ENGLISH LANGUAGE ARTS / EARLY CHILDHOOD EDUCATION AND EARLY CHILDHOOD SPECIAL EDUCATION (B.S.)


Description

Individuals who complete this dual certification program will be eligible for New Hampshire Department of Education teacher certification in Early Childhood (Birth-Age 8) and Early Childhood Special Education (Birth-Age 8). 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MTH 402</td>
<td>Math for Our World</td>
<td>4</td>
</tr>
<tr>
<td>MTH 504</td>
<td>Statistics</td>
<td></td>
</tr>
<tr>
<td>MTH 510</td>
<td>Pre-Calculus</td>
<td></td>
</tr>
<tr>
<td>CRIT 602</td>
<td>Advanced Critical Analysis and Strategic Thinking</td>
<td>4</td>
</tr>
<tr>
<td>IDIS 601</td>
<td>Interdisciplinary Seminar</td>
<td>4</td>
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</table>

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 420</td>
<td>The Writing Process</td>
<td></td>
</tr>
<tr>
<td>One Writing Intensive course in the Major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Writing Intensive course at the 600-level or above</td>
<td></td>
<td></td>
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<tr>
<td>One Additional Writing Intensive Course</td>
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</table>

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDC 501</td>
<td>Foundations of Early Childhood Education</td>
<td>4</td>
</tr>
<tr>
<td>EDC 704</td>
<td>Introduction to Field Experience and Program Requirements</td>
<td>1</td>
</tr>
<tr>
<td>EDC 705</td>
<td>Young Children with Exceptionalities, Birth-Age 8</td>
<td>4</td>
</tr>
<tr>
<td>EDC 706</td>
<td>Special Education Law</td>
<td>4</td>
</tr>
<tr>
<td>EDC 707</td>
<td>The Dynamic Role of the Special Educator</td>
<td>4</td>
</tr>
<tr>
<td>EDC 708</td>
<td>Assessment of Young Children in Early Childhood and Early Childhood Spec. Education, Birth to Age 8</td>
<td>4</td>
</tr>
<tr>
<td>EDC 709</td>
<td>Collaboration, Consultation and Teaming in Early Childhood &amp; Early Childhood Special Education</td>
<td>4</td>
</tr>
<tr>
<td>EDC 710</td>
<td>IFSPs, IEPs, and Transition Planning - Birth to Age 8</td>
<td>2</td>
</tr>
<tr>
<td>EDC 711</td>
<td>Behavior Interventions for Young Children in Early Childhood/Early Childhood Special Education</td>
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Advanced Level Education Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDC 708</td>
<td>Science, Technology, Engineering &amp; Mathematics in Early Childhood and Early Childhood Spec Education</td>
<td>4</td>
</tr>
<tr>
<td>EDC 709</td>
<td>Teaching Language Arts and Literacy in Early Childhood and Early Childhood Spec Education</td>
<td>6</td>
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</table>
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 EDC 700 Introduction to Field Experience and Program Requirements.
- Praxis II-EC Education of Young Children Exam required. Students must attempt to pass Praxis II exam prior to taking the Culminating Teaching Experience & Seminar. Passing exam scores are required for state certification.
- Pearson Foundations of Reading Exam required. Passing Pearson Foundations of Reading Exam Scores must be submitted prior to taking the Culminating Teaching Experience & Seminar.

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

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 420</td>
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</tr>
<tr>
<td>COM 460</td>
<td>4</td>
</tr>
<tr>
<td>MTH 402 or MTH 504 or MTH 510</td>
<td>4</td>
</tr>
<tr>
<td>General Education Course</td>
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<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>COM 480</td>
<td>4</td>
</tr>
<tr>
<td>CRIT 501</td>
<td>4</td>
</tr>
<tr>
<td>ENG 450</td>
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Second Year

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ENG 555</td>
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<tr>
<td>ENG 620</td>
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</tr>
<tr>
<td>ENG 645</td>
<td>4</td>
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<tr>
<td>ENG 675</td>
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<thead>
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<th>Credits</th>
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<tbody>
<tr>
<td>COM 590</td>
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</tr>
<tr>
<td>ENG 505</td>
<td>4</td>
</tr>
<tr>
<td>ENG 604</td>
<td>4</td>
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<tr>
<td>PSY 470</td>
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Third Year

<table>
<thead>
<tr>
<th>Fall</th>
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<tbody>
<tr>
<td>CRIT 602</td>
<td>4</td>
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<tr>
<td>IDIS 601</td>
<td>4</td>
</tr>
<tr>
<td>EDC 501</td>
<td>4</td>
</tr>
<tr>
<td>EDC 700</td>
<td>1</td>
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<table>
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<tr>
<td>EDC 506</td>
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<tr>
<td>EDC 701</td>
<td>4</td>
</tr>
<tr>
<td>EDC 703</td>
<td>4</td>
</tr>
<tr>
<td>EDC 704</td>
<td>4</td>
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<tr>
<td>EDC 707</td>
<td>4</td>
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Fourth Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDC 705</td>
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<tr>
<td>EDC 706</td>
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<td>EDC 707</td>
<td>4</td>
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<tr>
<td>EDC 709</td>
<td>6</td>
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<table>
<thead>
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<tbody>
<tr>
<td>First Year</td>
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<tr>
<td>16</td>
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<td>Fourth Year</td>
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<td>20</td>
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</table>
Spring

EDC 710  Curriculum, Assessment and Instruction in Early Childhood/Early Childhood SPED - Birth to Age 8  Clinical A  4

EDC 798  Culminating Teaching Experience and Seminar  Clinical A  4

Credits  8

Total Credits  121

Note: Only 1 Clinical A 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.