

EDUCATION (EDC) CPSO

Course numbers with the # symbol included (e.g. #400) have not been taught in the last 3 years.

EDC 500 - Foundations of Education

Credits: 4

This course is the introductory course to the education programs. The purpose is to examine the theoretical foundations of education in the United States. Historical, political, and social influences on the development of the education system are examined. Students develop their own educational philosophy and compare it to the philosophies which have shaped American education. A twenty-hour practicum is required.

Attributes: Writing Intensive Course

Equivalent(s): EDU 510G

Grade Mode: Letter Grading

EDC 501 - Foundations of Early Childhood Education

Credits: 4

This course provides an overview of the historical, philosophical, and social foundations of the early childhood profession and how these roots influence current practice. Students examine and write about the issues facing children, families, early childhood programs, and professionals. A variety of educational theories and models are reviewed with regard to how effectively they address the needs of children, parents, and communities. Students establish their own sense of professionalism with connections to the literature, organizations, and resources in the field and by writing their personal philosophies of early childhood education.

Prerequisite(s): PSY 470 with a minimum grade of D- or PSY 508G with a minimum grade of D-.

Equivalent(s): EDU 550G

Grade Mode: Letter Grading

EDC 502 - Creative Arts in Early Childhood Education

Credits: 4

This course provides a hands-on approach to facilitating the creative development of children. Students explore their own creativity through a variety of media, including art, music, drama, and creative movement. The focus is on the creative process rather than products. Topics include definitions of creativity, how it affects domains of development, and ways it enhances learning. Students apply knowledge of developmentally appropriate practices and integrate them with creative experiences into a well-rounded curriculum that incorporates a variety of learning styles.

Prerequisite(s): PSY 470 with a minimum grade of D- or PSY 508G with a minimum grade of D-.

Equivalent(s): EDU 553G

Grade Mode: Letter Grading

EDC 503 - Language and Literacy Development

Credits: 4

This course provides in-depth study of the development of children's language and communication skills from birth through age eight. Students identify the various developmental levels exhibited by children, and choose and create diverse materials to enhance language and literacy development. The course focuses on analyzing and creating language-rich programs designed to foster listening, oral and written language, and pre-reading and reading skills at the appropriate developmental level. Students formulate developmentally appropriate questions and responses to enrich the child's experience. The course addresses how everyday experiences can present opportunities for creating meaningful communication between children, their peers, and adults.

Prerequisite(s): PSY 470 with a minimum grade of D- or PSY 508G with a minimum grade of D- or PSY 525 with a minimum grade of D- or PSY 509G with a minimum grade of D-.

Equivalent(s): EDU 555G

Grade Mode: Letter Grading

EDC 504 - Health, Safety & Nutrition in Early Childhood Settings

Credits: 4

This course provides a comprehensive overview of health, safety and nutrition best practices in early care and education group settings. How best to promote the physical, mental, and emotional health of each child will be explored. State regulations, program procedures, and curriculum integration will be the focus of the course.

Equivalent(s): EDU 556G

Grade Mode: Letter Grading

EDC 505 - Mathematics and Science in Early Childhood Education

Credits: 4

The course focuses on the cognitive development of children birth to age eight with emphasis upon the development and interrelatedness of math and science concepts. Using a hands-on approach, students explore the various materials used in learning centers to stimulate and develop children's logico-mathematical thinking. Students identify the various developmental levels of children's thinking and create developmentally appropriate materials and settings. The course emphasizes the application of developmental principles to investigate and devise experiences which employ mathematical reasoning and scientific processes.

Prerequisite(s): PSY 470 with a minimum grade of D- or PSY 508G with a minimum grade of D-.

Equivalent(s): EDU 600G

Grade Mode: Letter Grading

EDC 506 - Young Children with Exceptionalities, Birth-Age 8

Credits: 4

This course focuses on promoting the optimal development of young children with special needs in an inclusionary early childhood setting. Building on a foundation of child development and the components of high-quality early childhood programs, students investigate specific physical, emotional, and psychological conditions which delay or modify the course of a child's healthy development. Students observe children with special needs in order to design adaptations in the curriculum and environment. Students develop strategies for collaborating with families and community services providers, based on a knowledge of legislative mandates regarding special education.

Prerequisite(s): PSY 470 with a minimum grade of D- or PSY 508G with a minimum grade of D-.

Equivalent(s): EDU 602G

Grade Mode: Letter Grading

EDC 507 - Early Childhood Program Administration**Credits:** 4

This course provides an overview of the various policies, procedures, and leadership practices that relate to the administration of quality early childhood programs. Topics include program development, budgeting and financial management, organizational structures, and staffing and supervision. The role of directors as leaders is explored. This course is designed for early childhood administrators, as well as for those aspiring to be directors. Prior completion of EDC 713 Family and Community Relations in ECE and EDC 602 Learning and Early Childhood Environments is recommended.

Prerequisite(s): EDC 501 with a minimum grade of D- or EDU 550G with a minimum grade of D-

Equivalent(s): EDU 605G

Grade Mode: Letter Grading

EDC 508 - Enhancing Supervision through Mentoring**Credits:** 4

In this course early childhood educators who are primary supervisors of teachers or assistant teachers explore the various dimensions of their role. Based on concepts of adult development and the stages of teacher development, participants learn how to establish mentoring relationships and balance supervisory responsibilities as they gain skills to guide new employees, set goals, provide feedback on performance, resolve conflicts, and create positive working environments.

Attributes: Writing Intensive Course

Equivalent(s): EDU 604G

Grade Mode: Letter Grading

EDC 544 - Special Topics: Lower Level**Credits:** 1-4

A study of current and variable topics in Education. Course content changes from term to term.

Repeat Rule: May be repeated up to unlimited times.

Equivalent(s): EDU 544G

Grade Mode: Letter Grading

EDC 601 - Positive Behavior Guidance in Early Childhood Education**Credits:** 4

This course provides an overview of children's social and emotional development and an exploration of factors that influence behavior. Topics include the impact of differing development, external factors, relationships, and stress and trauma on child development. Participants will analyze children's behavior in a variety of situations and reflect on how children respond to stimuli. The role of adults in affecting positive development will be explored. Evidence based strategies and techniques for guiding positive behavior will be applied.

Equivalent(s): EDU 560G

Grade Mode: Letter Grading

EDC 602 - Learning and Early Childhood Environments**Credits:** 4

This course addresses how to optimize children's learning through play and daily routines. Using theories of child development, participants analyze how the physical arrangement of the classroom and outdoor area can maximize development. Students plan an environment that meets safety and health needs, that allows for child directed choices and activities, and supports the child's physical, cognitive, language, social, and creative growth. Students apply practices to environments that are both developmentally and culturally inclusive.

Prerequisite(s): PSY 470 with a minimum grade of D- or PSY 508G with a minimum grade of D-

Equivalent(s): EDU 551G

Grade Mode: Letter Grading

EDC 644 - Special Topics: Upper Level**Credits:** 4

A study of current and variable topics in Education. Course content changes from term to term.

Equivalent(s): EDU 644G

Grade Mode: Letter Grading

EDC 700 - Introduction to Field Experience and Program Requirements**Credits:** 1

This course is required for all students enrolled in teaching certification programs. Students work with Field-Placement Faculty to create a field experience plan, develop prerequisite lesson planning and formative assessment skills, and gain the technical and professional understandings required for successful completion of teacher certification programs. This is a pre-requisite course for all clinical field-based courses.

Equivalent(s): EDU 622G

Grade Mode: Letter Grading

EDC 701 - Special Education Law**Credits:** 4

The current field of special education was established by law and further refined through the courts in litigation. In this writing intensive class, students trace the historical development of federal, state, and local laws and regulations such as the Individuals with Disabilities Education Act (IDEA) and the New Hampshire Standards for the Education of Students with Disabilities. Students will gain an understanding of the relationship between constitutional law, statutory law, regulatory law, and case law as it relates to current special education law. The focus on policies and procedures provides the background future teachers and paraprofessionals need to fulfill their legal and ethical responsibilities and to understand the ever changing, complex nature of special education law.

Attributes: Writing Intensive Course

Equivalent(s): EDU 621G

Grade Mode: Letter Grading

EDC 703 - The Dynamic Role of the Special Educator**Credits:** 4

In this clinical course, students will examine the multifaceted role of the special education teacher as evaluator, consultant, case manager, and teacher. Courses taken throughout the teacher certification program support the development of skills for each of these roles. This is an introductory course designed to accomplish the following outcomes: (a) explore the college's digital library; (b) introduce the American Psychological Association annotation and format requirements; (c) provide a beginning teacher with an organizational framework for the varying roles of a special education teacher; (d) provide an in-depth understanding of their case management responsibilities; (e) plan for the effective supervision of paraeducators; (f) introduce the reflective analysis of student work teaching and assessment cycle; and (g) apply the components of systematic direct instruction in lesson plan development.

Prerequisite(s): EDC 700 with a minimum grade of D- or EDU 622G with a minimum grade of D-

Equivalent(s): EDU 606G

Grade Mode: Letter Grading

Special Fee: Yes

EDC 704 - Assessment of Young Children in Early Childhood and Early Childhood Spec. Education, Birth to Age 8**Credits:** 4

In this course, students use procedures involved in the evaluation process for determination of eligibility for special education. Students develop the skills necessary to administer and interpret assessment tools commonly used by early intervention staff and early childhood special education teachers. Under the supervision of the district mentor, students review early support and services records and/or school records, gather information, observe an evaluation team meeting, consult with district evaluators, and review a variety of assessment tools and evaluation reports for young children through age eight. Students participate in preparing an assessment plan, administering chosen assessment tools, and writing assessment reports. Emphasis is placed on working with team members in the evaluation process.

Prerequisite(s): EDC 700 with a minimum grade of D- or EDU 622G with a minimum grade of D-.**Equivalent(s):** EDU 624G**Grade Mode:** Letter Grading**EDC 705 - Collaboration, Consultation and Teaming In Early Childhood & Early Childhood Special Education****Credits:** 4

In this course, students research and evaluate family, community, and professional partnerships which support the growth and development of children with disabilities. The specific roles and responsibilities of each contributing partner will be explored and analyzed. Students, using knowledge acquired in areas of collaboration, consultation, and teaming, construct service delivery models to support young children with diverse needs and their families. Fifty to sixty supervised clinical hours are required.

Prerequisite(s): EDC 700 with a minimum grade of D- or EDU 622G with a minimum grade of D-.**Equivalent(s):** EDU 627G**Grade Mode:** Letter Grading**EDC 706 - IFSPs, IEPs, and Transition Planning - Birth to Age 8****Credits:** 2

This clinical course focuses on the components and processes involved in the legal aspects and development of Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs). Under the supervision of a district mentor, students review school records; observe IFSP/IEP team meetings; consult with district evaluators, students, and parents; analyze previously written IFSPs/IEPs and progress reports; and develop the skills necessary to prepare IFSPs/IEPs inclusive of transition plans and/or services. The culminating activities of the course include the development of an IFSP an IEP, and a research paper which addresses the legal/ethical considerations and implications in the development of IFSPs and IEPs. Fifty to sixty supervised clinical hours are required.

Prerequisite(s): EDC 700 with a minimum grade of D- or EDU 622G with a minimum grade of D-.**Equivalent(s):** EDU 628G**Grade Mode:** Letter Grading**EDC 707 - Behavior Interventions for Young Children in Early Childhood/ Early Childhood Special Education****Credits:** 4

In this clinical course, students examine basic principles and components of life skills that children need as foundation for the development of positive social skills, e.g., attachment, affiliation, self-regulation, initiative, problem solving, and respect. The student develops and implements a variety of activities and lesson plans to teach young children these critical life skills. Students develop strategies to be used with young children receiving early intervention services and/or to motivate young children in their preschool programs/classrooms by facilitating the development of positive peer relationships, addressing emotional needs, and minimizing disruptions resulting in increased learning. The student documents the use of individual activities and/or classroom strategies in a professional portfolio. Fifty to sixty supervised clinical hours are required.

Attributes: Writing Intensive Course**Prerequisite(s):** EDC 700 with a minimum grade of D- or EDU 622G with a minimum grade of D-.**Equivalent(s):** EDU 630G**Grade Mode:** Letter Grading**Special Fee:** Yes**EDC 708 - Science, Technology, Engineering & Mathematics in Early Childhood and Early Childhood Spec Education****Credits:** 4

In this clinical course, students focus on STEM content, effective practice, instructional strategies, materials and curriculum integration, based on standards, inquiry, and connections to the real world. STEM concepts of curiosity, creativity, collaboration, and critical thinking are researched and explored. Students will learn about the Scientific Method, as well as the roles of observation, classification, description, experimentation, application, and imagination. Students will learn how to use technology and interactive media in the early childhood classroom to support learning. The role of engineering in the curriculum will be investigated, including design of methods and ideas for product development. Students will understand and apply math process standards of problem-solving, reasoning and proof, communication, connection, and representation. The course emphasizes application of principles in order to investigate and create experiences which employ STEM concepts and teaching strategies.

Attributes: Writing Intensive Course**Prerequisite(s):** (MTH 402 with a minimum grade of D- or MATH 502G with a minimum grade of D-) and (EDC 700 with a minimum grade of D- or EDU 622G with a minimum grade of D-).**Equivalent(s):** EDU 625SG**Grade Mode:** Letter Grading**Special Fee:** Yes

EDC 709 - Teaching Language Arts and Literacy in Early Childhood and Early Childhood Special Education**Credits:** 6

In this clinical course, students develop an understanding of language and literacy development from birth through grade three. Topics include the reciprocal connections between speaking and listening, rhythm and rhyme, communication activities, hearing and reading literature, stories, poetry, music, and written expression. Students engage in appropriate literacy interactions, activities, and assessments to meet the literacy needs of a diverse range of children. Students work with parents and care givers as partners in promoting literacy. The key components of reading (e. g. word recognition, fluency, phonological awareness, etc.) identified by the National Reading Panel for this age level are studied in depth. Students apply their knowledge of how young children develop their own reading skills using these key components of the reading process. Students then evaluate the effectiveness of their instruction.

Prerequisite(s): EDC 700 with a minimum grade of D- or EDU 622G with a minimum grade of D-.**Equivalent(s):** EDU 601AG**Grade Mode:** Letter Grading**Special Fee:** Yes**EDC 710 - Curriculum, Assessment and Instruction in Early Childhood/ Early Childhood SPED - Birth to Age 8****Credits:** 4

In this clinical course, students examine, develop, and evaluate developmentally appropriate curriculum and instruction in early childhood and special education settings, for young children age five (kindergarten) through age eight (grade 3). Students use district and state curriculum and integrate subjects with one another. Students develop skills to create and advocate for healthy, supportive, respectful, and challenging learning environments for all children, ages five through eight.

Attributes: Writing Intensive Course**Prerequisite(s):** EDC 700 with a minimum grade of D- or EDU 622G with a minimum grade of D-.**Equivalent(s):** EDU 626G**Grade Mode:** Letter Grading**Special Fee:** Yes**EDC 711 - Managing Student Behavior (non-clinical)****Credits:** 4

This course is designed for non-teacher preparatory candidates to provide an overview of classroom behavior management. Students observe effective teachers using instructional management strategies. They administer and interpret questionnaires to analyze the classroom environment and identify student needs. They identify strategies to help students meet these needs, to increase motivation, to develop positive peer relationships, and to minimize disruption.

Prerequisite(s): PSY 525 with a minimum grade of D- or PSY 509G with a minimum grade of D- or PSY 470 with a minimum grade of D- or PSY 508G with a minimum grade of D- or PSY 410 with a minimum grade of D- or PSY 501G with a minimum grade of D-.**Equivalent(s):** EDU 623G**Grade Mode:** Letter Grading**EDC 712 - Observation and Assessment in Early Childhood Education****Credits:** 4

This course is designed to provide early childhood educators with the ability to use a variety of assessment methods to determine the developmental levels and needs of young children. Students are introduced to the meaning and uses of authentic assessment as well as various tools and assessment strategies. The course addresses the interpretation of observational and assessment data to monitor children's progress, guide instructional practice, and identify and refer at-risk children. Prior completion of EDC 602 Learning and Early Childhood Environments is recommended.

Attributes: Writing Intensive Course**Prerequisite(s):** PSY 470 with a minimum grade of D- or PSY 508G with a minimum grade of D-.**Equivalent(s):** EDU 601G**Grade Mode:** Letter Grading**EDC 713 - Family and Community Relations in Early Childhood Education****Credits:** 4

This course examines various ways of enhancing the young child's development through promoting positive interrelationships among child care providers, parents, and others in the community. Using an ecological systems framework, the course builds knowledge of the roles of diverse family structures, cultural identities, stressors and supports, economic circumstances, and community characteristics and resources in facilitating child development. Students develop skills needed for communicating effectively with families, facilitating parent education, and promoting family involvement with child care settings as well as utilization of community resources. NOTE: Prior completion of SOSC 675 Dynamics of Family Relationships is recommended.

Attributes: Writing Intensive Course**Equivalent(s):** EDU 603G**Grade Mode:** Letter Grading**EDC 716 - Students with Disabilities****Credits:** 4

This course provides an overview of the thirteen Individuals with Disabilities Education Act (IDEA) educational disabilities and the opportunity to explore the implications of disability on learning. Students will develop knowledge of specific disabilities including: definition, diagnosis, etiology, prevalence, characteristics, adaptive behavior, and systems of support and resources. Students will explore how disability impacts learning and access to the general education curriculum. Students will research and identify teaching strategies, Universal Design for Learning (UDL) strategies, interventions, and educational and assistive technologies to enhance learning and provide equity in the classroom for students with disabilities.

Equivalent(s): EDU 617G**Grade Mode:** Letter Grading

EDC 717 - Managing Student Behavior**Credits:** 4

In this clinical course, students explore theory of social emotional development, preventative intervention strategies, and the characteristics of safe and supportive learning communities. Students examine specific strategies for motivating students and promoting positive relationships between colleagues, students, and parents in an effort to enhance learning. Students conduct a functional behavior assessment as they develop a comprehensive perspective on classroom culture through the development of proactive management skills and intervention strategies.

Attributes: Writing Intensive Course**Prerequisite(s):** EDC 700 with a minimum grade of D- or EDU 622G with a minimum grade of D-.**Equivalent(s):** EDU 619G**Grade Mode:** Letter Grading**Special Fee:** Yes**EDC 718 - Transition Planning & Developing IEPs****Credits:** 2

This clinical course focuses on the components and processes involved in the development of Individualized Education Programs (IEPs). Under the supervision of a supervising practitioner, students review school records, observe IEP team meetings, consult with district evaluators, student and parents, analyze previously written IEPs and progress reports, and develop the skills necessary to prepare IEPs inclusive of transition plans. During the culminating activity of the course, students develop an IEP and transition plan as a vehicle for exploring the legal and ethical considerations and implications in the development, implementation, and evaluation of IEPs.

Prerequisite(s): EDC 700 with a minimum grade of D- or EDU 622G with a minimum grade of D-.**Equivalent(s):** EDU 609G**Grade Mode:** Letter Grading**EDC 719 - Using Technology to Teach Social Studies****Credits:** 4

Technology is a necessary tool in teaching today's youth. In this clinical course, students focus on developing three broad skills: (1) how to design and teach an integrated social studies unit that challenges and assists K-8 students to think deeply, (2) how to incorporate into the plan a wide range of mostly constructivist instructional strategies, and (3) how to integrate a rich array of technology tools and digital educational content in a way that amplifies student learning.

Prerequisite(s): EDC 700 with a minimum grade of D- or EDU 622G with a minimum grade of D-.**Equivalent(s):** EDU 612G**Grade Mode:** Letter Grading**Special Fee:** Yes**EDC 720 - Instructional Methods, Strategies, and Technologies to Meet the Needs of All Students****Credits:** 4

Through the development of lesson plans in this clinical course, students demonstrate knowledge and expertise of a variety of instructional methods and research-based strategies to improve learning for diverse student populations facing complex individual learning challenges. Students will research instructional strategies and metacognition to determine its effectiveness in increasing independence, enhancing learning, and developing thinking skills in mathematics. Through their understanding of the principles of instruction, assessment, remediation, and technology integration, students develop a comprehensive math unit.

Prerequisite(s): EDC 700 with a minimum grade of D- or EDU 622G with a minimum grade of D-.**Equivalent(s):** EDU 607G**Grade Mode:** Letter Grading**Special Fee:** Yes**EDC 721 - Assessment of Students with Disabilities****Credits:** 4

This clinical course focuses on the tools and procedures involved in the evaluation and determination of education disabilities. Under the supervision of the district mentor, students review school records, observe an evaluation team meeting, consult with district evaluators, review a variety of assessment tools and evaluation reports, and develop the skills necessary to administer and interpret some of the assessments commonly used by special education teachers. The culminating activity of the course is the development of a formal assessment report.

Prerequisite(s): EDC 700 with a minimum grade of D- or EDU 622G with a minimum grade of D-.**Equivalent(s):** EDU 611G**Grade Mode:** Letter Grading**EDC 722 - Strategies for Teaching Science****Credits:** 4

This clinical course focuses on learning theories and their application to science instruction. Students examine a variety of instructional strategies through readings, observation and participation in their clinical placements, and determine the appropriateness of each in the learning process. Topics include constructivist learning, differentiated learning, and an in-depth look at how the state and national standards guide science instruction. Additional topics include integrated STEM curricula, the appropriate use of technology, and effective formative, summative, and alternative assessment strategies. Students plan, teach and evaluate an integrated thematic unit with lessons that align with Next Generation Science Standards.

Attributes: Writing Intensive Course**Prerequisite(s):** EDC 700 with a minimum grade of D- or EDU 622G with a minimum grade of D-.**Equivalent(s):** EDU 613G**Grade Mode:** Letter Grading**Special Fee:** Yes

EDC 723 - Teaching Language Arts and Literacy**Credits:** 6

This clinical course examines the theoretical foundations of reading and the range of approaches to literacy instruction in the United States. Students explore the interrelated components of reading and writing and develop comprehensive strategies for supporting reading development for all children in grades K-8. In this course students observe classroom instruction in literacy, have opportunities to engage with children in using literacy strategies, and use a range of strategies to assess students' reading and writing. Fifty to sixty supervised clinical hours are required.

Prerequisite(s): EDC 700 with a minimum grade of D- or EDU 622G with a minimum grade of D-.

Equivalent(s): EDU 610G

Grade Mode: Letter Grading

Special Fee: Yes

EDC 724 - Elementary School Mathematics Methods**Credits:** 4

This clinical course focuses on learning theories and their application to elementary school mathematics instruction. Students research a variety of instructional strategies through readings, observation, and participation in a clinical placement and determine the appropriateness of each in the learning process. Topics include constructivist learning, differentiated learning, and an in-depth look at how the Common Core State Standards in Mathematics guide mathematics instruction. Additional topics include integrated curricula, the appropriate use of technology, and effective formative, summative, and alternative assessment strategies. Students plan two five-lesson mathematics units for two different grade levels, teaching and reflecting on lessons taught in one of the units.

Attributes: Writing Intensive Course

Prerequisite(s): EDC 700 with a minimum grade of D- or EDU 622G with a minimum grade of D-.

Equivalent(s): EDU 616G

Mutual Exclusion: No credit for students who have taken MATH 703.

Grade Mode: Letter Grading

Special Fee: Yes

EDC 731 - Aspects of Mathematics Learning**Credits:** 4

The clinical course is designed to provide prospective secondary school and middle school teachers with the skills to develop an integrated approach to teaching and learning. It will cover cultural and psychological aspects of learning mathematics, models of instruction and planning, teaching and learning styles, assessment strategies, models and organization and selection of curriculum materials, classroom management, and the role of technology and media within these. Ninety supervised clinical hours are required.

Attributes: Writing Intensive Course

Prerequisite(s): EDC 700 with a minimum grade of D- or EDU 622G with a minimum grade of D-.

Equivalent(s): EDU 652G

Mutual Exclusion: No credit for students who have taken MATH 700.

Grade Mode: Letter Grading

Special Fee: Yes

EDC 732 - Reading and Writing in the Mathematics Content Area**Credits:** 4

This clinical course is designed to provide prospective secondary and middle school teachers with the knowledge, skills, and resources necessary to incorporate literacy skills into their mathematics content area plans. Emphasis will be on integrating the teaching of reading, writing, and oral literacy skills from various fields; students will explore and practice the methods and strategies, including testing and measurement assessments necessary to meet the diverse literacy needs of today's students allowing them to become independent students. Teaching and discussing theoretical and practical application of current theories and methods involved in teaching literacy to diverse secondary and middle student population within the contemporary pluralistic classroom, including differentiated learning styles through socioeconomic status, gender, and heritage will be emphasized. Ninety supervised clinical hours are required.

Attributes: Writing Intensive Course

Prerequisite(s): EDC 700 with a minimum grade of D- or EDU 622G with a minimum grade of D- or EDC 731 with a minimum grade of D- or EDU 652G with a minimum grade of D-.

Equivalent(s): EDU 653G

Grade Mode: Letter Grading

Special Fee: Yes

EDC 733 - Middle School Mathematics Methods**Credits:** 4

This clinical course focuses on mathematics learning theories and their application to middle school mathematics instruction. Students examine a variety of instructional strategies through readings, observation and supervised teaching. Topics include constructivist learning, differentiated learning, and an in-depth look at how the state and national standards guide mathematics instruction. Additional topics include integrated curricula, the appropriate use of technology, and effective formative, summative, and alternative assessment strategies. Students plan two, five-lesson mathematics units for two different grade levels, teaching and reflecting on lessons taught in one of the units. Depending on the certification program, a range of fifty to ninety supervised clinical hours are required.

Attributes: Writing Intensive Course

Prerequisite(s): (EDC 700 with a minimum grade of D- or EDU 622G with a minimum grade of D-) and (EDC 732 with a minimum grade of D- or EDU 653G with a minimum grade of D-).

Equivalent(s): EDU 614G

Mutual Exclusion: No credit for students who have taken MATH 703, MATH 709.

Grade Mode: Letter Grading

Special Fee: Yes

EDC 734 - Secondary School Mathematics Methods**Credits:** 4

This clinical course focuses on mathematics learning theories and their application to secondary mathematics instruction. Students examine a variety of instructional strategies through readings, observation, and supervised teaching. Topics include constructivist learning, differentiated learning, and an in-depth look at how the state and national standards guide mathematics instruction. Additional topics include integrated curricula, the appropriate use of technology, and effective formative, summative, and alternative assessment strategies. Students plan two, 5-lesson mathematics units for two different grade levels, teaching and reflecting on lessons taught in one of the units. Depending on the certification program, a range of fifty to ninety supervised clinical hours are required.

Attributes: Writing Intensive Course

Prerequisite(s): (EDC 700 with a minimum grade of D- or EDU 622G with a minimum grade of D-) and (EDC 732 with a minimum grade of D- or EDU 653G with a minimum grade of D-).

Equivalent(s): EDU 615G

Mutual Exclusion: No credit for students who have taken MATH 709.

Grade Mode: Letter Grading

Special Fee: Yes

EDC 790 - Integrative: English Language Arts**Credits:** 4

This capstone course in English Language Arts builds on all previous work in both education and English. Students explore current research in the field of English Language Arts education and synthesize their knowledge to build effective instructional practices that support children's learning. Prior to capstone enrollment, students are expected to complete the majority of their required major courses. Students should consult with their advisor regarding specific major courses that may be completed with their capstone. NOTE: Students who were admitted to the college before Fall 2019 and have remained active in their original catalog year are not required to take IDIS 601.

Prerequisite(s): (CRIT 602 with a minimum grade of D- or CRIT 602G with a minimum grade of D- or CRIT 502G with a minimum grade of D-) and (IDIS 601 with a minimum grade of D- or IDIS 601G with a minimum grade of D-).

Equivalent(s): EDU 660G

Grade Mode: Letter Grading

EDC 791 - Integrative: Social Studies**Credits:** 4

This capstone course in Social Studies builds on all previous work in both education and Social Studies. Students explore current research in the field of Social Studies and synthesize their knowledge to build effective instructional practices that support children's learning. Prior to capstone enrollment, students are expected to complete the majority of their required major courses. Students should consult with their advisor regarding specific major courses that may be completed with their capstone. NOTE: Students who were admitted to the college before Fall 2019 and have remained active in their original catalog year are not required to take IDIS 601.

Prerequisite(s): (CRIT 602 with a minimum grade of D- or CRIT 602G with a minimum grade of D- or CRIT 502G with a minimum grade of D-) and (IDIS 601 with a minimum grade of D- or IDIS 601G with a minimum grade of D-).

Equivalent(s): EDU 661G

Grade Mode: Letter Grading

EDC 792 - Integrative: Mathematics Studies**Credits:** 4

This capstone course in Math Studies builds on all previous work in both education and Math Studies. Students explore current research in the field of Math and synthesize their knowledge to build effective instructional practices that support children's learning. Prior to capstone enrollment, students are expected to complete the majority of their required major courses. Students should consult with their advisor regarding specific major courses that may be completed with their capstone. NOTE: Students who were admitted to the college before Fall 2019 and have remained active in their original catalog year are not required to take IDIS 601.

Prerequisite(s): (CRIT 602 with a minimum grade of D- or CRIT 602G with a minimum grade of D- or CRIT 502G with a minimum grade of D-) and (IDIS 601 with a minimum grade of D- or IDIS 601G with a minimum grade of D-).

Equivalent(s): EDU 665G

Grade Mode: Letter Grading

EDC 797 - Practicum: Professionalism in Early Childhood Education**Credits:** 4

This clinical course is designed to provide an opportunity for students to apply early childhood educational and developmental theory to practice in a licensed early childhood setting. Students participate in an approved site where they plan and implement curriculum under the supervision of a credentialed early childhood professional. This capstone experience allows the student to integrate course work in early childhood education, curriculum, assessment, and child development. In addition, students reflect upon and analyze field experiences. Prior to capstone enrollment, students are expected to complete the majority of their required major courses. Students should consult with their advisor regarding specific major courses that may be completed with their capstone. NOTE: Students who were admitted to the college before Fall 2019 and have remained active in their original catalog year are not required to take IDIS 601.

Prerequisite(s): (CRIT 602 with a minimum grade of D- or CRIT 602G with a minimum grade of D- or CRIT 502G with a minimum grade of D-) and (IDIS 601 with a minimum grade of D- or IDIS 601G with a minimum grade of D-).

Equivalent(s): EDU 650G

Grade Mode: Letter Grading

EDC 798 - Culminating Teaching Experience and Seminar**Credits:** 4

This course is the culminating experience in the plan of study toward NH teacher certification. This course gives teacher candidates an opportunity to be mentored in their field of certification by experienced teachers holding graduate degrees and to practice the variety of methods and strategies studied in the teacher preparation program. Teacher candidates enrolled in this course may be at different stages of acquiring the three hundred sixty to four hundred forty hours of supervised teaching experience. Additionally, teacher candidates will use the Teacher Candidate Assessment of Performance process to develop a final culminating document that demonstrates their proficiency in the areas of contextualization, planning and preparation, instruction, academic language, assessment, and reflection.

Attributes: Writing Intensive Course

Equivalent(s): EDU 651G

Grade Mode: Letter Grading

Special Fee: Yes