

# EDUCATION (EDC) CPSO

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

## **EDC 800 - Introduction to Field Experience/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. Completion of Praxis Core required prior to taking this course.

**Equivalent(s):** EDU 700G

**Grade Mode:** Letter Grading

## **EDC 801 - 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.

**Equivalent(s):** EDU 721G

**Grade Mode:** Letter Grading

## **EDC 802 - Young Children with Exceptionalities, Birth to Age 8**

### **Credits: 4**

In this course, students examine typical and non-typical development of children from birth through age 8. This is a time of rapid brain growth and overall development that forms the foundation for all learning. For young children who have exceptionalities in the physical, behavioral, developmental, or learning domains, these years are even more critical. The purpose of this course is to provide current, research-based knowledge and resources for professionals and their families who nurture, support, and provide services to exceptional children.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 761G

**Grade Mode:** Letter Grading

## **EDC 803 - 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 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 701G

**Grade Mode:** Letter Grading

**Special Fee:** Yes

## **EDC 804 - Assessment of Young Children in EC/ECSPED - 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 8. 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 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 763G

**Grade Mode:** Letter Grading

## **EDC 805 - 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.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 766G

**Grade Mode:** Letter Grading

**EDC 806 - IFSP, IEP, and Transition Plans, Birth to Age 8****Credits:** 2

This clinical course focuses on the components and processes involved in the legal aspects and development of Individual Family Service Plans (IFSP) 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, student 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 and an IEP, and a research paper which addresses the legal/ethical considerations and implications in the development of IFSPs and IEPs.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 767G

**Grade Mode:** Letter Grading

**EDC 807 - Behavior Interventions for Young Children****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.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 768G

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 808 - Science, Technology, Engineering, and Mathematics in Early Childhood and Early Child Spec. Ed. 0-8****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.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 764SG

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 809 - 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 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 710AG

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 810 - Curriculum, Assessment & Instruction in Early Childhood and Early Childhood Spec Educ. Birth-Age 8****Credits:** 4

In this clinical course, students examine, develop, and evaluate developmentally appropriate curriculum and instruction in early childhood special education settings, for young children birth through age 8 (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.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 765G

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 816 - Students with Disabilities****Credits:** 4

This course provides an overview of the 13 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 717G

**Grade Mode:** Letter Grading

**EDC 817 - Managing Student Behavior****Credits:** 4

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 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 707G

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 818 - Transition Planning and 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 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 706G

**Grade Mode:** Letter Grading

**EDC 819 - 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 plan 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 into the unit plan. Admission to the teacher certification program required.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 702G

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 820 - Instructional Methods, Strategies and Technologies to Meet the Needs of All Students****Credits:** 4

In this clinical course, students develop knowledge and expertise using a variety of instructional methods and research-based strategies to improve learning for a diverse, student population facing complex individual learning challenges. Students will research strategy based instruction and meta-cognition to determine its effectiveness in increasing independence, enhancing learning and developing thinking skills. Math will be the content area focus, including: standards based instruction, assessment, unit development and teaching, and technology integration.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 703G

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 821 - Assessment of Students with Disabilities****Credits:** 4

This 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 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 705G

**Grade Mode:** Letter Grading

**EDC 822 - 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.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 704G

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 823 - Teaching Language Arts and Literacy****Credits:** 6

In this clinical course, students explore, develop, implement and evaluate a variety of strategies to teach language arts to diverse learners.

Students analyze a language arts series in relation to the National Council of Teachers of English standards, and the National Reading Panel's recommendations in each of the following areas: phonemic awareness, phonics, fluency, comprehension of vocabulary and text.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 710G

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 824 - 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 5-lesson mathematics units for two different grade levels, teaching and reflecting on lessons taught in one of the units.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 732G

**Mutual Exclusion:** No credit for students who have taken MATH 803.

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 831 - Aspects of Mathematics Learning****Credits:** 4

This clinical course is designed to provide prospective secondary 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.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 752G

**Mutual Exclusion:** No credit for students who have taken MATH 800.

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 832 - 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.

**Prerequisite(s):** (EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B- and (EDC 831 with a minimum grade of B- or EDU 752G with a minimum grade of B-.

**Equivalent(s):** EDU 753G

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 833 - 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, 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.

**Prerequisite(s):** (EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B- and (EDC 832 with a minimum grade of B- or EDU 753G with a minimum grade of B-.

**Equivalent(s):** EDU 733G

**Mutual Exclusion:** No credit for students who have taken MATH 803, MATH 809.

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 834 - 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.

**Prerequisite(s):** (EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B- and (EDC 832 with a minimum grade of B- or EDU 753G with a minimum grade of B-.

**Equivalent(s):** EDU 734G

**Mutual Exclusion:** No credit for students who have taken MATH 809.

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 844 - Special Topics: Upper Level****Credits:** 1-6

A study of current and variable topics in Education. Course content changes from term to term. It is expected that the learner will have prior coursework or experience in the subject area.

**Repeat Rule:** May be repeated up to unlimited times.

**Equivalent(s):** EDU 744G

**Grade Mode:** Letter Grading

**EDC 845 - Natural Selection and Evolution****Credits:** 3

In this non-clinical introductory course, students examine the major concepts around the structure and function of organisms and explore the best methodologies to teach these concepts. The major concepts include: DNA's discovery and structure; replication, transcription, and translation; the organizational levels of organisms; how structure relates to function; and feedback loops and homeostasis. The student develops multiple engaging activities and lesson plans to teach middle or high school children details within the major concepts. Students create formative investigations and assessments related to the major concepts as well as satisfy summative assessment requirements.

**Equivalent(s):** EDU 756G

**Grade Mode:** Letter Grading

**EDC 846 - Life Sciences Across the Curriculum****Credits:** 3

In this non-clinical introductory level course, students examine real-life application of life science phenomena and concepts across the curriculum and how these sciences intersect with chemistry, physics, and earth space science. The student uses laboratory techniques to explain and solve problems and develops multiple engaging activities and lesson plans to teach middle or high school children details within the major concepts. Students create formative investigations and assessments related to the major concepts as well as satisfy summative assessment requirements.

**Equivalent(s):** EDU 757G

**Grade Mode:** Letter Grading

**EDC 847A - Introductory Field Experiences****Credits:** 1

In this introductory level clinical course, students participate in several formative clinical experience tasks to prepare them for the facilitation of effective 7-12 science lessons. Students use Next Generation Science Standards and prior student evidence to create and deliver introductory level lessons that include appropriate activities and assessments aligned to a clear and measurable learning objective. Students' clinical assignments are carried out and assessed in an approved science classroom under the supervision of faculty and on-site Supervising Practitioners.

**Equivalent(s):** EDU 758AG

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 847B - Introductory Field Experiences****Credits:** 1

In this introductory level clinical course, students participate in several formative clinical experience tasks to prepare them for the facilitation of effective 7-12 science lessons. Students use Next Generation Science Standards and prior student evidence to create and deliver introductory level lessons that include appropriate activities and assessments aligned to a clear and measurable learning objective. Students' clinical assignments are carried out and assessed in an approved science classroom under the supervision of faculty and on-site Supervising Practitioners.

**Equivalent(s):** EDU 758BG

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 847C - Introductory Field Experiences****Credits:** 1

In this introductory level clinical course, students participate in several formative clinical experience tasks to prepare them for the facilitation of effective 7-12 science lessons. Students use Next Generation Science Standards and prior student evidence to create and deliver introductory level lessons that include appropriate activities and assessments aligned to a clear and measurable learning objective. Students' clinical assignments are carried out and assessed in an approved science classroom under the supervision of faculty and on-site Supervising Practitioners.

**Equivalent(s):** EDU 758CG

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 847D - Introductory Field Experiences****Credits:** 1

In this introductory level clinical course, students participate in several formative clinical experience tasks to prepare them for the facilitation of effective 7-12 science lessons. Students use Next Generation Science Standards and prior student evidence to create and deliver introductory level lessons that include appropriate activities and assessments aligned to a clear and measurable learning objective. Students' clinical assignments are carried out and assessed in an approved science classroom under the supervision of faculty and on-site Supervising Practitioners.

**Equivalent(s):** EDU 758DG

**Grade Mode:** Letter Grading

**Special Fee:** Yes



**EDC 848 - Structure and Function in Life Sciences****Credits:** 3

In this non-clinical intermediate course, students examine the major concepts around the structure and function of organisms and explore the best methodologies to teach these concepts. The major concepts include: DNA's discovery and structure; replication, transcription, and translation; the organizational levels of organisms; how structure relates to function; and feedback loops and homeostasis. The student develops multiple engaging activities and lessons.

**Equivalent(s):** EDU 759G**Grade Mode:** Letter Grading**EDC 849 - Matter and Energy in Organisms and Ecosystems****Credits:** 3

In this non-clinical intermediate course, students examine the major concepts around the flow of matter and energy within ecosystems and explore the best methodologies to teach these concepts. The major concepts include: energy production in organisms; cycling of carbon through each sphere; carbon's role in living things; cycling of matter and energy in aerobic and anaerobic conditions; and cycling of matter and energy among organisms and ecosystems. The student develops multiple engaging activities and lesson plans to teach middle or high school children details within the major concepts. Students create formative investigations and assessments related to the major concepts as well as satisfy summative assessment requirements. Students plan an integrated/thematic unit with lessons that align with Next Generation Science Standards.

**Equivalent(s):** EDU 769G**Grade Mode:** Letter Grading**EDC 850 - Teaching Life Sciences: Ecosystems-Interdependent Relationships****Credits:** 3

In this non-clinical intermediate course, students examine the major concepts around interdependencies between organisms within ecosystems and explore the best methodologies to teach these concepts. The major concepts include: natural factors that affect population size; human influence on populations; factors that influence biodiversity; carrying capacity; and the role of group behavior on ecosystems. The student develops multiple engaging activities and lesson plans to teach middle or high school children details within the major concepts. Students create formative investigations and assessments related to the major concepts as well as satisfy summative assessment requirements. Students plan an integrated/thematic unit with lessons that align with Next Generation Science Standards.

**Equivalent(s):** EDU 776G**Grade Mode:** Letter Grading**EDC 851A - Intermediate Field Experiences****Credits:** 1

In this intermediate clinical course, students participate in several formative clinical experience tasks to prepare them for the facilitation of effective 7-12 science lessons. Students use Next Generation Science Standards and prior student evidence to create and deliver intermediate level lessons that include higher order thinking, rich academic language, differentiation, and data based instructional decisions. Students' clinical assignments are carried out and assessed in an approved science classroom under the supervision of faculty and on-site Supervising Practitioners.

**Equivalent(s):** EDU 777AG**Grade Mode:** Letter Grading**Special Fee:** Yes**EDC 851B - Intermediate Field Experiences****Credits:** 1

In this intermediate clinical course, students participate in several formative clinical experience tasks to prepare them for the facilitation of effective 7-12 science lessons. Students use Next Generation Science Standards and prior student evidence to create and deliver intermediate level lessons that include higher order thinking, rich academic language, differentiation, and data based instructional decisions. Students' clinical assignments are carried out and assessed in an approved science classroom under the supervision of faculty and on-site Supervising Practitioners.

**Equivalent(s):** EDU 777BG**Grade Mode:** Letter Grading**Special Fee:** Yes**EDC 851C - Intermediate Field Experiences****Credits:** 1

In this intermediate clinical course, students participate in several formative clinical experience tasks to prepare them for the facilitation of effective 7-12 science lessons. Students use Next Generation Science Standards and prior student evidence to create and deliver intermediate level lessons that include higher order thinking, rich academic language, differentiation, and data based instructional decisions. Students' clinical assignments are carried out and assessed in an approved science classroom under the supervision of faculty and on-site Supervising Practitioners.

**Equivalent(s):** EDU 777CG**Grade Mode:** Letter Grading**Special Fee:** Yes**EDC 851D - Intermediate Field Experiences****Credits:** 1

In this intermediate clinical course, students participate in several formative clinical experience tasks to prepare them for the facilitation of effective 7-12 science lessons. Students use Next Generation Science Standards and prior student evidence to create and deliver intermediate level lessons that include higher order thinking, rich academic language, differentiation, and data based instructional decisions. Students' clinical assignments are carried out and assessed in an approved science classroom under the supervision of faculty and on-site Supervising Practitioners.

**Equivalent(s):** EDU 777DG**Grade Mode:** Letter Grading**Special Fee:** Yes**EDC 852 - Teaching Life Sciences: Genetics-Inheritance and Variation of Traits****Credits:** 3

In this non-clinical advanced course, students examine the major concepts around the genetics and mechanisms of inheritance in organisms and explore the best methodologies to teach these concepts. The major concepts include: mitosis and cell division; DNA and the inheritance of traits; meiosis, mutations and change over time; and the statistics of genetics. The student develops multiple engaging activities and lesson plans to teach middle or high school children details within the major concepts. Students create formative investigations and assessments related to the major concepts as well as satisfy summative assessment requirements. Students plan an integrated/thematic unit with lessons that align with Next Generation Science Standards.

**Equivalent(s):** EDU 778G**Grade Mode:** Letter Grading

**EDC 853 - Math Across the Life Sciences****Credits:** 3

In this non-clinical advanced level course, students examine the major concepts of the application and use of math and identification and manipulation of variables in life sciences. The major concepts include: applying mathematical modeling to a variety of concepts; using statistical concepts to model and predict; identifying and manipulating variables. The student may develop multiple engaging activities and lesson plans to teach middle or high school children details within the major concepts. Students create formative investigations and assessments related to the major concepts as well as satisfy summative assessment requirements. Students plan an integrated/thematic unit with lessons that align with Next Generation Science Standards.

**Equivalent(s):** EDU 779G**Grade Mode:** Letter Grading**EDC 854A - Advanced Field Experiences****Credits:** 1

In this advanced clinical course, students participate in several formative clinical experience tasks to prepare them for the facilitation of effective 7-12 science lessons. Students use Next Generation Science Standards and prior student evidence to create and deliver advanced level lessons that include instructional strategies generated based on student data, scaffolding for unique student needs, varied assessments, and high quality reflections. Students' clinical assignments are carried out and assessed in an approved science classroom under the supervision of faculty and on-site Supervising Practitioners.

**Equivalent(s):** EDU 798AG**Grade Mode:** Letter Grading**Special Fee:** Yes**EDC 854B - Advanced Field Experiences****Credits:** 1

In this advanced clinical course, students participate in several formative clinical experience tasks to prepare them for the facilitation of effective 7-12 science lessons. Students use Next Generation Science Standards and prior student evidence to create and deliver advanced level lessons that include instructional strategies generated based on student data, scaffolding for unique student needs, varied assessments, and high quality reflections. Students' clinical assignments are carried out and assessed in an approved science classroom under the supervision of faculty and on-site Supervising Practitioners.

**Equivalent(s):** EDU 798BG**Grade Mode:** Letter Grading**Special Fee:** Yes**EDC 854C - Advanced Field Experiences****Credits:** 1

In this advanced clinical course, students participate in several formative clinical experience tasks to prepare them for the facilitation of effective 7-12 science lessons. Students use Next Generation Science Standards and prior student evidence to create and deliver advanced level lessons that include instructional strategies generated based on student data, scaffolding for unique student needs, varied assessments, and high quality reflections. Students' clinical assignments are carried out and assessed in an approved science classroom under the supervision of faculty and on-site Supervising Practitioners.

**Equivalent(s):** EDU 798CG**Grade Mode:** Letter Grading**Special Fee:** Yes**EDC 854D - Advanced Field Experiences****Credits:** 1

In this advanced clinical course, students participate in several formative clinical experience tasks to prepare them for the facilitation of effective 7-12 science lessons. Students use Next Generation Science Standards and prior student evidence to create and deliver advanced level lessons that include instructional strategies generated based on student data, scaffolding for unique student needs, varied assessments, and high quality reflections. Students' clinical assignments are carried out and assessed in an approved science classroom under the supervision of faculty and on-site Supervising Practitioners.

**Equivalent(s):** EDU 798DG**Grade Mode:** Letter Grading**Special Fee:** Yes**EDC 855 - Culminating Experience for Life Science****Credits:** 2

In this culminating, field-based course, students use their content knowledge and field experience to design and implement a three lesson unit that reflects the full range of experiences based on the standards for certification in Life Sciences for Grade 7-12 and the professional education standards for all teachers. As part of the course, candidates demonstrate completion of all requirements for teacher certification through the Teacher Candidate Assessment of Performance (TCAP).

**Equivalent(s):** EDU 799G**Grade Mode:** Letter Grading**Special Fee:** Yes**EDC 858 - Introduction to Digital Learning****Credits:** 3

This is an introductory, fast-paced course on the role of the digital learning specialist and the available technology tools to improve teaching and learning. Candidates will formulate a vision for what type of digital learning specialist they will become. Individually and collaboratively, candidates will reduce fear, embrace exploration of technology in all facets and manifestations while building practical technical skills. Candidates will learn to find and evaluate resources, applications, tools and software both for teaching and their own learning. The class emphasizes the development of on-going 'self-propelled' professional development and reflection habits.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.**Equivalent(s):** EDU 770G**Grade Mode:** Letter Grading**EDC 859 - Curricular Theory of Technological Integration****Credits:** 3

Candidates will explore how to effectively use technology with differentiation, rigor, relevance, and engaging learning experiences to enhance existing curriculum. Candidates will gain knowledge of digital tools to model, promote, and facilitate experiences that advance learner competency, creativity, and innovation in both face-to-face and virtual environments.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.**Equivalent(s):** EDU 771G**Grade Mode:** Letter Grading**Special Fee:** Yes

**EDC 860 - Pedagogical Practice and Management of Technological Integration****Credits:** 3

Candidates build understandings and practical pedagogical skills/strategies for effective implementation of a constructivist curriculum including management of cooperative learning groups, project-based learning, and inquiry-based learning. Teacher candidates will explore strategies to properly carry out this type of learning and assessment in the classroom setting. Various technological tools and resources will be explored and shared.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 772G

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 861 - Meeting the Needs of All Learners Through Technological Integration****Credits:** 3

This course investigates the principles of Universal Design for Learning (UDL) as a tool to meet the needs of all learners in the classroom. Candidates explore the UDL framework and examine how designing lessons with the UDL guidelines can improve and optimize learning for all students. Candidates research the use of assistive technologies to allow every student access to the curriculum, as well as determine what assistive technology is appropriate for overcoming barriers to learning.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 773G

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 863 - Professionalism, Leadership and Administrative Understandings and Practice for Tech. Integration****Credits:** 3

In this course students will be exposed to the current theories in educational leadership, discover and explore their own leadership styles, and develop strategies to promote and participate in the development and implementation of technology to foster excellence to support transformational change throughout the instructional environment.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 774G

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 864 - Culminating Teaching Experience: Clinical Synthesis and Implementation of Technological Integration****Credits:** 3

In this culminating clinical experience, the candidate will develop and implement a comprehensive instructional project demonstrating full understanding and application of instructional technological integration leadership. Candidates will reflect, revise, self-assess, and evaluate their instruction and leadership based on student learning and positive school change.

**Equivalent(s):** EDU 775G

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 866 - Dynamic Assessment: Complexities of Identification in LD,EBD, and IDD****Credits:** 6

Teacher candidates who complete this clinical course gain an understanding of the legal and ethical issues, and the procedures involved in the evaluation and determination of educational disabilities, specific to learning disabilities, emotional/behavioral disorders and intellectual/developmental disabilities. Within the context of their school setting, teacher candidates apply their new knowledge of the use of formal and informal assessments within the on-going context of formative assessments to monitor K-12 student progress, and the effectiveness of instructional strategies.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 736G

**Grade Mode:** Letter Grading

**EDC 867 - Behavioral Supports for Complex Behaviors****Credits:** 4

Teacher candidates who complete this clinical course gain an understanding of the legal and ethical programming issues, and the procedures involved in the development, implementation, and evaluation of programs that address complex behaviors for students with significant behavior needs.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 737G

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 868 - Advanced Assistive and Educational Technology****Credits:** 4

Teacher candidates who complete this clinical course gain an understanding of the legal and ethical issues, and the procedures involved in the use of technology in the education of students with learning disabilities, emotional/behavioral disabilities and intellectual or developmental disabilities. The purpose of this course is twofold, focusing on the use of technology appropriate for all teaching and learning and the use of technology for students with significant learning needs.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 738G

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 869 - Advanced Programming for Students with Learning Disabilities****Credits:** 4

Teacher candidates who complete this clinical course gain an understanding of the legal and ethical programming issues, and the procedures involved in the development, implementation, and evaluation of programs for students with learning disabilities.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 739G

**Grade Mode:** Letter Grading



**EDC 870 - Advanced Programming for Emotional/Behavioral Disabilities**  
**Credits: 4**

Teacher candidates who complete this clinical course gain an understanding of the legal and ethical programming issues, and the procedures involved in the development, implementation, and evaluation of programs for students with emotional and behavioral disabilities.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 741G

**Grade Mode:** Letter Grading

**EDC 871 - Advanced Programming for Intellectual and Developmental Disabilities**  
**Credits: 4**

Teacher candidates who complete this clinical course gain an understanding of the legal and ethical programming issues, and the procedures involved in the development, implementation, and evaluation of programs for students with intellectual and developmental disabilities.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 743G

**Grade Mode:** Letter Grading

**EDC 872 - Advanced Curriculum, Assessment and Instruction for Students with Learning Disabilities**  
**Credits: 4**

Teacher candidates who complete this clinical course develop a comprehensive awareness of theories, programs, and effective practices for students with learning disabilities. These practices will focus on prevention and remediation of difficulties in reading, math, writing, social skills, and study skills. This is the culminating teaching experience for the LD endorsement, and requires completion of the Teacher Candidate Assessment of Performance (TCAP).

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 740G

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 873 - Advanced Curriculum, Assessment and Instruction for Emotional/Behavioral Disabilities**  
**Credits: 4**

Teacher candidates who complete this clinical course develop a comprehensive understanding of the theories, programs and effective practices for students with emotional/behavioral disabilities. These practices will focus on prevention and remediation of difficulties in literacy, mathematics, and science, that include appropriate supports and accommodations and that promote access to, and participation within, the general education curriculum. This is the culminating teaching experience for the EBD endorsement, and requires completion of the Teacher Candidate Assessment of Performance (TCAP).

**Prerequisite(s):** (EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B- and (EDC 866 with a minimum grade of B- or EDU 736G with a minimum grade of B- and (EDC 867 with a minimum grade of B- or EDU 737G with a minimum grade of B- and (EDC 868 with a minimum grade of B- or EDU 738G with a minimum grade of B- and (EDC 870 with a minimum grade of B- or EDU 741G with a minimum grade of B-.

**Equivalent(s):** EDU 742G

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 874 - Advanced Curriculum, Assessment and Instruction for Intellectual and Developmental Disabilities**  
**Credits: 4**

Teacher candidates who complete this clinical course develop a comprehensive awareness of theories, programs, and effective practices for students with intellectual/developmental disabilities. These practices will focus on prevention and remediation of difficulties in literacy, mathematics, and science, that include appropriate supports and accommodations, and that promote access to, and participation within, the general education curriculum. This is the culminating teaching experience for the IDD endorsement, and requires completion of the Teacher Candidate Assessment of Performance (TCAP).

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 745G

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 875 - Foundations of Language and Literacy Development**  
**Credits: 4**

In this course, students develop a comprehensive personal philosophy of reading/writing instruction. The development of this personal philosophy is based on in-depth research and analysis of this research, and is the foundation for program development, implementation and evaluation at both the school and district levels. Additionally, the students develops a personal three-year professional development plan to address areas of needed growth.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 730G

**Grade Mode:** Letter Grading

**EDC 876 - Reading and Writing Disabilities: Assessment and Instruction**  
**Credits: 4**

In this clinical course, students examine, implement and evaluate both traditional and contemporary means of assessing reading/writing strengths and needs, as well as research-based developmental and corrective instruction for struggling readers and writers, kindergarten through grade 12.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 712G

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 877 - Content Area Literacy**  
**Credits: 4**

In this clinical course, students examine, develop, implement and evaluate a variety of strategies to teach reading and writing in content areas. Additionally, they examine the critical role that all teachers play in developing literacy and thinking.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 713G

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 878 - Developing Literate Students, K-12****Credits:** 4

This clinical course provides preparation for teaching literacy and critical thinking in the middle and secondary grades. The focus is on planning, selecting, and using research-based strategies for reading and writing instruction, assessment, and evaluation of student study skills also are emphasized. This will include application of a wide range of strategies to comprehend, interpret, evaluate, and appreciate a variety of texts. Strategies for teaching linguistically and culturally diverse students will be explored. In addition, state and national standards in reading and language arts will be used to construct units and lessons.

**Prerequisite(s):** EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-.

**Equivalent(s):** EDU 748G

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 879 - Role of the Reading and Writing Specialist I - Practicum****Credits:** 6

This course is the first of a two semester practicum sequence in which students gain meaningful work experience and apply knowledge from previous coursework. The student works with a school-based literacy team to conduct a needs-assessment, prepares guidelines for selection of materials, develops a 2-year plan consistent with current research, and conducts in-service training. This course follows the K-12 academic calendar.

**Prerequisite(s):** (EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B-) and (EDC 875 with a minimum grade of B- or EDU 730G with a minimum grade of B-) and (EDC 876 with a minimum grade of B- or EDU 712G with a minimum grade of B-) and (EDC 877 with a minimum grade of B- or EDU 713G with a minimum grade of B-).

**Equivalent(s):** EDU 711G

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 880 - Role of the Reading and Writing Specialist II - Practicum****Credits:** 6

This culminating experience is the second semester of a two course, practicum sequence in which students gain meaningful work experience and apply knowledge from previous coursework. This capstone course builds upon the previous practicum, refines understanding and requires the learner to apply the essential competencies of a reading specialist and to evaluate his or her performance and progress. This course follows the K-12 academic calendar.

**Prerequisite(s):** (EDC 800 with a minimum grade of B- or EDU 700G with a minimum grade of B- and (EDC 879 with a minimum grade of B- or EDU 711G with a minimum grade of B-).

**Equivalent(s):** EDU 711AG

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 885 - Culminating Teaching Experience and Seminar****Credits:** 4

This clinical course is the culminating experience in the plan of study towards NH teacher certification. The culminating teaching experience meets the state standards for certification. The course gives students an opportunity to be mentored in their field of certification by experienced teachers and to practice the variety of methods and strategies that they have studied in their education program. Students have the opportunity to share their experiences, beliefs and best practices with other students during the culminating experience. Students enrolled in this course may be at different stages of acquiring the 360-400 minimum hours of clinical experience. Full admission to the post-baccalaureate teacher certification program and completion of all program requirements required. This is the final course in the student's plan of study. The student must complete all New Hampshire Department of Education test requirements and receive approval from Field Placement Faculty prior to registering for this course.

**Equivalent(s):** EDU 750G

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 885A - Culminating Teaching Experience and Seminar for Certified Teachers****Credits:** 1

This 1-credit course is the culminating experience in the plan of study toward additional NH teacher certification for already certified teachers. The course gives students an opportunity to be mentored in their field of certification by experienced educators 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 required hours of supervised teaching experience. Additionally, teacher candidates prepare and present the Credentialing e-Portfolio during the Exit Interview. Prior to taking this course the following is required; Full admission to the post-baccalaureate teacher certification program and completion of all program requirements. This is the final course in the teacher candidate's plan of study. The student must complete all New Hampshire Department of Education test requirements and receive approval from Field Placement Faculty prior to registering for this course.

**Equivalent(s):** EDU 750AG

**Grade Mode:** Letter Grading

**Special Fee:** Yes

**EDC 890 - Leadership Essentials: Evaluation of Teaching and Learning****Credits:** 3

The instructional leader promotes the learning and growth of all students and the success of all staff, cultivating a shared vision, to make powerful teaching and learning the central focus of schooling. Candidates will identify the skills and knowledge needed to develop and support a dynamic teaching and learning environment, to include instructional leadership, innovation, 21st Century demands, technology integration, data-driven decision-making and support of NH State Reform priorities. The primary focus will be a data-informed assessment and evaluation of curriculum and instruction.

**Equivalent(s):** EDU 803G

**Grade Mode:** Letter Grading

**EDC 891 - Leadership Essentials to Develop and Support a Professional Culture****Credits:** 3

Effective leaders promote the success for all students by nurturing and sustaining a school culture of reflective practice, high expectations and continuous learning for staff, to include instructional leadership, innovation, 21st Century demands, technology integration, data-driven decision-making and support of NH State Reform priorities. The primary focus will be a commitment to high standards, cultural proficiency, communications, continuous learning, shared vision, risk-taking and problem solving.

**Equivalent(s):** EDU 804G**Grade Mode:** Letter Grading**EDC 892 - Capstone Project I: Leadership Essentials to Strategically Think, Plan, Implement & Evaluate****Credits:** 3

This course is the first of a two term capstone sequence in which graduate candidates gain meaningful experience and apply knowledge from previous coursework. The candidate develops an authentic, critical, participatory action research project to include evaluation of teaching and learning and development of a professional culture to promote student success. Effective teacher are effective communicators and collaborators, supporting engagement, engendering shared responsibility while strategically supporting a shared goal and vision.

**Equivalent(s):** EDU 807AG**Grade Mode:** Letter Grading**EDC 893 - Capstone Project II: Leadership Essentials to Strategically Think, Plan, Implement, & Evaluate****Credits:** 3

This course is the second of a two term capstone sequence in which graduate candidates implement an authentic, critical, participatory action research project to include evaluation of teaching and learning and development of a professional culture to promote student success. Effective teacher are effective communicators and collaborators, supporting engagement, engendering shared responsibility while strategically supporting a shared goal and vision.

**Prerequisite(s):** EDC 892 with a minimum grade of B- or EDU 807AG with a minimum grade of B-.**Equivalent(s):** EDU 807BG**Grade Mode:** Letter Grading