MATH STUDIES / GENERAL SPECIAL EDUCATION (B.S.)

Description

Individuals who complete this certification program will be eligible for the New Hampshire Department of Education teacher certification in General Special Education (K-12).

This is a field-based program for qualified participants working or volunteering in approved programs or education settings. The key components of this program include mentorship of the teacher candidates by highly skilled professionals in the field, the hands-on experience of working with children in educational settings, and the opportunity to build your teaching capacity over time.

Graduates of this program will be eligible for certification in General Special Education (K-12).

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.

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:

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.

Special Education (K-12).

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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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
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</tr>
<tr>
<td>Fall</td>
<td></td>
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<tr>
<td>COM 460</td>
<td>Interpersonal Communication and Group Dynamics</td>
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<tr>
<td>ENG 420</td>
<td>The Writing Process</td>
<td>4</td>
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<tr>
<td>MTH 402</td>
<td>Math for Our World</td>
<td>4</td>
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<td>General Education Course</td>
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<td>4</td>
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<tr>
<td></td>
<td><strong>Credits</strong></td>
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<tr>
<td>Spring</td>
<td></td>
<td></td>
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<tr>
<td>COM 480</td>
<td>Visual Communication</td>
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<tr>
<td>CRIT 501</td>
<td>Introduction to Critical Inquiry</td>
<td>4</td>
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<tr>
<td>MTH 504</td>
<td>Statistics</td>
<td>4</td>
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<td>MTH 510</td>
<td>Pre-Calculus</td>
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<td><strong>Second Year</strong></td>
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<tr>
<td>Fall</td>
<td></td>
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<tr>
<td>MTH 702</td>
<td>Mathematical Proof</td>
<td>4</td>
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<tr>
<td>MTH 703</td>
<td>Number Systems</td>
<td>4</td>
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<tr>
<td>MTH 705</td>
<td>Calculus I</td>
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<td></td>
<td><strong>Credits</strong></td>
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<tr>
<td>Spring</td>
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<tr>
<td>MTH 704</td>
<td>Geometric Structures</td>
<td>4</td>
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<tr>
<td>MTH 706</td>
<td>History of Mathematics</td>
<td>4</td>
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<tr>
<td>PSY 525</td>
<td>Human Development</td>
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<td>Elective</td>
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<tr>
<td><strong>Third Year</strong></td>
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<tr>
<td>Fall</td>
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<td>CRIT 602</td>
<td>Advanced Critical Analysis and Strategic Thinking</td>
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<td>IDIS 601</td>
<td>Interdisciplinary Seminar</td>
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<td>EDC 500</td>
<td>Foundations of Education</td>
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<td><strong>Credits</strong></td>
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Note: Only 1 Clinical A course allowed per term

EDC 700  Introduction to Field Experience and Program Requirements 1
Elective 4

Fourth Year

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<thead>
<tr>
<th>Course</th>
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<tr>
<td>EDC 720</td>
<td>Instructional Methods, Strategies, and Technologies to Meet the Needs of All Students</td>
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<td>EDC 718</td>
<td>Transition Planning &amp; Developing IEPs</td>
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<td>EDC 723</td>
<td>Teaching Language Arts and Literacy</td>
<td>6</td>
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<tr>
<td>EDC 721</td>
<td>Assessment of Students with Disabilities</td>
<td>4</td>
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<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
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<tr>
<td>Spring</td>
<td></td>
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<tr>
<td>EDC 798</td>
<td>Culminating Teaching Experience and Seminar</td>
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<td>Elective</td>
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<td><strong>Total Credits</strong></td>
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</table>

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.