

EDUCATION (EDUC)

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

EDUC 800 - Educational Structure and Change

Credits: 4

To assume leadership roles, beginning teachers need to develop an informed understanding of how they can operate effectively as decision-makers and agents of change within educational institutions. Such understanding entails knowledge of the politics, history, organization, and function of schools from a variety of viewpoints: historical, political, and cross-cultural. This course focuses on the structure of public education, on the nature of educational change, and the teacher's role in the change process.

EDUC 801 - Human Development and Learning: Educational Psychology

Credits: 4

Child development through adolescence, theories of learning (including Piaget, information processing, and Vygotsky), conceptions of intelligence, moral education, research in teaching and teacher effectiveness, cross-cultural variability, gender and sexual orientation, management and discipline, and assessment and grading -- all applied to problems of classroom and individual teaching and learning.

EDUC 803C - Classroom Management: Creating Positive Learning Environments

Credits: 4

This course is designed to help prospective and current teachers create and maintain caring, respectful classroom communities in which learners feel safe, valued, cared for, valued, and empowered. The course includes a strong emphasis on developing knowledge about the culture and backgrounds of children and families in order to establish positive interactions within the classroom community. The course addresses the challenges and opportunities in creating community in the increasingly diverse student populations in US schools. We will consider what it means to be culturally responsive in order to establish a classroom in which all students can succeed academically and socially.

EDUC 803D - Social Studies Methods for Middle and High School Teachers

Credits: 4

The social studies theory and methods course begins with an overview of the varied and, at times, competing goals and visions of the profession. Students examine these goals and their underlying rationales, and then develop their own philosophy of social studies teaching and learning. Students also examine state and national scope and sequence frameworks for the social studies, as well as the language arts Common Core standards. A variety of classroom strategies and methods are explored during the remainder of the course, including unit design, leading class discussions, how to approach controversial issues, teaching concepts and generalizations, increasing student engagement and empathy with the past, incorporating technology and the arts, management and discipline, and formats for assessment and grading.

EDUC 803F - Teaching Elementary School Science

Credits: 2

This course is designed to increase pre-service teachers' pedagogical content knowledge and enthusiasm with respect to teaching science at the elementary level. Throughout this course, students will familiarize themselves with reform-based approaches to elementary science instruction through inquiry, readings, and class discussions. Science will be explored not only as an important element of elementary education, but also as a means by which to support a diverse class of elementary students in literacy and mathematics learning. 803F has a special fee when taught in Manchester.

EDUC 803M - Teaching Elementary Social Studies

Credits: 2

Social Studies Methods explores practical teaching models, techniques of implementation, and relationships to curricula in elementary classroom instruction. The New Hampshire Social Studies Frameworks and Common Core Curriculum Standards for instruction are identified and implemented in creating lesson plans for a mini unit.

EDUC 805 - Contemporary Educational Perspectives

Credits: 4

Students formulate, develop, and evaluate their own educational principles, standards, and priorities.

EDUC 806 - Introduction to Reading in the Elementary School

Credits: 4

Methods in reading and writing instruction; current procedures and materials; diagnostic techniques. Course satisfies reading/language arts requirement for prospective elementary teachers in the five year teacher education program. Special fee.

EDUC 807 - Teaching Reading through the Content Areas

Credits: 2

Approaches and methods for teaching reading through content materials; coursework includes practical applications through development of instructional strategies and materials. Required for candidates seeking licensure in art, biology, chemistry, earth science, general science, home economics, physical education, physics, or social studies.

EDUC 810A - Concepts of Adult and Occupational Education

Credits: 4

Development of occupational education in the U.S.; socio-economic influences responsible for its establishment; federal and state requirements for secondary and postsecondary schools. Coordination of programs with general education and vocational fields. Focus on selected concepts relevant to adult education. Special attention on the adult as a learner, volunteer management, evaluation and accountability, experiential learning, and adult education. Required of all degree candidates in AOE concentrations.

EDUC 810F - Investigations

Credits: 1-4

Topics may include career education, secondary education, post-secondary education, adult education, extension education, exemplary education, cooperative education, disadvantaged and handicapped education, international agriculture, or teaching experience. Student-selected in one of the areas listed. Elective after consultation with instructor. Hours arranged. May be repeated.

EDUC 810G - Seminar in Adult and Occupational Education

Credits: 1-2

Discussion of current issues, problems, and research and development in vocational/technical and adult education. Students, faculty, and other personnel serve as discussion leaders. Required of departmental graduate students. (Fall semester only.)

EDUC 812 - Teaching Multilingual Learners**Credits: 4**

This course is for people interested in teaching English to speakers of other languages (ESOL) in schools and communities in NH and the U.S. Topics include: theories of first and second language acquisition, policies and laws affecting language minority students, strategies for teaching academic content in the mainstream classroom, creating classroom/school cultures that invite all students into learning, and the role of advocacy and professional collaboration in ESOL.

EDUC 817 - Growing up Male in America**Credits: 4**

An integrative view of growing up male in the American culture from birth through adulthood. Analysis of major perspectives on male development and the implications in parenting with specific emphasis on male education. Participants are expected to develop awareness of their own development as a male or alongside males, using current male development perspectives as a guide. They will also create an awareness of how this will affect their behavior toward boys in their classrooms.

EDUC 818 - Critical Social Justice in and Beyond Education**Credits: 4**

Students will become familiar with key concepts and principles of critical theory, critical pedagogy, and social justice education so that they may use this body of work to inform their teaching, leadership, and scholarship. We will examine the role of a) schools in providing equity of educational access and outcomes, b) teacher agency to change unjust conditions, and c) micro experiences within schools and the macro layers of context (i.e., history, politics economics, culture).

EDUC 820 - Integrating Technology into the Classroom**Credits: 4**

Participants gain practical experience that takes specific advantage of technology to enhance and extend student learning. State academic standards and national technology standards are used to make decisions about curriculum content and to plan technology-based activities. Participants use electronic management tools such as iMovie, Powerpoint, podcast, webcast, Comic Life, Audacity, and Garage Band are featured in this hands-on course.

EDUC 833 - Teaching Writing in the 21st Century**Credits: 4**

An examination of the challenges to teaching writing in the present age of high stakes testing and audit culture. Course questions include 'best practices' for teaching writing in a complex society that values a range of expressive forms, including digital technologies, social media, film and video. Special emphasis on multi-modal literacies in K-12 classrooms. Exploration of language diversity, the relationship between reading, writing, and literacy development in content-specific areas, student centered assessments, and integrating the arts into the reading and writing workshop.

EDUC 834 - Children's Literature**Credits: 4**

Interpretive and critical study of literature for children in preschool and elementary settings. Methods of using literature with children.

EDUC 841 - Exploring Mathematics with Young Children**Credits: 4**

A laboratory course offering those who teach young children mathematics, and who are interested in children's discovery learning and creative thinking; offers chance to experience exploratory activities with concrete materials, as well as mathematical investigations, on an adult level, that develop the ability to provide children a mathematically rich environment, to ask problem-posing questions, and to establish a rationale for doing so. Prereq: MATH 601 or MATH 801.

EDUC 845 - Math with Technology in Early Education**Credits: 2**

The primary goal of this course is that students gain knowledge of learning standards and teaching methods for the instruction of mathematics in early education settings with infants through 3rd grade. In addition, participants gain experience in applying their newfound knowledge in the areas of mathematics with technology through a combination of teaching and digital experiences. On-line course; no campus visits required. Please note the minimal technical requirements for a UNH e-course.

EDUC 850 - Introduction to Exceptionality**Credits: 4**

A life span perspective of the social, psychological, and physical characteristics of individuals with exceptionalities including intellectual, sensory, motor, health, and communication impairments. Includes implications for educational and human service delivery.

EDUC 851A - Educating Exceptional Learners: Elementary**Credits: 4**

Foundations of special education and an introduction to a variety of service delivery models with an emphasis on educating all learners in heterogeneous classrooms. Instructional strategies and supports for all students, particularly those with mild and moderate disabilities, will be the primary focus.

EDUC 851B - Educating Exceptional Learners: Secondary**Credits: 4**

Foundations of special education and an introduction to a variety of service delivery models with an emphasis on educating all learners in heterogeneous classrooms. Instructional strategies and supports for all students, particularly those with mild and moderate disabilities, will be the primary focus. Preparation for students' transitions to post-secondary life will be included.

EDUC 851C - Educating Exceptional Learners: Related Services**Credits: 4**

An overview of special education and related services in an educational setting. Focus on support services provided to general education and special education teachers, including laws relating to special populations, how related services interact with classroom and special educators, IEPs, and other topics that impact services provided to students with special needs.

EDUC 852 - Contemporary Issues in Learning Disabilities**Credits: 4**

Critical analysis of current and historical conceptions of learning disability in the areas of definition, supporting theories, assessment practice, and teaching methodologies. Focus will be on contemporary issues in the field that relate to working with students labeled as learning disabled at both elementary and secondary levels.

EDUC #853 - Contemporary Issues in Behavioral Disabilities**Credits: 4**

Nature and scope of emotional and behavioral disabilities in students from elementary through secondary levels. Theoretical perspectives, characteristics, assessment and educational intervention strategies will be included.

EDUC #854 - Contemporary Issues of Developmental Disabilities**Credits: 4**

The casual factors, physical and psychological characteristics, and educational and therapeutic implications of mental retardation, cerebral palsy, epilepsy, autism, and related conditions. A life span perspective will be included, with major emphasis on the school age population.

EDUC #855 - Facilitating Social Understanding and Relationships for Students with Disabilities**Credits: 2**

The course will focus on the classroom and individual supports needed by students with intellectual and other developmental disabilities, including autism spectrum disorders, in order to have a wide variety of satisfying social relationships. Participants identify the factors that (a) are essential to the development of shared social understanding between students with and without disabilities; (b) promote reciprocal social relationships; and (c) how to recognize and mitigate barriers to reciprocal relationships.

EDUC 856 - Supporting Families of Individuals with Exceptionalities**Credits: 4**

An introduction to family system theory and the implications for families having members with exceptionalities. Issues addressed include diagnosis and prognosis, coping strategies, communication and team collaboration, cross-cultural competence, and agency and school delivery of services. Emphasis is on proactive collaboration with family members.

EDUC 857 - Contemporary Issues in Autism Spectrum Disorders**Credits: 4**

The goal of this course is to enhance students understanding of contemporary issues related to educating students with autism spectrum disorders (ASD). The course is grounded in a theoretical foundation that values the perspectives of individuals with ASD in academic, research, policy, and clinical endeavors. Learning outcomes focus on strategies for identifying opportunities for learning, communication, literacy, and social relationships in a variety of inclusive environments.

EDUC 860 - Introduction to Young Children with Special Needs**Credits: 4**

The needs of children (birth to eight years) with developmental problems or who are at risk for disabilities. Strengths and special needs of such children; causes, identification, and treatment; current legislation; parent and family concerns; program models.

EDUC 861 - Inclusive Curriculum for Young Children with Special Needs**Credits: 4**

Classroom applications of constructivist theory. Curriculum planning and implementation; overview of research and theory related to teaching and learning of specific content areas, with emphasis on integrated approach to early childhood curriculum. Stresses the reciprocal nature of student-teacher relationship. Prereq: permission.

EDUC 862 - Curriculum for Young Children with Special Needs: Evaluation and Program Design**Credits: 4**

Overview of evaluation and intervention issues relevant to early childhood special education, focusing on ages three through eight. Norm-referenced and criterion-referenced assessment tools. Judgment-based evaluation and observation skills. Translation of evaluation information into goals and objectives for individual education programs. Developing appropriate programs in inclusive settings.

EDUC 867 - Students, Teachers, and the Law**Credits: 4**

Our public schools play a vital role in our society. What shall be taught and who shall teach our children are perennial questions. This course explores how the law impacts the educational lives of students and teachers, including issues of church-state relations, free speech, dress codes, and search and seizure. (Also offered as JUST 867.)

EDUC 876 - Reading for Learners with Special Needs**Credits: 4**

Techniques and procedures for teaching reading to learners with special needs. Emphasis is placed on reading instruction in the least restrictive alternative.

EDUC 880 - Belize/New Hampshire Teacher Program**Credits: 4**

International course involving teams of teachers from Belize and New England. The program will offer teachers in both countries the opportunity to work collaboratively on developing effective teaching practices, develop an understanding of each other's cultural and educational perspectives, extend the experience to other teachers and students upon return. Special fee.

EDUC 881 - Introduction to Statistics: Inquiry, Analysis, and Decision Making**Credits: 4**

An applied statistics course that covers introductory level approaches to examining quantitative information. Students spend about half of class time in the computer lab analyzing real data from the behavioral and social sciences. An emphasis is placed on the role of statistics in making empirically-based policy decisions.

EDUC 882 - Introduction to Research Methods**Credits: 4**

This course provides an introduction to research methods in education and the social sciences. Issues from a wide variety of perspectives on research are covered, including the formal procedures employed by experimental psychologists, qualitative perspectives, and techniques used by researchers involved in exploratory investigations in schools and other real-life settings. The design and implementation of research studies is contextualized in current educational and social science issues.

EDUC 884 - Educators as Researchers**Credits: 4**

This course addresses the twofold aim of (a) preparing educational practitioners to conduct systematic inquiry in their classrooms and/or schools and (b) introducing strategies and criteria for understanding, evaluating, and applying educational research.

EDUC 885 - Introduction to Assessment**Credits:** 4

In this course, we examine educational assessment within three different paradigms. First we study the bases for assessment. Next we learn how one designs and administers assessment tasks within the classroom setting. Finally, we examine how one should interpret and utilize the results from standardized tests. We work to become intelligent readers, critics, and consumers of educational assessments. The topics covered in this course are relevant to several other fields including (but not limited to) psychology, social work, family studies, and nonprofit management.

EDUC 886 - Issues in Assessment: Historical Contexts, Perennial Dilemmas, Current Trends**Credits:** 4

This course examines educational assessment, broadly defined, from historical, practical, and critical perspectives and explores definitions, theories, and current issues in assessment. Through this course, students will look at assessment not only as a continual process for the teacher and administrator, but also a discrete process for measurement professionals. Students will analyze current research on and practices of classroom assessment, and will critique current educational assessment programs, policies, and issues that arise from No Child Left Behind, Race to the Top, Common Core State Standards, the achievement gap, competency-based assessment, and the assessment of teacher quality. Students will also explore alternative approaches to these policies with implications for evaluation and assessment, and generate ways to discuss with their communities the financial and human costs and benefits of these programs and policies.

EDUC 891 - Methods of Teaching Secondary Science**Credits:** 4

This course is designed to provide experiences and resources that will support individuals who are planning to teach middle or high school science. Through interactive activities, readings, and class discussions, the class explores key elements and challenges of secondary science teaching and provide a foundation for continued growth and reflection throughout the students' teaching careers. Some of the main topics discussed in this course are national and state science standards, reform-based approaches to instruction, the use of technology in science teaching, laboratory safety, curriculum evaluation, and assessment.

EDUC 894 - Pro-seminar in Teacher Leadership**Credits:** 2

This course will help experienced teachers to establish a framework for collaboration and inquiry focused on questions about teaching, learning, and school reform. Students will develop an academic and research agenda tied to their professional development as educators. Coursework will emphasize approaches to action research and the teacher-as-researcher.

EDUC 897 - Special Topics in Education**Credits:** 1-4

An experimental course for the purpose of introducing a new course or teaching a special topic for a semester in an area of specialization in Education.

EDUC 899 - Master's Thesis**Credits:** 1-10

Prereq: permission of the department. May be repeated up to a maximum of 10 credits. Cr/F.

EDUC 900A - Internship and Seminar in Teaching**Credits:** 3-6

A two semester, full-time, supervised internship consisting of less-than-full-time teaching responsibility in selected educational settings and programs. Weekly seminars and occasional workshops held concurrently with internship. Special fee. Permission required. Cr/F.

EDUC 900B - Internship and Seminar in Early Childhood Education**Credits:** 3 or 4

A two semester, supervised internship with a bi-weekly seminar. Admission by Application. Special fee. Permission required. Cr/F.

EDUC 900C - Internship and Seminar in Special Education**Credits:** 3 or 6

A two semester, supervised internship with a weekly seminar. Admission by application. Special fee. Cr/F.

EDUC 900D - Internship and Seminar in Adult and Occupational Education**Credits:** 3-6

Internship in a field of vocational/technical and adult education either in methodology of teaching or in technical subject matter. Students may elect internship only after completing the qualifying examinations for the master's degree, with permission of their major adviser. May be repeated up to 6 credits. Cr/F.

EDUC 901A - Internship and Seminar in Teaching**Credits:** 3-6

A two semester, full-time, supervised internship consisting of less-than-full-time teaching responsibility in selected educational settings and programs. Weekly seminars and occasional workshops held concurrently with internship. Special fee. Permission required. Cr/F.

EDUC 901B - Internship and Seminar in Early Childhood Education**Credits:** 3 or 4

A two semester, supervised internship with a bi-weekly seminar. Admission by Application. Special fee. Permission required. Cr/F.

EDUC 901C - Internship and Seminar in Special Education**Credits:** 3 or 6

A two semester, supervised internship with a weekly seminar. Admission by application. Special fee. Cr/F.

EDUC 902 - Doctoral Pro-seminar**Credits:** 4

Introduces students to the range of scholarly inquiry undertaken in doctoral programs. Students develop a broad understanding of educational studies and analyze various research paradigms in terms of assumptions, methods, and outcomes. Coursework includes developing a proposal. Matriculated doctoral students only.

EDUC #903 - Normative Inquiry in Education**Credits:** 4

Introduces the student to a critical study of some of the central ethical concepts, theories, and assumptions that shape contemporary educational theory, policy, and practice. Students read both classical and contemporary ethical theory and undertake to critically appraise these theories while using them to resolve moral problems. Prereq: EDUC 905 or permission.

EDUC 904 - Qualitative Inquiry in Education**Credits: 4**

Course will offer both a theoretical and practical background for conducting qualitative inquiry in education. Focused efforts toward understanding how the type or tradition of qualitative inquiry shapes the design of the study. Through comparative analysis of different qualitative traditions, students will be prepared to make informed decisions about what approaches to use in their studies and why they are using them. Prereq: permission.

EDUC 905 - Critical Inquiry in Education**Credits: 4**

Designed for advanced students to study philosophical methods needed for critical inquiry in education. Primary emphasis on practical mastery of: the construction and assessment of cogent argumentation; identification of common fallacies in reasoning; conceptual analysis; the appraisal of definitions, slogans, and metaphors in educational thought; and the disentangling of conceptual, factual, and normative claims associated with practical educational issues. Investigation of the difference between critique and criticism. Prereq: permission.

EDUC 906 - The Literature Review in Educational Research: Interdisciplinary Perspectives**Credits: 4**

This course introduces graduate students to the rhetorical and analytic skills necessary for writing a well-structured, soundly presented literature review. This course covers systematic topic selection, research analysis, how to limit your research topic and focus your literature search, how to appraise your sources, negotiate the range of books, periodicals and reports you collect about your study, and writing, revising and editing strategies. Upon completing the course, students will have produced a literature review using a minimum of 30 self-selected research articles, books and digital resources. The course is appropriate for master's and doctoral students who are writing course papers, dissertations or theses.

EDUC 907 - Foundations of Literacy Instruction**Credits: 4**

Overview of the nature of the reading/writing process and the continuum of instruction from emergent literacy through the primary and intermediate elementary grades. Emphasis is placed on validated instructional practices and issues of classroom organization and management of literacy instruction.

EDUC 908 - Clinical Diagnosis and Remediation of Reading Difficulties and Disabilities**Credits: 4**

Examination of theories and procedures for the diagnosis and remediation of moderate to severe disabilities in reading and writing through case studies, discussions, demonstrations, and practice. Clinical experience each semester. Prereq: EDUC 907; 910;/or permission.

EDUC #909 - Clinical Diagnosis and Remediation of Reading Difficulties and Disabilities**Credits: 4**

Examination of theories and procedures for the diagnosis and remediation of moderate to severe disabilities in reading and writing through case studies, discussions, demonstrations, and practice. Clinical experience each semester. Prereq: EDUC 907; 910;/or permission.

EDUC 910 - Reading and Writing Methods in the Middle/Secondary School**Credits: 4**

Overview of literacy programs in middle/secondary school with emphasis on (1) developing an integrated literacy curriculum and (2) planning and providing literacy instruction in the content areas to improve students' reading and writing skills across the curriculum.

EDUC 913 - Field Practicum in Reading**Credits: 4**

Field-based experience focusing on roles of the reading and writing specialist in organizing and managing literacy programs in school settings; weekly seminar. Prereq: permission.

EDUC 914 - Seminar in Reading Research**Credits: 4**

Analysis of qualitative and quantitative research paradigms as the basis for understanding and constructing research in reading and the related language arts. Topical study of current research base in emergent literacy, word analysis, comprehension, elementary and secondary/ content reading, and diagnosis/remediation. Prereq: permission.

EDUC 918A - Seminar on Research in Literacy Instruction**Credits: 2**

The purpose of this seminar is to study the disciplinary traditions that inform contemporary conceptions of literacy instruction both in and out of school. It will draw on research from social and cognitive psychology, literary theory, cultural studies, and feminist epistemology. An emphasis will be placed on preparing doctoral students to meet the needs of students in an increasing pluralistic population.

EDUC 918B - Seminar on Research in Literacy Instruction**Credits: 2**

The purpose of this seminar is to study the disciplinary traditions that inform contemporary conceptions of literacy instruction both in and out of school. It will draw on research from social and cognitive psychology, literary theory, cultural studies, and feminist epistemology. An emphasis will be placed on preparing doctoral students to meet the needs of students in an increasing pluralistic population.

EDUC 918C - Seminar on Research in Literacy Instruction**Credits: 2**

The purpose of this seminar is to study the disciplinary traditions that inform contemporary conceptions of literacy instruction both in and out of school. It will draw on research from social and cognitive psychology, literary theory, cultural studies, and feminist epistemology. An emphasis will be placed on preparing doctoral students to meet the needs of students in an increasing pluralistic population.

EDUC 918D - Seminar on Research in Literacy Instruction**Credits: 2**

The purpose of this seminar is to study the disciplinary traditions that inform contemporary conceptions of literacy instruction both in and out of school. It will draw on research from social and cognitive psychology, literary theory, cultural studies, and feminist epistemology. An emphasis will be placed on preparing doctoral students to meet the needs of students in an increasing pluralistic population.

EDUC 919 - Counseling Practicum: Professional and Ethical Orientation**Credits: 4**

Introduction to the field of counseling and development of foundational counseling skills. Includes a skills-based practicum and seminars addressing contemporary professional issues. Legal and ethical responsibilities of counselors are examined.

EDUC 920 - Counseling Theory and Practice**Credits: 4**

Provides a survey of major contemporary theories and techniques of counseling. The counseling process, various theoretical approaches, and an introduction to professional issues in counseling diverse populations are examined.

EDUC 921 - Psychology of Career and Personal Development**Credits: 4**

Examines the interrelationship between career and personal development. An overview of theories, tools, and research that underlie career assessment is provided. Individual and group career counseling processes and skills are applied to career education models.

EDUC 922 - Assessment in Counseling**Credits: 4**

Surveys evaluative instruments and methods that have particular use in counseling. Explores systematic procedures for measuring human behavior and statistical concepts that underlie psychological testing. Assessment is viewed from the perspectives of its use in the counseling process as well as in providing accountability for diagnosis and treatment planning.

EDUC 923 - Group Counseling**Credits: 4**

Reviews theoretical and applied processes of group counseling. Class includes a laboratory experience to examine interactive behavior as a group member and facilitator. Pre- or Coreq: EDUC 919 or EDUC 920.

EDUC 924 - Psychological Disorders: Variations in Human Development**Credits: 4**

Examines the development of effective and ineffective human functioning. Behavior patterns that pose the most common problems encountered by counselors are reviewed, with an emphasis on the concepts and processes of adaptation. Pre- or Coreq: EDUC 920.

EDUC 925 - Counseling Internship I**Credits: 4**

Seminar accompanies supervised field experience at approved field site. Orientation to the diverse roles and functions of counselors in school and agency settings. Discussion and educational supervision of students' counseling and consultation activities at field site. Pre- or Coreq: EDUC 919, EDUC 920, EDUC 923, EDUC 924. Special fee.

EDUC 926 - Counseling Internship II**Credits: 4**

Seminar accompanies supervised field experience at approved internship site. Small group format uses audio-taped samples of counseling sessions, providing critiques and educational supervision of counseling and consulting activities. Prereq: EDUC 925. Special fee.

EDUC #927 - Human Growth & Development: Personality Theory**Credits: 4**

Examines the structure of personality and the dimensions along which individuals may vary. Considers implications of personality variables for the counseling process.

EDUC 929 - Advanced Counseling Internship**Credits: 4**

Seminar accompanies supervised field experience at approved internship site. Weekly critiques of audio-taped samples of counseling sessions emphasize self-awareness and the application of advanced skills in counseling and consultation. Students provide layered supervision to first year GPC graduates. Prereq: EDUC 926.

EDUC 930 - Research in Counseling**Credits: 4**

Provides an overview of research design and methodology in social and behavioral sciences. Emphasis on the responsibility of counselors as critical consumers of published research. Students develop research projects to enhance professional knowledge in educational or community settings. Prereq: EDUC 922.

EDUC 932 - Society and Culture: Contemporary Issues in Counseling**Credits: 4**

Examines the current social and cultural contexts of counseling. Emphasis on preparing counselors to address the needs of a pluralistic population characterized by diverse racial/ethnic membership as well as gender, sexual orientation, and physical ability.

EDUC 933 - Developmental Models of Comprehensive School Guidance**Credits: 4**

Course includes a supervised field experience. Provides a review of child and adolescent psychosocial development as a foundation for learning and high level functioning. Students are expected to develop awareness of their own psychosocial adaptations. State and national guidelines provide a framework for teaching pro-social skills models. Prereq: EDUC 919, EDUC 920, EDUC 925.

EDUC 935A - Seminar and Practicum in Teaching**Credits: 4**

For new graduate students admitted to the M.Ed. or M.A.T. program in the Department of Education. In-school experiences to develop introductory skills in observation and teaching. On-site seminars for analysis and evaluation. Assessment and advising related to teaching as a career. Prerequisite for further work toward a teacher licensure. Minimum of 7 hours a week, plus travel time, required. Prereq: permission. Special fee. Cr/F.

EDUC 935B - Seminar and Practicum in Teaching**Credits: 4**

An exploratory practicum, which is an integrated part of the Live, Learn, & Teach (LLT) Summer Program. Designed to explore teaching as a career and to prepare, eventually, for a teaching internship. LLT includes preparation in curriculum and instruction; practical and theoretical approaches to experiential education; interpersonal and group skill development, approaches to classroom management; and exploration of the many aspects of teaching and learning. Students develop and co-teach summer classes for children or adolescents with advisement from experienced educators. Prereq: admission to Live, Learn, and Teach Summer Program. Cr/F.

EDUC 938 - Advanced Seminar in Special Education**Credits: 4**

Weekly seminar on current and/or controversial topics related to special education services. Possible topics include service delivery systems, classification and labeling, assessment, instructional techniques, classroom management, consultation, and the special educator as researcher. Prereq: matriculated student or permission.

EDUC 939 - Assessment and Teaching of Children with Learning**Difficulties****Credits: 4**

A two-semester course to develop teacher competency to analyze learners and learning environments; specify learner characteristics; and design, implement, and evaluate appropriate educational interventions in the areas of language, mathematics, reading, behavior, and social skills. Focus on children with mild and moderate learning difficulties in regular classrooms. Prereq: EDUC 850; 851 and permission.

EDUC 940 - Assessment and Teaching of Children with Learning Difficulties**Credits: 4**

A two-semester course to develop teacher competency to analyze learners and learning environments; specify learner characteristics; and design, implement, and evaluate appropriate educational interventions in the areas of language, mathematics, reading, behavior, and social skills. Focus on children with mild and moderate learning difficulties in regular classrooms. Prereq: EDUC 850; 851 and permission.

EDUC 941 - Diversity and Child Development**Credits: 4**

Focus on typical child development from birth to age eight. Considers theories of child development and assessment from historical and contemporary perspectives, with emphasis on observation during naturally occurring activities as a means of learning about child development. Includes child study. Prereq: permission.

EDUC 942 - Socio-cultural Perspectives on Teaching and Learning**Credits: 4**

Considers the growing body of knowledge on the role of play in children's development; includes examination of contemporary constructive theory. Organized around theme of teacher researcher. Assignments include research review and student-designed study of child development issue. Prereq: EDUC 941 or permission.

EDUC 948 - Leadership and Advocacy in Early Childhood Education**Credits: 4**

Examination of roles and responsibilities of early childhood professionals, with emphasis on action research skills, analysis of contemporary problems, strategies for advocacy, and program leadership skills.

EDUC 950 - Research in Culture, Behavior, and Development**Credits: 4**

Study of child development from comparative perspective, considering race, gender, and disabling conditions as dimensions of diversity. Cross-cultural research examined as challenge to contemporary theories of child development. Ethno-psychology of child development. Use of anthropological methods in study of child development. Implications for educational theory and practice. Prereq: permission.

EDUC 951 - Laws and Regulations Affecting the Education of Students with Disabilities**Credits: 4**

Analysis of current federal and state policies affecting students with disabilities. Focus on Section 504 and IDEA. The role of policy making and constitutional and ethical issues discussed.

EDUC #952 - Inclusive Assessment, Curriculum, Instruction, and Communication Supports**Credits: 4**

One of sequence of courses that leads to New Hampshire certification in Mental Retardation. Meets some of the requirements for certification of the Council for Exceptional Children. This advanced course provides knowledge and skills in assessment, curriculum development/modification, and instruction. It is also expected that graduate students will use their knowledge of alternative/augmentative communication in developing assessment and instructional activities for students with significant special needs.

EDUC 953 - Seminar in Curriculum Study**Credits: 4**

Analysis of recent trends in public school curriculum; structures, philosophy, development, change, and evaluation. Primarily for experienced teachers and administrators. Prereq: teaching experience.

EDUC 956 - Learning to Listen: Developing Positive Behavior Supports for Students with Challenging Behaviors**Credits: 4**

One of a sequence of courses that leads to New Hampshire certification in Mental Retardation. Meets some of the requirements for certification of the Council for Exceptional Children. Behavioral challenges are the most frequent reason students with significant disabilities are excluded from inclusive settings in schools and communities. Course provides knowledge and skills in behavior as communication, utilization of functional assessments, and development of strategies to support students who experience challenging behaviors.

EDUC 957 - Collaborative Models of Teaching, Learning, and Leading**Credits: 4**

Building professional communities that nurture and support learning across the career span is a complex process that includes building productive relationships with co-workers who hold a variety of positions in schools: teachers, administrators, counselors, specialist, interns and paraprofessionals. This course examines a range of collaborative practices in schools including mentoring, co-teaching, and collaborative supervision. The central question is, "How do collaborative versus noncollaborative environments affect teaching and learning for students, teachers and administrators?"

EDUC 958 - Analysis of Teaching and Learning**Credits: 4**

Examination of and reflection on the nature of teaching will serve as the basis for analysis. A variety of strategies for analysis of teaching will be explored and implemented. Student-initiated inquiry into specific aspects of teaching will provide practical application of course material. Prereq: teaching experience.

EDUC 959 - Issues in Education**Credits: 4**

Emphasizes the development of understandings, dispositions, and skills necessary to effectively participate in P-12 reform discussion and decision-making. The course focuses on foundational issues related to a) the legitimacy of public education, b) accountability-based national reform efforts, and c) the goals and content of school curricula. This on-line course is required for the M.Ed. in Educational Studies or elective for other degrees.

EDUC 960 - Curriculum Development**Credits: 4**

Students learn how to develop the curriculum for schools and school districts. The course builds skills and infuses an understanding of the role that curriculum development plays. It explores how current curricular issues influence the development of curriculum.

EDUC #961 - Public School Administration**Credits: 4**

Introductory course to school leadership; major issues and trends in policy making, theories in school management, personnel, public relations, finance, decision making, ethics, and research in school administration.

EDUC 962 - Educational Finance and Business Management**Credits: 4**

Principles of financing education, budgetary procedures, computer simulations, and business management. Analysis of N.H. school funding system. Handling practical school finance problems is part of the project work.

EDUC 964 - Human Resources in Education**Credits: 4**

Problems arising from the communications process. Implications of group problem-solving processes. Interpersonal relations and group dynamics among students, faculty, staff, administration, and the community. Application of theories.

EDUC 965 - Educational Supervision and Evaluation**Credits: 4**

Theoretical foundations and practical applications of supervisory and instructional practices and procedures; consideration of observation instruments and techniques. Teacher evaluation and supervision reviewed. Each student conducts a field supervision project. Prereq: teaching experience or permission.

EDUC 967 - School Law**Credits: 4**

Relationship of law to public education. Emphasis on federal constitution, New Hampshire statutes, and case law related to public interests served by elementary and secondary education. Special topics: church-state relationship, due process, desegregation, teacher employment, discrimination, negotiations, student rights, tort liability.

EDUC 968 - Collective Bargaining in Public Education**Credits: 4**

An examination of collective bargaining as practiced by school boards, administrators, and teacher organizations. Consideration is given to collective bargaining statutes, case law, employee relations boards, unit determinations, exclusive representation, union security provisions, scope of bargaining, good faith, grievance procedures, bargaining strategies, strikes, public interest, mediation, fact finding, arbitration, and the administration of the negotiated contract.

EDUC 969 - Practicum in Educational Administration**Credits: 4**

Supervised practical experience in planning and implementing graduate student-initiated field projects in school administration. Prereq: all core requirements.

EDUC 970 - Foundations for Leadership in Higher Education**Credits: 4**

Seminar for master's and doctoral level students in education and related fields. Focus on the organization, structure, function, and dynamics of institutions of higher education, and the corollary roles and responsibilities of leaders in academic and student affairs. Intended for those currently in or planning to enter into leadership roles in a college or university.

EDUC 971 - School Facilities Management**Credits: 4**

Techniques and procedures involved in the long-range planning of school facilities: for example, school population projections, characteristics of the present and future educational programs, space requirements, evaluation of existing facilities, future use of existing buildings, analysis of financial resources available, identification of reasonable alternatives, and an examination of the probable consequences of such alternatives.

EDUC 972 - Introduction to Educational Evaluation**Credits: 4**

This is a graduate level course that provides a broad overview of evaluation methods that influence K-12 education, as well as the nonprofit sector. While educational assessments include a full range of procedures used to gain information about student learning (e.g., observations and paper-and-pencil tests), educational evaluation is the process of determining something about the merit, worth, or significance of that information. Therefore, the goal of this course is to provide students with an introduction to educational evaluation from both a practitioner and a programmatic perspective. To meet this goal students explore the importance of evaluation across educational contexts; evaluate student achievement; develop a program logic model; and conduct an evaluability assessment.

EDUC 973 - Policy, Politics, and Planning in Education**Credits: 4**

Policy systems and fundamental values shaping the development and enactment of education policy at the federal, state, and local levels.

EDUC 974 - Administrative Internship and Field Project**Credits: 4**

Field-based internship. Administrative experience in one or several educational and community agencies. Participation in administrative and supervisory work of the agencies. Each intern completes a major field project requiring analysis and action appropriate for resolution of a significant administrative problem at the intern site. Supervision by university faculty. Prereq: permission of graduate adviser. A grade of credit (CR) is given upon successful completion of the internship and field project. Cr/F.

EDUC 975 - Administrative Internship and Field Project**Credits: 4**

See description for EDUC 974. Cr/F.

EDUC 976 - Policy and Governance in Higher Education**Credits: 4**

Seminar for master's and doctoral level students in Education and related fields. Examination of federal and state policies and regulations affecting two-year and four-year colleges and universities, and governance practices necessary to achieve institutional mission. Consideration of rationales for public oversight and financing of higher education, controversial topics (e.g., affirmative action, accreditation, proprietary institutions, distance learning), and strategies for effective shared governance are included.

EDUC 977 - Leadership: The District Level Administrator**Credits: 4**

Examines the school superintendency and other district level positions of leadership that comprise the administrative team, focusing on the complexity of the current role and relationships, the critical issues facing school leaders, and the skills necessary for success as an educational leader in today's climate. Students analyze contemporary issues of school governance and examine problems of practice to understand the role of school superintendent and other district level administrators from a theoretical, political, and contemporary perspective.

EDUC 978 - Applied Regression Analysis in Educational Research**Credits: 4**

This course introduces students to simple and multiple regression analysis, specifically as the methods are applied to research questions in educational research. Students learn about the linear regression model and its assumptions, how to use SPSS to fit the model to data, and how to interpret results. Students will also learn how to: evaluate the tenability of the model's assumptions; conduct thoughtful model building; model the effects of categorical predictors and statistical interactions; and handle multi-collinearity. The use of statistical techniques are modeled in class and then students apply these new techniques to datasets of educational relevance from a variety of sources, including educational surveys, observational studies, and randomized experiments. Students learn how to interpret the outcomes of their analyses thoughtfully and meaningfully and are asked to communicate these interpretations clearly and concisely in writing. Prereq: EDUC 881 or equivalent.

EDUC 979 - Applied Multilevel Modeling**Credits: 4**

This applied course in multilevel modeling is designed for graduate students in education and the social sciences who are interested in conducting statistical analysis to answer questions about (1) contextual effects on individual outcomes, and (2) individual change over time. Topics addressed include exploratory analyses of multilevel data, conditional and unconditional models, fixed and random effects, model assumptions, model fit, non-linear change, discontinuous change, time-varying predictors, unequally spaced measurement occasions, and three-level multilevel models. Prereq: EDUC 978 or the equivalent.

EDUC 980 - Research in the Teaching of Writing**Credits: 4**

Review of research in writing instruction, focusing on trends in design, research procedures, the contributions of linguistics, cognitive and developmental psychology, with a view to the conduct of research by participants. Prereq: permission.

EDUC 981 - Quantitative Inquiry: Methods and Techniques of Educational Research**Credits: 4**

Conceptual aspects and practical realities of the research process applied to problems in education and human service disciplines. Develops skills necessary to use, as well as conduct, research.

EDUC 982 - Issues and Methods in Ethnographic Research in Education**Credits: 4**

Provides theoretical grounding and field experience in ethnography as a deliberate inquiry process. Examines the application of ethnographic fieldwork to educational research.

EDUC 983 - Advanced Psychology of Human Learning**Credits: 4**

Review and integration of learning theory, teacher effectiveness, motivation theory, and development through adolescence; application of these to teaching generally and to the areas of specialization of the participants. Prereq: EDUC 801 or equivalent.

EDUC 985 - Contemporary Issues and Theories in Human Learning and Development**Credits: 4**

This course explores the human drive to know one's world. Although the primary focus is on traditional school-aged learners, views of the learner both in and out of school and across the life-span are considered as well. Theoretical positions will include: cognitive developmental theory; an analysis of positions implicit in traditional and innovative schooling practices; and theories about the social organization of knowledge. Attention will be given to educational applications of recent advances in contemporary theories of learning and development, as well as changes in pedagogy and assessment. Prereq: EDUC 801, or equivalent introduction to human development and/or educational psychology;/ or permission.

EDUC 986 - Philosophy of Education**Credits: 4**

Seminar in comparative analysis of educational theories and the philosophical foundations upon which they are based. Application of theoretical criteria for evaluating educational practices and for developing one's own philosophy of education. Prereq: permission.

EDUC 990 - Developmental Perspectives on Adulthood**Credits: 4**

Research and theory about critical life issues; developmental tasks of the life cycle; periods of transition; stages of intellectual, moral, and personality development of the adult; and the design of significant learning experiences for adults within a variety of educational settings and institutions. Prereq: permission.

EDUC 991 - Curriculum Theory I**Credits: 4**

Explores models of curriculum theorizing, the relationship between curriculum and theory and society and school practice, and current curriculum issues and reform initiatives.

EDUC 992 - Curriculum Theory II**Credits: 4**

The purpose of this course is (a.) to critically examine the various methodological approaches for conducting educational research within the broader field of transnational curriculum studies and (b.) to appraise the tension between a range of disciplinary frameworks that inform curriculum theory, government policy, and its respective implementation both inside and outside the classroom. Studies include analysis of alternative curricular arrangements within global, national, and local contexts. Curriculum Theory I is recommended, but not required.

EDUC 995 - Independent Study**Credits: 1-4**

Opportunity for intensive investigation of a special problem or issue in the field of education. Prereq: permission. May be repeated to a maximum of 8 credits.

EDUC 998 - Special Topics**Credits: 1-4**

Study of a particular theoretical, methodological, or policy issue. May be offered off campus as professional development.

EDUC 999 - Doctoral Research**Credits: 0**

Cr/F.