing, visual impairments, physical disabilities, and health impairments. It also includes an overview of the evolution and foundations of the legal frameworks and policies related to supporting individuals with disabilities in the U.S.

Prerequisite(s): EDUC 213.

EDUC 360 - History of African American Education (4 Credit Hours)

The goal of this course is to examine the historical experiences of African Americans in education and related aspects of life. Much of the course will focus on Blacks' experiences in schooling in the South from Reconstruction to the Civil Rights Movement of the 1960s. In addition, students will contrast African American schooling experiences with those of Native Americans and others during this period. Students who enjoy and benefit from cooperative and participatory learning environments are encouraged to take this course.

Prerequisite(s): EDUC 213 or BLST 101 or BLST 235.

Crosslisting: BLST 360.

EDUC 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

EDUC 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

EDUC 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

EDUC 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

EDUC 390 - Critical Pedagogies: Gender, Race and Class in U.S. Education (4 Credit Hours)

In its examination of current pressing issues in U.S. education and other schooling systems around the world, the central concern throughout this course is the relationship between teachers and students; schools and society; and people and the world. Particular attention is given to pedagogies informed by critical theory. The course includes a 20-25 hour curricular service-learning commitment in an area school or community organization, which is intended to deepen students' engagement with course concepts. This course fulfills the Social Sciences and Women of Color in the U.S. distribution requirements for WGST majors and the Black Studies (BLST) cross-listed course requirement for WGST majors/minors.

Prerequisite(s): EDUC 213.

Crosslisting: WGST 391 and BLST 372.

EDUC 399 - Advanced Topics in Education (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

EDUC 421 - Senior Seminar (4 Credit Hours)

Students will build upon knowledge and understanding of selected topics developed in previous coursework in education, develop the skills required in the process of doing research and preparing work for presentation or publication, and reflect upon study in the major through a culminating ePortfolio assignment.

Prerequisite(s): Senior standing in Educational Studies.

EDUC 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

EDUC 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.