

Young Child Specialization

The Young Child Specialization is designed for students who have a broad interest in working with young children ranging in age from birth to eight years. This specialization has three major foci that include child development, developmentally appropriate curriculum development and socio-constructivist teaching methodologies, and home-school-community relations. This specialization prepares undergraduates for careers in early childhood education and related fields requiring a strong knowledge of early development and early childhood programs. Please consult the *Professional Development and Career Opportunities* booklet for a listing of possible careers.

Students who are interested in pursuing a teaching career with preschool and kindergarten-aged children are highly encouraged to apply for admission to the competitive Preschool to 3rd Grade (P-3) Early Childhood Education Teaching Certification Program during the fall of the junior year (see the P-3 Program overview for description, requirements, and application procedures). Those who plan to pursue the master's program in the Education Department should take EDUC 500 as early in their undergraduate program as possible AND work with BOTH their Family Studies advisor and an Education Department advisor to ensure a smooth application into that graduate program.

Departmental Requirements (Minimum of 36 Credits)

<u>Course #</u>	<u>Credits</u>	<u>Course Title</u>
FS 525	4	Human Development
FS 545	4	Family Relations
FS 623	4	Developmental Perspectives on Infancy and Early Childhood
FS 635*	4	Teaching and Learning in Early Childhood Settings
FS 708/709*	4 to 8	Advanced Nursery School and Child Development Internship
FS 733	4	Supervising Programs for Young Children
FS 734	4	Curriculum for Young Children
FS 743	4	Families, Schools, and Community
FS 771	4	Observation and Assessment of Young Children

***Practicum-Based Courses:**

FS 635 – Weekly seminar and weekly 4-hour laboratory experience working with nursery school children at the UNH Child Study and Development Center (CSDC).

Lab times arranged when requesting permission

Prerequisites – FS 525 and FS 623

Permission required

Special fee

4 credits

FS 708/709 - Weekly 10-hour internship working with children between birth and 5 years at the CSDC (www.csdc.unh.edu) and weekly 1-hour seminar.

Prerequisites – FS 623 and 635

Permission required

Special fee

CR/F

Four credits are required and may be repeated up to a total of 8 credits.

Major Requirements

PSYCH 402 or SOC 502 or HHS 540

Supporting Courses

Recommended supporting courses may include but not limited to the following list. A minimum of 20 credits is required, of which 12 must come from outside Family Studies and 2 must be at the 700 level. Please consult with your advisor.

<u>Course #</u>	<u>Course Title</u>
FS 760	Family Programs and Policies
FS 757	Race, Class, Gender and Families
FS 772	International Approaches to Child Advocacy
FS 773	International Perspectives on Children and Families
FS 794	Families and the Law
FS 797	Advanced Special Topics - Families in Poverty
KIN 675	Motor Development and Learning (or KIN 600 Movement and Gymnastics)
THDA 622	Storytelling, Story Theatre and Involvement Dramatics
THDA 583	Introduction to Puppetry
EDUC 500	Exploring Teaching
EDUC 706	Introduction to Reading in the Elementary School
EDUC 733	Introduction to the Teaching of Writing
EDUC 734	Children's Literature
EDUC 741	Exploring Mathematics with YC (or MATH 601 Exploring Mathematics for Teachers I)
EDUC 750	Introduction to Exceptionality
EDUC 751A	Educating Exceptional Learners: Elementary
EDUC 760	Introduction to Young Children with Special Needs
PSYCH 780	Prenatal Development and Infancy
PSYCH 783	Cognitive Development
PSYCH 785	Social Development
SW 705	Child Welfare: Policies, Programs, and Practice
SOC 520	The Family
SOC 525	Juvenile Crime and Delinquency
SOC 540	Social Problems

Students are responsible for insuring they have met all requirements.

Preschool to 3rd Grade (P-3) Early Childhood Education Teacher Certification Program ***Subject to review to meet new State ECE certification standards**

The Early Childhood Education P-3 Teacher Certification Program prepares students for a career in teaching young children. Coursework for this program is designed to maximize in-classroom mentorship and to provide a broad range of exposure across the preschool to 3rd grade levels. However, student teaching will be in preschool and kindergarten settings. This competitive program within the Young Child Specialization in the Family Studies Department is approved by the New Hampshire State Board of Education. Reciprocity of the P-3 certification with other states varies. Students interested in teaching in others 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 P-3 Teacher Certification 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

Juniors in the Young Child Specialization who have maintained a *minimum* overall GPA of 2.8, a departmental GPA of 3.0 are eligible to apply. Please note that this is a competitive program with limited enrollment. Those accepted into the program must maintain this level of achievement throughout the program and must be prepared to have their own transportation for off-campus placements as needed. Applications are available through the Family Studies departmental website, and are due by February 15 of each year. Completed applications will be reviewed by the Young Child faculty and admission decisions will be made by mid March. Provisional admission may be given to those who have not yet taken and passed the PRAXIS I tests at the time of application in mid February. Final admission will be given pending the submission of passing PRAXIS I test scores by the last day of final exams at the end of the junior year (see additional certification information below).

P-3 Program Requirements (48 Family Studies and 28 supporting course credits)

Core Foundation Courses

As with the Young Child Specialization, students must successfully complete the following department required courses (36 credits):

<u>Course</u>	<u>Course Title</u>
FS 525	Human Development
FS 545	Family Relations
FS 623	Developmental Perspectives on Infancy and Early Childhood
FS 635	Teaching and Learning in Early Childhood Settings (56 classroom hours)
FS 708/709	Child Development Internship at CSDC (140 classroom hours)
FS 734	Curriculum for Young Children
FS 733	Supervising Programs for Young Children
FS 743	Families, Schools, and Community
FS 771	Observation and Assessment of Young Children

Required P-3 Senior Year Internship Courses (12 credits)

The final phase of the P-3 Certification Program is comprised of three courses including a culminating student teaching experience. Students are expected to follow the vacation schedule of their placement site and **not** the UNH Spring Break vacation schedule, and must have their own transportation to and from the placement site for both semesters.

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

Other Required Courses for P-3 Certification (28 credits)

These courses are subject to change to meet state certification requirements in subsequent years.

<u>Course</u>	<u>Credits</u>	<u>Course Title</u>
KIN 675	4	Motor Development and Learning (or KIN 600)
THDA 522	4	Storytelling (or THDA 583)
*EDUC 500	4	Exploring Teaching (w/ placement in 1 st , 2 nd , or 3 rd grade)
EDUC 741	4	Exploring Mathematics with Young Children (OR MATH 601 Exploring Math for Teachers)
EDUC 706	4	Introduction to Reading in the Elementary School (w/ practicum in a 1 st , 2 nd , or 3 rd grade)
EDUC 760	4	Introduction to Young Children with Special Needs
*EDUC 703M	2	Teaching Elementary School Social Studies (w/ focus on 1 st , 2 nd , or 3 rd grade on assignments)
*EDUC 703F	2	Teaching Elementary School Science (w/ focus on 1 st , 2 nd , or 3 rd grade on assignments)

A Note About Obtaining State Teacher Certification

Provisionally admitted P-3 teacher candidates are expected to submit passing PRAXIS I test scores by the last day of the UNH Spring final exams of their junior year. All P-3 program teacher candidates are expected to **take the PRAXIS II for ECE CONTENT prior to graduation. PLEASE NOTE** that without the required set of passing PRAXIS I and II test scores, although students may graduate from UNH with a Bachelor's degree in Family Studies and have completed the P-3 coursework along with all student teaching requirements, they **will not** be eligible to apply for the New Hampshire State P-3 Teaching Certificate. This is a State of NH requirement; not a condition for graduation from UNH. Information on the PRAXIS Tests is available on www.ets.org/praxis.

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, P-3 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.

P-3 Internship Course Descriptions

FS 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/bi-weekly seminars on campus. Students should expect to spend a **minimum of three hours per week** in their assigned classroom (42+ hours) and become first aid/CPR certified. 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.

FS 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-four hours per week** (a *minimum* of 300 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 or bi-weekly on campus after school hours, and to complete and present their professional portfolio to faculty and related professionals in the field.

Students are responsible for insuring they have met all requirements.