

ENGLISH LANGUAGE ARTS / GENERAL SPECIAL EDUCATION (B.S.)

<https://cps.unh.edu/online/program/bs/english-language-arts-general-special-education>

Description

Individuals who complete this program will be eligible for the New Hampshire Department of Education teacher certification in General Special Education (K-12). The program aligns with the NH Department of Education's standards for teacher credentialing.

Requirements

Degree Requirements

Minimum Credit Requirement: 120 credits

Minimum Residency Requirement: 30 credits must be taken at UNH

Minimum Cumulative GPA: 2.0 is required for conferral*

Core Curriculum Required: General Education Program

Major, Option and Elective Requirements as indicated.

*GPA: Major and any state certification GPA requirements may be higher and are indicated in program details.

A minimum grade of C- is required in all Major coursework. Students are allowed a maximum of two course overlaps. Overlaps can be used between Major, Minor, and General Education requirements with only one overlap being utilized between the Major and Minor. Please note that Option requirements are considered part of the Major. Students must complete 16 upper-level credits in majors within the College of Professional Studies, Online.

General Education Program Requirements

A minimum grade of D- is required in all General Education coursework. Students are allowed a maximum of two course overlaps. Overlaps can be used between Major, Minor and General Education requirements with only one overlap being utilized between the Major and Minor.

All General Education requirements, including CRIT 602 Advanced Critical Analysis and Strategic Thinking and IDIS 601 Interdisciplinary Seminar, must be taken prior to the capstone.

Code	Title	Credits
ENG 420	The Writing Process	4
COM 460	Interpersonal Communication and Group Dynamics	4
COM 480	Visual Communication	4
CRIT 501	Introduction to Critical Inquiry	4
Select one of the following:		4
MTH 402	Math for Our World	
MTH 504	Statistics	
MTH 510	Pre-Calculus	
Knowledge of Human Behavior & Social Systems: PSY 525		4
Knowledge of the Physical & Natural World		4

Knowledge of Human Thought & Expression		4
CRIT 602	Advanced Critical Analysis and Strategic Thinking	4
IDIS 601	Interdisciplinary Seminar	4
Total Credits		40

Writing Program Requirements

All bachelor's degree candidates are required to complete four writing intensive courses as part of the University [Writing Program Requirements](#) as follows:

Code	Title	Credits
ENG 420	The Writing Process	
One Writing Intensive course in the Major		
One Writing Intensive course at the 600-level or above		
One Additional Writing Intensive Course		

Writing Intensive courses are identified with the label "Writing Intensive Course" in the "Attributes" section of the course description and/or a W following the course number.

Major Requirements

A **minimum GPA of 3.0** is required for state certification.

Prior to capstone enrollment, students are expected to complete the majority of their required major courses along with CRIT 602 Advanced Critical Analysis and Strategic Thinking and IDIS 601 Interdisciplinary Seminar. Students should consult with their advisor regarding specific major courses that may be completed with their capstone. Academic Advisor approval is required for registration to be processed.

Code	Title	Credits
Major in English Language Arts/General Special Ed		
COM 590	Professional Communication	4
ENG 450	Introduction to Literature	4
ENG 505	Introduction to Language and Linguistics	4
ENG 555	Children's Literature	4
ENG 615	Young Adult Literature	4
ENG 604	Creative Writing	4
ENG 620	Multicultural Perspectives through Literature	4
or ENG 645	Disability in Literature and Culture	
ENG 675	Survey of Classic Literature Through Film	4
ENG 730	The Graphic Novel	4
or ENG 585	Short Fiction	
Declaration of Candidacy Form Required ¹		
Praxis Core Academic Skills for Educators Exam Required ²		
EDC 500	Foundations of Education	4
Introductory Level Education Courses		
EDC 700	Introduction to Field Experience and Program Requirements	1
EDC 701	Special Education Law	4
EDC 703	The Dynamic Role of the Special Educator	4
EDC 716	Students with Disabilities	4
EDC 717	Managing Student Behavior	4
Intermediate Level Education Courses		
EDC 718	Transition Planning & Developing IEPs	2
EDC 720	Instructional Methods, Strategies, and Technologies to Meet the Needs of All Students	4
EDC 721	Assessment of Students with Disabilities	4
Advanced Level Education Courses		
EDC 723	Teaching Language Arts and Literacy	6
EDC 798	Culminating Teaching Experience and Seminar	4
Total Credits		77

¹ Required prior to beginning the last 60 credits of degree program

² Passing Praxis Core Exam scores must be submitted prior to taking EDC 700 Introduction to Field Experience and Program Requirements

Electives

Open electives are courses students will need to take in addition to their general education and major requirements in order to satisfy the remaining credit totals for their programs. Open electives are defined as any credit course offered by the College not already included in the student's general education, major, option or minor. Students will need 120 credits total to graduate with a bachelor's degree from the Online Division of the College of Professional Studies.

State Certification Requirements

The following requirements must be completed in order to be recommended to the state for Teacher Certification:

- A **minimum GPA of 3.0** is required for state certification
- **Praxis Core Academic Skills For Educators Exam** required. Passing Praxis Core Exam scores must be submitted prior to taking EDU 622 Introduction to Field Experience and Program Requirements (1 s.h.) .

Degree Plan

This degree plan is a sample and does not reflect the impact of transfer credit or current course offerings. UNH CPS Online undergraduate students should develop individual academic plans with their academic advisor during their first year at UNH.

Sample Course Sequence

First Year

Fall		Credits
COM 460	Interpersonal Communication and Group Dynamics	4
ENG 420	The Writing Process	4
MTH 402	Math for Our World	4
or MTH 504	or Statistics	
or MTH 510	or Pre-Calculus	
General Education Course		4
Credits		16

Spring

COM 480	Visual Communication	4
CRIT 501	Introduction to Critical Inquiry	4
ENG 450	Introduction to Literature	4
PSY 525	Human Development	4
Credits		16

Second Year

Fall		Credits
ENG 555	Children's Literature	4
ENG 615	Young Adult Literature	4
ENG 620	Multicultural Perspectives through Literature	4
or ENG 645	or Disability in Literature and Culture	
ENG 675	Survey of Classic Literature Through Film	4
Credits		16

Spring

COM 590	Professional Communication	4
ENG 505	Introduction to Language and Linguistics	4
ENG 604	Creative Writing	4
ENG 730	The Graphic Novel	4
or ENG 585	or Short Fiction	

Credits **16**

Third Year

Fall

CRIT 602	Advanced Critical Analysis and Strategic Thinking	4
IDIS 601	Interdisciplinary Seminar	4
EDC 500	Foundations of Education	4
EDC 700	Introduction to Field Experience and Program Requirements ^{Nonclinical; Complete CHRC Process}	1

General Education Course 4

Credits **17**

Spring

EDC 701	Special Education Law ^{Nonclinical}	4
EDC 703	The Dynamic Role of the Special Educator ^{Clinical A}	4
EDC 716	Students with Disabilities ^{Nonclinical}	4
EDC 717	Managing Student Behavior ^{Clinical A}	4

Credits **16**

Fourth Year

Fall

EDC 718	Transition Planning & Developing IEPs ^{Clinical B}	2
EDC 720	Instructional Methods, Strategies, and Technologies to Meet the Needs of All Students ^{Clinical A}	4
EDC 721	Assessment of Students with Disabilities ^{Clinical B}	4
EDC 723	Teaching Language Arts and Literacy ^{Clinical A}	6

Credits **16**

Spring

EDC 798	Culminating Teaching Experience and Seminar ^{Clinical A}	4
Elective		4

Credits **8**

Total Credits **121**

Note: Only 1 Clinical course allowed per term

Student Learning Outcomes

- Develop a working understanding of current brain research and its implications for teaching and learning.
- Develop the skills to access and utilize technology as a tool to empower teaching and learning.
- Develop a solid understanding of the utilization of formative and summative assessment for program design, monitoring student progress and evaluating teaching effectiveness.

- Work with colleagues to observe, analyze and provide feedback on student progress and teaching effectiveness.
- Utilize research methods and materials, pedagogies and assessment strategies to teach for understanding and application specific to content area.