EDUCATION (EDUC)

Basic Programs

At the undergraduate level, students have the opportunity to begin taking courses in teacher preparation programs, which will lead at the graduate level to teacher licensing in elementary and secondary education, early childhood education, early childhood special needs, and special education. They also may wait to prepare to teach solely at the graduate level.

Students majoring in music, mathematics, pre-K-3rd grade, and physical education have the option of participating in a five-year program leading to licensure and a graduate degree. Or they may choose the four-year option in those majors, which leads to licensure at the undergraduate level. Students interested in the four-year option in these areas should contact the departments for information.

Elementary teaching and most secondary areas require completion of a minimum of a one-year graduate program, which leads to a master’s degree and teacher licensure. Most students who plan to teach in elementary and secondary schools apply to the graduate school to complete a five-year program. In the five-year program, students begin preparation for teaching at the undergraduate level with a semester of field experience (EDUC 500 Exploring Teaching) and professional coursework in education. Students complete a baccalaureate degree outside of education and move into a fifth year of study and a full-year internship leading to the M.Ed. or M.A.T. degree and licensure in teaching.¹

There also are opportunities for study or certification at the graduate level in administration, elementary and secondary teaching. elementary childhood and special education. The department encourages students interested in graduate study or in relevant undergraduate courses to meet with these graduate program coordinators in the Department of Education.

Students at the undergraduate level who are interested in special education or early childhood education can begin to complete prerequisite coursework for the graduate program leading to certification in special education (K-12) or early childhood education. For students seeking the M.Ed. in special education or early childhood education without certification in general education, it is not necessary to complete EDUC 500 Exploring Teaching. For coursework that can be taken at the undergraduate level, students should see program advisers in the Department of Education.

¹ Students in the five-year program may combine their program for teacher licensure with a master’s program in their major field department.

Accelerated Master’s Program

UNH undergraduate seniors with a minimum of a 3.2 cumulative grade-point average at the end of the first semester of their senior year and undergraduates with a minimum of a 3.2 cumulative grade point average at the end of the second semester of their junior year can apply for “early admission” to the Graduate School (November for seniors, February for juniors). Such candidates may register for a maximum of 12 credits of dual-credit coursework (undergraduate/graduate level course work, e.g., 700/800) prior to completing their bachelor’s degree. A student must be admitted to the Graduate School before the start of the semester in which the course(s) will be taken in order to receive graduate credit. Once accepted, a student must maintain the minimum 3.2 cumulative grade point average until their undergraduate degree is awarded. A student would apply for early admission on the regular Graduate School application available at www.gradschool.unh.edu (http://www.gradschool.unh.edu).

Program Philosophy and Mission Unit

Mission Statement

The following conceptual framework guides all of the programs that prepare professionals in education at the University of New Hampshire:

The professional education unit at the University of New Hampshire seeks to prepare practitioners who will become leaders in their own practice settings and within their profession, applying knowledge to improve education for all students and enrich the lives of clients. Immersion in subject matter, research, theory, and field-based experience provides a base for our graduates to make well-reasoned judgments in complex situations, render informed decisions, model exemplary practice, and take initiative for planned change.

Students learn to establish caring environments that celebrate individual differences and backgrounds while fostering cooperation and educational improvement. We stress reflective critical inquiry as a mode of study and community-building as a means for promoting change. We value and support both our students’ local practice and their broader leadership within the profession.

Mission of Programs in Teacher Education

The following mission statement gives direction to the basic and advanced programs in teacher education:

We seek to prepare beginning teachers who demonstrate excellence in classroom practice and who will become educational leaders. Our graduates will possess the knowledge, skills, and dispositions required for outstanding classroom practice and eventual leadership within the local school community and the larger education community.

Undergraduate Work toward Teacher Certification in Elementary and Secondary Education

Step I. Enroll in Exploring Teaching: Education 500

Students are encouraged to take EDUC 500 Exploring Teaching, as a sophomore, but completion during junior or senior year also can leave enough time for other education course requirements.

Step II. Professional Coursework in Education at the Undergraduate Level

Education 500 is a prerequisite to further work in the teacher education program. An undergraduate receives a co-adviser in the Department of Education (usually the Exploring Teaching instructor). Along with the major adviser, this co-adviser works with the student to plan the undergraduate portion of the five-year teacher education program.

Students majoring in music, mathematics, pre-K-3rd grade, or physical education at the undergraduate level must take four credits in each of the areas. Students who intend to pursue the five-year program leading to licensure and a graduate degree are encouraged to take the courses listed below as an undergraduate, although each course is also offered at the graduate level.
is designated as a “cooperating teacher.” A UNH faculty member

Interns are mentored and supervised by a school staff member who
duties in one or more classes.

appropriate instructional tasks, and often carrying the full instructional

The internship is a teaching and learning experience in which the intern

elementary internship year also includes two required graduate level
clinical experience and better integration of theory and practice. The

The yearlong internship (EDUC 900A Internship and Seminar in
Teaching/EDUC 901A Internship and Seminar in Teaching) is part of
the final stage of the five-year program. It meets the goals of increased
clinical experience and better integration of theory and practice. The

The final phase of the program includes a full-year internship, electives,
and a program portfolio and colloquium. This phase normally takes an
academic year plus a summer to complete.

Any course taken in the Department of Education that will be used to
fulfill a teacher licensure requirement must be completed with a grade of
B- or above.

Step III. Admission to the Internship and Graduate
Phase of the Teacher Education Program

Undergraduate seniors should apply to the Graduate School in early
November in the first semester of the senior year for the final phase of
the teacher education program. Students with an undergraduate grade-
point average of 3.2 or better admitted into the accelerated master’s
program may be allowed to begin the program in the second semester of
the senior year, earning a maximum of 12 graduate credits.

Undergraduate juniors with an undergraduate grade-point average of
3.2 or better should apply to the Graduate School in early February in
the second semester of the junior year for the final phase of the teacher
education program. Students with an undergraduate grade-point average
of 3.2 or better admitted into the accelerated master’s program may be
allowed to begin the program in the first semester of the senior year,
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The internship is a teaching and learning experience in which the intern
is involved in an elementary or secondary school over the course of an
entire school year. Interns become a part of the school staff, sharing
appropriate instructional tasks, and often carrying the full instructional
duties in one or more classes.

Interns are mentored and supervised by a school staff member who
is designated as a "cooperating teacher" A UNH faculty member

collaborates in intern supervision and conducts a weekly seminar for all
interns with whom he/she is working.

The internship is a full-time experience for 6 graduate credits each
semester. It typically begins in September and runs through May or June.
Due to the intensive time commitment, it is recommended that, at most,
only one course be taken in addition to the internship each semester.

Before the internship, all students will have completed a bachelor’s
degree with a major outside of education. Because of this, they will
possess a depth of knowledge in a subject area and a broad general
education, in addition to substantive preparation for teaching. Secondary
education candidates must have completed an approved major, or its
equivalent, in the subject that they intend to teach. Elementary education
candidates may pursue an undergraduate major in any area; however,
majors in the core disciplines taught in elementary schools are desirable.

Undergraduates should apply for internship in September of their senior
year. At the same time, it is advisable to begin the application process
for graduate school. Arranging an appropriate placement is a time-
consuming process. Starting early will facilitate finding the best setting
for students’ needs and goals. The director of field experiences in Durham
and the associate director of teacher education in Manchester play
a major role in identifying internship sites and should be consulted
regarding the placement process. Internship applications are available
at the Department of Education, Durham, and the Office of Teacher
Education, Manchester. Admission to the internship requires a completed
application to the internship, admission to the graduate school, and
a consultation with the director of field experiences. Please note:
Undergraduates interested in the master’s degree in early childhood
education, the early childhood special education option, and special
education do not apply for internships in their senior year. Internships
for this program are arranged with program faculty once core graduate
requirements are met.

Admission to the Program

Step 1. Exploring Teaching is open to all students, subject to available
space. Approximately 150 students are accepted each semester.

Step 2. Continuation in professional coursework is dependent upon
positive recommendations from EDUC 500 Exploring Teaching.

Step 3. Admission to the internship and the graduate program requires
acceptance to the Graduate School. The process is competitive because
of high admissions standards and limited space in the program.
Approximately 80 percent of applicants for Phase III are accepted.

In determining admission of students to teacher education graduate
programs, several criteria are used:

1. Undergraduate Grade-Point Average
Average undergraduate GPA for student accepted is currently 3.52

2. Passing scores on the Praxis Core Exam (Reading, Writing and Math)
https://www.ets.org/praxis/nh/requirements

3. Three letters of recommendations and positive recommendations
from EDUC 500 Exploring Teaching, or the equivalent and from those
able to relay information about a candidate’s performance in teaching
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In the admission process, the program seeks evidence that candidates
have the following knowledge, abilities, and dispositions:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUC 700</td>
<td>Educational Structure and Change</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 701</td>
<td>Human Development and Learning: Educational</td>
<td>4</td>
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<td></td>
<td>Psychology</td>
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<td>EDUC 705</td>
<td>Contemporary Educational Perspectives</td>
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<tr>
<td>EDUC 751A</td>
<td>Educating Exceptional Learners: Elementary</td>
<td>4</td>
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<tr>
<td>or EDUC 751B</td>
<td>Educating Exceptional Learners: Secondary</td>
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4 credits of required methods course(s) 4

Total Credits 20

EDUC 707 Teaching Reading through the Content Areas is required for
some secondary subject licensure areas (arts, life sciences, chemistry,
earth science, middle school science, physics, and social studies).
Elementary education students are required to have four methods
courses: one each in the teaching of reading, mathematics, science, and
social studies. Those who do not intend to use this coursework for initial
licensing may enroll with instructor permission. All 700-level education
courses at UNH are restricted to students with junior or senior standing.
These courses may also be taken at the graduate 800 level.

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November in the first semester of the senior year for the final phase of
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from EDUC 500 Exploring Teaching, or the equivalent and from those
able to relay information about a candidate’s performance in teaching
situations or related areas are important.

In the admission process, the program seeks evidence that candidates
have the following knowledge, abilities, and dispositions:
1. motives to teach that include a strong social commitment to contribute to society through education;
2. a disposition to care for students—each and every one;
3. the ability to interact positively with children and adults;
4. the capacity to win the respect of their peers and be effective in group interaction, showing openness to the needs and views of others;
5. well-developed communication skills, including speaking, writing, and listening skills as well as an ability to engage others in both the giving and receiving of information and feelings;
6. perceptiveness: the ability to identify and process the relevant details in a given environment, especially in the context of a classroom;
7. the ability to make reasonable judgments in the context of complex situations that change from moment to moment;
8. the capacity for clear thinking and an ability to translate complex thoughts into simple and clear explanations;
9. superior academic skills: extensive knowledge of at least one major discipline, intellectual curiosity, and the ability to be open to the unknown;
10. a disposition to take charge of one’s own learning, which includes the active pursuit of feedback and the willingness to take thoughtful risks.

https://cola.unh.edu/education

**Programs**

- Education Four-Year, Undergraduate Option (http://catalog.unh.edu/undergraduate/liberal-arts/programs-study/education/four-year-undergraduate-option)
- Educational Studies Dual Major (http://catalog.unh.edu/undergraduate/liberal-arts/programs-study/education/educational-studies-dual-major)
- Education Minor (http://catalog.unh.edu/undergraduate/liberal-arts/programs-study/education/education-minor)
- Special Education Minor (http://catalog.unh.edu/undergraduate/liberal-arts/programs-study/education/special-education-minor)

**Courses**

**Education (EDUC)**

**EDUC 400 - Careers in Education: Exploring Professional Contexts**

Credits: 1

Designed for students interested in learning about careers in education, this survey course explores professional opportunities in both formal and informal education settings within P-12 teaching and beyond (i.e., research, museum director, counseling, social work, educational software developer, etc.). Faculty from multiple disciplines and local professionals will present seminars and lead discussions about their role in addressing contemporary issues in education. Students will consider pathways that can be taken to pursue professional goals. Cr/F.

**EDUC 401 - Current Issues in Education**

Credits: 2

This survey course explores current issues in education through multiple professional lenses. Students will consider the relationship between their career pathways and key issues impacting educational settings including social media, poverty, curriculum, assessment and evaluation. Cr/F.

**EDUC 402 - Introduction to Educational Studies: Social Change and Education in Local and Global Contexts**

Credits: 4

This course introduces students in the Dual Major in Educational Studies to the social, cultural, and political factors that influence education outside of conventional school settings. We examine the relationship between education and social change in local and global contexts. Guiding questions include: How does schooling produce certain kinds of citizens? How do grassroots movements use education to resist colonial/colonizing agendas? What role does education play in promoting democracy, and social and economic equality? Prereq: Permission required for non-majors.

**EDUC 444B - Be the Change You Want to See: Active Citizenship in a Multicultural World**

Credits: 4

This is a first-year inquiry course intended primarily for students participating in the Common Purposes residential living program. The course offers multidisciplinary content focused on active citizenship in a pluralistic democracy. The primary organizing concept of the course is community; assignments focus on deliberative dialogue, public reasoning, collective action, and social justice. The course is taught as a seminar and includes on-campus and off-campus applied projects.

Attributes: Social Science (Discovery); Inquiry (Discovery)

**EDUC 500 - Exploring Teaching**

Credits: 4

For students considering a teaching career. In-school experiences to develop introductory skills in teaching. On-site seminars for analysis and evaluation. Assessment and advising related to teaching as a career. Prerequisite for further work toward teacher licensure. Minimum of 7 hours a week, plus travel time, required. Repeatable up to a maximum of 8 credits. Prereq: permission. Special fee. Cr/F.

**EDUC 506 - Literacy Tutoring at the Elementary School Level**

Credits: 2

Supports students volunteering as reading and writing tutors in local elementary schools. Explores student-tutor relationships, student engagement, mentoring, literacy best-practices, and lesson-planning. Includes a weekly tutoring commitment through Seacoast Reads. May be repeated up to 3 times (6 credits).

**EDUC #507 - Mentoring Adolescents**

Credits: 2

This seminar is intended for undergraduate men and women who are mentoring local middle-school students on a weekly basis. The mentoring involves minimally tutoring the mentees once a week at their schools. The seminar meets twice a month for two hours. Additionally, one tutoring session a month is reserved for a focus group discussion involving the mentors and their mentees at the school site. May be repeated for a maximum of 12 credits.

**EDUC 520 - Education, Poverty, and Development**

Credits: 4

An examination of the human and institutional relationships among education, poverty, and social development. This course will emphasize the ways in which access to universal, effective education is correlated with the incidence of childhood poverty and its reduction in the US and selected countries in the developed and developing world. Interactive, discussion-based classes. Prior coursework in social or political sciences, economics, international affairs, health sciences, or related fields suggested. Not open to freshmen. 4 credits.

Attributes: Social Science (Discovery)
EDUC 525 - Teaching Race
Credits: 4
This course examines the idea of race from the perspective of science, history, and lived experience to help the student properly evaluate inequalities of treatment (on the basis of race or any other marker) in various sectors of life in the United States. The course aims to help the student a) perceive what is taught about race and what is communicated in our schools and colleges about the meaning of racial ascription, of color, and whiteness and b) to figure out how the power of educational institutions can best be used to promote equality and racial justice in society.

EDUC 550 - Language and Linguistic Diversity in Schools
Credits: 4
The course offers a broad examination of language and linguistic diversity, drawing from education, sociolinguistics, anthropology, child development, and related fields. Through the critical examination of the language environments of schools, assumptions of linguistic diversity are examined. Various educational system interventions, presenting successes, challenges, limitations, and controversies are considered. A minimum of 20hrs of fieldwork beyond classroom time is required. Students have the opportunity to identify age group preference for field placement. Prereq: permission.

EDUC 556 - Mentoring Adolescents with Disabilities in the Transition to Work
Credits: 2
This course introduces undergraduates to a mentoring experience with an adolescent with a disability in a supportive setting. Students develop a beginning understanding of disabilities and the impact those disabilities might have on learning; the development of work related skills; and the importance of natural supports within the work environment. Each mentor/mentee relationship will be individualized based on the needs of the participants. May be repeated to a maximum of 12 credits.

EDUC 625 - Anthropological Thinking on Education
Credits: 4
Education is about, by, and for human beings. It takes place in a sociocultural context. It involves learning and, in many societies of the world, schooling. Education should, therefore, be understood from the viewpoint of what is known about human beings, i.e., from the viewpoint of anthropology. This course introduces the student to five key ideas in anthropology that help us think about education. The ideas are: Evolution, Culture, Structure, Function, and Relativism. The course is organized that the introduction of each idea is followed by select readings that illustrate how the idea bears on education. It is hoped that the course will provide the student with conceptual framework for analyzing educational policies and practices.

EDUC 694 - Courses in Supervised Teaching
Credits: 8

EDUC 694A - Supervised Teaching/Music
Credits: 8
Supervised Teaching of Music. Cr/F.

EDUC 694C - Supervised Teaching/Mathematics
Credits: 8
Supervised Teaching of Mathematics. Cr/F.

EDUC 694D - Supervised Teaching/Kinesiology
Credits: 4
Supervised Teaching of Kinesiology. Cr/F.

EDUC 700 - 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, sociological, 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 701 - 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. Junior and Senior status. Writing intensive.

Attributes: Writing Intensive Course

EDUC 703C - 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 703D - 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 703F - Teaching Elementary School Science
Credits: 4
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. 703F has a special fee when taught in Manchester. Prereq: EDUC 500.
EDUC 703M - Teaching Elementary Social Studies
Credits: 4
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. Pre or Co-req: EDUC 500.

EDUC 705 - Contemporary Educational Perspectives
Credits: 4
Students formulate, develop, and evaluate their own educational principles, standards, and priorities. Writing intensive.
Attributes: Writing Intensive Course

EDUC 706 - 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 707 - 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 certification in art, biology, chemistry, earth science, general science, physical science, physics, or social science.

EDUC 710E - Workshop in Adult and Occupational Education
Credits: 1-4
Modularized instruction of in-service education. Focus varies with the needs of the student. May be repeated for up to 8 credits.

EDUC 710F - 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 710H - Field Experience
Credits: 2-16
Work with an agency, institution, or organization to gain technical and/or professional competence not otherwise available. Student plans experience with departmental adviser. Credit approval subject to recommendation of faculty members and performance of student. Prereq: permission.

EDUC 712 - 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 717 - 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 also create an awareness of how this will affect their behavior toward boys in their classrooms.

EDUC 718 - 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 layer of context (i.e., history, politics, economics, culture).

EDUC 720 - Integrating Technology into 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 733 - 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.

EDUC 734 - 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 741 - 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 a 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.
EDUC 745 - 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 750 - 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 751A - 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 751B - 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, is the primary focus. Preparation for students' transitions to post-secondary life is included.

EDUC 751C - 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 752 - 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 on contemporary issues in the field that relate to working with students labeled as learning disabled at both elementary and secondary levels.

EDUC 753 - Contemporary Issues in Behavioral Disabilities
Credits: 4
Nature and scope of emotional and behavioral disabilities in students for elementary through secondary levels. Theoretical perspectives, characteristics, assessment and educational intervention strategies are included.

EDUC 754 - Contemporary Issues in Developmental Disabilities
Credits: 4
The causal factors, physical and psychological characteristics, and educational and therapeutic implications of mental retardation, cerebral palsy, epilepsy, autism, and related conditions. A life span perspective is included, with major emphasis on the school-age population.

EDUC 755 - Contemporary Issues in Autism Spectrum Disorders
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 756 - 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 757 - 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 760 - Introduction to Young Children with Special Needs
Credits: 4
Needs of children (birth to eight years) with developmental delays 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 761 - Inclusive Curriculum for Young Children with Special Needs
Credits: 4
Overview of evaluation and intervention issues relevant to early childhood 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 762 - 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 767.)

EDUC 767 - 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 #776 - Reading for Learners with Special Needs
Credits: 4
Techniques and procedures for teaching reading to learners with special needs. Emphasis on providing reading instruction in the least restrictive alternative.

EDUC #780 - Belize/New Hampshire Teacher Program
Credits: 4
International course involving teams of teachers from Belize and New England. The program offers 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.

Co-requisite: INCO 589
EDUC #784 - 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 #785 - Educational Assessment
Credits: 4
Theory and practice of educational evaluation; uses of test results in classroom teaching and student counseling; introductory statistical techniques.

EDUC 791 - 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 795 - Independent Study
Credits: 2 or 4
Juniors and seniors only, with approval by appropriate faculty member. Neither course may be repeated.

EDUC 796 - Independent Study
Credits: 2 or 4
Juniors and seniors only, with approval by appropriate faculty member. Neither course may be repeated.

EDUC 797 - Special Topics in Education
Credits: 1-4
An experimental course for the purpose of introducing a new course or teaching a special topics for a semester in an area of specialization in Education.

Faculty

https://cola.unh.edu/education/faculty-staff-directory