

MASTER OF EDUCATION
CURRICULUM & INSTRUCTION OPTION
INITIAL CERTIFICATION-WORLD EDUCATION LINKS TRACK
(Meets NH Certification Competencies)

Last Name	First Name	M. I.	Student ID Number
Institution(s) attended			

SPECIFIC COMPETENCIES for TEACHER CERTIFICATION

Phase 1 - EXPLORING the SELF as TEACHER (3 Credits)

Course Number	Section	Title	Credit	Semester	Grade
ESEC 602	WEL1C	Students, Families, Schools, and Society	2	Summer 2	_____
ESECCI 610	WEL1C	Portfolio Development and Assessment	1	Summer 2	_____

Register for these courses through the Office of Continuing Education and Extended Studies, located in Elliot Hall (603 358-2290), by June 23, 2006. You will be required to pay the full cost when you register.

Phase 2 - KNOWING the PRESENT (15 Credits)

Course Number	Section	Title	Credit	Semester	Grade
ESEC 601	WEL1	Research Strategies in Education	3	Fall	_____
ESEC 630	WEL1	Lifespan Development	3	Fall	_____
ESECCI 651	WEL1	Curriculum Development	3	Fall	_____
ESECCI 687	WEL1	Classroom/Instructional Management	3	Fall	_____
ESEC 595	WEL1	Methods with Field Placement	3	Fall	_____

Phase 3 - TEACHER LEADERSHIP (21 Credits)

Course Number	Section	Title	Credit	Semester	Grade
ESEC 565	WEL1	Internship: Teaching	6	Spring	_____
ESECCI 631	WEL1	Assessment and Evaluation in Schools	3	Spring	_____
ESEC 699	WEL1	Capstone Seminar	3	Spring	_____
ESECCI 621	WEL1	Design and Reform of American Education	3	Spring	_____
ESEC 565	WEL1C	Internship: Teaching	6	Summer 1	_____

Demonstrated Competency: Literacy is Included in the WEL Program

OPTIONS AVAILABLE for INITIAL CERTIFICATION

Applied Computer Science (grades K-12)	French (grades K-12)
Biology (grades 7-12)	General Science (grades 5-9)
Chemistry (grades 7-12)	Middle/Junior High Mathematics (grades 5-8)
Early Childhood Development (birth to age 8)	Physical Science (grades 7-12)
Earth Science (grades 7-12)	Secondary Mathematics (grades 7-12)
Elementary Education (grades K-8)	¹ Social Studies (grades 5-12)
English (grades 5-12)	Spanish (grades K-12)

¹Certification covers subject areas: Behavioral Sciences, Economics, Geography, History and Political Science

MAJOR AREA of CONCENTRATION **FOR:** Early Childhood Development **or** Elementary Education

Prospective teachers shall complete a major area of concentration; that portion of an individual's baccalaureate degree consisting of at least ten courses above the institution's introductory level providing in-depth study of a particular field in the: (1) humanities (2) fine arts (3) social sciences (4) mathematics (5) sciences **or** an interdisciplinary major comprised of no fewer than ten courses with at least five from the same field and the majority of the courses above the institution's introductory level in a field listed in (1) through (5) above.

IF NECESSARY: LIST COURSES USED for an INTERDISCIPLINARY MAJOR

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

COMPETENCY in the CONTENT AREA **FOR:** Initial Certification Options other than ECD or Elem. Ed.

IF NECESSARY: LIST ADDITIONAL COURSES REQUIRED to DEMONSTRATE COMPETENCY in the CONTENT AREA

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

GENERAL COMPETENCIES for NH TEACHER CERTIFICATION

Prior to the completion of the fall semester, students must present a portfolio, which provides clear evidence through artifacts and narrative, of their general knowledge, to meet the standards of the New Hampshire Department of Education: PART Ed 609(a) 1 to 10 GENERAL EDUCATION STUDIES, listed below.

- (a) Each institution that provides an educator preparation program shall provide a program of general studies designated to give prospective teachers the following competencies, which will enable them to:
- (1) Have a command of language, including languages of words, mathematics, and other symbols, and use these languages accurately, authentically, and ethically;
 - (2) Discover literature and the arts as media for self-expression and be sensitive and responsive to the universality of the arts;
 - (3) Place themselves in time and space so as to be aware of their history and culture, be sensitive to the histories and cultures of others, and understand how this knowledge of history and culture can shape the present and future;
 - (4) Understand and be sensitive to the human life cycle of birth, growth, and death, and the importance of choice in health and wellness;
 - (5) Understand:
 - a. The social web of our existence, which includes:
 - 1. Family life;
 - 2. Government; and
 - 3. The political process;
 - b. Other formal and informal structures that surround us; and
 - c. The privileges, rights, and responsibilities that belong to each of us;
 - (6) Have a sense of connection to and responsibility for the natural environment;
 - (7) Understand science and technology and the ethical application of each within the natural and social worlds;
 - (8) Understand the nature of work and be prepared for work, knowing what it means to produce as well as consume;
 - (9) Understand the interdependence of community and the individual, and the importance of service to the community; and
 - (10) Demonstrate an understanding of democratic principles, beliefs, and practices and how these principles can be used to achieve the goal of social justice.

Students will demonstrate their achievement of the NH Department of Education Professional Education Competencies outlined in PART ED 610.02 a-o through their final portfolio, which uses the Danielson model as the assessment framework.

COMPLETED BY:

NAME: _____

DATE: _____