



Master of Education (M.Ed./CAGS) ONLINE Course Offerings

Open to all (unless otherwise noted)
Blackboard LMS used for all courses

7- week Terms:

Fall I 2015: August 31 – October 18

(Fall Break: October 19-25)

Fall II 2015: October 26 – December 13

(Classes run through Thanksgiving week; Holiday Break: December 14 – January 10)

Spring I 2016: January 11 – February 28

(Early Spring Break: February 29 – March 6)

Spring II 2016: March 7 – April 24

(Late Spring Break: April 25 – May 1)

Summer I 2016: May 2 – June 19

For more information, please contact:

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Online Registration

Students are expected to register for all classes after their initial term. To register, simply follow these directions:

1. Click on "Check In, Student Services & Financial Aid"

CHECK IN
Confirm Your Enrollment

CHECK IN, Student Services & Financial Aid
Check In, Register, View your academic records and Financial Aid

Faculty Services
Enter Grades and Registration Overrides, View Class Lists and Student Information

Personal Information
Change your PIN and View your oncampus address.

RELEASE: 8.3

2. Select "Registration"



Student Services & Financial Aid

CHECK IN
Confirm your enrollment

Registration
Check your registration status; Add or drop classes; Select variable credits, grading modes, or levels; Display your class schedule.

Student Records
View your holds; Display your grades and transcripts; Review charges and payments; View Advisor and Major

Financial Aid
Apply for Financial Aid; Review the status of your financial aid applications; Check status of document requirements; Review loans.

Online Bill
Pay online, view invoices, print statements

RELEASE: 8.3

3. Select "Add/Drop Classes"

Registration

Select Term
Select the term you want to register for. Only terms where registration is open will be available to you.

Add/Drop Classes
This is where you can enter the courses you want to register for (add) or drop classes.

Look-up Classes to Add
Search for classes here. You must enter a subject (only subjects with courses scheduled will be available). You may enter other criteria to narrow your search.

Student Schedule by Day & Time
View the Schedule you created by your registration activity.

Student Detail Schedule
View the Detailed Schedule you created by your registration activity.

Check Your Registration Status

4. Select the term you are registering for and press "Submit".

Select Term

Select a Term:

Add Classes Worksheet

CRNs

5. Type in the 3-digit CRN number(s) and press "Submit Changes." **Note:** CRNs are sent to your NEC e-mail account once registration is open

ONLINE Offerings – open to all (unless otherwise noted)

M.Ed./CAGS ONLINE Course offerings
Fall I 2015: August 31 – October 18
 (Fall Break: October 19-25)

CRN	Course Code/Title/Credits	Instructor
148	ED 5020 Language And Grammar: Developing Powerful Writers (3 credits)	Trish Walton
106	ED 5130 Psychology of Learning Communities (4 credits)	Carlton Fitzgerald
153	ED 5170 Special Education: Disabilities, Issues, and Laws (3 credits) <i>Those seeking certification must add CRN 221 Practicum in Special Education: Disabilities, Issues and Laws (1 credit)</i>	Andra Hall
107	ED 5261 Research Practicum I (2 credits) – Section I	Carlton Fitzgerald
108	ED 5261 Research Practicum I (2 credits) – Section II	Debra Nitschke-Shaw
109	ED 5262 Research Practicum II (2 credits)	Debra Nitschke-Shaw
149	ED 5610 STEAM Education: Integration, Challenge, and Curiosity (3 credits)	John Miner
150	ED 6000 Literacy and Language Arts (3 credits) <i>Those seeking certification must add CRN 222 Practicum in Literacy and Language Arts (1 credit)</i>	Meredith Bird Miller
110	ED 6110 Dynamics of Curriculum and Instruction (4 credits)	Sarah Rollins
111	ED 6180 Methods of Evaluation and Assessment: Making Data Meaningful (4 credits)	Stacy Serzans

112	ED 6511 Action Research I (2 credits)	Angela Friborg
113	ED 6512 Action Research II (2 credits)	Debra Nitschke-Shaw
114	ED 6951 Portfolio I (1 credit)	Chris Beeso
115	ED6 6952 Portfolio II (1 credit)	Chris Beeso
116	ED 6961 Portfolio III (1 credit)	Debra Nitschke-Shaw
117	ED 7020 Exploring Assessment and Accountability: Controversies and Solutions (3 credits)	Leo Corriveau
118	ED 7201 Principal Internship I (1 credit)	Laura Nelson
119	ED 7202 Principal Internship II (1 credit)	Laura Nelson
120	ED 7203 Principal Internship III (1 credit)	Laura Nelson
121	ED 7501 Superintendent Internship I (1 credit)	Michael Morgan
122	ED 7502 Superintendent Internship II (1 credit)	Michael Morgan
123	ED 7503 Superintendent Internship III (1 credit)	Michael Morgan

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M.Ed./CAGS ONLINE Course offerings

Fall II 2015: October 26 – December 13

(Classes run through Thanksgiving week; Holiday Break: December 14 – January 10)

CRN	Course Code/Title/Credits	Instructor
123	ED 5000 Technology and Information Literacy (3 credits)	Leanne Chauvette
124	ED 5010 Curriculum Design/Planning/Instruction/Assessment (4 credits)	Sarah Rollins
126	ED 5030 Meeting the Needs of All Learners (3 credits) <i>Those seeking certification must add CRN 129 Practicum: Meeting the Needs of All Learners (1 credit)</i>	Stacy Serzans
105	ED 5261 Research Practicum I (2 credits)	Debra Nitschke-Shaw
106	ED 5262 Research Practicum II (2 credits) – Section I	Carlton Fitzgerald
107	ED 5262 Research Practicum II (2 credits) – Section II	Debra Nitschke-Shaw
125	ED 5620 Next Generation Science Standards and STEAM Education: Integrating Both into our Classrooms (3 credits)	John Miner
127	ED 5990 Habits of Mind, Grit & Growth Mindset: The Other Side of the Report Card (3 credits)	Carlton Fitzgerald
108	ED 6180 Methods of Evaluation and Assessment: Making Data Meaningful (4 credits)	Melissa Romein
109	ED 6410 Dynamics of Education Reform and Systems Change (4 credits)	Jacqueline Coe

110	ED 6511 Action Research I (2 credits)	Debra Nitschke-Shaw
111	ED 6512 Action Research II (2 credits)	Angela Friborg
112	ED 6952 Portfolio II (1 credit)	Chris Beeso
113	ED 6962 Portfolio IV (1 credit)	Debra Nitschke-Shaw
114	ED 7000 School Leadership (3 credits)	Carlton Fitzgerald
115	ED 7003 Educational Leadership and Critical Issues (3 credits)	Leo Corriveau
116	ED 7025 Educational Research Design (2 credits)	Raelyn Viti
117	ED 7201 Principal Internship I (1 credit)	Laura Nelson/Michael Morgan
118	ED 7202 Principal Internship II (1 credit)	Laura Nelson/Michael Morgan
119	ED 7203 Principal Internship III (1 credit)	Laura Nelson/Michael Morgan
120	ED 7501 Superintendent Internship I (1 credit)	Michael Morgan
121	ED 7502 Superintendent Internship II (1 credit)	Michael Morgan
122	ED 7503 Superintendent Internship III (1 credit)	Michael Morgan

ONLINE Offerings – open to all (unless otherwise noted)

M.Ed./CAGS ONLINE Course offerings
Spring I 2016: January 11 – February 28
 (Early Spring Break: February 29 – March 6)

CRN	Course Code/Title/Credits	Instructor
120	ED 5090 Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults (4 credits)	Anya Bent
101	ED 5130 Psychology of Learning Communities (4 credits)	Jacqueline Coe
102	ED 5261 Research Practicum I (2 credits)	Angela Friborg
103	ED 5262 Research Practicum II (2 credits)	Debra Nitschke-Shaw
121	ED 5186 Curriculum and Methods of Teaching Reading in the Content Area (2 credits)	Joan Follansbee
122	ED 5630 STEAM, Next Generation Science Standards and the Common Core: Combining These Frameworks as we Create Curriculum (3 credits)	John Miner
123	ED 6010 Introduction to School Climate Leadership (3 credits)	Bill Preble
104	ED 6110 Dynamics of Curriculum and Instruction (4 credits)	Sarah Rollins
105	ED 6511 Action Research I (2 credits) – Section I	Carlton Fitzgerald
106	ED 6511 Action Research I (2 credits) – Section II	Debra Nitschke-Shaw
107	ED 6512 Action Research II (2 credits)	Debra Nitschke-Shaw

108	ED 6951 Portfolio I (1 credit)	Chris Beeso
109	ED 6961 Portfolio III (1 credit)	Debra Nitschke-Shaw
110	ED 7003 Educational Leadership and Critical Issues (3 credits)	Carlton Fitzgerald
111	ED 7004 School Law: Federal, NH & Maine (3 credits)	Laura Nelson
112	ED 7010 Facilities Management (2 credits)	Carlton Fitzgerald
113	ED 7020 Exploring Assessment and Accountability (3 credits)	Leo Corriveau
114	ED 7201 Principal Internship I (1 credit)	Laura Nelson
115	ED 7202 Principal Internship II (1 credit)	Laura Nelson
116	ED 7203 Principal Internship III (1 credit)	Laura Nelson
117	ED 7501 Superintendent Internship I (1 credit)	Michael Morgan
118	ED 7502 Superintendent Internship II (1 credit)	Michael Morgan
119	ED 7503 Superintendent Internship III (1 credit)	Michael Morgan

ONLINE Offerings – open to all (unless otherwise noted)

M.Ed./CAGS ONLINE Course offerings
Spring II 2016: March 7 – April 24
 (Late Spring Break: April 25 – May 1)

CRN	Course Code/Title/Credits	Instructor
126	ED 5015 Teaching Math (3 credits) <i>Those seeking certification must add CRN 127 Practicum: Teaching Math (1 credit)</i>	Gail Poitrast
101	ED 5261 Research Practicum I (2 credits)	Debra Nitschke-Shaw
102	ED 5262 Research Practicum II (2 credits)	Angela Friborg
122	ED 5640 Universal Design for Learning: Creating Variability and Opportunity for all Learners (3 credits)	John Miner
123	ED 5710 Explicit Teaching (3 credits)	Julia Glennon
124	ED 5720 Technology Integration with the Inclusion of Assistive Technology (3 credits)	Leanne Chauvette
125	ED 5990 STEM Integration in the K-12 Classroom: Interdisciplinary Approach (3 credits)	Sarah Rollins
103	ED 6180 Methods of Evaluation and Assessment: Making Data Meaningful (4 credits)	Melissa Romein
104	ED 6410 Dynamics of Education Reform and Systems Change (4 credits)	Jacqueline Coe
105	ED 6511 Action Research I (2 credits)	Debra Nitschke-Shaw

106	ED 6512 Action Research II (2 credits)	Carlton Fitzgerald
107	ED 6512 Action Research II (2 credits)	Debra Nitschke-Shaw
108	ED 6952 Portfolio II (1 credit) – Section I	Chris Beeso
109	ED 6952 Portfolio II (1 credit) – Section II	Angela Friborg
110	ED 6962 Portfolio IV (1 credit)	Debra Nitschke-Shaw
111	ED 7001 School Finance and Policy (3 credits)	Carlton Fitzgerald
112	ED 7005 Ed Tech Leadership (2 credits)	Laura Nelson
113	ED 7007 Data Management (2 credits)	Pam Shepard
114	ED 7008 Achieving Educational Equity (2 credits)	Elizabeth Vigue
115	ED 7030 Culminating Leadership Plan (2 credits)	Debra Nitschke-Shaw
116	ED 7201 Principal Internship I (1 credit)	Laura Nelson/Pam Shepard
117	ED 7202 Principal Internship II (1 credit)	Laura Nelson/Pam Shepard
118	ED 7203 Principal Internship III (1 credit)	Laura Nelson/Pam Shepard

119	ED 7501 Superintendent Internship I (1 credit)	Michael Morgan
120	ED 7502 Superintendent Internship II (1 credit)	Michael Morgan
121	ED 7503 Superintendent Internship III (1 credit)	Michael Morgan

ONLINE Offerings – open to all (unless otherwise noted)

M.Ed./CAGS ONLINE Course offerings
Summer I 2016: May 2 – June 19

CRN	Course Code/Title/Credits	Instructor
101	ED 5261 Research Practicum I (2 credits)	Carlton Fitzgerald
102	ED 5262 Research Practicum II (2 credits)	Debra Nitschke-Shaw
103	ED 5990 Evaluating Effective Teaching (3 credits)	Debra Nitschke-Shaw
117	ED 5990 Encouraging Collaboration, Innovation, and Inquiry through Assessment (3 credits)	Sarah Rollins
104	ED 6110 Dynamics of Curriculum and Instruction (4 credits)	Bill Carozza
116	ED 6190 Taming the Data Beast: Understanding and Using Assessment Data to Inform Instructional Decisions (4 credits)	Stacy Serzans
105	ED 6511 Action Research I (2 credits)	Angela Friborg
106	ED 6512 Action Research II (2 credits)	Debra Nitschke-Shaw
107	ED 6951 Portfolio I (1 credit)	Chris Beeso
108	ED 7000 School Leadership (4 credits)	Michael Bessette
109	ED 7006 Labor Relations (3 credits)	Theodore Comstock

110	ED 7201 Principal Internship I (1 credit)	Laura Nelson
111	ED 7202 Principal Internship II (1 credit)	Laura Nelson
112	ED 7203 Principal Internship III (1 credit)	Laura Nelson
113	ED 7501 Superintendent Internship I (1 credit)	Michael Morgan
114	ED 7502 Superintendent Internship II (1 credit)	Michael Morgan
115	ED 7503 Superintendent Internship III (1 credit)	Michael Morgan

2015-2016 M.Ed./CAGS Course Descriptions

ED 5000 Technology and Information Literacy (3 credits)

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed.

Is required by those seeking certification; There is a 30 hour experiential component for those seeking certification

Meets MED and CAGS concentration requirement: Curriculum and Instruction

Term Offered/Instructor: Fall II 2015 (Leanne Chauvette)

ED 5010 Curriculum Design/Planning/Instruction/Assessment (4 credits)

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus.

Is required by those seeking certification; There is a 30 hour experiential component for those seeking certification

Meets MED and CAGS concentration requirement: Curriculum and Instruction

Term Offered/Instructor: Fall II 2015 (Sarah Rollins)

ED 5015 Teaching Math (3 credits)

This course provides students with the content knowledge needed to provide instruction in math. Mathematical reasoning, problem solving, and the use of various strategies and technology to help students acquire skills and knowledge associated with math literacy will be discussed. Students will also be exposed to current methods of teaching mathematics. There will be a focus on integrating mathematics into the other areas of the curriculum. Students will be required to spend time in a general education classroom working with teachers as they provide mathematic instruction including Response to Intervention instruction.

Those seeking certification must add the 30 hour experiential learning component CRN 127 Practicum: Teaching Math (1 credit)

Meets MED and CAGS concentration requirement: Curriculum and Instruction, STEM

Term Offered/Instructor: Spring II 2016 (Gail Poittrast)

ED 5020 Language and Grammar: Developing Powerful Writers (3 credits)

This course is designed to teach students the nuances of the English language and grammar and enable them to become powerful writers. In addition to knowledge about the English language and grammar, students will acquire skills and strategies that will enable them to teach grammar effectively to students in K-12.

Is required by those seeking certification; There is a 30 hour experiential component for those seeking certification

Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

Term Offered/Instructor: Fall I 2015 (Trish Walton)

ED 5030 Meeting the Needs of all Learners (3 credits)

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth.

Those seeking certification must add the 30 hour experiential learning component CRN 129 Practicum: Meeting the Needs of All Learners (1 credit)

Meets MED and CAGS concentration requirement: Special Education

Term Offered/Instructor: Fall II 2015 (Stacy Serzans)

ED 5090 Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults (4 credits)

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond.

Is required by those seeking certification

Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

Term Offered/Instructor: Spring I 2016 (Anya Bent)

ED 5130 Psychology of Learning Communities (4 credits)

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.

Is required by those seeking certification

Meets MED Core requirement and is required of those seeking principal and superintendent licensure

#1 Term Offered/Instructor: Fall I 2015 (Carlton Fitzgerald)

#2 Term Offered/Instructor: Spring I 2016 (Jacqueline Coe)

ED 5170 Special Education: Disabilities, Issues, and Laws (3 credits)

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting.

Those seeking certification must add the 30 hour experiential learning component CRN 221 Practicum in Special Education: Disabilities, Issues, and Laws (1 credit)

Meets MED and CAGS concentration requirement: Special Education

Term Offered/Instructor: Fall I 2015 (Andra Hall)

ED 5186 Curriculum and Methods of Teaching Reading in the Content Area (2 credits)

This course focuses on the literacy skills necessary for students to be successful in their content area courses. Participants will develop skills based on the latest research to teach students in 5-12 classrooms how to access their textbooks and other written material. This course will address issues such as fluency, vocabulary development in content areas, understanding how to read a text, strategies for studying and organizing material from a text, and strategies for retaining information.

Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

Term Offered/Instructor: Spring I 2016 (Joan Follansbee)

ED 5261 Research Practicum I (2 credits)

The Research Practicum I is designed to help the Master in Education candidates develop the first section of their Action Research proposal and to review the IRB request form for the Action Research capstone project. Students who enroll in the Research Practicum I work with a faculty member who is versed in action research. This individual will guide and support the student as they develop the background information (Section One) for the Action Research proposal and project. Participants will also begin to formulate their ideas in relation to the methodology to be used in the Action Research project. Upon completion of this course and the competencies associated with it the student will be ready to enroll in the ED 5262 – Research Practicum II.

Prerequisite: ED 5130

Meets MED Core requirement

#1 Term Offered/Instructor: Fall I 2015 (Carlton Fitzgerald) – Section I

#2 Term Offered/Instructor: Fall I 2015 (Debra Nitschke-Shaw) - Section II

#3 Term Offered/Instructor: Fall II 2015 (Debra Nitschke-Shaw)

#4 Term Offered/Instructor: Spring I 2016 (Angela Friborg)

#5 Term Offered/Instructor: Spring II 2016 (Debra Nitschke-Shaw)

#6 Term Offered/Instructor: Summer I 2016 (Carlton Fitzgerald)

ED 5262 Research Practicum II (2 credits)

The Research Practicum II is designed to help the Master in Education candidate develop her/his proposal and IRB request form for the Action Research capstone project. Students who enroll in the Research Practicum I work with a faculty member who is versed in action research. This individual will guide and support the student as she/he develops the research methodology, informed consent forms and data collection tools for use in her/his study, and assist the student with obtaining approval through the Institutional Review Board. 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 or ED 6511/ED 6512. *Prerequisite: ED 5261*

Meets MED Core requirement**#1 Term Offered/Instructor: Fall I 2015 (Debra Nitschke-Shaw)****#2 Term Offered/Instructor: Fall II 2015 (Carlton Fitzgerald) – Section I****#3 Term Offered/Instructor: Fall II 2015 (Debra Nitschke-Shaw) – Section II****#4 Term Offered/Instructor: Spring I 2016 (Debra Nitschke-Shaw)****#5 Term Offered/Instructor: Spring II 2016 (Angela Friborg)****#6 Term Offered/Instructor: Summer I 2016 (Debra Nitschke-Shaw)****ED 5610 STEAM Education: Integration, Challenge, and Curiosity (3 credits)**

At one time or another we have all had to enter into a curriculum by which we were slightly frightened. Whether it's due to a lack of content knowledge, limited experience, or simply because we're creatures of habit we have all stressed over how to incorporate new subject areas. In addition to the stress we feel due to change, there will always exist time constraints. Throughout this course we will explore the nature of STEAM and discuss and practice methods used to employ multiple facets of science in our elementary classrooms. Too often quality inquiry based science is over looked in the classroom and often times there are simple ways to connect our current curriculum to meaningful real world experiences for our students. Whether through lab experiences, off site exploration, or utilizing technology to create virtual experiences for our students we can all find ways to enjoy more exploratory science in our classrooms. We will begin by sharing some of the restraints we experience around STEAM education, explore best practice around science instruction, and finally transition into developing methods to encourage our students and our peers to get meaningful science back into our classrooms.

Meets MED and CAGS concentration requirement: Curriculum and Instruction, STEAM**Term Offered/Instructor: Fall I 2015 (John Miner)**

ED 5620 Next Generation Science Standards and STEAM Education: Integrating both into our Classrooms (3 credits)

During this course we will explore the three dimensions of the Next Generation Science Standards and connect these to the ideas of STEAM educational goals. NGSS can be incorporated in a number of ways and often times woven into our existing curriculum. We will discuss the Disciplinary Core Ideas throughout NGSS and develop ways to increase our students' awareness and ability to be analytical when developing questions. We will review the goals of the NGSS, understand the layout and organization of the standards, and connect this framework to best practices used to increase student curiosity around the ideas of STEAM education. Participants will align parts of their current content to the NGSS and prepare activities and performance based assessments for their classrooms. We will analyze the work of our peers and share content and resources throughout the course.

Meets MED and CAGS concentration requirement: Curriculum and Instruction, STEAM
Term Offered/Instructor: Fall II 2015 (John Miner)

ED 5630 STEAM, Next General Science Standards and the Common Core: Combining These Frameworks as we Create Curriculum (3 credits)

This course will combine the Next Generation Science Standards, Common Core, and STEAM frameworks to create or modify curriculum in our classrooms. We will discuss ways to incorporate inquiry science into multiple disciplines and foster curiosity for our students. We will discuss ways of engaging our learners through exploration and create a variety of alternative assessment tools, to include more creativity and expression for our students. Throughout this course will take a look at curriculum and assessment techniques and build upon what we currently do to allow more flexibility for our students in our classrooms. Participants will share techniques they have had success with, review current best practices in the areas of science literacy, and develop assessments to use and reflect upon with the group.

Meets MED and CAGS concentration requirement: Curriculum and Instruction, STEAM
Term Offered/Instructor: Spring I 2016 (John Miner)

ED 5640 Universal Design for Learning: Creating Variability and Opportunity for All Learners (3 credits)

During this course we will explore the guidelines of UDL (Representation, Action and Expression, and Engagement) in our own curriculum. We will discuss the ideas of variability in our lesson development and create high standards for all learners regardless of their backgrounds, abilities, challenges, or skills. This course will explore the differences and similarities between differentiation and UDL and take a proactive look at applying both concepts into our planning. The objective of this course will be to create access for all students to the curriculum we teach and employ options as we assess them.

Meets MED and CAGS concentration requirement: Curriculum and Instruction, Special Education
Term Offered/Instructor: Spring II 2016 (John Miner)

ED 5710 Explicit Teaching - Literacy across the Curriculum (3 credits)

This highly interactive course will introduce participants to innovative literacy instructional methods. Participants will leave each session with literacy lessons across the curriculum that can be implemented in classrooms. All of the course's activities are designed to engage and motivate future or present educators, and provide them with powerful learning tools for their students. This course is designed to help educators increase their understanding of brain-based learning, curriculum, and technology integration.

Meets MED and CAGS concentration requirement: Literacy & Language Arts, Curriculum & Instruction, and Special Education

Term Offered/Instructor: Spring II 2016 (Julia Glennon)

ED 5720 Technology Integration with the Inclusion of Assistive Technology (3 credits)

This course will introduce the diversity of assistive technology with an emphasis on making students aware of several applications of technology integration in the elementary and secondary environments. Strategies will be explored in developing technology skills in using these assistive technology resources in the classroom setting. Safe, ethical and legal issues will also be addressed.

Meets MED and CAGS concentration requirement: Curriculum & Instruction, Special Education, and fulfills *Technology* requirement for certification

Term Offered/Instructor: Spring II 2016 (Leanne Chauvette)

ED 5990 Encouraging Collaboration, Innovation, and Inquiry through Assessment (3 credits)

This course will enable students to learn how to use a Project Based Learning (PBL) Model to develop specialized instructional curriculum to be implemented and integrated into an interdisciplinary system. Interactive learning experiences will be used to illustrate the major planning elements of PBL and focus on the learning and application of PBL concepts. Furthermore, coursework is designed to help the student create a Project Based Learning curriculum for use in their teaching.

Meets MED and CAGS concentration Requirements: Curriculum & Instruction, STEM

Term Offered/Instructor: Summer I 2016 (Sarah Rollins)

ED 5990 Evaluating Effective Teaching (3 credits)

Students involved in this course will become familiar with Danielson's model for evaluating teacher effectiveness. In addition, they will become familiar with the State of New Hampshire recommendations for evaluating teacher effectiveness which is linked to the INTASC standards. As part of the course individuals will be asked to assess themselves and several colleagues then evaluate using the Danielson model. They will provide feedback to the individuals regarding their performance and help the individuals create an action plan for professional development. In addition, individuals will become familiar with strategies for pre-conferencing as well as coaching after conducting an observation.

Can substitute for *ED7002 Supervision of Curriculum and Instruction*

Required of those seeking Principal Licensure and Superintendents

Term Offered/Instructor: Summer I 2016 (Debra Nitschke-Shaw)

ED 5990 Habits of Mind, Grit, and Growth Mind Set: The Other Side of the Report Card

In this course we will review ideas and skills to help individuals grow as people, educators, and students. We know that people are motivated in different ways; we know that people have different wants and needs; we know that some people persevere while other people give up too easily; we know that some people are optimistic and some people are pessimistic. We now also believe that the positive habits of our minds, optimism, perseverance, positive self-talk, and the ability to take more control over what we think and do all can be taught, nurtured, and enhanced. In this course we will work to begin this process by enhancing our own abilities and then we will work to set up our teaching environments to teach and enhance the thinking and the actions of our students. If we are successful, anything we want our students to learn will develop in much more positive and powerful ways for more of our students.

Meets MED and CAGS Concentrations Requirements: Curriculum & Instruction, School Climate Leadership

Terms Offered/Instructor: Fall II (Carlton Fitzgerald)

ED 5990 STEM Integration in the K-12 Classroom: An Interdisciplinary Approach (3 credits)

This course is designed to provide an interdisciplinary methodology to teaching and incorporating STEM practices across all disciplines. This course will involve active participation as discovery/inquiry learning, integration practices, and performance-based assessments and tasks are explored. Participants will understand the importance of developing critical thinkers in the classroom who value and promote investigation, inquiry, exploration, and questioning. The specific skills and principles to be examined and incorporated into professional practices within all disciplines, as presented by the Next Generation Science Standards (NGSS), include:

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

Meets MED and CAGS concentration Requirements: Curriculum & Instruction, STEM

Term Offered/Instructor: Spring II 2016 (Sarah Rollins)

ED 6000 Literacy and Language Arts (3 credits)

In this course students will investigate how learning to read and write is a developmental process requiring exposure to oral language and listening experiences. Students will explore current research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed. Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and Response to Intervention instruction.

Those seeking certification must add the 30 hour experiential learning component CRN 222 Practicum in Literacy and Language Arts (1 credit)

Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

Term Offered/Instructor: Fall I 2015 (Meredith Bird Miller)

ED 6010 Introduction to School Climate Leadership (3 credits)

This advanced Educational psychology course will explore theories of youth social and emotional intelligence, learning, motivation, intelligence and recent advanced in brain-based learning and neuropsychology as it relates to school climate, bullying, and respectful teaching. Participants will critically assess various educational models and programs designed to reduce bullying and harassment, as well as specific respectful teaching practices that deepen student engagement, personalized learning and teacher and student empowerment and use this information to critically assess current practice in school climate leadership and school change.

Meets MED and CAGS concentration requirement: School Culture and Leadership; Educational Leadership

Term Offered/Instructor: Spring I 2016 (Bill Preble)

ED 6110 Dynamics of Curriculum and Instruction (4 credits)

This course will explore theoretical and conceptual foundations of curriculum and development and instructional design for the elementary grades, secondary grades, physical education K-12, Theatre K-12, and Special Education K-12. 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.

Is required by those seeking certification

Meets MED Core Requirement

#1 Term Offered/Instructor: Fall I 2015 (Sarah Rollins)

#2 Term Offered/Instructor: Spring I 2016 (Sarah Rollins)

#3 Term Offered/Instructor: Summer I 2016 (Bill Carozza)

ED 6180 Methods of Evaluation and Assessment: Using Data Meaningfully (4 credits)

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.*

Is required by those seeking certification

Meets MED Core requirement

#1 Term Offered/Instructor: Fall I 2015 (Stacy Serzans)

#2 Term Offered/Instructor: Fall II 2015 (Melissa Romein)

#3 Term Offered/Instructor: Spring II 2016 (Melissa Romein)

ED 6190 Taming the Data Beast: Understanding and Using Assessment Data to Inform Instructional Decisions (4 credits)

What are district and classroom based assessments saying about our students, and how can we use them to make informed decisions in which to meet the needs of all learners. As schools wrestle with implementing effective Response to Intervention systems, it is critical that staff can effectively utilize progress monitoring tools and assessment data to ensure best instructional practices. This class will focus on analyzing data in order to inform instruction and improve student growth. Students will read and discuss articles related to using data to inform instruction, analyze and sort district and/or classroom data, design a grade book using content standards to track progress, create a data correlation chart to be used as a resource or in communicating levels of achievement with colleagues, students and parents, and create an instructional improvement plan using a framework such as universal design for learning.

Meets MED Core requirement

Can be taken as a concentration course for any concentration

Can substitute for ED 6180 Evaluation and Assessment: Making Data Meaningful

Term Offered/Instructor: Summer I 2016 (Stacy Serzans)

ED 6410 Dynamics of Educational Reform and Systems Change (4 credits)

Note: This course is a substitute for ED5110 Teachers as Leaders and there is a 30 hour practical experience required for those seeking certification.

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.*

Meets MED Core requirement and those seeking principal licensure

#1 Term Offered/Instructor: Fall II 2015 (Jacqueline Coe)

#2 Term Offered/Instructor: Spring II 2015 (Jacqueline Coe)

ED 6511 Fundamentals of Educational Inquiry: Action Research I (2 credits)

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. The first stages of the project will be implemented in this course.

Prerequisite: Must have completed ED5260 or ED 5261/ED 5262, have IRB proposal approved, and permission of Director of the Master of Education. Offered every semester.

Meets MED Core requirement

#1 Term Offered/Instructor: Fall I 2015 (Angela Friberg)

#2 Term Offered/Instructor: Fall II 2015 (Debra Nitschke-Shaw)

#3 Term Offered/Instructor: Spring I 2016 (Carlton Fitzgerald) – Section I

#4 Term Offered/Instructor: Spring I 2016 (Debra Nitschke-Shaw) – Section II

#5 Term Offered/Instructor: Spring II 2016 (Debra Nitschke-Shaw)

#6 Term Offered/Instructor: Summer I 2016 (Angela Friberg)

ED 6512 Fundamentals of Educational Inquiry: Action Research II (2 credits)

Students in this course will continue to work on their Action Research project. They will complete their data collection, analyze their, complete their writing of their project and implement a public presentation.

Prerequisite: Grade of B or better in ED 6511.

Meets MED Core requirement

#1 Term Offered/Instructor: Fall I 2015 (Debra Nitschke-Shaw)

#2 Term Offered/Instructor: Fall II 2015 (Angela Friberg)

#3 Term Offered/Instructor: Spring I 2016 (Debra Nitschke-Shaw)

#4 Term Offered/Instructor: Spring II 2016 (Carlton Fitzgerald) - Section I

#5 Term Offered/Instructor: Spring II 2016 (Debra Nitschke-Shaw) – Section II

#6 Term Offered/Instructor: Summer I 2016 (Debra Nitschke-Shaw)

ED 6951 Portfolio I (1 credit)

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 or appropriate principal or superintendent standards. They will begin to develop a Working Portfolio that they will complete in Portfolios II, III & IV 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.*

Is required by those seeking certification**Meets MED Core requirement**

#1 Term Offered/Instructor: Fall I 2015 (Chris Beeso)

#2 Term Offered/Instructor: Spring I 2016 (Chris Beeso)

#3 Term Offered/Instructor: Summer I 2016 (Chris Beeso)

ED 6952 Portfolio II (1 credit)

This course will assist participants to continue in the development of their professional portfolios. They will continue to develop a Working Portfolio that they will complete in Portfolios III & IV where they will create their Professional

Presentation Portfolio. For Teacher Conversion students this portfolio class will also help you to prepare your portfolio for applying to the certification program. *Prerequisite: Completion of Portfolio I. Must hold valid NH Teaching Certificate, be a candidate for the Masters of Education, or permission of the Director of the Master of Education.*

Is required by those seeking certification

Meets MED Core requirement

#1 Term Offered/Instructor: Fall I 2015 (Chris Beeso)

#2 Term Offered/Instructor: Fall II 2015 (Chris Beeso)

#3 Term Offered/Instructor: Spring II 2016 (Chris Beeso) – Section I

#4 Term Offered/Instructor: Spring II 2016 (Angela Friborg) – Section II

ED 6961 Portfolio III (1 credit)

This course will assist participants to continue in the development of their professional portfolios. They will continue to develop a Working Portfolio that they will complete in Portfolios IV where they will create their Professional Presentation Portfolio. In this course students will work to connect their work in the program to the appropriate standards. *Prerequisite: Completion of Portfolio II.*

Is required by those seeking certification

Meets MED Core requirement

#1 Term Offered/Instructor: Fall I 2015 (Debra Nitschke-Shaw)

#2 Term Offered/Instructor: Spring I 2016 (Debra Nitschke-Shaw)

ED 6962 Portfolio IV (1 credit)

This course will involve the preparation of an individualized leadership portfolio. Participants will develop their final portfolios to be used to demonstrate competency in the appropriate standards for their programs. In Portfolio IV students will generate their final professional portfolios. *Prerequisite: Completion of Portfolio III.*

Is required by those seeking certification

Meets MED Core requirement

#1 Term Offered/Instructor: Fall II 2015 (Debra Nitschke-Shaw)

#2 Term Offered/Instructor: Spring II 2016 (Debra Nitschke-Shaw)

ED 7000 School Leadership (3 credits)

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.*

Is required by those seeking principal certification

#1 Term Offered/Instructor: Fall II 2015 (Carlton Fitzgerald)

#2 Term Offered/Instructor: Summer I 2016 (Michael Bessette)

ED 7001 School Finance and Policy (3 credits)

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.

Is required by those seeking principal certification

Meets principal certification requirements

Term Offered/Instructor: Spring II 2016 (Carlton Fitzgerald)

ED 7003 Educational Leadership and Critical Issues (3 credits)

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.

Is required by those seeking principal and superintendent certification

#1 Term Offered/Instructor: Fall II 2015 (Leo Corriveau)

#2 Term Offered/Instructor: Spring I 2016 (Carlton Fitzgerald)

ED 7004 School Law: ME, NH, & Federal (3 credits)

Educators must know the laws that govern the operation and conduct of their organizations as they face a highly litigious society. ED 7004 is a study of the relevant legal principles that impact school governance and legal issues related to children. In ED 7004, practicing teachers, prospective teachers, as well as practicing and prospective administrators will gain knowledge about legal issues that will help them in effectively performing their professional duties within the boundaries of constitutional, statutory, and case law.

Is required by those seeking principal and superintendent certification

Meets MED concentration requirement: Special Education

Term Offered/Instructor: Spring I 2016 (Laura Nelson)

ED 7005 Educational Technology Leadership (2 credits)

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.

Is required by those seeking principal and superintendent certification

Term Offered/Instructor: Spring II 2016 (Laura Nelson)

ED 7006 Labor Relations (3 credits)

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.

Is required by those seeking superintendent certification

Term Offered/Instructor: Summer I 2016 (Theodore Comstock)

ED 7007 Data Management (2 credits)

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.

Is required by those seeking superintendent certification

Term Offered/Instructor: Spring II 2016 (Pam Shepard)

ED 7008 Achieving Educational Equity (2 credits)

Participants enrolled in this course will develop skills in using data to identify inequities, mobilize local stakeholders to recognize the extent and importance 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.

Is required by those seeking superintendent certification

Term Offered/Instructor: Spring II 2016 (Elizabeth Vigue)

ED 7010 Facilities Management (2 credits)

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.

Is required by those seeking superintendent certification

Term Offered/Instructor: Spring I 2016 (Carlton Fitzgerald)

ED 7020 Exploring Assessment and Accountability: Controversies and Solutions (3 credits)

This course explores the various assessments, standardized and authentic, that teachers and school leaders can use to inform instruction. It goes beyond just looking at test data to actually developing plans using data to improve learning in schools and classrooms. Students will analyze the conditions needed for designing high-quality assessment systems, develop specific competencies and become proficient at productively discussing Assessment Practices, Assessment Principles, and Assessment Policies. Students will be able to more deeply engage in professional dialogue with other educational professionals about using and improving student assessment. The link between school effectiveness, student achievement, and accountability will be discussed.

Meets CAGS Core requirement and those seeking principal and superintendent licensure

Can substitute for *ED 6180 Evaluation and Assessment: Making Data Meaningful*

Term Offered/Instructor: Spring I 2016 (Leo Corriveau)

ED 7025 Educational Research Design (2 credits)

Students in this seminar will increase their research knowledge and skills. In addition, students will become better consumers of research in order to integrate theory into practice for program development, assessment, and curriculum delivery. As a result of this course, students will be able to 1) Articulate the role of research methodology in education, 2) Identify, describe, and evaluate various quantitative methodologies, 3) Compare and contrast research designs, data collect methods, and analyses, 4) Critique published educational research, and 5) Identify implications for research on human subjects.

Is required of those seeking superintendent certification

Term Offered/Instructor: Fall II 2015 (Raelyn Viti)

ED 7030 Culminating Leadership Plan (2 credits)

Every school leader needs to have a plan for moving forward. Whether you are a formal leader such as a principal or superintendent or a teacher leader it is critical that you have a sense of direction, a plan with actionable steps, individuals who can help achieve the goals, people to take responsibility for achieving the goals, criteria for success, and possible evidence of meeting the identified goals. In this course students will take stock of where they are and where they would like to be in five years, discuss this vision with colleagues, find research to support the direction in which they want to go, and develop a leadership plan with materials to help them achieve their vision and goals.

Meets CAGS Core requirement

Term Offered/Instructor: Spring II 2016 (Debra Nitschke-Shaw)

ED 7201 Principal Internship I (1 credit)

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 460 hours under the supervision of an experienced, NH State certified principal.

Is required by those seeking principal certification

#1 Term Offered/Instructor: Fall I 2015 (Laura Nelson)

#2 Term Offered/Instructor: Fall II 2015 (Laura Nelson or Michael Morgan)

#3 Term Offered/Instructor: Spring I 2016 (Laura Nelson)

#4 Term Offered/Instructor: Spring II 2016 (Laura Nelson or Pam Shepard)

#5 Term Offered/Instructor: Summer I 2016 (Laura Nelson)

ED 7202 Principal Internship II (1 credit)

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 460 hours under the supervision of an experienced, NH State certified principal.

Prerequisite: ED7201 Principal Internship I

Is required by those seeking principal certification

#1 Term Offered/Instructor: Fall I 2015 (Laura Nelson)

#2 Term Offered/Instructor: Fall II 2015 (Laura Nelson or Michael Morgan)

#3 Term Offered/Instructor: Spring I 2016 (Laura Nelson)

#4 Term Offered/Instructor: Spring II 2016 (Laura Nelson or Pam Shepard)

#5 Term Offered/Instructor: Summer I 2016 (Laura Nelson)

ED 7203 Principal Internship III (1 credit)

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 460 hours under the supervision of an experienced, NH State certified principal.

Prerequisite: ED7201 Principal Internship II

Is required by those seeking principal certification

#1 Term Offered/Instructor: Fall I 2015 (Laura Nelson)

#2 Term Offered/Instructor: Fall II 2015 (Laura Nelson or Michael Morgan)

#3 Term Offered/Instructor: Spring I 2016 (Laura Nelson)

#4 Term Offered/Instructor: Spring II 2016 (Laura Nelson or Pam Shepard)

#5 Term Offered/Instructor: Summer I 2016 (Laura Nelson)

ED 7501 Superintendent Internship I (1 credit)

This course provides students with an opportunity to experience an educational environment on an extended basis under supervision of an experienced Superintendent. Students enrolled in this internship will work to accrue over the three internships a minimum of 1200 hours (a full year) under the supervision of an experienced, NH State certified superintendent. *Prerequisites: Must complete a majority of courses for Superintendent licensure and have approval of MED Program Director.*

Is required by those seeking superintendent certification

#1 Term Offered/Instructor: Fall I 2015 (Michael Morgan)

#2 Term Offered/Instructor: Fall II 2015 (Michael Morgan)

#3 Term Offered/Instructor: Spring I 2016 (Michael Morgan)

#4 Term Offered/Instructor: Spring II 2016 (Michael Morgan)

#5 Term Offered/Instructor: Summer I 2016 (Michael Morgan)

ED 7502 Superintendent Internship II (1 credit)

This course provides students with an opportunity to experience an educational environment on an extended basis under supervision of an experienced Superintendent. Students enrolled in this internship will work to accrue over the three internships a minimum of 1200 hours (a full year) under the supervision of an experienced, NH State certified superintendent. *Prerequisites: Must complete ED 7501 Superintendent Internship I.*

Is required by those seeking superintendent certification

#1 Term Offered/Instructor: Fall I 2015 (Michael Morgan)

#2 Term Offered/Instructor: Fall II 2015 (Michael Morgan)

#3 Term Offered/Instructor: Spring I 2016 (Michael Morgan)

#4 Term Offered/Instructor: Spring II 2016 (Michael Morgan)

#5 Term Offered/Instructor: Summer I 2016 (Michael Morgan)

ED 7503 Superintendent Internship III (1 credit)

This course provides students with an opportunity to experience an educational environment on an extended basis under supervision of an experienced Superintendent. Students enrolled in this internship will work to accrue over the three internships a minimum of 1200 hours (a full year) under the supervision of an experienced, NH State certified superintendent. *Prerequisites: Must complete ED 7501 Superintendent Internship II.*

Is required by those seeking superintendent certification

#1 Term Offered/Instructor: Fall I 2015 (Michael Morgan)

#2 Term Offered/Instructor: Fall II 2015 (Michael Morgan)

#3 Term Offered/Instructor: Spring I 2016 (Michael Morgan)

#4 Term Offered/Instructor: Spring II 2016 (Michael Morgan)

#5 Term Offered/Instructor: Summer I 2016 (Michael Morgan)