

EDUCATION (EDUCATOR PREPARATION PROGRAMS)

Education programs present opportunities for both current and potential educators at every level. Ideal for teachers who wish to further their education as their career progresses, these programs are designed to serve the evolving needs of today's educators.

Programs

- [Adult Learning & Development Minor](#)
- [Early Childhood Education Minor](#)
- [Early Childhood Education \(A.S.\)](#)
- [Applied Studies Major: Education and Training Option \(B.S.\)](#)
- [Early Childhood Education \(B.S.\)](#)
- [Early Childhood Education / Early Childhood Education and Early Childhood Special Education \(B.S.\)](#)
- [English Language Arts / Early Childhood Education and Early Childhood Special Education \(B.S.\)](#)
- [English Language Arts / Elementary Education / General Special Education \(B.S.\)](#)
- [English Language Arts / General Special Education \(B.S.\)](#)
- [Math Studies / Elementary Education / General Special Education \(B.S.\)](#)
- [Math Studies / General Special Education \(B.S.\)](#)
- [Math Studies, Middle Level \(B.S.\)](#)
- [Math Studies, Middle Level / General Special Education \(B.S.\)](#)
- [Math Studies, Upper Level \(B.S.\)](#)
- [Social Studies / Elementary Education / General Special Education \(B.S.\)](#)
- [Social Studies / General Special Education \(B.S.\)](#)

Courses

Education (EDU)

EDC 500 - Foundations of Education

Credits: 4

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

Attributes: Writing Intensive Course

Equivalent(s): EDU 510G

Grade Mode: Letter Grading

EDC 501 - Foundations of Early Childhood Education

Credits: 4

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

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

Equivalent(s): EDU 550G

Grade Mode: Letter Grading

EDC 502 - Creative Arts in Early Childhood Education

Credits: 4

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

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

Equivalent(s): EDU 553G

Grade Mode: Letter Grading

EDC 503 - Language and Literacy Development

Credits: 4

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

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

Equivalent(s): EDU 555G

Grade Mode: Letter Grading

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

Credits: 4

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

Equivalent(s): EDU 556G

Grade Mode: Letter Grading

EDC 505 - Mathematics and Science in Early Childhood Education**Credits:** 4

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

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

Equivalent(s): EDU 600G

Grade Mode: Letter Grading

EDC 506 - Young Children with Exceptionalities, Birth-Age 8**Credits:** 4

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

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

Equivalent(s): EDU 602G

Grade Mode: Letter Grading

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

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

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

Equivalent(s): EDU 605G

Grade Mode: Letter Grading

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

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

Attributes: Writing Intensive Course

Equivalent(s): EDU 604G

Grade Mode: Letter Grading

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

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

Repeat Rule: May be repeated up to unlimited times.

Equivalent(s): EDU 544G

Grade Mode: Letter Grading

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

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

Equivalent(s): EDU 560G

Grade Mode: Letter Grading

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

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

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

Equivalent(s): EDU 551G

Grade Mode: Letter Grading

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

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

Equivalent(s): EDU 644G

Grade Mode: Letter Grading

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

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

Equivalent(s): EDU 622G

Grade Mode: Letter Grading

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

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

Attributes: Writing Intensive Course**Equivalent(s):** EDU 621G**Grade Mode:** Letter Grading**EDC 703 - The Dynamic Role of the Special Educator****Credits:** 4

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

Prerequisite(s): EDC 700 with a minimum grade of D- or EDU 622G with a minimum grade of D-.**Equivalent(s):** EDU 606G**Grade Mode:** Letter Grading**Special Fee:** Yes**EDC 704 - Assessment of Young Children in Early Childhood and Early Childhood Spec. Education, Birth to Age 8****Credits:** 4

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

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

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

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

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

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

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

Attributes: Writing Intensive Course**Prerequisite(s):** EDC 700 with a minimum grade of D- or EDU 622G with a minimum grade of D-.**Equivalent(s):** EDU 630G**Grade Mode:** Letter Grading**Special Fee:** Yes

EDC 708 - Science, Technology, Engineering & Mathematics in Early Childhood and Early Childhood Spec Education**Credits:** 4

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

Attributes: Writing Intensive Course**Prerequisite(s):** (MTH 402 with a minimum grade of D- or MATH 502G with a minimum grade of D-) and (EDC 700 with a minimum grade of D- or EDU 622G with a minimum grade of D-).**Equivalent(s):** EDU 625SG**Grade Mode:** Letter Grading**Special Fee:** Yes**EDC 709 - Teaching Language Arts and Literacy in Early Childhood and Early Childhood Special Education****Credits:** 6

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

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

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

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

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

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

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

Attributes: Writing Intensive Course**Prerequisite(s):** PSY 470 with a minimum grade of D- or PSY 508G with a minimum grade of D-.**Equivalent(s):** EDU 601G**Grade Mode:** Letter Grading

EDC 713 - Family and Community Relations in Early Childhood Education**Credits:** 4

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

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

This course provides an overview of the thirteen Individuals with Disabilities Education Act (IDEA) educational disabilities and the opportunity to explore the implications of disability on learning. Students will develop knowledge of specific disabilities including: definition, diagnosis, etiology, prevalence, characteristics, adaptive behavior, and systems of support and resources. Students will explore how disability impacts learning and access to the general education curriculum.

Students will research and identify teaching strategies, Universal Design for Learning (UDL) strategies, interventions, and educational and assistive technologies to enhance learning and provide equity in the classroom for students with disabilities.

Equivalent(s): EDU 617G**Grade Mode:** Letter Grading**EDC 717 - Managing Student Behavior****Credits:** 4

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

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

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

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

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

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

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

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

EDC 721 - Assessment of Students with Disabilities**Credits:** 4

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

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

Equivalent(s): EDU 611G

Grade Mode: Letter Grading

EDC 722 - Strategies for Teaching Science**Credits:** 4

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

Attributes: Writing Intensive Course

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

Equivalent(s): EDU 613G

Grade Mode: Letter Grading

Special Fee: Yes

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

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

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

Equivalent(s): EDU 610G

Grade Mode: Letter Grading

Special Fee: Yes

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

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

Attributes: Writing Intensive Course

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

Equivalent(s): EDU 616G

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

Grade Mode: Letter Grading

Special Fee: Yes

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

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

Attributes: Writing Intensive Course

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

Equivalent(s): EDU 652G

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

Grade Mode: Letter Grading

Special Fee: Yes

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

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

Attributes: Writing Intensive Course

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

Equivalent(s): EDU 653G

Grade Mode: Letter Grading

Special Fee: Yes

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

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

Attributes: Writing Intensive Course

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

Equivalent(s): EDU 614G

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

Grade Mode: Letter Grading

Special Fee: Yes

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

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

Attributes: Writing Intensive Course

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

Equivalent(s): EDU 615G

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

Grade Mode: Letter Grading

Special Fee: Yes

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

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

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

Equivalent(s): EDU 660G

Grade Mode: Letter Grading

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

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

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

Equivalent(s): EDU 661G

Grade Mode: Letter Grading

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

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

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

Equivalent(s): EDU 665G

Grade Mode: Letter Grading

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

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

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

Equivalent(s): EDU 650G**Grade Mode:** Letter Grading**EDC 798 - Culminating Teaching Experience and Seminar****Credits:** 4

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

Attributes: Writing Intensive Course**Equivalent(s):** EDU 651G**Grade Mode:** Letter Grading**Special Fee:** Yes**Instructional Studies (INST)****INST 544 - Special Topics: Lower Level****Credits:** 1-4

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

Repeat Rule: May be repeated up to unlimited times.**Equivalent(s):** INST 544G**Grade Mode:** Letter Grading**INST 615 - Engaging Adult Learners in the Digital Age****Credits:** 4

Educators and trainers often feel compelled to use the latest technologies in their teaching practice to keep pace with culture and attract learners. Yet technology for technology's sake doesn't automatically help learners meet learning outcomes and can have an unintended negative impact on learning experiences if not selected properly. This course will provide guided practice-based learning activities to develop the skills needed to review, analyze, and select appropriate educational technologies for engaging education experiences for adult learners in a variety of settings.

Equivalent(s): INST 615G**Grade Mode:** Letter Grading**INST 701 - Teaching and Learning in Adulthood****Credits:** 4

This course examines the nature and process of teaching and learning in adulthood by reviewing and building on theories and philosophies of adult learning. It focuses on teaching adults in formal, informal, and non-formal settings. Understanding cognition and the learning process provides the foundation to employing instructional strategies that empower the adult learner. Students will explore active learning, collaborative learning, self-directed learning in relationship to learning strategies, motivation and the importance of practice, experience, self-reflection, and assessment.

Attributes: Writing Intensive Course**Equivalent(s):** INST 605G**Grade Mode:** Letter Grading**INST 702 - The Learning Workplace****Credits:** 4

This course deals with the professional learning needs and priorities of the workplace with an emphasis on business and industry settings. It examines the variety of ways in which employees and their managers gain new knowledge and skills as part of their on-going involvement in both their jobs and in formal, informal, and non-formal learning situations. Careful attention is given to understanding and applying effective transfer of learning strategies. The roles of in-house training, corporate university, individualized learning, distance learning, online learning, and external providers are also examined.

Attributes: Writing Intensive Course**Equivalent(s):** INST 607G**Grade Mode:** Letter Grading**INST 703 - Instructional Design and Interactive Learning****Credits:** 4

This course provides an introduction to theory and practice of instructional design and its role in developing interactive learning. It covers all the necessary elements to analyze, design, develop, implement, and evaluate effective learning, including interactive learning systems, and cultivates the effective combination of technology and instruction. The course addresses the different models used to develop effective instruction and expands the student's understanding of how to facilitate meaningful connections in learning through collaboration, discovery, and engagement.

Equivalent(s): INST 610G**Grade Mode:** Letter Grading

INST 797 - Program Development and Learning**Credits:** 4

This course encompasses a broad spectrum of program development ranging from an individual course to a complete program of major learning activities conducted over a period of time for the education and training of adults. This project-based course serves as the Integrative Capstone and is designed to provide an opportunity to apply and practice theories, skills, and principles to a variety of situations adult educators may encounter in practice. Prior to capstone enrollment, students are expected to complete the majority of their required major courses. Students should consult with their advisor regarding specific major courses that may be completed with their capstone. NOTE: Students who were admitted to the college before Fall 2019 and have remained active in their original catalog year are not required to take IDIS 601.

Attributes: Writing Intensive Course

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

Equivalent(s): INST 650G**Grade Mode:** Letter Grading**Mathematics (MTH)****MTH 402 - Math for Our World****Credits:** 4

This course takes an integrated approach to the study of mathematics, combining mathematical concepts with applications in the real world. It addresses topics in mathematics necessary in a college education, providing the reasoning strategies needed for mathematical problem solving in the workplace, the media, and everyday life. The course serves as the foundation for higher-level math courses and provides the quantitative skills necessary to be adequately prepared for coursework in other academic areas. The overarching goal is to learn to interpret quantitative and statistical information that we encounter daily. Students will understand how real-world problems can be analyzed using the power and rigor of mathematical and statistical models. Topics include: problem solving, math of finance, geometry, basic probability, and beginning statistical concepts with an emphasis on real world applications and interpreting information. The use of Excel will be incorporated into the topics of this course. Acceptable scores on Accuplacer Arithmetic and Elementary Algebra Accuplacer Classic or Next Generation Accuplacer assessments; or approved exemption based on previous high school transcripts: a grade of C or better in both Algebra and Geometry taken within the last five years; or SAT Math score of 500+ or ACT Math score of 18+ taken within five years of registration; or successful completion of the ALEKS Program Math Tutorial as determined by the college's math faculty required. Accuplacer or ALEKS assessments should be completed within five years of registering for course.

Attributes: Mathematics (Gen Ed); Quantitative Reasoning(Disc)

Prerequisite(s): (Classic Arithmetic Accuplacer with a score of 080 and CL Elem Algebra - Accuplacer with a score of 036) or (Arithmetic Accuplacer-Next Gen with a score of 263 and Quant,Alg,Stats Accp-Next Gen with a score of 237) or C MATH 405/or taken elsewhere with a score of WAIV or SAT Math with a score of 500 or ACT Reading with a score of 18 or GSC Math Workshop Completed with a score of WAIV.

Equivalent(s): MATH 502G**Grade Mode:** Letter Grading**MTH 504 - Statistics****Credits:** 4

This course addresses introductory statistical concepts, methods, and procedures important for making well-informed decisions in real world settings. It provides students with both theoretical principles and practical skills in statistics. Topics include an overview of descriptive and inferential statistics, specifically sampling, measurements of central tendency and dispersion, frequency distributions, graphing techniques, probability theory, hypothesis testing, normal distribution, regression and correlation, t-tests, and analysis of variance. An acceptable score on the Classic or Next Generation Accuplacer arithmetic and elementary algebra assessment. Accuplacer assessments should be completed within five years of registering for course. NOTE: Excel proficiency is expected prior to enrollment in this course.

Attributes: Mathematics (Gen Ed); Quantitative Reasoning(Disc)

Prerequisite(s): MTH 402 with a minimum grade of D- or MATH 502G with a minimum grade of D-.

Equivalent(s): MATH 504G**Grade Mode:** Letter Grading**MTH 510 - Pre-Calculus****Credits:** 4

This course is intended as a bridge course between algebra and calculus. The course focuses on strengthening the student's mathematical problem solving skills and developing a firm understanding of functions, their graphical representation, their behavior, and their use to model real-life situations. Various classes of functions will be highlighted: polynomials, rational, exponential, logarithmic, and trigonometric. Topics may also include: algebraic concepts, real number system, systems of equations and inequalities, complex numbers, and polar coordinates. An acceptable score on the Classic or Next Generation Accuplacer assessment(s) is accepted prior to taking this course. Accuplacer assessments should be completed within five years of registering for course. A graphing calculator is required.

Attributes: Mathematics (Gen Ed); Quantitative Reasoning(Disc)

Prerequisite(s): MTH 402 with a minimum grade of D- or MATH 502G with a minimum grade of D-.

Equivalent(s): MATH 510G**Grade Mode:** Letter Grading**MTH 544 - Special Topics: Lower Level****Credits:** 1-4

A study of current and variable topic in mathematics. Course content will change from term to term.

Repeat Rule: May be repeated up to unlimited times.**Equivalent(s):** MATH 544G**Grade Mode:** Letter Grading

MTH 701 - Probability and Statistics**Credits:** 4

In this course students study topics in data analysis including: descriptive and inferential statistics, probability, odds and fair games, probability distributions, normal distributions, and estimation. Among the topics are numerical and graphical summaries for one and two variables, linear regression and correlation, confidence intervals and tests concerning means, sampling and experimentation, basic probability, confidence intervals, hypothesis testing, sampling distributions, two-sample t-tests for means, chi-squared tests, regress and correlation, and possible other topics. A standards statistical software package is used throughout the course to support the course format that includes: hands-on activities, computer-based simulations, creating and implementing student developed investigations, and actual secondary and middle school mathematics classroom activities. Throughout the course students are given opportunities to relate the mathematical concepts studied in this course to the mathematical concepts they will be teaching.

Prerequisite(s): MTH 402 with a minimum grade of D- or MATH 502G with a minimum grade of D-.

Equivalent(s): MATH 603G

Mutual Exclusion: No credit for students who have taken MATH 439, MATH 539, MATH 623.

Grade Mode: Letter Grading

MTH 702 - Mathematical Proof**Credits:** 4

This course introduces students to the language and methods used to create and write mathematical proofs and solve problems. Methods of proof will include: direct, contrapositive, contradiction, and induction. Methods of problem solving will be based on Polya's four steps for problem solving. Students will learn about and utilize the many functions of proof including: verification, explanation, communication, discovery, justification, and inquiry. The course will also explore the relationship between problem solving and the process of proving. Students will explore fundamental abstract concepts in mathematics chosen from the following areas: functions and relations, set theory, number theory, and logic, Euclidian and non-Euclidian geometry, algebra, mathematical reasoning, proof, and problem solving. Connections to middle and secondary school mathematics.

Prerequisite(s): MTH 510 with a minimum grade of D- or MATH 510G with a minimum grade of D-.

Equivalent(s): MATH 600G

Grade Mode: Letter Grading

MTH 703 - Number Systems**Credits:** 4

This course examines the structure and properties of mathematics while focusing on the development of mental mathematics strategies and problem solving skills. Topics include sets, functions, applications of rational numbers, integers, fractions, decimals, percentages, and number theory. Appropriate grade level techniques are utilized to investigate algorithms, probability and statistics, counting techniques, scientific notation, complex numbers, exponents, geometry, and measurement. Students will also investigate ratios, proportion, data analysis, patterns, and the connections to algebra and geometry topics in the context of the 5-12 grades mathematics curriculum.

Prerequisite(s): MTH 510 with a minimum grade of D- or MATH 510G with a minimum grade of D-.

Equivalent(s): MATH 601G

Mutual Exclusion: No credit for students who have taken MATH 621.

Grade Mode: Letter Grading

MTH 704 - Geometric Structures**Credits:** 4

This course will examine concepts in Euclidean and non-Euclidean geometries. Course topics include area and volume, two- and three-dimensional perspective, congruence and similarity, properties of and relationships among geometric shapes and structures. Students will investigate graphing, vectors, motion, and symmetry. Students engage in course concepts through proofs, problem solving, dynamic geometric software, and through activities used in secondary and middle school mathematics. Throughout the course students will be given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching.

Prerequisite(s): MTH 510 with a minimum grade of D- or MATH 510G with a minimum grade of D-.

Equivalent(s): MATH 602G

Grade Mode: Letter Grading

MTH 705 - Calculus I**Credits:** 4

This course is the first semester of a calculus sequence dealing with applications and modeling of the differential and integral calculus. The course focuses on functions and their graphs, limits, continuity, differentiation, integration, the derivative and its uses in optimization and mathematical modeling, as well as the Fundamental Theorem. Throughout the course students are given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching. Graphing calculators are used throughout the course to explore and represent concepts.

Prerequisite(s): MTH 510 with a minimum grade of D- or MATH 510G with a minimum grade of D-.

Equivalent(s): MATH 606G

Mutual Exclusion: No credit for students who have taken MATH 425, MATH 426.

Grade Mode: Letter Grading

MTH 706 - History of Mathematics**Credits:** 4

This course addresses the historical development of major themes in mathematics, including calculation, numbers, geometry, algebra, infinity, and formalism in various civilizations ranging from the antiquity of Babylonia and Egypt through classical Greece, the Middle and Far East, and on to modern Europe. The course emphasizes how earlier civilizations influenced or failed to influence later ones and how the concepts evolved in these various civilizations.

Prerequisite(s): MTH 705 with a minimum grade of D- or MATH 606G with a minimum grade of D-.

Equivalent(s): MATH 608G

Mutual Exclusion: No credit for students who have taken MATH 790.

Grade Mode: Letter Grading

MTH 707 - Calculus II**Credits:** 4

This course is the second semester of a calculus sequence dealing with applications of differential and multivariable calculus. Topics include the calculus of transcendental functions, applications of integration, some differential equations, sequences and series, differentiation and integration of trigonometric functions multidimensional calculus with applications, and an introduction to multivariable calculus. Throughout the course students are given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching. Graphing calculators are used throughout the course to explore and represent concepts.

Prerequisite(s): MTH 705 with a minimum grade of D- or MATH 606G with a minimum grade of D-.

Equivalent(s): MATH 607G

Mutual Exclusion: No credit for students who have taken MATH 426, MATH 527, MATH 528.

Grade Mode: Letter Grading

MTH 708 - Discrete Mathematics**Credits:** 4

This course is designed to introduce students to discrete and abstract mathematical topics. Topics include propositional and predicate logic; elementary set theory; introduction to proof techniques including mathematical induction; sets, relations, functions, and relations; recurrence relations, graph theory, as well as the properties of groups, rings, and fields. Students study number systems, mathematical induction, algorithms and complex number systems, matrix manipulation, combinatorics, graph theory, and finite differences. Course activities are based on secondary and middle school mathematics curricula. This course considers the basic objects of mathematics through real-world examples and the methods used to elucidate their properties.

Prerequisite(s): MTH 705 with a minimum grade of D- or MATH 606G with a minimum grade of D-.

Equivalent(s): MATH 605G

Grade Mode: Letter Grading

MTH 709 - Linear Algebra**Credits:** 4

This course examines concepts in algebra including: patterns and functions, arithmetic sequences, geometric sequences, arithmetic and algebra of the integers, least common multiple and greater common divisor, inequalities, modular arithmetic and systems of numbers, properties of groups and fields, the field of complex numbers, polynomial arithmetic and algebra, linear equations. The course develops the mathematical structures, algebraic properties, and applications of matrices, determinants, vectors, vector spaces, systems of linear equations, and linear transformations. Students engage with these concepts through exploration, analysis, proof, and problem solving based on activities used in secondary and middle school mathematics. Throughout the course students are given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching.

Prerequisite(s): MTH 707 with a minimum grade of D- or MATH 607G with a minimum grade of D-.

Equivalent(s): MATH 604G

Mutual Exclusion: No credit for students who have taken MATH 545.

Grade Mode: Letter Grading

MTH 710 - Algebra Theory for Middle School Teachers**Credits:** 4

This course will examine concepts in algebra including patterns and functions, arithmetic sequences, geometric sequences, arithmetic and algebra of the integers, least common multiple and greatest common divisor, inequalities, modular arithmetic and systems of numbers, basic properties of groups and fields, and polynomial arithmetic and algebra. This course will develop mathematical structures, algebraic properties, and applications of matrices. Students will engage with these concepts through exploration, analysis, proof, and problem solving based on activities used in middle school mathematics. Throughout the course students will be given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching.

Prerequisite(s): (MTH 402 with a minimum grade of D- or MATH 502G with a minimum grade of D-) and (MTH 705 with a minimum grade of D- or MATH 606G with a minimum grade of D-).

Equivalent(s): MATH 609G

Grade Mode: Letter Grading

MTH 744 - Special Topics: Upper Level**Credits:** 1-4

A study of current and variable topics in mathematics. Course content will change from term to term.

Repeat Rule: May be repeated up to unlimited times.

Equivalent(s): MATH 644G

Grade Mode: Letter Grading

Psychology (PSY)**PSY 410 - Introduction to Psychology****Credits:** 4

This survey course provides an introduction to the science of psychology. It examines many of the major areas of applied and experimental psychology. A selection of topics from the following specialty areas are covered: History of Psychology, Research Methods, Biological Psychology, Cognition, Learning, Memory, Human Development, Stress, Emotion, Health Psychology, Personality Theories, Psychopathology, and Social Psychology. Students will apply knowledge of these topics to interpret personal experiences, current events, societal issues, and practical problems.

Attributes: HumanBehavSocial Sys (Gen Ed); Social Science (Discovery)

Equivalent(s): PSY 501G

Grade Mode: Letter Grading

PSY 470 - Child Development**Credits:** 4

This course focuses on the development of children from birth to early adolescence. It includes the major developmental theories and perspectives as well as an overview of the research methodology used in the field. Through reflective writing, current research in the areas of physical, cognitive, and social and emotional development is explored in the context of the child's environment.

Attributes: HumanBehavSocial Sys (Gen Ed)

Equivalent(s): PSY 508G

Grade Mode: Letter Grading

PSY 480 - Infant and Toddler Development**Credits:** 4

This course focuses on major theoretical perspectives of child development with particular attention to infant and toddler development. Topics include the physical, social, emotional, and cognitive milestones of the growing child along with factors that contribute to optimal development. There is an emphasis on the importance of creating high quality, safe, and supportive environments as well as on attachment and the role of communication in the development of trust and autonomy. Students observe children to develop strategies for creating and maintaining developmentally appropriate environments. Prior completion of PSY 525 or PSY 470 recommended.

Attributes: HumanBehavSocial Sys (Gen Ed)**Equivalent(s):** PSY 510G**Grade Mode:** Letter Grading**PSY 525 - Human Development****Credits:** 4

This course focuses on the development of the individual from conception to death. Major developmental theories, milestones, processes, and influences are covered. Research findings about these topics are examined. Growth and development are viewed as products of interacting biological, psychological, and social factors. The risks and opportunities in the developing person's social environment, as well as the application of theories and research findings, are emphasized.

Attributes: HumanBehavSocial Sys (Gen Ed); Social Science (Discovery)**Equivalent(s):** PSY 509G**Grade Mode:** Letter Grading**PSY 530 - Social Psychology****Credits:** 4

Social Psychology is the scientific study of how individuals, groups, organizations, and culture influence and are influenced by their social environment. This course provides an overview of classic and contemporary work in this field and explores topics such as aggression, attitude formation and change, social thinking, individual and group influence, prejudice, friendships and romantic relationships, leadership, social influence, altruism, and/or conformity.

Attributes: HumanBehavSocial Sys (Gen Ed)**Equivalent(s):** PSY 502G, PSY 608G**Grade Mode:** Letter Grading**PSY 565 - Core Principles of Addiction****Credits:** 4

This course introduces students to the basic issues discussed by addiction support workers, including the Twelve Core Functions of the alcohol and other drug (AOD) counselor. Students will also have an opportunity to explore the possible professional certifications (e.g., Certified Recovery Support Worker (CRSW), Licensed Alcohol and Drug Counselor (LADC), etc.) within this career. A wide array of topics related to addiction may be discussed in this beginning-level course. Topics may include the economic, political, and/or cultural consequences of addiction and potential consequences of addiction on the individual's relationships, mental health, and physical health.

Equivalent(s): PSY 515G**Grade Mode:** Letter Grading**PSY 602 - Theories of Personality****Credits:** 4

This course examines specific theories of personality for the purpose of explaining normal and abnormal development and behavior. Psychoanalytic, trait, humanistic, existential, cognitive, behavioral, and social learning theories, among others, are reviewed and critiqued based on research evidence. Each theory or theoretical perspective is presented in terms of historical context, basic assumptions, and hypothetical constructs. Students explore behaviors and motivations from the perspective of different personality theories. The application of personality theories in helping-profession contexts is introduced.

Attributes: HumanBehavSocial Sys (Gen Ed)**Prerequisite(s):** PSY 410 with a minimum grade of D- or PSY 501G with a minimum grade of D-.**Equivalent(s):** PSY 602G**Grade Mode:** Letter Grading**PSY 603 - Crisis Intervention****Credits:** 4

This course focuses on crisis theory, methods of crisis intervention, and specific crises that occur with individuals and families such as suicide, unemployment, natural disasters, illness, divorce, and death. Students are expected throughout the course to apply their exploration of theory to their work and life experiences.

Attributes: HumanBehavSocial Sys (Gen Ed)**Prerequisite(s):** PSY 410 with a minimum grade of D- or PSY 501G with a minimum grade of D- or SOCI 410 with a minimum grade of D- or SOC 501G with a minimum grade of D-.**Equivalent(s):** PSY 603G**Grade Mode:** Letter Grading**PSY 626 - Educational Psychology****Credits:** 4

This course focuses on the study of teaching and learning, including several theoretical perspectives specific to human and cognitive development. Course topics include motivation, critical thinking, student assessment and achievement, and implications of approaches to each. The course critically examines the relationship between research and education, including the contributions and limitations of measurement in instructional settings and the interplay with educational policy.

Attributes: HumanBehavSocial Sys (Gen Ed)**Prerequisite(s):** (IDIS 560 with a minimum grade of D- or IDIS 501G with a minimum grade of D-) and (EDC 500 with a minimum grade of D- or EDU 510G with a minimum grade of D- or PSY 410 with a minimum grade of D- or PSY 501G with a minimum grade of D- or PSY 470 with a minimum grade of D- or PSY 508G with a minimum grade of D- or PSY 525 with a minimum grade of D- or PSY 509G with a minimum grade of D-).**Equivalent(s):** PSY 606G**Grade Mode:** Letter Grading

PSY 630 - Psychology of Adulthood**Credits:** 4

This course is a life-span developmental approach to adulthood in contemporary American society that includes the major theoretical perspectives regarding developmental transitions and age-related tasks. The following topics are included: 1) methodological issues related to the study of development, 2) patterns of stability and change across adulthood with regard to processes such as biological functioning, sensation and perception, cognition, personality, identity, gender and social roles, relationships, career, and mental health, and 3) death and dying as the final stage of life. Students can consider their own development in light of this content.

Attributes: HumanBehavSocial Sys (Gen Ed)**Prerequisite(s):** PSY 410 with a minimum grade of D- or PSY 501G with a minimum grade of D-.**Equivalent(s):** PSY 615G**Grade Mode:** Letter Grading**PSY 646 - Psychology of Occupational Stress****Credits:** 4

This course focuses on occupational stress research, including the identification of organizational and psychosocial sources of stress. It defines workplace stress and eustress and explores factors including work environments, stress perception, diversity stress, personality, and interpersonal relationships with managers, staff, and co-workers. This course evaluates measurement tools, prevention and remediation strategies for individuals and organizations, and other approaches that create healthy workplaces. Each area is examined from the individual worker's perspective and that of management. Learners apply the major theoretical principles and processes to their own experiences as employees, employers, or military personnel.

Attributes: HumanBehavSocial Sys (Gen Ed)**Prerequisite(s):** CRIM 410 with a minimum grade of D- or CRIM 500G with a minimum grade of D- or ECO 470 with a minimum grade of D- or ECO 512G with a minimum grade of D- or MGMT 410 with a minimum grade of D- or MGMT 500G with a minimum grade of D- or PSY 410 with a minimum grade of D- or PSY 501G with a minimum grade of D- or PSY 470 with a minimum grade of D- or PSY 508G with a minimum grade of D- or PSY 525 with a minimum grade of D- or PSY 509G with a minimum grade of D- or PSY 502G with a minimum grade of D- or PSY 530 with a minimum grade of D- or SOCI 410 with a minimum grade of D- or SOC 501G with a minimum grade of D-.**Equivalent(s):** PSY 616G**Grade Mode:** Letter Grading**PSY 654 - Counseling Theories****Credits:** 4

This course provides an overview of counseling theories developed by major theorists. The course examines how both the historical context and the scientific knowledge of the time helped to shape the theories developed during the past century. Research findings evaluating the effectiveness of therapeutic modalities are reviewed. Important elements of the counseling process, which include assessments, confidentiality, the therapeutic alliance, and the impact of funding sources on decision making, are examined.

Attributes: HumanBehavSocial Sys (Gen Ed)**Prerequisite(s):** PSY 410 with a minimum grade of D- or PSY 501G with a minimum grade of D-.**Equivalent(s):** PSY 604G**Grade Mode:** Letter Grading**PSY 665 - Principles of Assessment****Credits:** 4

This course is a survey of assessment issues and methods for students pursuing studies in education-related fields or the behavioral sciences. Topics include differences between formal and informal assessment and evaluation, reliability and validity, differences between norm-referenced and criterion-referenced tests, development of assessment and evaluation instruments and plans, methods for observing and recording behavior, and how to use assessment information to develop and/or modify programs and environments. NOTE: MTH 402 or MTH 504 is recommended.

Attributes: HumanBehavSocial Sys (Gen Ed)**Prerequisite(s):** PSY 410 with a minimum grade of D- or PSY 501G with a minimum grade of D- or PSY 470 with a minimum grade of D- or PSY 508G with a minimum grade of D-.**Equivalent(s):** PSY 605G**Grade Mode:** Letter Grading**PSY 675 - Foundations of Addictions Counseling****Credits:** 4

This course provides students with an opportunity to study the important theories, strategies, and skills of addictions-related counseling. Topics are derived from the Twelve Core Functions of Addiction Counselors and will include concepts like screening, referral, intake, assessment, crisis management, treatment, recovery, support, and/or client education.

Prerequisite(s): PSY 565 with a minimum grade of D- or PSY 515G with a minimum grade of D-.**Equivalent(s):** PSY 625G**Grade Mode:** Letter Grading**PSY 685 - Principles of Psychopathology****Credits:** 4

The focus of this course is on the societal definitions and impact of abnormal and deviant behavior, and what is considered psychopathology. It examines both how mental illness is recognized and regarded, and how its treatment may vary, in different societies and cultures. It deals with major disorders and personality syndromes considered to be abnormal or deviant and examines the various etiologic factors known or believed to play a role in each of the disorders, considering them from varying perspectives, such as psychoanalytic, cognitive behavioral, biological, and humanistic.

Attributes: HumanBehavSocial Sys (Gen Ed)**Prerequisite(s):** PSY 410 with a minimum grade of D- or PSY 501G with a minimum grade of D-.**Equivalent(s):** PSY 617G**Grade Mode:** Letter Grading**PSY 710 - The Biology of Addiction****Credits:** 4

This course introduces the biological mechanisms of substance use and misuse (e.g., nervous system activity, tolerance, withdrawal, and metabolism) and the resulting behavioral and health consequences. Students will also examine the classification of various substances, epidemiological data and trends, the diagnoses and diagnostic criteria of substance use disorders, genetic and biological influences on addiction, and biological theories of addiction. Other potential topics include behavioral addictions (e.g., gambling, eating, video games, or sex) and the effects of drugs on individuals, families, and society.

Attributes: Phys Natural World (Gen Ed)**Prerequisite(s):** PSY 410 with a minimum grade of D- or PSY 501G with a minimum grade of D-.**Equivalent(s):** PSY 610G**Grade Mode:** Letter Grading

PSY 725 - Cognitive Psychology**Credits:** 4

This course introduces some of the major topics related to human cognition, including perception, attention, memory, knowledge acquisition, language, problem solving, reasoning, and decision making. Students will explore the historical context, current theories, neurobiological underpinnings, research methods, and empirical research relevant to the field of cognitive psychology. Comprehension will be enhanced through the application of cognitive principles to understand everyday behavior and solve practical problems.

Attributes: HumanBehavSocial Sys (Gen Ed); Writing Intensive Course**Prerequisite(s):** IDIS 560 with a minimum grade of D- or IDIS 501G with a minimum grade of D-**Equivalent(s):** PSY 609G**Grade Mode:** Letter Grading**PSY 740 - Biopsychology****Credits:** 4

This course addresses the relationship between the brain and behavior to provide an overview of the biological basis of thoughts, actions, and feelings. Topics may include basic functional neuroanatomy and physiology, sleeping and dreaming, emotion, biopsychological research methods, learning and memory, development of the brain, sensation and perception, motor control, language and lateralization, substance use and neuropharmacology, emotion, and behavioral health problems (for example, stress-related disorders, anxiety, depression, or schizophrenia) and their pharmacological treatment. Comprehension will be enhanced through the application of biopsychological principles to understand everyday behavior and solve practical problems. NOTE: SCI 490 recommended.

Attributes: Phys Natural World (Gen Ed); Writing Intensive Course**Prerequisite(s):** IDIS 560 with a minimum grade of D- or IDIS 501G with a minimum grade of D-**Equivalent(s):** PSY 601G, SCI 600G**Grade Mode:** Letter Grading**PSY 795 - Integrative Capstone: Internship in Applied Psychology****Credits:** 4

This capstone course is a field-based internship designed to develop and hone the practical application skills of an Applied Psychology major. The course requires students to integrate the knowledge and skills gained from other courses in the program and to demonstrate the ability to apply their knowledge to new subject matter and practical situations. Students apply for an internship at a self-selected site and negotiate the terms of the internship experience with a site supervisor under the auspices of their faculty mentor. The internship requires documented evidence of eighty hours of supervised experience and practice in a field setting where psychology-related knowledge and skills are applied. NOTE: Registration for this course, an internship, is by permission of Academic Affairs. Early registration deadlines may apply. Prior to capstone enrollment, students are expected to complete the majority of their required major courses. Students should consult with their advisor regarding specific major courses that may be completed with their capstone. NOTE: Students who were admitted to the college before Fall 2019 and have remained active in their original catalog year are not required to take IDIS 601.

Attributes: Writing Intensive Course**Prerequisite(s):** (CRIT 602 with a minimum grade of D- or CRIT 602G with a minimum grade of D- or CRIT 502G with a minimum grade of D-) and (IDIS 601 with a minimum grade of D- or IDIS 601G with a minimum grade of D-).**Equivalent(s):** BEHS 651G**Grade Mode:** Letter Grading**PSY 797 - Integrative Capstone: Project in Applied Psychology****Credits:** 4

This capstone course in applied psychology requires students to integrate the knowledge and skills gained from other courses in the program and to demonstrate the ability to apply their knowledge to new subject matter and practical situations. Students will complete an independent project that requires conducting scholarly research on a chosen topic, critically evaluating the relevant literature, and synthesizing peer-reviewed sources into a scientific paper that conforms to APA formatting standards. Students will become familiar with the APA ethical standards regarding human research, and students choosing to conduct an empirical study collecting data from human participants will be required to undergo a review and approval process by the Institutional Review Board (IRB). Prior to capstone enrollment, students are expected to complete the majority of their required major courses. Students should consult with their advisor regarding specific major courses that may be completed with their capstone. NOTE: Students who were admitted to the college before Fall 2019 and have remained active in their original catalog year are not required to take IDIS 601.

Attributes: Writing Intensive Course**Prerequisite(s):** (CRIT 602 with a minimum grade of D- or CRIT 602G with a minimum grade of D- or CRIT 502G with a minimum grade of D-) and (IDIS 601 with a minimum grade of D- or IDIS 601G with a minimum grade of D-).**Equivalent(s):** BEHS 650G**Grade Mode:** Letter Grading**Speech Language Assistant (SLA)****SLA 500 - Role of the Speech-Language Assistant****Credits:** 4

This course is designed to provide students with an overview of the profession of a Speech-Language Assistant. Topics include professional ethics, the American Speech-Language Hearing Association (ASHA), and gaining familiarity with the association's guidelines for becoming a registered Speech Language Assistant. Also discussed are roles and responsibilities such as observing, documenting, defining, and understanding goals and objectives in educational and medical settings; implementing both immediate and long-term accommodations; working as part of a team; practicing appropriate health and safety precautions; and working effectively with cultural differences in diverse populations.

Attributes: Writing Intensive Course**Equivalent(s):** COMM 511G, INST 511G**Grade Mode:** Letter Grading**SLA 501 - Survey of Communication Disorders****Credits:** 4

This course provides students with knowledge of the basic components and development of speech and language. Historical aspects of Speech-Language and Audiology are addressed. Various disorders including language, articulation, voice, fluency, and hearing are explored.

Prerequisite(s): SLA 500 with a minimum grade of D- or COMM 511G with a minimum grade of D-**Equivalent(s):** COMM 512G, INST 512G**Grade Mode:** Letter Grading

SLA 502 - Anatomy and Physiology of Speech and Hearing**Credits:** 4

This course is designed to provide students in the speech-language concentration with knowledge of the basic anatomy and physiology of the speech production and perception systems to support understanding of directions from a Speech-Language Pathologist. The focus is on those aspects of anatomy and physiology that are critical for clinical implementation. Measurement tools and instrumentation used in the field are discussed.

Prerequisite(s): SLA 501 with a minimum grade of D- or COMM 512G with a minimum grade of D-.

Equivalent(s): COMM 513G, INST 513G

Grade Mode: Letter Grading

SLA 503 - Articulation and Phonological Disorders**Credits:** 4

This course introduces phonetic principles, categorization of sounds, and various applications of these concepts. Students become familiar with the International Phonetic Alphabet (IPA), learn to read a Speech-Language Pathologist's transcription, and develop their own transcription skills. Articulation and phonological disorders are presented and distinctions and direct connections discussed, with the primary emphasis on intervention and remediation strategies. Additional topics include children and adults for whom English is a second language, and individuals with dialectic and/or cultural differences.

Prerequisite(s): SLA 502 with a minimum grade of D- or COMM 513G with a minimum grade of D-.

Equivalent(s): COMM 514G, INST 514G

Grade Mode: Letter Grading

SLA 504 - Introduction to Audiology and Aural Rehabilitation**Credits:** 4

This course is designed to equip Speech-Language Assistant concentration students with knowledge of the hearing process, symptoms of hearing impairment, basic methods by which an audiologist diagnoses hearing difficulties, and elements of rehabilitative approaches for persons with hearing impairment. An overview of various causes of hearing impairment is explored.

Prerequisite(s): SLA 503 with a minimum grade of D- or COMM 514G with a minimum grade of D-.

Equivalent(s): COMM 515G, INST 515G

Grade Mode: Letter Grading

SLA 506 - Language Acquisition**Credits:** 4

This course introduces research, theory, and practical applications pertinent to first language acquisition. The development of language is explored through its five major components: phonology, pragmatics, semantics, morphology, and syntax. Stages of acquisition are traced from pre-linguistic communication in infancy through adolescents' use of abstract thinking and expressions. Distinctions between language disorders and developmental differences are considered, as are relationships between language and literacy skills (reading and writing).

Attributes: HumanBehavSocial Sys (Gen Ed); Writing Intensive Course

Equivalent(s): PSY 521G

Grade Mode: Letter Grading

SLA 550 - Clinical Practicum I**Credits:** 2

This course provides students in the Speech-Language Assistant concentration with a series of introductory fieldwork experiences during which they will observe Speech-Language Pathologists as they provide speech and language therapy to clients. Students gain practical experience in observing techniques and theories as applied in a therapeutic setting. Twenty-five hours of observation are required for each two-credit practicum, in settings approved by the clinical faculty.

Prerequisite(s): SLA 500 with a minimum grade of D- or COMM 511G with a minimum grade of D-.

Equivalent(s): COMM 516G, INST 516G

Grade Mode: Letter Grading

SLA 551 - Clinical Practicum II**Credits:** 2

This course provides students in the Speech-Language Assistant concentration with a series of introductory fieldwork experiences during which they will observe Speech-Language Pathologists as they provide speech and language therapy to clients. Students gain practical experience in observing techniques and theories as applied in a therapeutic setting. Twenty-five hours of observation are required for each two-credit practicum, in settings approved by the clinical faculty.

Prerequisite(s): SLA 550 with a minimum grade of D- or COMM 516G with a minimum grade of D-.

Equivalent(s): COMM 516AG, INST 516AG

Grade Mode: Letter Grading

SLA 552 - Clinical Practicum III**Credits:** 2

This course provides students in the Speech-Language Assistant concentration with a series of introductory fieldwork experiences during which they will observe Speech-Language Pathologists as they provide speech and language therapy to clients. Students gain practical experience in observing techniques and theories as applied in a therapeutic setting. Twenty-five hours of observation are required for each two-credit practicum, in settings approved by the clinical faculty.

Prerequisite(s): SLA 551 with a minimum grade of D- or COMM 516G with a minimum grade of D-.

Equivalent(s): COMM 516BG, INST 516BG

Grade Mode: Letter Grading

SLA 553 - Clinical Practicum IV**Credits:** 2

This course provides students in the Speech-Language Assistant concentration with a series of introductory fieldwork experiences during which they will observe Speech-Language Pathologists as they provide speech and language therapy to clients. Students gain practical experience in observing techniques and theories as applied in a therapeutic setting. Twenty-five hours of observation are required for each two-credit practicum, in settings approved by the clinical faculty.

Prerequisite(s): SLA 552 with a minimum grade of D- or COMM 516BG with a minimum grade of D-.

Equivalent(s): COMM 516CG, INST 516CG

Grade Mode: Letter Grading