**Wabash College Department of Education Studies**

**Guiding Principles & Outcomes**

The minor in Education Studies at Wabash College is firmly embedded in a liberal arts tradition that engages students in interdisciplinary course work and facilitates their development as critical and creative thinkers who are intellectually curious. Through rigorous course work and field experiences that are grounded in the constructivist approach to teaching in a democracy, students study important and relevant questions related to education and schooling and the systems and processes therein. As students progress through the minor, they engage in a thoughtful study of the philosophy and history of education, develop a deep understanding of learning and developmental theory, pursue a systematic study of pedagogy, and develop a sincere appreciation for student diversity.

The minor in Education Studies prepares teacher candidates well for the Secondary Licensure Program. In fact, from its founding, Wabash College has asserted that teachers are best prepared with a liberal arts education. The following Guiding Principles (1-5) outline broadly the outcomes we expect students in the Education Studies minor to achieve.

***Students with the Education Studies minor are expected to***

1. **Continually develop content knowledge in their major discipline field and communicate their knowledge effectively.**
   1. Exhibit sound content knowledge and an understanding of the disciplinary goals of their major in secondary educational settings.

***In addition, the secondary licensure program students are expected to***

* 1. Effectively communicate and creatively integrate content knowledge in their planning and teaching.

1. **Understand the philosophical and historical foundation of education in the United States, including the purpose and nature of public education in a democracy.**
   1. Exhibit understanding of historic and contemporary issues influencing education both in the United States and globally.

***In addition, the secondary licensure program students are expected to***

* 1. Show an appreciation for personal and cultural diversity and its multiple contributions to culture and education.

1. **Understand developmental/learning theory and constructivism.**
   1. Exhibit an understanding of the ways in which students’ diverse personal and cultural needs and identities impact learning, including needs for instruction and assessment.

***In addition, the secondary licensure program students are expected to***

* 1. Demonstrate and employ pedagogical knowledge of contemporary research-based teaching and assessment methods that meet the needs of diverse learners, including literacy instruction, culturally sensitive pedagogical strategies, and the use of technology.

1. **Exhibit an understanding of professionalism and conduct themselves as gentlemen in all aspects of the school/educational setting.**
   1. Demonstrate an understanding of the role that care and concern play in the well-being of all students in educational settings.

***In addition, the secondary licensure program students are expected to***

* 1. Exhibit passion for the art and science of teaching, bring creativity and enthusiasm to the classroom, and demonstrate effective and appropriate communication.

1. **Exhibit an understanding of the educational process by engaging in critical reflection including the role of collaboration that leads to individual improvement and systematic educational change.** 
   1. Reflect on the act of teaching by identifying and pursuing questions of practice and other educational issues aimed at improving student learning.

***In addition, the secondary licensure program students are expected to***

* 1. Exhibit leadership qualities: collaborating with colleagues and becoming involved in the life of school community and/or within the broader field of education.