

Human Development and Family Studies Early Childhood Education Teacher Preparation Program

The Early Childhood Education Teacher Preparation program prepares students for a career in teaching young children. Course work for this program is designed to maximize in-classroom mentorship and to provide a broad range of exposure from birth to 3rd Grade. This competitive program within the Child Development Concentration in the Human Development and Family Studies Department is approved by the New Hampshire State Board of Education (NH



Credentialing Endorsement: Early Childhood Education (N-3), EIS Code 1866, Admin Rule #507.18). Reciprocity of the certification with other states varies, so students interested in teaching in other states should contact each state directly.

This program requires 76 credits of pre-approved departmental and supporting course work. Requirements and instructions for the application process for this program are detailed below. Students who wish to be considered for the program must indicate their interest at the time of application to the major so that an appropriate plan of study can be arranged.

Application Requirements

Please note that this is a competitive program with limited enrollment. Juniors in the Child Development Concentration who have maintained a *minimum* overall GPA of 3.2, and a departmental GPA of 3.2 are eligible to apply. Those accepted into the program must maintain this level of achievement throughout the program. Students must be prepared to have their own transportation for off-campus placements as needed.

Applications are available through the department website, and are due by **March 1** of each year. Completed applications will be reviewed by the Child Development faculty. Admission decisions will be made by mid-March. Acceptance into the program is contingent upon passing the PRAXIS Core Academic Skills for Educators test scores (Reading 5712, Writing 5722, and Math 5732), or having received approval from the New Hampshire Department of Education for a Praxis Core Waiver Request. Provisional admission may be given to those who have not yet taken and passed the PRAXIS Core Academic Skills test with final admission pending the submission of a passing test score (or approved waiver request).

Program Requirements

Child Development Concentration Foundation Courses (32 Credits):

<u>Course</u>	<u>Course Title</u>
HDFS 525	Human Development
HDFS 545	Intimate Relationships and Families
HDFS 623	Developmental Perspectives on Infancy and Early Childhood
HDFS 635	Teaching and Learning in Early Childhood Settings (56 classroom hours)
HDFS 709	Child Development Internship at CSDC (140 classroom hours)
HDFS 734	Curriculum for Young Children
HDFS 743	Families, Schools, and Community
HDFS 771	Observation and Assessment of Young Children

One Course in Statistics

Psych 402 – **OR** – SOC 502 – **OR** – HHS 540

Required Senior Year Internship Courses (12 credits)

The final phase of the program is comprised of three courses including a culminating student teaching experience.

<u>Course</u>	<u>Credits</u>	<u>Course Title (see course descriptions below)</u>
HDFS 785	2	Seminar for Student Teachers – Fall Semester
HDFS 786	2	Seminar for Student Teachers – Spring Semester
HDFS 788	8	Student Teaching of Young Children – Spring Semester

Other Required Courses for Teacher Preparation (28 credits)

These courses are subject to change to meet state certification requirements in subsequent years. Any Education course taken for a teacher licensure requirement must be completed with a grade of B- or better. **This applies to any courses from other departments that have been designated as equivalent to an Education course.**

<u>Course</u>	<u>Credits</u>	<u>Course Title</u>
EDUC 500	4	Exploring Teaching
MATH 601	4	Exploring Math for Teachers
EDUC 741	4	Exploring Mathematics with Young Children
EDUC 706	4	Introduction to Reading in the Elementary School
EDUC 703M	4	Teaching Elementary School Social Studies
EDUC 703F	4	Teaching Elementary School Science
EDUC 751A or 760	4	EDUC 751A Educating Exceptional Learners: Elementary <u>or</u> EDUC 760 Introduction to Young Children with Special Needs

Obtaining State Teacher Certification

For detailed information about the State of New Hampshire Department of Education Certification requirements, please visit <http://education.nh.gov/certification/>.

Teacher candidates must submit a passing PRAXIS Core Academic Skills for Educators test scores (Reading 5712, Writing 5722, and Math 5732), or have received approval from the New Hampshire Department of Education for a Praxis Core Waiver Request (<https://www.ets.org/praxis/nh/requirements>). A Praxis Core Waiver Requests can be submitted if you have performance at or above the fiftieth percentile on a nationally recognized test in the areas of reading, writing and mathematics such as, but not limited to, the SAT, GRE, or ACT. If you wish to submit a waiver, email the program coordinator, Dr. Kimberly Nesbitt (kimberly.nesbitt@unh.edu), to learn about the process. It is preferred that you completed this requirement by the time you apply to the program. However, if your application will be considered and provisional status could be granted without scores. However, scores must be submitted by the last day of the UNH Spring final exams of their junior year.

All teacher candidates are expected to take the PRAXIS II for ECE CONTENT (0022 or 5022) and the New Hampshire Foundation prior to graduation. PLEASE NOTE that without the required set of passing PRAXIS Core Academic Scores for Educators, PRAXIS II, and Foundations of Reading test scores, although students may graduate from UNH with a Bachelor's degree in Human Development and Family Studies and have completed the coursework along with all student teaching requirements, they **will not** be eligible to apply for the New Hampshire State Teaching Certificate. This is a State of NH requirement; not a condition for graduation from UNH.

In order to fulfill a teaching contract with a public school district, a prospective teacher must be certified by the state in which he/she is to be employed. Certification by the state is not an automatic event upon graduation and must be initiated by the teacher candidate. If certification by the state of New Hampshire is desired, teacher candidates must complete and mail in the necessary forms which will be given to them at the end of the successful student teaching experience by the UNH Certification Officer. Issuance of a teaching certificate in many states is based upon the specific certificate received in the home state. If application is not made in a timely manner upon graduation, the teacher candidate is subject to any new requirements in place at the time of application.

Internship Course Descriptions

HDFS 785 is a fall semester seminar-based course intended to prepare students, as teacher candidates, for the student teaching experience in the spring semester. This course emphasizes students' continued development as learners, researchers, and collaborators. Discussions and projects focus on the ways in which these three roles are developed within the classroom and school community. Students meet as a cohort in weekly seminars on campus.

Students should expect to spend a **minimum of five hours per week** in their assigned classroom (60+ hours). Other expectations for this course include, but not limited to, preparing a resumé, observing at other sites, attending professional conferences, starting a professional portfolio to document their achievement of professional teaching standards, and completing additional assignments and readings.



HDFS 786 and 788 provide the capstone student teaching experience in the spring semester of the senior year. Students should expect to spend a **minimum of twenty-five hours per week** (a *minimum* of 325+ hours total) in their assigned classrooms, gradually assuming increasing teaching responsibilities, culminating in the assumption of two to three lead-teaching weeks.

Additional hours outside of actual classroom/program operation hours are expected for meeting and planning with cooperating teachers, preparing for teaching, and attending parent conferences and other school functions, as well as attending professional conferences. Seminars provide continued opportunity for reflection on students' development as teacher candidates, reflecting on classroom practices, identifying teaching strengths and weaknesses, and planning for their first professional appointment as teachers of young learners. Students should be prepared to meet weekly after school hours, and to complete and present their professional portfolio to faculty and related professionals in the field.