



CHAPMAN UNIVERSITY

COLLEGE OF EDUCATIONAL STUDIES

Integrated Educational Studies

WHAT IS IES?

The Integrated Educational Studies (IES) degree program provides students with a comprehensive preparation to be educators in a classroom or community setting. IES students actively design the direction of their education and their future. We believe education provides students a unique opportunity to learn in environments that foster change, growth, and democracy.

The IES program is different from other universities because we do not only prepare people for teaching in classrooms. We believe that our students should be prepared for a variety of careers in education throughout their lifetimes.

Students who choose to major in IES select one of two emphases:

- 1) **Teaching & Learning in Schools**
- 2) **Teaching & Learning in the Community**

Students in the Schools Emphasis typically plan for careers in K-12 schools, private academies or charter schools. Students in the Community Emphasis may plan to teach, but are also prepared for careers in non-profit organizations, policy-oriented efforts, or educational entrepreneurship.



Although the IES program provides two emphases, it is important to recognize that the Schools and Community emphases do not limit students exclusively to those career areas. This program prepares students for careers in education across diverse learning environments. In other words, a Schools emphasis student may end up working in community environments, and a Community emphasis student may end up working in K-12 schools.

A well-rounded undergraduate program in education should include field experiences and opportunities to study abroad. All IES students have numerous occasions to apply their skills in a variety of practical settings.

Changing Education. Changing the World.



IES Advising Programs

The IES Program constantly works to make the Chapman experience beneficial to our students as future educators and leaders. As a part of this effort, we provide many resources through our advising program. The Peer Advisors are current IES majors who meet regularly with other students by appointment and are readily available to answer scheduling questions. **IES Faculty and Peer Advisors** meet with IES majors and minors to ensure requirement completion, plan class schedules, and answer any questions about the program. Each IES student has a designated Faculty Advisor according to the student's area of study. Students are required to meet with one of the Peer Advisors to fill out a Degree Completion Plan before seeing their Faculty Advisors. In addition to helping freshmen and transfer students adjust to the program, advisors guide all IES students as future leaders, educators, and agents of change.

All members of the IES program are encouraged to attend our special events that occur throughout the academic year. **Conclave** is our twice-annual night of pizza, group advising, and career information. The IES faculty attends and is available for questions. Conclave is a great way to learn about new program updates, credential exams/graduate school, and connect with other members of the community. IES also hosts **Walk-In Advising Day**, which is an open block of time when students can ask IES faculty advising and registration questions every semester. For more information about IES events and information, see our program assistant, Kelly McCuen, located in Reeves Hall, Room 4.

ASK. LEARN. SUCCEED.



PEER ADVISORS

Peer Advisors answer the following questions:

- What are the IES program requirements?
- What classes should I take?
- What GE classes should I take?
- Who is my Faculty Advisor?
- What tests do I need to take before graduate school?

IES Program Assistant
& Office Location

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FACULTY ADVISORS

Faculty Advisors answer the following questions:

- Am I in the right emphasis?
- What minors should I study?
- Is a double major possible?
- Based on my program completion thus far, can I study abroad?
- When/how should I apply to graduate school?
- What career possibilities should I look into?

Importance of GE (General Education) Courses

For IES students, choosing the right General Education (GE) classes is essential. A student in the IES major—specifically in the Teaching & Learning in Schools Emphasis (TLIS)—must understand that teacher credential programs expect future teachers to learn all content they will teach while still an undergraduate student. Thus, you must rely on your GE classes and minors to take content you will teach in the future.

All Chapman students are required to take the following GEs: Values & Ethical Inquiry (3 credits), Natural Science Inquiry (3 credits), Quantitative Inquiry (3 credits), Global Study (3 credits), Artistic Inquiry (3 credits), Citizenship, Community, Service Cluster (3 credits).

In addition, if a student has declared the IES major with a TLIS emphasis, they are also required to take 3 extra GE classes to ensure deeper content knowledge in the core subjects they will teach in K-12 schools. These 3 extra GE classes include: Values & Ethical Inquiry (3 credits), Natural Science Inquiry (3 credits), and Quantitative Inquiry (3 credits). Keep in mind only 9 credits can double count between the declared major and GE courses and that only 6 credits can double count between minor and GE courses. Lastly, when choosing GE courses, please choose according to the education field you will be pursuing a career path in.



IES Affiliated Minors

Disability Studies (Open to all majors)

The Disability Studies Minor provides an overview of the interdisciplinary study of disability across the domains of human experience. The minor allows students to explore the variety of approaches to understanding disability in person, social, economic, artistic, and political contexts. The minor focuses on issues in the representation, history, and interpretation of disability as a social category of human difference rather than issues related to the clinical diagnosis and treatments of impairments.

Integrated Educational Studies (IES) (Open to all majors outside of IES)

The minor in Integrated Educational Studies (IES) is designed for students who want to gain general expertise in the theoretical, structural, psychological, and sociocultural aspects of education both in formal settings, such as schools, and informal settings at all stages of development (child, adolescent, adult). Students who intend to teach at the secondary level are encouraged to pursue the Secondary Education minor, which is specifically tailored to their preparation.

Language and Literacy (Open to all majors)

The Language and Literacy minor prepare the candidate with specific content preparation necessary for a career that includes the teaching of English at the elementary or middle grade levels, or intensive writing in English in a community education setting. Future high school English teachers who are IES majors in the Schools Emphasis are strongly encouraged to choose English as a second major, or choose English as their core content minor and Language and Literacy as their second required minor, or major in English and minor in Secondary Education.

Secondary Education (Open to majors outside of IES)

The Secondary Education minor is designed for majors in content subject areas, such as mathematics, science, English or other language, and history/social science, which are typically taught in secondary (grade 6-12) schools. The Secondary Education minor must be enrolled in a major OUTSIDE of Integrated Educational Studies (IES).

Science, Technology, Engineering, Mathematics (STEM) Education (Open only to IES majors)

The STEM Education minor prepares the candidate with a breadth of STEM courses in order to prepare for future careers in education and related STEM fields. Admission to the minor requires approval from the IES STEM Education Advisor.

What are IES classes like?

Most IES classes take place in a small classroom setting with 15-30 students. The classes are predominantly discussion based and encourage class participation. Because students in IES courses are coming from different backgrounds and going to a variety of careers, classes allow students with diverse perspectives to be heard. The IES professors are very approachable and encourage students to be critical thinkers. Most assignments require critical reading and reflective academic writing. It is important to enter IES classes with an open mind and willingness to reflect on and share personal experiences and values.

How often should I meet with my Peer Advisor and/or Faculty Advisor?

The IES program offers multiple opportunities for students to meet with peer and faculty advisors. The purpose of the Peer Advisors is to help students create a Degree Completion Plan and answer any questions about the program. Students are required to meet with their Peer Advisor prior to meeting with their Faculty Advisor. Peer Advisors are also available to help guide the students in planning their classes. Faculty advisors help the students decide their career pathways. Students should meet with a Peer Advisor and a faculty advisor at least once a semester to discuss educational progress, minors and majors, and post graduate options.

Which emphasis should I choose?

For Teaching & Learning in Schools (TLIS) Emphasis

For the IES majors with a schools emphasis, students are required to either double minor or double major. The faculty of IES also requires that one of the IES student's minor be content based. Some of the commonly picked content minors may include, but are not limited to, Math, Science (Biology, Chemistry, Physics, Environmental), History, English, Language and Literacy, STEM Education, or a language other than English. The second minor for students in the schools emphasis is often referred to as the "choice minor." The choice minor gives students more flexibility in choosing a minor they are personally interested in, or would add to their teaching expertise. Some common choice minors students might consider are, but are not limited to, leadership studies, disability studies, psychology and sociology.

For Teaching & Learning in the Community Emphasis

For IES majors with a community emphasis, they choose one minor and also complete a 3-course sequence "specialty" within the IES major. Course sequence choices include health, English, arts & organizations, leadership studies, business, higher education, and recreational coaching. The minor should not be the same as the course sequence (for example, a student with a leadership minor should not choose the leadership studies course sequence); rather, the minor and source sequence should *extend* the student's knowledge to different areas.

Am I restricted to careers with my schools/community emphasis?

No! Just because you declare an emphasis does not mean you will only be able to pursue a career either in schools or community settings. Students should understand the IES major is preparing students for the education field in all settings, and the IES faculty highly recommends all students keep an open mind because education can be applied in various community and school settings. The IES major is designed to give students an abundant amount of opportunities to pursue different careers and give them a strong background in the field of education, no matter the emphasis.



How do I declare or switch my emphasis and when?

It is fairly simple to switch emphases on the “Change of Program” form which must be approved by the IES Program head, and given to the registrar. However, we would not recommend switching emphasis once students have entered into their first semester of their junior year at Chapman. Because the lower-division coursework is identical, but the upper-division coursework varies by emphasis, students should declare their emphasis before entering the 300-level courses. No one can continue to be an IES major without a declared emphasis (schools or community) after 60 credits earned.

I am a transfer student, what emphasis should I choose?

Most transfers lean toward the community emphasis because it only requires only one minor. However, it is important to recognize that just because students are in the community emphasis, they can still teach in a K-12 school setting. It really depends on the student’s timeline for graduation and future career goals.

When should I study abroad?

There is no specific semester or year that students are suggested to study abroad. Studying abroad is dependent on individual students, their preferences, and their schedule. However, we find most students choose to study abroad during their sophomore or junior year (or any Interterm travel course). The Integrated Educational Studies major is very flexible, supportive, and really encourages students explore education in different environments. Studying abroad helps students build language and cross-cultural skills, and understand the IES major in a new way. It allows students to gain a global perspective and learn in a culture that might be different from their own. One thing to keep in mind before studying abroad is that some classes at Chapman are offered only once per year (fall or spring). Students must plan their semester abroad or travel course accordingly because some of their major, minor and GE requirements may only be offered once a year or not offered at their school abroad.

What IES classes should I take and when?

Freshmen

In college, in general, classes are leveled by recommended year if in your major. Thus, freshmen classes are 100s, sophomores are 200s, juniors are 300s and seniors are 400s.

For a first semester freshman, it is important for students to be registered for at least one IES 100-level course in addition to their general education requirements. We also recommend that students begin at Chapman in fall with 12 to 16 credits. The goal of freshman year, if declared an IES major early on, should be to complete the IES 100-level series by the end of their freshman year (IES-101, IES-102, IES-103).

Transfer Students

For a first semester transfer, we highly recommend taking 2 to 3 IES classes (specifically within the 100-200 level series). It is very important that IES transfers complete 102, 206 and 301, in this order, before their last two semesters at Chapman. Once transfers have registered for their 2-3 IES classes, we recommend that the rest of the classes in their schedule balance out with minor and cluster classes, assuming all of the general education courses are already complete. If the general education courses are not complete, we also encourage completing those early in your time at Chapman.

How do I “balance” my classes?

It is very important students of all majors “balance” their class schedules. Without realizing it, it can be extremely difficult for students to load a semester’s schedule with just IES, minor/double major, or cluster classes. We suggest taking 2-3 IES classes a semester, in addition to 1-2 minor/double major classes and general education courses. Students should **not**, under any circumstances, save lower division IES classes (100-200) for their senior year.

When do I apply to graduate school/credential programs?

Applying to grad school is something that sneaks up on most undergraduates, however, we want our IES students to be well prepared and know the upcoming deadlines and process. Submission dates for graduate school applications, at least in the United States, vary by university. We highly recommend students begin the application forms the summer before their senior year. This is especially important if your grad school/credential program has a November 1 deadline. Letters of recommendation, test scores, and transcripts—just like undergraduate admission—are usually required.

What tests do I need to take to apply to graduate school?

When applying to graduate school, it is essential to research requirements of the specific university or program. Schools across the United States have various requirements that can differ state to state, and even school to school. Most graduate programs in California for Education or credentials require the CBEST, CSET, and/or GRE. It is crucial that students take and pass these tests **prior** to the application process. We highly recommend taking the CBEST first, if necessary, followed by both the CSET and/or GRE (depending on requirements). Refer to the institution's requirements for specifics.

- The CBEST is the California Basic Educational Skills Test. It is a standardized test administered throughout the state of California and Oregon for individuals who want to teach at public schools and gain a single subject (secondary) or multiple subject (elementary) credential. The test is designed to provide information about basic proficiency in reading, mathematics, and writing. All teachers take this test.
- The CSET is the California Subject Examinations for Teachers. It is a group of subject matter tests used in California and other states to assess mastery of subject matter content by prospective K-12 teachers. Tests differ by subject area; you take the tests for the content you plan to teach.
- Much like the SAT or ACT, the GRE exam is a broad assessment of your critical thinking, analytical writing, verbal reasoning, and quantitative reasoning skills— all skills developed over the course of many years. Some schools may also require you to take one or more GRE Subject Tests.

TIPS FOR A SUCCESSFUL IES EXPERIENCE

1. Go to class, take notes, review Blackboard before class, and form study groups or partners.
2. Complete all IES assignments.
3. Read the assigned articles and texts for IES classes.
4. Keep ALL documents and assignments you complete in your IES classes on a USB or external hard drive. At the end of your IES career, these documents will help you complete the senior portfolio.
5. Attend the IES Fieldwork Orientation first semester.
6. Meet with your professors during their office hours to discuss concerns, difficulties with the class, and/or ask questions.
7. Schedule appointments with a Peer Advisor and Faculty Advisor regularly.
8. Attend IES Events (Conclave, Walk-In Advising Day).
9. Participate in student activities.