

EUGENE LANG COLLEGE
UNOFFICIAL/OFFICIAL
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BE GIVEN TO THE ACADEMIC ADVISING OFFICE FOR REFERENCE IN
YOUR FORMAL ACADEMIC FILE)

EDUCATION STUDIES

STUDENT NAME _____ ID _____

DEGREE B.A. B.A./B.F.A.

Students interested in the interdisciplinary program in Education Studies, leading to the Bachelor of Arts degree in Liberal Arts, are encouraged to complete a sequence of thirteen courses. Alternatively, students should complete the requirements for the self-designed Liberal Arts major.

REQUIREMENTS FOR THE MAJOR IN EDUCATION STUDIES:

THREE (3) CORE COURSES:

1. _____
(LEDU 2801 Introduction to Educational Theory)
2. _____
(LEDU 2511 Theories of Teaching and Learning)
3. _____
(Choose 1:
 LEDU 2807 History of US Education
 or
 LEDU 2017 International Comparative Education)

TWO (2) RESEARCH METHODS COURSES:

4. _____
(LEDU 2960 Quantitative Reasoning in Education – or equivalent, approved by chair)
5. _____
(LEDU 3029 Ethnographic & Qualitative Research in Education – or equivalent, approved by chair)

SEVEN (7) ADDITIONAL COURSES, OF WHICH AT LEAST 5 MUST BE 3000-LEVEL OR HIGHER, AND ONE OF WHICH MUST BE TAGGED AS CESJ (OR A SUBSTITUTE DEEMED APPROPRIATE BY CHAIR), CHOSEN IN CONSULTATION WITH A PROGRAM ADVISOR:

6. _____
7. _____
8. _____
9. _____

10. _____

11. _____

12. _____

ONE (1) SENIOR CAPSTONE, SUPPORTED BY TAKING THE SENIOR PRO-SEMINAR:

13. _____
(Senior Pro-Seminar in Education)

TOTAL LANG CREDITS
TOTAL CREDITS

(88 total credits or _____ credits if transfer)
(BA 120 total credits; BAFA 180 total credits)

REQUIREMENTS FOR THE MINOR IN EDUCATION STUDIES:

ONE (1) CORE COURSE:

1. _____
(LEDU 2801 Introduction to Educational Theory)

THREE (3) CORE COURSES. CHOOSE FROM:

LEDU 2511 Theories of Teaching and Learning
LEDU 2807 History of US Education
LEDU 2017 International Comparative Education
LEDU 3029 Ethnographic & Qualitative Research in Education – or equivalent, approved by chair
or
LEDU 2960 Quantitative Reasoning in Education – or equivalent, approved by chair

2. _____

3. _____

4. _____

ONE (1) ELECTIVE 3000- OR 4000-LEVEL EDUCATION STUDIES COURSES, CHOSEN IN CONSULTATION WITH A PROGRAM ADVISOR, TAKEN AFTER COMPLETING LEDU 2801:

5. _____
3000/4000-LEVEL

Advisor's Signature

Date

Senior Capstone Guidelines - Education Studies

The Senior Capstone Project in Education Studies, completed in the Senior Research Seminar, is the culmination of the undergraduate experience, allowing students to explore their interests in greater depth and to make an original contribution to the field. While a significant written work is at the core of all senior projects, some students have supplemented their written work with multimedia and engaged scholarship. Supplemental work has included production of a video or website, fieldwork with community-based youth organizations, and conducting oral interviews.

As of Fall 2008, students who have declared in Education Studies must complete the Senior Research Seminar in order to graduate. The Senior Seminar is offered only in the Spring semester. Students planning to graduate in the fall semester must have successfully completed the Senior Seminar in the preceding Spring semester.

Overall Criteria

The Senior Capstone Project in Education Studies, completed in the Senior Research Seminar, is the culmination of the undergraduate experience, allowing students to explore their interests in greater depth and to make an original contribution to the field. While at the core of all senior projects is a significant written work, some students have supplemented their final written projects with multimedia and engaged scholarship such as: the production of a video or website, fieldwork with community-based youth organizations, or the conducting of oral interviews, among others.

The final project should be approximately 30 pages in length.

The Senior Capstone Project

While students will define a specific question and topic during the early weeks of the Senior Research Seminar in consultation with the professor, they should begin to identify an area of research or a research question **prior** to the start of the spring semester of their senior year.

THE ENTIRE SENIOR CAPSTONE PROJECT WILL BE FORMALLY PROPOSED AND COMPLETED DURING THE SPRING SENIOR RESEARCH SEMINAR.

Here are some steps to take **BEFORE** spring semester to assist students in conceiving of a project so that they can “hit the ground running” during spring semester.

Step 1: Before the beginning of spring semester, students should choose a topic which they are interested in researching or thinking about in much greater depth over the course of a semester. Reviewing papers and syllabi from previous courses is a useful way to identify such an area of study.

Step 2: Before the beginning of spring semester, students should begin reading secondary literature to help refine their research questions and to develop ideas for their proposals. While the entire project will be completed during spring semester—from proposal to research to writing to presentation—this preliminary work will provide a strong foundation for the course, which will proceed at an accelerated pace.

Step 3: Before the beginning of spring semester, students should proactively reach out to faculty to explore potential ideas. Former and current professors and instructors are a great place to begin to explore potential projects, and Professor Natalia Mehlman-Petrzela encourages students to email her before spring 2010 (mehlmann@newschool.edu) to discuss questions and ideas.

Step 4: Before the beginning of spring semester, students should begin to keep a bibliography, even as they initially cast their nets very wide. All students will submit a bibliography in proper citation format with their final project, and keeping track of reading will both help with the practical and conceptual organization of the final project.

ALL COMPLETED THESES/PROJECTS MUST BE SUBMITTED TO THE PROFESSOR ON OR BEFORE THE DATE INDICATED IN THE SYLLABUS FOR THE SENIOR RESEARCH SEMINAR.