

EDUCATION (B.A.)

<https://cola.unh.edu/education/program/ba/education>

Description

The Education major offers opportunities to integrate knowledge and research methodologies from several academic disciplines and field sites into a focused examination of the interdisciplinary field of education. The four-year Education major is designed for students who seek a rich understanding of education grounded in science, the arts and the humanities. The principles of equity, diversity and inclusion are woven throughout every course and clinical experience.

All declared Education majors will start as students in the Non-Licensure program. Students meeting minimum requirements can apply during the spring of their sophomore year to the Integrated Licensure Elementary and ESOL Education Program. Graduates of the Integrated Licensure Program will be eligible for certification by the NH Department of Education in elementary education plus English to Speakers of Other Languages (ESOL).

The goal of the program is to graduate civically, globally and intellectually engaged students who understand the complexities of education, are capable of analyzing and evaluating complex problems influencing education from a variety of disciplinary perspectives, and are committed to becoming community teachers – teachers who are leaders and role-models in the communities in which they teach. Program graduates will be prepared for present and future challenges as well as for a wide range of employment opportunities in educational and professional settings engaged in educational policy, community-based education and educational advocacy.

Requirements

Degree Requirements

Minimum Credit Requirement: 128 credits

Minimum Residency Requirement: 32 credits must be taken at UNH

Minimum GPA: 2.0 required for conferral*

Core Curriculum Required: Discovery & Writing Program Requirements

Foreign Language Requirement: Yes

All Major, Option and Elective Requirements as indicated.

*Major GPA requirements as indicated.

Candidates for a degree must satisfy all of the University Discovery Program and Writing Program requirements in addition to satisfying the requirements of each individual major program. Bachelor of arts candidates must also satisfy the foreign language proficiency requirement.

Major Requirements

Path A: Non-Licensure Inclusive Studies requires 52 credits. The required minimum overall GPA in major coursework is 3.0.

Path B: Integrated Licensure Elementary and ESOL Education requires 72 credits. The required minimum GPA in major coursework is a 3.2 with an overall 3.2 GPA required for admission to Path B.

Code	Title	Credits
Required Foundations Courses		
EDUC 402	Introduction to Educational Studies: Social Change and Education in Local and Global Contexts	4
EDUC 500	Exploring Teaching	4
EDUC 550	Language and Linguistic Diversity in Schools	4
EDUC 605	Educational Perspectives in Critical Times	4
EDUC 656	Advocating for Diverse and Inclusive Family-School-Community Partnerships	4
EDUC 701	Human Development & Learning: Cultural Perspectives	4
or PSYC 581	Child Development	
PATH A: Non-Licensure Inclusive Studies Requirements		
Select one course (4 credits) from the following:		
EDUC 520	Education, Poverty, and Development	
EDUC 525	Teaching Race	
<i>Diverse and Inclusive Communities</i>		
Select three courses (12 credits) from the following:		
EDUC 506	Mentoring Readers and Writers in the Elementary Grades	
EDUC 556	Peer to Peer Mentoring for Students with Disabilities	
EDUC 650	Introduction to Disability in Inclusive Schools and Communities	
EDUC 718	Critical Social Justice in and Beyond Education	
EDUC 739	Equitable Assessment and Individualized Educational Planning: Building Access and Agency	
EDUC 740	Advanced Methods for Inclusive Curricular Design and Teaching: Building Access and Agency, Part II	
ENGL 716	Curriculum, Materials and Assessment in English as a Second Language	
Additional courses may be selected in consultation with advisor in the following subject areas: Justice Studies, Gender Studies, Health and Physical Education, Arts, Theater, and Psychology.		
<i>Curriculum and Methods</i>		
Select two courses (8 credits) from the following:		
EDUC 703C	Classroom Management: Creating Positive Learning Environments	
EDUC 703F	Teaching Elementary School Science	
EDUC 703M	Teaching Elementary Social Studies	
EDUC 706	Teaching & Learning Literacy in the Elementary Classroom	
EDUC 712	Teaching Multilingual Learners	
EDUC 733	Teaching Writing in the Elementary Grades	
EDUC 734	Critical Perspectives on Children's Literature	
EDUC 751A	Inclusive Elementary Education: Literacies and Learning for Diverse Learners	
EDUC 761	Designing Curriculum for Inclusive, Equitable Settings for Young Children (birth-8)	
MATH 601	Exploring Mathematics for Teachers I	
MATH 703	Teaching of Mathematics in Grades K-5	
<i>Culminating Experience</i>		
EDUC #784	Educators as Community-Engaged Researchers	
PATH B: Integrated License in Elementary and ESOL Education Requirements		
EDUC 703F	Teaching Elementary School Science	
EDUC 703M	Teaching Elementary Social Studies	
EDUC 706	Teaching & Learning Literacy in the Elementary Classroom	
EDUC 712	Teaching Multilingual Learners	
EDUC 751A	Inclusive Elementary Education: Literacies and Learning for Diverse Learners	
MATH 601	Exploring Mathematics for Teachers I	
MATH 703	Teaching of Mathematics in Grades K-5	
ENGL 405	Introduction to Linguistics	
or ENGL 791	English Grammar	
ENGL 716	Curriculum, Materials and Assessment in English as a Second Language	
<i>Culminating Experience</i>		
EDUC 798	Internship and Seminar in Inclusive Teaching	
EDUC 799	Internship and Seminar in Inclusive Teaching	

Education Language Requirement

The bachelor of arts degree at the University of New Hampshire requires that students satisfy the foreign language proficiency requirement. The requirement may be met by demonstrating language proficiency equal to a one-year college-level course (401 and 402, 403 and 503, 501 [Latin only], or 503 and above in a spoken language). American Sign Language

courses meet the foreign language proficiency requirement for Education majors when COMM 401 American Sign Language I and COMM 502 American Sign Language II have been completed. Education students seeking NH teaching certification are required to take a minimum of two semesters of a foreign language to meet certification requirements

Course selection for the B.A. in Education is designed in close consultation with an Education Department advisor.

Student Learning Outcomes

- GOAL ONE: Our students effectively analyze the social dimensions of education, including issues of culture, gender, equity, health and economics.
- GOAL TWO. Our students demonstrate depth of knowledge in their subjects; recognize how knowledge in their subjects is created, organized and linked to other disciplines; identify the organizing themes and central concepts necessary for understanding a subject; and identify associated content necessary for students to understand these themes and concepts.
- GOAL THREE. Our students understand how students develop and learn; treat students equitably and work diligently to help each student reach their potential; and create and maintain an atmosphere conducive to learning.
- GOAL FOUR. Our students demonstrate specialized knowledge of how to teach subject matter to their students. They use multiple approaches to facilitate student learning. They create lessons that are engaging, appropriately challenging, and motivating for students. They involve students in thoughtful inquiry and reflection.
- GOAL FIVE. Our students use multiple strategies to assess students, regularly assess student progress using appropriate measures, and demonstrate the ability to make informed decisions about students and their learning based on classroom, district, and state assessments.
- GOAL SIX. Our students make well-reasoned choices and decisions within the complex and demanding conditions of teaching. They analyze the effects of their actions and make appropriate changes. They consider the moral and philosophical implications of educational decisions. They improve their practice by reflecting on their own experience, observing others, seeking advice and drawing upon educational research and scholarship.
- GOAL SEVEN. Our students assess the relative merits of educational reform efforts and determine their appropriateness to the classroom, school and broader societal contexts in which teaching and learning occur. They develop and articulate their own conceptual and philosophical perspective on teaching and learning based on professional experience and current theories and research in education. They understand the nature of educational change, the teacher's role in the change process, and are willing to take risks as advocates for the benefit of students, teachers, and the profession.
- GOAL EIGHT. Our students are active members of learning and professional communities. They work with colleagues to enhance their own teaching, learning and professional development, and work collaboratively with students, peers, and community members to create and contribute to effective learning environments.