

# 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 integral to many courses and experiences.

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 leaders and role models in the communities in which they work. 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.

The BA in Education does not lead to teacher licensure. Students in the Education major interested in a licensure program (e.g., Elementary School teaching) may apply to the Accelerated Master's program at UNH and potentially finish both the BA in Education and MEd in five years.

## 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

The Education BA requires 52 credits. The required minimum overall GPA in major coursework is 3.0.

Code	Title	Credits
<b>Required Foundations Courses</b>		
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 or PSYC 581	Human Development & Learning: Cultural Perspectives Child Development	4
<b>Total Credits</b>		<b>24</b>
<b>Code</b>	<b>Title</b>	<b>Credits</b>
<b>Required Courses</b>		
Select one course from the following:		4
EDUC 520	Education, Poverty, and Development	
EDUC 525	Teaching Race	
<b>Diverse and Inclusive Studies</b>		
Select two electives from the following in consultation with advisor:		8
ENGL 405	Introduction to Linguistics	
LING 405	Introduction to Linguistics	
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	Assessment and Individualized Educational Planning in Special and Inclusive Education	
EDUC 740	Advanced Methods for Inclusive Curricular Design and Teaching: Building Access and Agency	
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.		
<b>Curriculum and Methods</b>		
Select two courses from the following:		8
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	
<b>Culminating Experience</b>		
EDUC 795	Independent Study	4
<b>Total Credits</b>		<b>24</b>

## 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.

## Degree Plan

### Sample Degree Plan

*This sample degree plan serves as a general guide; students collaborate with their academic advisor to develop a personalized degree plan to meet their academic goals and program requirements.*

#### First Year

Fall		Credits
EDUC 402	Introduction to Educational Studies: Social Change and Education in Local and Global Contexts	4

ENGL 401	First-Year Writing	4
Discovery Course		4
Discovery Course		4
<b>Credits</b>		<b>16</b>
<b>Spring</b>		
EDUC 550	Language and Linguistic Diversity in Schools	4
Discovery Course		4
Discovery Course		4
Discovery Course		4
<b>Credits</b>		<b>16</b>
<b>Second Year</b>		
<b>Fall</b>		
EDUC 605	Educational Perspectives in Critical Times	4
Discovery Course		4
Foreign Language Course		4
EDUC 500	Exploring Teaching	4
<b>Credits</b>		<b>16</b>
<b>Spring</b>		
EDUC 656	Advocating for Diverse and Inclusive Family-School-Community Partnerships	4
Discovery Course		4
Foreign Language Course		4
Elective Course		4
<b>Credits</b>		<b>16</b>
<b>Third Year</b>		
<b>Fall</b>		
EDUC 520 or EDUC 525	Education, Poverty, and Development or Teaching Race	4
Diverse and Inclusive Studies Course		4
Elective Course		4
Elective Course		4
<b>Credits</b>		<b>16</b>
<b>Spring</b>		
Curriculum and Methods Course		4
Diverse and Inclusive Studies Course		4
Elective Course		4
Elective Course		4
<b>Credits</b>		<b>16</b>
<b>Fourth Year</b>		
<b>Fall</b>		
EDUC 701	Human Development & Learning: Cultural Perspectives	4
Diverse and Inclusive Studies Course		4
Elective Course		4
Elective Course		4
<b>Credits</b>		<b>16</b>
<b>Spring</b>		
EDUC 795	Independent Study	2-4
Curriculum and Methods Course		4
Elective Course		4

Elective Course	4
<b>Credits</b>	<b>14-16</b>
<b>Total Credits</b>	<b>126-128</b>

## Student Learning Outcomes

### Program 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 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 FIVE: 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 SIX: 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.