

## Teacher Education Program Description

### Undergraduate Teacher Preparation

Undergraduate Teacher Preparation is designed for the student who is earning his/her college degree with the goal of becoming a certified teacher. The undergraduate program requires three areas of study. General education provides students with a background in liberal arts. Students need to adhere to the General Education requirements stipulated by the Education major and any other major/concentration they are pursuing. Education coursework focuses on the development of an understanding of the teaching profession, diversity of learners, and effective teaching practices along with a series of supervised pre-professional experiences. The third area of study is a major in a discipline outside of education. Though the programs appear intensive, it is possible to complete most of them within four years, provided students seek the support of advisors, maintain required grades, and fulfill requirements for acceptance into Teacher Education during the second year.

Undergraduate students preparing for the teaching profession may choose from one of the following options:

#### Option I: Education.

Requires second major. See B.S. Education for more information.

- Early Childhood (birth through age eight)
- Elementary Education (kindergarten through grade 6/8)
- Elementary/Special Education (kindergarten through grade 6/8 plus general special education certification K-12)
- Middle-Junior High School Mathematics (typically grades 4-9)
- Secondary/Special Education (General special education certification K-12 with dual certification option available)

#### Option II: Secondary Teacher Certification.

See following majors for more information:

- Biology, Chemistry, Chemistry-Physics, Earth Sciences: Geology
- Social Studies - requires additional courses in one of the following majors:  
Geography, History, Social Science, Sociology
- English
- French or Spanish
- Mathematics

#### Option III: K-12 Certification.

See following programs for more information: Music, Physical Education, Applied Computer Science

### Undergraduate Policies and Procedures

The following are thematic to all of the undergraduate options in Teacher Education:

ESEC 100 Introduction to Teaching is offered to first-year students in the fall or spring. This course is designed to involve students in exploring the teaching profession, making preliminary career choices, and planning their years of study at the College.

PROGRAM PLANNING plays an important role in managing college life and in developing competence as a teacher. Students will be assigned a faculty advisor upon completion of Admission to Teacher Education (see below), declare their major(s), and develop a program of studies to fulfill requirements. The ROUTE Handbook, required for ESEC 100 and available in the KSC Bookstore, is designed to support students in planning their studies.

**ADMISSION TO TEACHER EDUCATION:** Admission to Keene State College does not necessarily guarantee admission to Teacher Education. Materials for application to Teacher Education are available in the Teacher Education and Graduate Studies Office in Rhodes Hall S111. Students are to meet the following requirements:

- Completion of the first three ESEC courses (ESEC 100, ESEC 150, ESEC 250) with a grade of C or better
- Reference form
- Passing scores (as determined by the State of New Hampshire Department of Education) on the Pre-Professional Skills Test (PRAXIS I)
- Completion of 36 credits (12 of which must be from KSC) with a GPA of 2.5
- Evidence of meeting specified standards in order to pursue certification programs
- Payment of \$30

TRANSFER CREDITS: Students who wish to transfer credits into a teacher certification option must apply through the Department chair. Ordinarily, no more than four credits from another institution may be applied to satisfy program requirements due to the uniqueness of ESEC courses.

FIELD EXPERIENCES begin as early as the first year. Students are expected to participate in one to three hours per week of field experience, outside the scheduled classroom times, for ESEC 150 and ESEC 281/282. Other courses prior to the Methods sequence (ESEC 380s) and Student Teaching require some time, but not a specified amount per week.

ADMISSION TO STUDENT TEACHING: Students are required to submit a letter of intent to student teach following completion of courses leading up to and including 300 level methods and practicum courses in the specific certification program. Criteria relating to the future teacher's knowledge, skills, and dispositions will be evaluated. Information is included in the ROUTE Handbook and available from the Office of Teacher Education and Graduate Studies (Rhodes S111). The following criteria will be used:

- Completion of a minimum of 90 credits
- Completion of the core courses (from ESEC 100 through ESEC 380s/those methods courses which apply to certification option being pursued) with a C or better and a GPA of 2.5
- Completion of content major or second major requirements with GPA of 2.5
- Cumulative GPA equaling 2.5.

As part of the application process, Student Affairs records are checked, and a Criminal Records check is completed through the NH State Police Department and the FBI. This is required by the State of New Hampshire.

Transcripts will be reviewed prior to placing students. Deadlines for application are February 15 for student teaching during the following Fall semester and October 1 for student teaching during the following Spring semester.

PROFESSIONAL PORTFOLIO: Students are encouraged to document professional growth, experiences, and reflections through the thoughtful development of a professional portfolio. Suggested guidelines and course assignments will help support the prospective teacher in the development of a portfolio, starting in the first year and culminating during student teaching.

PROCEDURES FOR APPLYING FOR TEACHER CERTIFICATION: Application for initial teacher certification in the state of New Hampshire requires completion of a state-approved program of study, completion of a formal application and payment of fee, a favorable recommendation from the KSC Certification Officer in the Teacher Education and Graduate Studies Office, achievement of passing scores on all state of New Hampshire-required standardized exams, completion and submission of the New Hampshire Criminal/Record Release Form, and any other existing state requirements at the time of application. Note: Students interested in obtaining certification in other states must contact appropriate agencies for specific certification requirements.

In addition to successfully completing course work and field experiences, candidates seeking elementary education certification must successfully pass the Pre-Professional Skills Exam (PRAXIS I) with the following minimal scores: Reading (172), Math (170) and Writing (171) and with a composite total of 518 - as designated by the NH State Department of Education). They must also maintain academic, professional, and personal standards that are assessed at certain points in the program. Additionally and as of July 1, 2006, the Praxis II Elementary Education Content Knowledge exam is required for state licensure and Praxis II for Secondary Content areas. The New Hampshire qualifying score is 148.

Exit

During student teaching, candidates complete the forms to apply for NH State Certification for Elementary Education. To be recommended for certification in Elementary Education candidates must:

- Successfully pass Student Teaching which is pass/fail (data collected from Danielson evaluations)
- Successfully pass ESEC 450 which is a graded seminar that is taken concurrently with Student Teaching and must be completed with a C or better
- Successful completion of all academic program requirements
- Clearance from college for graduation

Recommendation for certification rests with the Director of Teacher Education and Graduate Studies.

### Elementary Special Education Option

This option is designed to develop skills in identifying, assessing, and teaching students with mild to moderate special needs in the elementary school setting. Emphasis is on inclusion of students into regular education programs to the extent feasible and on identifying and providing necessary support services.

#### GENERAL EDUCATION REQUIREMENTS (*minimum*) 43 credits

In partial fulfillment of the requirements, the following must be taken:

- (B) Arts and Humanities – a course in U.S. History; a course in Art; a course in Music.
- (C) Social Sciences – a course in Geography.
- (D) Sciences/Mathematics – a science course with a lab; MATH 171; MATH 172.

#### SECOND MAJOR REQUIREMENTS

The N.H. State Department of Education, as well as those in many other states, requires that students taking programs of study in education must also demonstrate depth of knowledge in a content area in order to become certified to teach. This requirement provides students with an intensive exposure to an academic area. One of the content majors from the list approved for Elementary Education /Special Education (above) must be completed as part of the overall requirements.

#### OPTION REQUIREMENTS (*55 credits*)

- Orientation  
ESEC 100 Introduction to Teaching
- Learners  
ESEC 150 Development, Exceptionality, and Learning I \*  
ESEC 250 Development, Exceptionality, and Learning II
- Fundamentals  
ESEC 281 Emerging/Evolving Literacy \*
- Settings  
ESEC 320 Education Environments/Practices
- Methodology  
ESEC 383 Elementary Methods (K-8)  
ESEC 386 Methods: Field Experience
- Pedagogy  
ESEC 387 Creating Social Contexts for Learning
- Systems  
ESEC 450 Seminar: Educational Principles
- Practice  
ESEC 465 Student Teaching
- Special Education  
SPED 301 Context for Teaching Students with Special Needs  
SPED 401 Instruction and Curriculum Design in Special Education  
SPED 420 Assessment in Special Education  
SPED 430 Methods and Practicum: Elementary  
SPED 465 Student Teaching

\*Course requires a minimum of one to three hours of field work in the schools or service learning.

### **Bachelor in Science in Education - Elementary Education/ Special Education**

This option is designed to develop skills in identifying, assessing, and teaching students with mild to moderate special needs in the elementary school setting. Emphasis is on inclusion of students into regular education programs to the extent feasible and on identifying and providing necessary support services.

#### **GENERAL EDUCATION REQUIREMENTS**

*(minimum) 43 credits*

In partial fulfillment of the requirements, the following must be taken:

- (B) Arts and Humanities – a course in U.S. History; a course in Art; a course in Music.
- (C) Social Sciences – a course in Geography.
- (D) Sciences/Mathematics – a science course with a lab; MATH 171; MATH 172.

#### **MAJOR REQUIREMENTS: 55 credits plus second major.**

See catalog for admission criteria and full degree requirements. The N.H. State Department of Education, as well as those in many other states, requires that students taking programs of study in education must also demonstrate depth of knowledge in a content area in order to become certified to teach. This requirement provides students with an intensive exposure to an academic area. One of the content majors from the list approved for Elementary Education /Special Education (above) must be completed as part of the overall requirements.

#### **ELEMENTARY EDUCATION REQUIREMENTS (34 credits):**

- ☉ ESEC 100: Introduction to Teaching
- ☉ ESEC 150: Development, Exceptionality, and Learning I
- ☉ ESEC 250: Development, Exceptionality, and Learning II
- ☉ ESEC 281: Emerging/Evolving Literacy
- ☉ ESEC 320: Educational Environments/Practices
- ☉ ESEC 383: Elementary Methods (K-8)
- ☉ ESEC 386: Methods: Field Experience
- ☉ ESEC 387: Creating Social Contexts for Learning
- ☉ ESEC 450: Seminar: Educational Principles
- ☉ ESEC 465: Student Teaching

#### **SPECIAL EDUCATION CORE REQUIREMENTS (21 credits):**

- ☉ SPED 301: Context for Teaching Students with Special Needs
- ☉ SPED 401: Instruction and Curriculum Design in Special Education
- ☉ SPED 420: Assessment in Special Education
- ☉ SPED 430: Methods and Practicum: Elementary
- ☉ SPED 465: Student Teaching

#### **SECOND MAJOR: Select a second major from the following options.**

- |                            |                         |                             |
|----------------------------|-------------------------|-----------------------------|
| ☉ American Studies         | ☉ English               | ☉ Journalism                |
| ☉ Applied Computer Science | ☉ Environmental Studies | ☉ Mathematics               |
| ☉ Art (portfolio required) | ☉ Film Studies          | ☉ Mathematics-Physics       |
| ☉ Biology                  | ☉ French                | ☉ Music (audition required) |
| ☉ Chemistry                | ☉ General Science       | ☉ Psychology                |
| ☉ Chemistry-Physics        | ☉ Geography             | ☉ Social Science            |
| ☉ Communication            | ☉ Geology               | ☉ Sociology                 |
| ☉ Computer Mathematics     | ☉ History               | ☉ Spanish                   |
| ☉ Economics                | ☉ Individualized Major  | ☉ Theatre and Dance         |

**ELECTIVES:** Select additional courses of your choice to bring total number of credits earned to 126.

### Secondary Special Education Option

This option is designed to develop skills in identifying, assessing, and teaching students with mild to moderate special needs in the middle/junior high and high school settings. Emphasis is on inclusion of students into regular education programs to the extent feasible and on identifying and providing necessary support services.

#### GENERAL EDUCATION REQUIREMENTS

*(minimum) 43 credits*

In partial fulfillment of the requirements, the following must be taken:

- (B) Arts and Humanities – one course in U.S. History.
- (C) Social Sciences – one course in Geography.
- (D) Sciences/Mathematics – one science course with a lab; MATH 171; MATH 172.

#### MAJOR REQUIREMENTS: 55 credits plus second major.

See catalog for admission criteria and full degree requirements.

#### SECONDARY SPECIAL EDUCATION REQUIREMENTS:

- ⊙ ESEC 100: Introduction to Teaching
- ⊙ ESEC 150: Development, Exceptionality, and Learning I
- ⊙ ESEC 250: Development, Exceptionality, and Learning II
- ⊙ ESEC 282: Literacy in the Content Areas
- ⊙ ESEC 320: Educational Environments/Practices
- ⊙ ESEC 385: Methods: Secondary
- ⊙ ESEC 386: Methods: Field Experience
- ⊙ ESEC 387: Creating Social Contexts for Learning
- ⊙ ESEC 450: Seminar: Educational Principles
  
- ⊙ SPED 301: Context for Teaching Students with Special Needs
- ⊙ SPED 401: Instruction and Curriculum Design in Special Education
- ⊙ SPED 420: Assessment in Special Education
- ⊙ SPED 439: Methods and Practicum: Secondary Education
- ⊙ SPED 525: Transition Planning and Programming

#### STUDENT TEACHING REQUIREMENTS: Choose one

- ⊙ SPED 460: Student Teaching (for certification in Secondary Special Education **only**)
- ⊙ ESEC 465: Student Teaching **and**
- ⊙ SPED 465: Student Teaching (for dual certification in Secondary Special Education **and** the subject area of the second major)

#### SECOND MAJOR:

Select a second major from the following options.

- ⊙ Biology
- ⊙ Chemistry
- ⊙ Chemistry–Physics
- ⊙ English
- ⊙ French
- ⊙ Geography
- ⊙ Geology
- ⊙ History
- ⊙ Mathematics
- ⊙ Music Education
- ⊙ Physical Education Teacher Certification
- ⊙ Social Science
- ⊙ Sociology
- ⊙ Spanish

**ELECTIVES:** Select additional courses of your choice to bring total number of credits earned to 126.

## **COURSE DESCRIPTIONS**

### **SPED 301 CONTEXT FOR TEACHING STUDENTS WITH SPECIAL NEEDS**

An examination of the special education process, characteristics of students with learning differences, and implications for assessment, instruction, and curriculum development. Prerequisites: Admission to Teacher Education; for students in programs other than teacher preparation, permission of instructor. Fall, Spring

### **SPED 401 INSTRUCTION AND CURRICULUM DESIGN IN SPECIAL EDUCATION**

Focus on designing curriculum and selecting instructional strategies to address student learning profiles and transition needs. Adaptations to the regular education curriculum and alternative teaching approaches in K-12 settings are addressed. Prerequisite: SPED 301, or permission of instructor. Fall, Spring

### **SPED 420 ASSESSMENT IN SPECIAL EDUCATION**

Procedures used to identify and assess student learning and behavior needs. Includes analyzing observational data as well as student performance on standardized, criterion-referenced, and curriculum-based assessments. Co-requisite: SPED 430 or SPED 439. Prerequisite: SPED 401 or permission of instructor. Fall, Spring

### **SPED 430 METHODS AND PRACTICUM: ELEMENTARY**

*6 credits*

Development of skills in observing, evaluating, planning, instructing, managing, and collaborating with parents and teachers in an elementary school setting. Corequisite: SPED 420. Prerequisites: SPED 301 and ESEC 387. Fall, Spring

### **SPED 439 METHODS AND PRACTICUM: SECONDARY**

*6 credits*

Development of skills in observing, evaluating, planning, instructing, managing, and collaborating with parents and teachers in a middle and secondary school settings. Corequisite: SPED 420. Prerequisites: SPED 301 and ESEC 387. Fall, Spring

### **SPED 460 STUDENT TEACHING**

*12 credits*

Full-time placement in educational setting(s) appropriate to intended certification. Supervision provided by college supervisor and field-based professional towards mastery of principles, attitudes, and techniques for successful teaching. Graded Pass/Fail. Prerequisite: permission of Teacher Education. Fall, Spring

**SPED 465 STUDENT TEACHING**

*6 credits*

Full-time placement in educational setting(s) appropriate to intended certification. Supervision provided by college supervisor and field-based professional towards mastery of principles, attitudes, and techniques for successful teaching. Graded Pass/Fail. Prerequisite: permission of Teacher Education. Fall, Spring

**SPED 525 TRANSITION PLANNING AND PROGRAMMING**

Examination of the transition from secondary school environments to after-school activities for youth with disabilities relative to career development and self-determination. Critical components include legal foundations, functional assessment, access to career and technical education, employment, postsecondary training, and independent living. Prerequisite: Admission to Teacher Education or permission of instructor. Spring