

Master of Education

Course descriptions for the Master of Education and the Certificate of Advanced Graduate Study (CAGS)

ED 5110 Teachers as Leaders

This course will provide a broad view of the teaching profession and how teachers can be leaders and change agents in schools. First, students will become familiar with the qualities of effective teachers as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. They will then be asked to review various teaching standards and identify those they wish to develop. Then, using service-learning as a pedagogy, students will identify a need in a school, research that need, develop a program to meet that need, implement the program, and assess their effectiveness as leaders and change agents. Students will be required to become familiar with the policies and procedures that have sustained and those that might be used or need to be changed to eliminate the need. They will meet with administrative leaders to understand why this need is in evidence, what has been done about it here and elsewhere, and identify possible ways change the circumstances that have made the need evident. As part of this course, students will be required to work in a school setting for a minimum of 30 hours over the course of the semester. (4 credits)

ED 5111 Multicultural Education

This course explores the relationships between education and culture. Through special presentations, discussions, videotapes, case studies, and readings, students will examine the theme of education in context of global cultures. Comparisons will be drawn between educational systems in various parts of the world and the United States. A second focus will be in intercultural relations in the school setting, especially in the increasingly multi-cultural U.S.; culture's effect on learning styles, culture shock, and adjustment, strategies for facilitating cross-cultural communication and for equalizing opportunities for all cultures and learning styles. (3 credits)

ED 5120 Curriculum in Secondary School English

This course is designed to study the foundations of curriculum design and development of secondary school English. Special consideration is given to curriculum changes as they relate to national and state standards, outcomes, and goals. This course will include analysis of current school curricular programs, as well as investigate how the English curriculum fits into the interdisciplinary model for education. Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate. (3 credits)

ED 5121 Content of Elementary School Math II

This course will provide prospective or in-service elementary teachers with the opportunity to explore and master concepts involving number systems and operations, data analysis and probability, geometry, measurement, and algebraic thinking. Mathematical reasoning, problem solving, and the use of appropriate manipulatives and technology will be integrated throughout the course. The course will model instructional techniques that can be adapted to elementary curricula. Offered every spring. (3 credits)

ED 5130 The Psychology of Learning Communities

This advanced educational psychology course will explore theories of development, learning, motivation, intelligence and recent advances in brain-based learning and neuropsychology. Participants will critically assess various educational models and programs designed in accordance with the "new psychology" and use this information to critically assess current practices in teaching. (4 credits)

ED 5131 Action Research I

Participants will become familiar with the action research process, identify a problem that is within their scope of influence, define a research question, and prepare a literature review. Open only to those who have not taken ED 5260 and who are in superintendent certification program. (1 credit)

ED 5140 Curriculum in Secondary School Biology

This course is designed to study the foundations of curriculum design and development of secondary school Biology. Special consideration is given to curriculum changes as they relate to national and state standards, outcomes, and goals. This course will include analysis of current school curricular programs, as well as investigate how the Biology curriculum fits into the interdisciplinary model for education. Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate. (3 credits)

ED 5150 Curriculum in Secondary School Social Studies

This course is designed to study the foundations of curriculum design and development of secondary school Social Studies. Special consideration is given to curriculum changes as they relate to national and state standards, outcomes, and goals. This course will include analysis of current school curricular programs, as well as investigate how the Social Studies curriculum fits into the interdisciplinary model for education. Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate. (3 credits)

ED 5160 Curriculum in Secondary School Mathematics

This course is designed to study the foundations of curriculum design and development of secondary school Mathematics. Special consideration is given to curriculum changes as they relate to national and state standards, outcomes, and goals. This course will include analysis of current school curricular programs, as well as investigate how the mathematics curriculum fits into the interdisciplinary model for education. Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate. (3 credits)

ED 5161 Curriculum in Theatre K-12

This course is designed to study the foundations of curriculum design and development for theatre education, grades K-12. Special consideration is given to curriculum changes as they relate to national theatre education standards, outcomes and goals. This course will include analysis of current school curricular programs, as well as investigate how theatre education fits into the interdisciplinary model for education. Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate. (3 credits)

ED 5170 Special Education: An Introduction

The primary goal of this course is to increase the pre-service teacher's awareness of and sensitivity to individuals with special needs. In addition, individuals enrolled in this course will (a) examine the characteristics of various exceptionalities and how they are identified, become familiar with the pre-referral, referral, and identification process, (c) become familiar with resources available to support learners, (d) become familiar with related service personnel and their roles, (e) understand the role of a paraprofessional, and (f) develop an understanding of how to effectively work as a team member with general education teachers and other members of the special education team. Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate. (3 credits)

ED 5180 Literature and Writing for Children and Youth

This course will focus on writing and literature for children and youth. Students will become actively involved in writing as a process and reading for enjoyment. Students will become acquainted with current fiction and nonfiction published for children from preschool through grade 12, focusing on the integration of reading and writing, and the impact of thematic planning as a part of a student's literature development. Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate. (3 credits)

ED 5190 Curriculum in K-12 Physical Education

This course is designed to study the foundations of curriculum design and development for physical education, grades K-12. Special consideration is given to curriculum changes as they relate to national physical education standards, outcomes and goals. This course will include analysis of current school curricular programs, as well as investigate how physical education fits into the interdisciplinary model for education. Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate. (3 credits)

ED 5210 Content of Elementary School Math

This course focuses on current methods in the teaching of mathematics in the K-8 classroom. The material will focus on curriculum and integration of mathematics into the other areas in teaching K-8 children. Mathematics useful for prospective elementary school teachers, including basic arithmetical operations for whole numbers, fractions and decimals, Euclidean and other geometries and other topics will be covered. Offered every Fall. Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate. (3credits)

ED 5230 Creative Expression in the Elementary School

This course focuses on current methods in the teaching of creative arts, including music, art, crafts, creative dramatics, and movement in the K-8 classroom. The material will focus on curriculum and integration of creative arts into the other areas of in teaching K-8 children. Those seeking certification must take this course concurrently with ED 6110 Dynamics of Curriculum and Instruction. Students must be accepted into the teacher education program or hold a valid certification prior to registering for this course. Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate.(3 credits)

ED 5240 Technology in Education

This course provides students with theory and practice in integrating technology in the classroom. Students will become familiar with computer software for use in the content areas. In addition, the ISTE standards will be reviewed and students will become familiar with how to use them in the instruction of students. Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate.(1 credit)

ED 5250 Teaching Social Studies in the Elementary Schools

This course focuses on current methods in the teaching of social studies in the K-8 classroom. The material will focus on curriculum and integration of social studies into the other areas in teaching elementary children. Those seeking certification must take this course concurrently with ED 6110 Dynamics of Curriculum and Instruction. Students must be accepted into the teacher education program or hold a valid certification prior to registering for this course. Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate.(3 credits)

ED 5260 Research Practicum

The Research Practicum is designed to help the Master in Education candidate develop and conduct elements of his/her action research thesis. As a bridge between the Psychology of Learning Communities and Fundamentals of Educational Inquiry: Action Research courses, students who enroll in the Research Practicum work a faculty member who is versed in action research. This individual will guide and support the student as he/she develops the research methodology and data collection tools for use in his/her study, help the student with obtaining approval through the Human Subjects Research Board, and guide the student in identification of appropriate data collection tools. Upon completion of this course and the competencies associated with it the student will be ready to enroll in the Fundamentals of Educational Inquiry: Action Research, ED 6510. Prerequisite: ED 5130. (2 credits)

ED 5330 Science in the Elementary School

This course focuses on current methods in the teaching of science in the K-8 classroom. The material will include participation in hands-on experiments for use with school-age children. Those seeking certification must take this course concurrently with ED 6110 Dynamics of Curriculum and Instruction. Students must be accepted into the teacher education program or hold a valid certification prior to registering for this course. Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate. (3 credits)

ED 6110 Dynamics of Curriculum and Instruction

This course will explore theoretical and conceptual foundations of curriculum and development and instructional design. The impact of national, state, and local standards for student learning will be explored as it relates to the curriculum development process. Participants will design meaningful curriculum models and contextualized learning activities in the context of these standards. Prerequisites: Must hold valid NH State Teacher Certification license or be accepted into the Teacher Education program and complete all required courses except student teaching. Note: If the student is not already certified he/she must take this course concurrently with ED 6111, 6163 6171, or 6169. (4 credits)

ED 6111 Practicum in the Elementary School

Students enrolled in this course will be required to spend a minimum of 12 hours per week in an elementary school setting. The College supervisor will make a minimum of three observations and hold two triad meetings (one mid-semester and one at the end of the semester) in addition to the observations. Practicum experiences are arranged by the Director of Teacher Education in one of our partner schools. Prerequisites: Must hold valid NH State Teacher Certification license or be accepted into the Teacher Education program and complete all required courses except student teaching. Note: If the student is not already certified he/she must take this course concurrently with ED 6110. (3 credits)

ED 6120 Alternative IV or V Seminar

This course is designed for candidates who are completing an alternative teacher certification plan. Seminar participants review their prior learning experiences, explore their academic and professional goals, research certification standards, broaden their understanding curriculum frameworks within the area they are teaching, and design an individualized professional development plan. Learners have the opportunity to develop a network of colleagues and professional contacts. Through a series of discussions, learners identify, analyze, and describe the knowledge they have gained and how it relates to certification standards. Each candidate is responsible for preparing a written portfolio that documents and demonstrates the learning that is appropriate to his/her own endorsement. (2 credits)

ED 6130 Integrated Language Arts

This course is designed to provide background and theory in the nature of the reading process, including contemporary theories of reading and current research. Topics include literacy development, the integration of reading, writing, speaking, listening, viewing and representing, assessment, support of readers and writers in the content areas K-12, and the evaluation of reading materials. Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate. (3 credits)

ED 6163 Practicum in K-12 Physical Education

Students enrolled in this course will be required to spend a minimum of 12 hours per week in a physical education setting. The College supervisor will make a minimum of 3 observations and hold two triad meetings (one mid-semester and one at the end of the semester) in addition to the observations. Practicum experiences are arranged by the Director of Teacher Education in one of our partner schools. Prerequisites: Must hold valid NH State Teacher Certification license or be accepted into the Teacher Education program and complete all required courses except student teaching. Note: If the student is not already certified he/she must take this course concurrently with ED 6110. (3 credits)

ED 6171 Practicum in K-12 Theatre Education

Students enrolled in this course will be required to spend a minimum of 12 hours per week in a theatre education setting. The College supervisor will make a minimum of 3 observations and hold two triad meetings (one mid-semester and one at the end of the semester) in addition to the observations. Practicum experiences are arranged by the Director of Teacher Education in one of our partner schools. Prerequisites: Must hold valid NH State Teacher Certification license or be accepted into the Teacher Education program and complete all required courses except student teaching. Note: If the student is not already certified he/she must take this course concurrently with ED 6110.(3 credits)

ED 6169 Practicum in the Secondary School

Students enrolled in this course will be required to spend a minimum of 12 hours per week in a secondary school setting in their area of certification biology, English, mathematics or social studies). The College supervisor will make a minimum of 3 observations and hold two triad meetings (one mid-semester and one at the end of the semester) in addition to the observations. Practicum experiences are arranged by the Director of Teacher Education in one of our partner schools. Prerequisites: Must hold valid NH State Teacher Certification license or be accepted into the Teacher Education program and complete all required courses except student teaching. Note: If the student is not already certified he/she must take this course concurrently with ED 6110. (3 credits)

ED 6180 Methods of Evaluation and Assessment

This course will examine formative and summative modes of assessment as well as the impact of current national and state level assessments on teaching and learning. Performance-based assessments as well as critical analysis of the strengths and limitations of standardized testing will serve as the foundation of this course; Participants will conduct school-wide assessment inventories, examine personal and professional beliefs about assessment among teachers, and explore the relationship between assessment and instruction. Prerequisite for teacher certification majors grade of B or better in ED 5110 and ED 5170, taken concurrently with ED 5110 and 5170, or permission of Director of Teacher Education. (4 credits)

ED6280 Differentiated Instruction and Assessment for All Learners

This course will focus on addressing the needs of all of the students in your classroom. Participants will learn to develop curriculum and interpersonal strategies to assist all students in their acquisition of knowledge. Students will develop tiered lessons to assist students with special education needs to access important curriculum as well as create lessons for advanced academic students. Using the latest research, participants will work with learning styles, multiple intelligences, personality type, student interest, flexible cooperative groupings and psychologically motivating techniques to create lessons for the myriad students in classrooms. Teachers will learn to accommodate for students with IEP's and for academically talented students. (4 credits)

ED 6410 Dynamics of Education Reform and Systems Change

This course will examine schools from a systems perspective, and theories of social and organizational change. Authoritarian and participatory leadership models will be examined and participants will conduct an extensive review of recent research in the field of educational reform. Participants will apply their understanding of various systems models to plan and design a complex systemic reform initiative. Prerequisite: Must hold valid NH Teaching Certificate or permission of the Director of the Master of Education. (4 credits)

ED 6411 The Art of Leadership, School Reform and Systems Change

Multiple leadership models will be examined and critiqued. Participants will conduct an extensive review of recent research on these models and in the field of educational reform. Participants will apply their understanding of various leadership and systems change models in order to plan and design a complex systemic reform initiative. A public presentation of the systems change initiative will be required. Prerequisite: Must hold valid NH Teaching Certificate or permission of the Director of the Master of Education. (4 credits)

ED 6510 Fundamentals of Educational Inquiry: Action Research

Students will design and implement a comprehensive action research process in the context of a public school. Research methods and evaluation of results will be key features of this process. Public presentations of results to an audience of concerned educators as well as web-based distribution of their work will be essential features of this capstone experience. Prerequisite: Must have completed ED 5260, have IRB proposal approved, and permission of Director of the Master of Education. (4 credits)

ED 6850 Practicum in Special Education: Elementary

This practicum provides students with an opportunity to work in an elementary school with students who have special learning needs. This course is normally taken concurrently with ED 3270: Special Education Procedures or ED 3280: Differentiated Instruction. The practicum consists of a full semester working with a special educator in an elementary school for a minimum of three hours each week, regular meetings with the sponsoring faculty member, and work as assigned. The practicum may be repeated. Practicum experiences are arranged by the Director of Teacher Education in one of our partner schools. Offered every Spring. Prerequisites: ED 5110 and ED 5170. (1 credit)

ED 6860 Practicum in Special Education: Secondary

This practicum provides students with an opportunity to work in a secondary school with students who have special learning needs. This course is normally taken concurrently with ED 3270: Special Education Procedures or ED 3280: Differentiated Instruction. The practicum consists of a full semester working with a special educator in an elementary school for a minimum of three hours each week, regular meetings with the sponsoring faculty member, and work as assigned. The practicum may be repeated. Practicum experiences are arranged by the Director of Teacher Education in one of our partner schools. Offered every Spring. Prerequisites: ED 5110 and ED 5170. (1 credit)

ED 6870 Student Teaching: Elementary School

Each elementary education certification candidate is involved in a full-time field experience in an elementary school. Planning with the cooperating teacher is stressed, with visits and conferences, both scheduled and unscheduled, by the college supervisor. Seminars with the college supervisor are an integral part of this experience. The student teacher cooperates in all phases of the school's program: lesson planning, teaching, multidisciplinary teams, development of instructional materials, effective use of educational technology, teachers' meetings, in service opportunities, extra-curricular activities, and involvement in student activities. Student teachers follow the calendar of the schools to which they are assigned and are expected to participate in all phases of the schools' activities. Student teaching experiences are arranged by the Director of Teacher Education in our partner schools. Completion of all the certification requirements with grades of B or better, a cumulative GPA of 2.5, acceptance into the Teacher Certification program, and permission of Director of Teacher Education. (15 credits or 8 credits when taken with ED 6880).

ED 6880 Student Teaching: Special Education

Each student seeking general special education certification is involved in a full-time field experience with a special educator. Planning with the teacher is stressed, with visits and conferences, both scheduled and unscheduled, by the College supervisor. Seminars with the College supervisor are an integral part of this experience. The student teacher cooperates in all phases of the school's program: lesson planning, teaching, multidisciplinary teams, development of instructional materials, IEP meetings, effective use of educational technology, teachers' meetings, in-service opportunities, extra-curricular activities, and involvement in student activities. Student teachers follow the calendar of the schools to which they are assigned and are expected to participate in all phases of the schools' activities. Student teaching experiences are arranged by the Director of Teacher Education in our partner schools. Completion of all the certification requirements with grades of B or better, a cumulative GPA of 2.5, acceptance into the Teacher Certification program, and permission of Director of Teacher Education. (15 credits or 7 credits when taken with ED 6870 or 6890).

ED 6890 Student Teaching: Secondary School

Each secondary education certification candidate is involved in a full-time field experience in a secondary school. Planning with the cooperating teacher is stressed, with visits and conferences, both scheduled and unscheduled, by the college supervisor. Seminars with the college supervisor are an integral part of this experience. The student teacher cooperates in all phases of the school's program: lesson planning, teaching, multidisciplinary teams, development of instructional materials, effective use of educational technology, teachers' meetings, in service opportunities, extra-curricular activities, and involvement in student activities. Student teachers follow the calendar of the schools to which they are assigned and are expected to participate in all phases of the schools' activities. Student teaching experiences are arranged by the Director of Teacher Education in our partner schools. Completion of all the certification requirements with grades of B or better, a cumulative GPA of 2.5, acceptance into the Teacher Certification program, and permission of Director of Teacher Education. (15 credits or 8 credits when taken with ED 6880).

ED 6900 Student Teaching: Physical Education K-12

Teacher certification in physical education includes kindergarten through senior high school, therefore students must have experience at all levels prior to student teaching or the candidate will be required to divide the student teaching experience into two ten week segments, one at the elementary level and one at the secondary level. The student teacher is supervised by a member of the college faculty. The student teacher cooperates in all phases of the school's program: lesson planning, teaching, development of teaching aids, use of audiovisual aids, teachers' meetings, in-service opportunities, extracurricular activities and, supervision of playground activities. Regular conferences with the classroom teacher and with a member of the college faculty are an important part of this experience. Conferences with all physical education student teachers are held at the college at least three (3) times each semester. Student teachers follow the calendars of the schools to which they are assigned. Student teaching experiences are arranged by the Director of Teacher Education in our partner schools. Completion of all the certification requirements with grades of B or better, a cumulative GPA of 2.5, acceptance into the Teacher Certification program, and permission of Director of Teacher Education. (15 credits)

ED 6901 Student Teaching: Theatre Education K-12

Teacher certification in theatre education includes kindergarten through senior high school, therefore students must have experience at all levels prior to student teaching or the candidate will be required to divide the student teaching experience into two ten week segments, one at the elementary level and one at the secondary level. The student teacher is supervised by a member of the college faculty. The student teacher cooperates in all phases of the school's program: lesson planning, teaching, development of teaching aids, use of audiovisual aids, teachers' meetings, in-service opportunities, extracurricular activities and, supervision of playground activities. Regular conferences with the classroom teacher and with a member of the college faculty are an important part of this experience. Conferences with all theatre education student teachers are held at the college at least three (3) times each semester. Student teachers follow the calendars of the schools to which they are assigned. Student teaching experiences are arranged by the Director of Teacher Education in our partner schools. Completion of all the certification requirements with grades of B or better, a cumulative GPA of 2.5, acceptance into the Teacher Certification program, and permission of Director of Teacher Education. (15 credits)

ED 6950 Portfolio I

This course will involve the preparation of an individualized teaching portfolio. Students will become familiar with Charlotte Danielson's Frameworks for Effective Teaching and the INTASC standards. They will develop a Working Portfolio that they will complete in Portfolio II where they will create their Professional Presentation Portfolio. Prerequisite: Must hold valid NH Teaching Certificate, be a candidate for the Masters of Education, or permission of the Director of the Master of Education. (1 credit)

ED 6951 Leadership Portfolio I

This course will involve the preparation of an individualized leadership portfolio. Participants will become familiar with the competency standards associated with becoming a superintendent and INTASC standards. They will develop a Working Portfolio that they will complete in Leadership Portfolio Seminar II where they will create their Professional Leadership Portfolio. Prerequisite: Must hold valid NH Teaching Certificate, be a candidate for the Masters of Education or CAGS, or permission of the Director of the Master of Education. (1 credit)

ED 6960 Portfolio II

This course will involve finalizing an individualized teaching portfolio. Students will finalize their Professional Presentation Portfolio, which can be used (1) as evidence of meeting the teacher certification standards required for their desired area(s) of certification and the INTASC standards and (2) in the job search. Prerequisite: ED 6950. (1 credit)

ED 6961 Leadership Portfolio Seminar II

This course will involve finalizing an individualized leadership portfolio. Participants will finalize their Professional Leadership Portfolio, which can be used (1) as evidence of meeting the superintendent certification standards and the INTASC standards and (2) in the job search. Prerequisite: ED 6951

ED 7000 School Leadership

This course is designed to increase understanding of leadership and how it applies in the public school system. The principles of effective leadership will be explored and applied in a project-based setting. This application will include but is not limited to the following areas: human relations, teacher supervision and evaluation, school culture, budget development, meeting facilitation, building organization, emergency management, student assessment, and department structure. This is an overview of the roles and responsibilities of the principal and participants will be required to develop a philosophy learning taking into consideration multiple stakeholder input. Prerequisite: Must hold valid NH Teaching Certificate.

ED 7001 School Finance and Policy

This course is designed to address the principal's role and responsibilities in designing proper financial and accounting procedures, develop site-based budgets and create a system for monitoring account expenditures (object and function codes such as regular education, special education, school administration, transportation, athletics, student activities, etc.). Students will become familiar the plethora of policies (including NH State School Approval standards) used within a district and with the process by which policies and procedures are developed, implemented, evaluated, and revised.

ED 7002 Supervision of Curriculum and Instruction

This course will explore theoretical and conceptual foundations of curriculum development and instructional design. The impact of national, state, and local standards for student learning will be explored as they relate to the curriculum development process. Participants will evaluate a curriculum that is being used and become familiar with how to do a NECAP analysis. Students will assess the professional development needs of a school in relation to student learning results as they relate to curriculum goals. Students will develop a professional development action plan in light of the National Staff Development Council's standards. Prerequisite: Must hold valid NH Teaching Certificate.

ED 7003 Educational Leadership and Critical Issues

This course explores the foundational issues of the role of education in society, the impact of philosophies of learning on education, the human, technical and structural dimensions of education, and critical issues facing schools today. In this course participants will understand issues of culturally responsive leadership, navigating in complex environments with diverse stakeholders, and working with diverse groups/stakeholders to build a shared vision, establish shared goals and develop a strategic plan, including detailed action plans. Prerequisite: Must hold valid NH Teaching Certificate.

ED 7004 Children and the Law

The seminar examines the substantive and procedural rights of children and the competing interests of their parents and the state (aka school) in a variety of legal contexts. Topics include:

- Education – the rights of parents and states,
- Free speech,
- Delinquency,
- Abuse and neglect,
- NH Education RSAs,
- Special Education,
- Safe Schools,
- Title IX, and
- Termination of parental rights.

Note: Open only to those in the Masters of Education or CAGS programs.

ED 7005 Education Technology Leadership

This course provides participants with an opportunity to explore critical perspectives on technology leadership and the need for grounding technology decision in focused efforts to improve students' learning results, learning opportunities and learning climate. Participants will also develop skills in assessing the digital divide issues and in identifying and tapping local resources to overcome digital inequities. (2 credits)

ED 7007 Data Management

This course provides participants with the knowledge base to manage district-wide data. A variety of systems will be explored and evaluated. Participants will develop technology systems to manage assessment, grading, attendance, budget, communication, etc. (2 credits)

ED 7006 Labor Relations

This course reviews the law as well as the practical strategies and practices of labor relations in K-12 school systems. Participants will become familiar with the issues involved with collective bargaining and contract management. Note: Open only to those in the Masters of Education or CAGS programs.

ED 7008 Achieving Educational Equity

Participants enrolled in this course will develop skills in using data to identify inequities, mobilize local stakeholders to recognize the extent and important of inequities, and to assess progress in improving students' learning results, learning opportunities, and learning climate. Participants will also develop an understanding of important dimensions of educational equity and an appreciation of the factors of diversity (e.g., gender, socio-economics, race, language, culture) and proven strategies and resources for addressing them. The goal is for the participants to understand and be able to develop a community of learners that has a positive impact on achievement. Note: Open only to those in the Masters of Education or CAGS programs.

ED 7010 Facilities Management

Participants will become familiar with population projection processes, adapting current and new facilities to meet various needs, maintaining and improving existing facilities, and meeting or upgrading facilities in light of various local, state, federal codes. Participants will also become familiar with need identification, facility development, and managing the budget and warrant article process. Note: Open only to those in the Masters of Education or CAGS programs.

ED 7200 Internship: Principal

This course provides students with an opportunity to experience an educational environment on an extended basis under supervision of an experienced Principal. Students enrolled in this internship will work for a minimum of 560 hours under the supervision of an experienced, NH State certified principal. Prerequisites: Must complete all required courses for principal licensure with a grade of B or better. (3 credits)

ED 7500 Internship: Superintendent

Students enrolled in this internship will work under the supervision of a NH State certified superintendent for a minimum of 1200 hours (a full year). Prerequisites: Must complete all required courses for superintendent licensure with a grade of B or better. (4 credits)