BACHELOR OF SCIENCE IN DIGITAL EDUCATION

The B.S. in Digital Education at St. Thomas University is designed to prepare students to lead in an increasingly digital educational landscape. As global learning environments evolve, educators must be equipped not only with pedagogical knowledge but also with technical fluency. This program responds to that need, combining foundational teaching theory with advanced digital tools and instructional design methods.

Students graduate with the ability to create, implement, and evaluate technology-enhanced educational programs across diverse learning environments—from traditional classrooms to corporate training and online education platforms.

The student must choose a subject area for further study:

Concentration in Instructional Design in Digital Contexts

This concentration area provides hands-on experience in instructional design using e-learning platforms, multimedia tools, and authoring systems. Students learn to design content that is pedagogically sound, engaging, and adaptable to different learning environments.

Concentration in Psychosocial Educator in Digital Settings

This track explores the intersection of psychology, education, and digital technologies. It prepares students to support learners' emotional, social, and cognitive development in digital contexts and emphasizes the creation of safe, inclusive, and impactful learning environments.

Educational Objectives and Methodology

Graduates will be equipped with core competencies in:

- **Instructional Design & Evaluation**: Plan, develop, and assess digital education and training programs across platforms.
- **Digital Pedagogy:** Use technology to enhance learning outcomes, engagement, and accessibility.
- **Multimedia & Content Production:** Create visually and cognitively engaging materials using authoring tools, LMSs, and web platforms.
- **Data & Learning Analytics:** Analyze learning behaviors and adapt strategies accordingly.
- **Psychosocial Support & Development:** Promote emotional well-being, inclusivity, and digital citizenship.
- **Innovation in Teaching:** Apply forward-thinking methods and tools to adapt to future learning challenges.

Methodology: The curriculum integrates lectures, workshops, digital labs, field practice, and team-based project development. Students also engage in applied research and solution design for real-world learning environments.

Career Opportunities

Graduates of the Digital Education program are prepared for a broad range of roles, such as:

- Instructional Designer
- E-Learning Developer
- Digital Curriculum Specialist
- Multimedia Learning Developer
- Learning & Development Consultant
- Digital Trainer or Coach
- Psychosocial Learning Facilitator
- Online Education Coordinator
- Educational Technologist
- Digital Inclusion Consultant

Career pathways include K-12 education, higher education, corporate learning, government training programs, NGOs, and startups in edtech and online learning.

Curricular Program

Students must meet the following degree requirements:

A. General Education Requirements (30 CH)

- COM 105 - Introduction to Computer Science
- ENG 110 - English Composition III (W)
- ENG 320 - Digital Linguistics and Technical Writing (W)
- ENG 390 - Public Speaking
- LAW 100 - International Law
- One course in English Literature
- One course in Mathematics
- One course in Natural Science
- POL 200 - Global Poverty and International Responsibility (G)
- SOC 300 - Sociology of Media and Communication

B. Core Curriculum (45 CH)

- COM 275 - Environments and Technologies for Education
- COM 445 - Multimedia Database
- LAW 150 - Law in Digital Contexts
- MAT 150 - Foundations of Probability and Statistics
- PED 100 - Social History of Education
- PED 200 - Didactics and General Pedagogy
- PED 300 - Innovative Teaching Methodologies
- PED 250 - General Teaching and Special Education
- PED 360 - Digital Inclusion Processes and Open Educational Resources
- PED 400 - Research and Evaluation in Digital Educational Contexts
- PSY 150 - General Psychology
- PSY 310 - Neurocognitive Bases of Learning.
- PSY 250 - Development and Educational Psychology
- PSY 320 - Psychology of Innovation
- SOC 200 - Sociology of Digital Contexts

***C.* Concentration Requirements (18 CH)**

Instructional Designers in Digital Contexts

- COM 120 - Introduction to Web Design
- COM 150 - New Media
- COM 250 - Introduction to Digital Imaging and Visualization
- COM 298 - Technologies for the Production of Multimedia Content for Education
- COM 410 - Learning Analytics
- PSY 430 - Neural Learning and Deep Learning

Psychosocial Educators in Digital Settings

- PED 350 - Digital Citizenship: Educational and Training Elements
- PSY 350 - Psychology of Interactions in Digital Contexts
- PSY 400 - Digital Technologies and Psychological Development
- PSY 450 - Risk Behaviors and Conduct and Psychopathologies in Digital Contexts
- SOC 220 - Sociopsychological Foundations of Digital Communities
- SOC 350 - Digital Communities: Educational and Formative Elements

D. Elective Courses (21 CH)

Students choose advanced-level electives (300–400 level) based on career interests, including specialized topics in education, sociology, psychology, and communications.

E. Capstone Requirement (6 CH)

- PED 495 - Senior project: A capstone research project or applied intervention focused on instructional design or psychosocial education in a digital environment.