SO 2  

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

https://cps.unh.edu/online/program/bs/social-studies-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).

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.

*A 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.

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 402</td>
<td>Math for Our World</td>
<td>4</td>
</tr>
<tr>
<td>MTH 504</td>
<td>Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MTH 510</td>
<td>Pre-Calculus</td>
<td>4</td>
</tr>
<tr>
<td>PSY 425</td>
<td>Knowledge of Human Behavior &amp; Social Systems</td>
<td>4</td>
</tr>
<tr>
<td>MAT 125</td>
<td>Knowledge of the Physical &amp; Natural World</td>
<td>4</td>
</tr>
<tr>
<td>HUM 125</td>
<td>Knowledge of Human Thought &amp; Expression</td>
<td>4</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>
</tr>
</tbody>
</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:

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ENG 430</td>
<td>The Writing Process</td>
<td></td>
</tr>
<tr>
<td>One Writing Intensive course in the Major</td>
<td></td>
<td></td>
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<tr>
<td>One Writing Intensive course at the 600-level or above</td>
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<tr>
<td>One Additional Writing Intensive Course</td>
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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.

Select one of the following:

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</tr>
</thead>
<tbody>
<tr>
<td>EDC 500</td>
<td>Foundations of Education</td>
<td>4</td>
</tr>
<tr>
<td>EDC 706</td>
<td>Introduction to Field Experience and Program Requirements</td>
<td>1</td>
</tr>
<tr>
<td>EDC 701</td>
<td>Special Education Law</td>
<td>4</td>
</tr>
<tr>
<td>EDC 703</td>
<td>The Dynamic Role of the Special Educator</td>
<td>4</td>
</tr>
<tr>
<td>EDC 716</td>
<td>Students with Disabilities</td>
<td>4</td>
</tr>
<tr>
<td>EDC 717</td>
<td>Managing Student Behavior</td>
<td>4</td>
</tr>
<tr>
<td>EDC 720</td>
<td>Instructional Methods, Strategies, and Technologies to Meet the Needs of All Students</td>
<td>4</td>
</tr>
<tr>
<td>EDC 718</td>
<td>Transition Planning &amp; Developing IEPs</td>
<td>2</td>
</tr>
<tr>
<td>EDC 721</td>
<td>Assessment of Students with Disabilities</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 73

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 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
First Year
Fall
COM 460  Interpersonal Communication and Group Dynamics  4
ENG 420  The Writing Process  4
HIS 402  Great Civilizations  4
MTH 402  Math for Our World
or MTH 504  or Statistics
or MTH 510  or Pre-Calculus  4
Credits  16
Spring
COM 480  Visual Communication  4
CRIT 501  Introduction to Critical Inquiry  4
HIS 411  United States History: 1865 to the Present  4
POL 450  American Government and Politics  4
Credits  16

Second Year
Fall
POL 690  The US in World Affairs  4
HIS 611  Themes in World History  4
MTH 504  Statistics  4
General Education Course  4
Credits  16
Spring
ECO 470  Principles of Economics  4
PSY 525  Human Development  4
SCI 470  Physical Geography  4
General Education Course  4
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
Elective  4
Credits  17
Spring
EDC 703  The Dynamic Role of the Special Educator  Clinical A  4
EDC 716  Students with Disabilities  Nonclinical  4
EDC 701  Special Education Law  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 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.