



**Graduate Programs in Education  
(M.Ed./CAGS)**

**ONLINE Course Offerings**

**Open to all (unless otherwise noted)**

Blackboard LMS used for all courses

**7- week Terms:**

**Summer II 2019: July 1 – August 18, 2019**

**Fall I 2019: August 26 – October 13, 2019**

**Fall II 2019: October 21 – December 15, 2019**

**Spring I 2020: January 13 – March 1, 2020**

**Spring II 2020: March 9 – April 26, 2020**

**Summer I 2020: May 11 – June 28, 2020**

**The dates for summer 2 2020 through summer 1 2021 have yet to be determined**

**NOTE: This schedule is subject to change**

**For more information, please contact:**

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Director of Graduate Programs in Education

New England College

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**Summer 2 2019 July 1, 2019 - August 18, 2019**

<b>crn</b>	<b>course number</b>	<b>course title</b>	<b>credits</b>	<b>instructor</b>
114	ED 5040	The Early Childhood Learning Environment <b>cancelled</b>	3	Jennifer Cota
165	ED 5095	Teaching Diversity Through Literature	3	Ben White
166	ED 5115	Voice and Choice	3	Burke and Aubin
115	ED 5130	The Psychology of Learning Communities	4	Jackie Coe
116	ED 5186	Reading in the Content Area	3	Christine Oskar-Poisson
167	ED 5261	Research Practicum I	2	Debra Nitschke-Shaw
168	ED 5262	Research Practicum II	2	Debra Nitschke-Shaw
169	ED 5450	Media Literacy for Social Change: Teaching Informational and Primary Texts <b>cancelled</b>	3	Christine Oskar-Poisson
170	ED 6010	Introduction to School Climate Leadership <b>cancelled</b>	3	William Preble
173	ED 6021	Beyond Bullying: Understanding Bullies, Victims, and Bystanders <b>cancelled</b>	3	Carlton Fitzgerald
171	ED 6110	Dynamics of Curriculum and Instruction	4	Matt Colby
174	ED 6180	Methods of Evaluation and Assessment: Using Data Meaningfully	4	Angel Burke and Lisa Holiday
175	ED 6280	Differentiated Instruction	3	Carlton Fitzgerald
176	ED 6511	Fundamentals of Educational Inquiry: Action Research and Seminar I	2	Debra Nitschke-Shaw
177	ED 6512	Fundamentals of Educational Inquiry: Action Research and Seminar II	2	Debra Nitschke-Shaw
178	ED 6754	Curriculum Instruction and Assessment in Alternative Education	3	Pam Bruening
179	ED 6780	Partners in Early Childhood Education, Families, Communities, and Schools	3	Anne Ouwerkerk

180	ED 6952	Portfolio II	1	Debra Nitschke-Shaw
181	ED 6962	Portfolio IV	1	Debra Nitschke-Shaw
182	ED 7001	School Finance and Policy	3	Jeremy Rathbun
183	ED 7003	Educational Leadership and Critical Issues	4	Leo Corriveau
184	ED 7030	Culminating Leadership Plan	4	Debra Nitschke-Shaw
185	ED 7201	Principal Internship I	1	Pam Shepard
186 (BB 185)	ED 7202	Principal Internship II	1	Pam Shepard
187 (BB 185)	ED 7203	Principal Internship III	1	Pam Shepard
188	ED 7501	Superintendent Internship I	1	Laura Nelson
189 (BB 188)	ED 7502	Superintendent Internship II	1	Laura Nelson
190 (BB 188)	ED 7503	Superintendent Internship III	1	Laura Nelson
219, 220, 221, 222	MG 5610	Economics for Decision Making	4	
196	PO 6560	Arms Proliferation and Collective Security	4	Mila Demchyck

<b>Fall 1 2019 August 26 - October 13, 2019</b>				
<b>crn</b>	<b>course number</b>	<b>course title</b>	<b>credits</b>	<b>instructor</b>
106	ED 5010	Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum	3	Lindsay Nye
105	ED 5020	Language and Grammar	3	Trish Walton
107	ED 5050	The Development of Children - Birth to Age 8	3	Kiah Tinkham
108	ED 5261	Research Practicum I	2	Carlton Fitzgerald
109	ED 5262	Research Practicum II	2	Debra Nitschke-Shaw
110	ED 5610	STEAM Education: Integration, Challenge, and Curiosity	3	Chris Geraghty

111	ED 5730	Assessment of Young Children in Early Childhood and Early Childhood Special Education: Birth to Age 8	3	Nicole Gagnon
112	ED 5990	Creative Writing Through a World of Genres	3	Mary Shank
141	ED 5990	Trauma-informed Leadership: Understanding Trauma and its Manifestations in K-12 Classrooms	3	Kimberly Hellerich
102	ED 6019	Methods Practicum Intensive I	2	TBD
103	ED 6026	Student Teaching: General Education Intensive I	3 or 6 credits depending on whether seeking special education certification	TBD
104	ED 6028	Student Teaching: General Special Education K-12 Intensive I	3 or 6 credits depending on whether seeking special education certification	TBD
113	ED 6141	The Art and Power of Storytelling	3	Gina Aubin
114	ED 6190	Taming the Data Beast	4	Angel Burke
115	ED 6410	Dynamics of Education Reform and Systems Change	4	Jackie Coe
116	ED 6511	Fundamentals of Educational Inquiry: Action Research and Seminar I	2	Debra Nitschke-Shaw
117	ED 6512	Fundamentals of Educational Inquiry: Action Research and Seminar II	2	Debra Nitschke-Shaw
118	ED 6750	Consultation and Collaboration in Alternative Education	3	Ed Lowther
119	ED 6951	Portfolio I	1	Debra Nitschke-Shaw
120	ED 6961	Portfolio III	1	Debra Nitschke-Shaw

121	ED 6964	Leadership Portfolio I	1	Debra Nitschke-Shaw
122	ED 7009	Facilities Planning and Risk Management and Data-based Decision Making	3	Leo Corriveau
123	ED 7012	Special Education Law	3	Jill Hanlon
124	ED 7201	Principal Internship I	1	Pam Shepard
125 (BB 124)	ED 7202	Principal Internship II	1	Pam Shepard
126 (BB 124)	ED 7203	Principal Internship III	1	Pam Shepard
127	ED 7260	Applied Educational Research	4	Debra Nitschke-Shaw
128	ED 7501	Superintendent Internship I	1	Laura Nelson
129 (BB 128)	ED 7502	Superintendent Internship II	1	Laura Nelson
130 (BB 128)	ED 7503	Superintendent Internship III	1	Laura Nelson
	PO 5250	International Relations	4	John Callahan

<b>Fall 2</b>	<b>2019</b>	<b>October 21 - December 15, 2019</b>		
<b>crn</b>	<b>course number</b>	<b>course title</b>	<b>credits</b>	<b>instructor</b>
110	ED 5114	Movement Breaks for the Whole Child	3	Heather Smith
111	ED 5130	The Psychology of Learning Communities	4	Jackie Coe
112	ED 5170	Special Education: Disabilities, Issues, and Laws	3	Christina Kaskiewicz
113	ED 5261	Research Practicum I	2	Debra Nitschke-Shaw
114	ED 5262	Research Practicum II	2	Carlton Fitzgerald
115	ED 5275	Young Children with Exceptionalities, Birth to Age 8	3	Anne Ouwerkerk
106	ED 5451	Storytelling in a Digital Age: Incorporating Media Literacy into the English Class	3	Christine Oskar-Poisson
116	ED 5620	Next Generation Science Standards and STEAM Education: Integrating both into our Classrooms	3	Sarah Rollins

145	ED 5990	Social Emotional Learning (SEL) Competencies in K-12 Classrooms	3	Kimberly Hellerich
117	ED 6000	Literacy and Language Arts	3	Joan Follansbee
103	ED 6020	Methods Practicum Intensive II	2	TBD
104	ED 6027	Student Teaching: General Education Intensive II	3 or 6 credits depending on whether seeking sp ed certification	TBD
107	ED 6028	Student Teaching: General Special Education K-12 Intensive I	3 or 6 credits depending on whether seeking sp ed certification	TBD
105	ED 6029	Student Teaching: General Special Education K-12 Intensive II	3 or 6 credits depending on whether seeking sp ed certification	TBD
118	ED 6045	Literacy and Language Development in Children Birth to Age 8	3	Karen Howell
119	ED 6070	Collaborating and Consulting in Early Childhood Education	3	Jennifer Cota
120	ED 6110	Dynamics of Curriculum and Instuction	4	Matt Colby
108	ED 6142	Bringing History to Life Through Story Preservation	3	Gina Aubin
	ED 6167	Methods and Curriculum of Teaching Secondary School Mathematics	3	Note: offered as a directed study as needed by Gail Poitrast
122	ED 6511	Fundamentals of Educational Inquiry: Action Research and Seminar I	2	Debra Nitschke-Shaw
123	ED 6512	Fundamentals of Educational Inquiry: Action Research and Seminar II	2	Debra Nitschke-Shaw
124	ED 6751	Developing and Sustaining Excellence in Schools	3	Pam Bruening

125	ED 6952	Portfolio II	1	Debra Nitschke-Shaw
126	ED 6962	Portfolio IV	1	Debra Nitschke-Shaw
127	ED 6965	Leadership Portfolio II	1	Debra Nitschke-Shaw
128	ED 7005	Educational Technology Leadership	3	Laura Nelson
129	ED 7015	Supervision of Personnel	3	?????
130	ED 7020	Exploring Assessment and Accountability: Controversies and Solutions	4	Leo Corriveau
131	ED 7201	Principal Internship I	1	Pam Shepard
132 (BB 131)	ED 7202	Principal Internship II	1	Pam Shepard
133 (BB 131)	ED 7203	Principal Internship III	1	Pam Shepard
134	ED 7501	Superintendent Internship I	1	Laura Nelson
135 (BB 134)	ED 7502	Superintendent Internship II	1	Laura Nelson
136 (BB 134)	ED 7503	Superintendent Internship III	1	Laura Nelson
137	ED 7510	Data-Driven Leadership and Action Capstone	4	Debra Nitschke-Shaw
	PO 5850	International Security	4	John Callahan

Spring 1	2020	January 13 - March 1, 2020		
crn	course number	course title	credits	instructor
	ED 5000	Technology Information Literacy	3	Jeremy Rathbun
	ED 5090	Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults	3	Anya Bent
	ED 5170	Special Education: Disabilities, Issues, and Laws	3	Christine Kaskiewicz
	ED 5261	Research Practicum I	2	Anya Bent
	ED 5262	Research Practicum II	2	Debra Nitschke-Shaw

	ED 5630	STEAM, Next General Science Standards and the Common Core: Combining These Frameworks as we Create Curriculum	3	Sarah Rollins
	ED 5710	Explicit Teaching	3	Julia Glennon
	ED 5990	Leadership for a Competency-based Learning Environment	3	Jackie Coe
	ED 5990	Life Span Development	3	Kiah Tinkham
	ED 5990	Trauma and the Impact on Learning: Introduction	3	Erin Mahoney
	ED 6019	Methods Practicum Intensive I	2	TBD
	ED 6026	Student Teaching: General Education Intensive I	3 or 6 credits depending on whether seeking sp ed certification	TBD
	ED 6028	Student Teaching: General Special Education K-12 Intensive I	3 or 6 credits depending on whether seeking sp ed certification	TBD
	ED 6029	Student Teaching: General Special Education K-12 Intensive II	3 or 6 credits depending on whether seeking sp ed certification	TBD
	ED 6035	Reading and Writing Specialist	3	Deidra Turmelle
	ED 6143	Story Preservation Initiative Learning Lab: A Springboard to Project-based Learning	3	Gina Aubin
	ED 6146	Story Preservation Initiative Learning Lab Practicum I	1	Mary Kuechenmeister
	ED 6147	Story Preservation Initiative Learning Lab Practicum II	1	Mary Kuechenmeister
	ED 6180	Methods of Evaluation and Assessment: Using Data Meaningfully	4	Angel Burke and Lisa Holiday



	ED 6330	Health, Safety, and Nutrition in an Early Childhood Setting	3	Janet Bauer
	ED 6435	IFSPs, IEPs, and Transition Planning Birth to Age 8	3	Karen Howell
	ED 6511	Fundamentals of Educational Inquiry: Action Research and Seminar I	2	Carlton Fitzgerald
	ED 6512	Fundamentals of Educational Inquiry: Action Research and Seminar II	2	Debra Nitschke-Shaw
	ED 6752	Planning for Student Success in Alternative Education	3	Mike Hysten
	ED 6951	Portfolio I	1	Debra Nitschke-Shaw
	ED 6961	Portfolio III	1	Debra Nitschke-Shaw
	ED 6964	Leadership Portfolio I	1	Debra Nitschke-Shaw
	ED 7003	Educational Leadership and Critical Issues	4	Leo Corriveau
	ED 7008	Achieving Educational Equity	3	Liz Vigue
	ED 7030	Culminating Leadership Plan	4	Debra Nitschke-Shaw
	ED 7050	Curriculum Leadership preK-12: Implementation, Instructional Strategies, and Assessment	3	TBD
	ED 7054	Procedures in Special Education	3	Jill Hanlon
	ED 7201	Principal Internship I	1	Pam Shepard
	ED 7202	Principal Internship II	1	Pam Shepard
	ED 7203	Principal Internship III	1	Pam Shepard
	ED 7501	Superintendent Internship I	1	Laura Nelson
	ED 7502	Superintendent Internship II	1	Laura Nelson
	ED 7503	Superintendent Internship III	1	Laura Nelson
	PO 5910	Terrorism	4	John Callahan

<b>Spring 2</b>	<b>2020</b>	<b>March 9 - April 26, 2020</b>		
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<b>crn</b>	<b>course number</b>	<b>course title</b>	<b>credits</b>	<b>instructor</b>
	ED 5010	Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum	3	Lindsay Nye
	ED 5015	Teaching Math	3	Gail Poittrast
	ED 5030	Meeting the Needs of All Learners	3	Jill Hanlon
	ED 5113	Developing Grit Through Growth Mindset Education	3	Heather Smith
	ED 5261	Research Practicum I	2	Debra Nitschke-Shaw
	ED 5262	Research Practicum II	2	Anya Bent
	ED 5453	Tricks of the Trade: Using Digital Tools to Enhance the English Curriculum	3	Christine Oskar-Poisson
	ED 5990	Embedding Inquiry and STEAM Education Across the Curriculum	3	Chris Geraghty
	ED 5990	Teaching with an Equity Lens in K-12 Classrooms	3	Kimberly Hellerich
	ED 6020	Methods Practicum Intensive II	2	TBD
	ED 6025	Habits of Mind: Grit and Growth Mindset: The Other Side of the Report Card	3	Carlton Fitzgerald
	ED 6026	Student Teaching General Education certification Intensive II	3 or 6 credits depending on whether seeking sped certification	TBD
	ED 6027	Student Teaching: General Education Intensive II	3 or 6 credits depending on whether seeking sped certification	TBD
	ED 6028	Student Teaching: General Special Education K-12 Intensive I	3 or 6 credits depending on whether	TBD

			seeking sp ed certification	
	ED 6029	Student Teaching: General Special Education K-12 Intensive II	3 or 6 credits depending on whether seeking sp ed certification	TBD
	ED 6144	Digital Storytelling: A Powerful Teaching and Learning Tool for the 21st Century Classroom	3	Gina Aubin
	ED 6146	Story Preservation Initiative Learning Lab Practicum I	1	Mary Kuechenmeister
	ED 6147	Story Preservation Initiative Learning Lab Practicum II	1	Mary Kuechenmeister
	ED 6190	Taming the Data Beast	4	Angel Burke
	ED 6410	Dynamics of Education Reform and Systems Change	4	Jackie Coe
	ED 6455	Mathematics, Science, Social Studies, and the Creative Arts in Early Childhood Education	3	Ashley Bauer-Haan
	ED 6511	Fundamentals of Educational Inquiry: Action Research and Seminar I	2	Debra Nitschke-Shaw
	ED 6512	Fundamentals of Educational Inquiry: Action Research and Seminar II	2	Carlton Fitzgerald
	ED 6753	Transition Services for Students in Alternative Education	3	Justin Demartin
	ED 6952	Portfolio II	1	Debra Nitschke-Shaw
	ED 6962	Portfolio IV	1	Debra Nitschke-Shaw
	ED 6965	Leadership Portfolio II	1	Debra Nitschke-Shaw
	ED 7004	School Law	3	Laura Nelson
	ED 7011	Evaluating Effective Teaching and Curriculum	3	Debra Nitschke-Shaw
	ED 7016	Supervision of Personnel: Early Childhood Administration	3	Nicole Gagnon
	ED 7051	Roles and Responsibilities in Special Education Administration	3	Alan Pardy
	ED 7201	Principal Internship I	1	Pam Shepard
	ED 7202	Principal Internship II	1	Pam Shepard
	ED 7203	Principal Internship III	1	Pam Shepard
	ED 7260	Applied Educational Research	4	Debra Nitschke-Shaw

	ED 7501	Superintendent Internship I	1	Laura Nelson
	ED 7502	Superintendent Internship II	1	Laura Nelson
	ED 7503	Superintendent Internship III	1	Laura Nelson
	PO 6450	International Organizations	4	Coet Connelly

Summer 1	2020	May 11 - June 28, 2020		
crn	course number	course title	credits	instructor
	ED 5095	Teaching Diversity Through Literature	3	Ben White
	ED 5130	The Psychology of Learning Communities	4	Jackie Coe
	ED 5186	Curriculum and Methods of Teaching Reading in the Content Area	3	Christine Oskar-Poisson
	ED 5261	Research Practicum I	2	Carlton Fitzgerald
	ED 5262	Research Practicum II	2	Debra Nitschke-Shaw
	ED 5720	Technology Integration with the Inclusion of Assistive Technology	3	Jeremy Rathbun
	ED 5990	Initiating Action Research in K-12 Classrooms	3	Kimberly Hellerich
	ED 6028	Student Teaching Special Education certification Intensive II	3 or 6 credits depending on whether seeking sped certification	TBD
	ED 6110	Dynamics of Curriculum and Instruction	4	Matt Colby
	ED 6320	Teaching Immigrant Children	3	Carlton Fitzgerald
	ED 6511	Fundamentals of Educational Inquiry: Action Research and Seminar I	2	Anya Bent
	ED 6512	Fundamentals of Educational Inquiry: Action Research and Seminar II	2	Debra Nitschke-Shaw
	ED 6755	Instructional Leadership in Alternative Schools	3	Frances Gooden

	ED 6760	Educational Leadership: Early Childhood Programs	3	Kiah Tinkham
	ED 6951	Portfolio I	1	Debra Nitschke-Shaw
	ED 6961	Portfolio III	1	Debra Nitschke-Shaw
	ED 6964	Leadership Portfolio I	1	Debra Nitschke-Shaw
	ED 7006	Labor Relations	3	TBD
	ED 7020	Exploring Assessment and Accountability: Controversies and Solutions	4	Leo Corriveau
	ED 7052	Curriculum and Instruction in Special Education	3	Jill Hanlon
	ED 7201	Principal Internship I	1	Pam Shepard
	ED 7202	Principal Internship II	1	Pam Shepard
	ED 7203	Principal Internship III	1	Pam Shepard
	ED 7501	Superintendent Internship I	1	Laura Nelson
	ED 7502	Superintendent Internship II	1	Laura Nelson
	ED 7503	Superintendent Internship III	1	Laura Nelson
	ED 7510	Data-Driven Leadership and Action Capstone	4	Debra Nitschke-Shaw
	PO 5410	International Political Economy	4	Nicholas Law

<b>Summer 2 2020</b>				
<b>crn</b>	<b>course number</b>	<b>course title</b>	<b>credits</b>	<b>instructor</b>
	ED 5000	Technology Information Literacy	3	Jeremy Rathbun
	ED 5020	Language and Grammar	3	Gina Aubin
	ED 5040	The Early Childhood Learning Environment	3	Jennifer Cota
	ED 5261	Research Practicum I	2	Debra Nitschke-Shaw
	ED 5262	Research Practicum II	2	Carlton Fitzgerald

	ED 5450	Media Literacy for Social Change: Teaching Informational and Primary Texts	3	Christine Oskar- Poisson
	ED 5640	Universal Design for Learning: Creating Variability and Opportunities for All	3	Carlton Fitzgerald
	ED 6000	Literacy and Language Arts	3	Joan Follansbee
	ED 6150	Diagnostic and Remedial Reading	3	Christine Oskar- Poisson
	ED 6180	Methods of Evaluation and Assessment: Using Data Meaningfully	4	Burke and Holiday
	ED 6185	Data Based Decision Making: Transportation and Food Services	3	Duane Ford
	ED 6511	Fundamentals of Educational Inquiry: Action Research and Seminar I	2	Debra Nitschke-Shaw
	ED 6512	Fundamentals of Educational Inquiry: Action Research and Seminar II	2	Anya Bent
	ED 6754	Curriculum and Assessment in Alternative Education	3	Mike Hylan
	ED 6780	Partners in Early Childhood Education, Families, Communities, and Schools	3	Anne Ouwerkerk
	ED 6952	Portfolio II	1	Debra Nitschke-Shaw
	ED 6962	Portfolio IV	1	Debra Nitschke-Shaw
	ED 6965	Leadership Portfolio II	1	Debra Nitschke-Shaw
	ED 7001	School Finance and Policy	3	Jeremy Rathbun
	ED 7003	Educational Leadership and Critical Issues	4	Leo Corriveau
	ED 7030	Culminating Leadership Plan	4	Debra Nitschke-Shaw
	ED 7031	Practicum Reading and Writing Specialist Part I	1	Deidra Turmelle
	ED 7032	Practicum Reading and Writing Specialist Part II	1	Deidra Turmelle
	ED 7053	Evaluation and Assessment in Special Education	3	TBD
	ED 7201	Principal Internship I	1	Pam Shepard
	ED 7202	Principal Internship II	1	Pam Shepard
	ED 7203	Principal Internship III	1	Pam Shepard

	ED 7301	Curriculum and Instruction Internship I	1	TBD
	ED 7302	Curriculum and Instruction Internship II	1	TBD
	ED 7303	Curriculum and Instruction Internship III	1	TBD
	ED 7401	Special Education Administrator Internship I	1	Alan Pardy
	ED 7402	Special Education Administrator Internship II	1	Alan Pardy
	ED 7403	Special Education Administrator Internship III	1	Alan Pardy
	ED 7501	Superintendent Internship I	1	Laura Nelson
	ED 7502	Superintendent Internship II	1	Laura Nelson
	ED 7503	Superintendent Internship III	1	Laura Nelson
	ED 7511	Business Administrator Internship I	1	Duane Ford
	ED 7512	Business Administrator Internship II	1	Duane Ford
	PO 6560	Arms Proliferation and Collective Security	4	Mila Demchyck

Fall 1 2020				
crn	course number	course title	credits	
	ED 5010	Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum	3	Lindsay Nye
	ED 5020	Language and Grammar	3	Trish Walton
	ED 5050	The Development of Children - Birth to Age 8	3	Kiah Tinkham
	ED 5261	Research Practicum I	2	Anya Bent
	ED 5262	Research Practicum II	2	Debra Nitschke-Shaw
	ED 5610	STEAM Education: Integration, Challenge, and Curiosity	3	Sarah Rollins
	ED 5730	Assessment of Young Children in Early Childhood and Early Childhood Special Education: Birth to Age 8	3	Nicole Gagnon

	ED 5990	Creative Writing Through a World of Genres	3	Mary Shank
	ED 5990	Trauma-informed Leadership: Understanding Trauma and its Manifestations in K-12 Classrooms	3	Kimberly Hellerich
	ED 6019	Methods Practicum Intensive I	2	TBD
	ED 6026	Student Teaching: General Education Intensive I	3 or 6 credits depending on whether seeking sped certification	TBD
	ED 6028	Student Teaching: General Special Education K-12 Intensive I	3 or 6 credits depending on whether seeking sped certification	TBD
	ED 6141	The Art and Power of Storytelling	3	Gina Aubin
	ED 6190	Taming the Data Beast	4	Angel Burke
	ED 6410	Dynamics of Education Reform and Systems Change	4	Jackie Coe
	ED 6511	Fundamentals of Educational Inquiry: Action Research and Seminar I	2	Carlton Fitzgerald
	ED 6512	Fundamentals of Educational Inquiry: Action Research and Seminar II	2	Debra Nitschke-Shaw
	ED 6750	Consultation and Collaboration in Alternative Schools	3	Justin Demartin
	ED 6951	Portfolio I	1	Debra Nitschke-Shaw
109	ED 6961	Portfolio III	1	Debra Nitschke-Shaw
	ED 6964	Leadership Portfolio I	1	Debra Nitschke-Shaw
	ED 7009	Facilities Planning and Risk Management and Data-based Decision Making	3	Leo Corriveau
	ED 7012	Special Education Law	3	Jill Hanlon
	ED 7031	Practicum Reading and Writing Specialist Part I	1	Deidra Turmelle



	ED 7032	Practicum Reading and Writing Specialist Part II	1	Deidra Turmelle
	ED 7050	Curriculum Leadership preK-12: Implementation, Instructional Strategies, and Assessment	3	TBD
	ED 7201	Principal Internship I	1	Pam Shepard
	ED 7202	Principal Internship II	1	Pam Shepard
	ED 7203	Principal Internship III	1	Pam Shepard
	ED 7260	Applied Educational Research	4	Debra Nitschke-Shaw
	ED 7301	Curriculum and Instruction Internship I	1	TBD
	ED 7302	Curriculum and Instruction Internship II	1	TBD
	ED 7303	Curriculum and Instruction Internship III	1	TBD
	ED 7401	Special Education Administrator Internship I	1	Alan Pardy
	ED 7402	Special Education Administrator Internship II	1	Alan Pardy
	ED 7403	Special Education Administrator Internship III	1	Alan Pardy
	ED 7501	Superintendent Internship I	1	Laura Nelson
	ED 7502	Superintendent Internship II	1	Laura Nelson
	ED 7503	Superintendent Internship III	1	Laura Nelson
	ED 7511	Business Administrator Internship I	1	Duane Ford
	ED 7512	Business Administrator Internship II	1	Duane Ford
	PO 5350	International Relations	4	John Callahan

<b>Fall 2 2020</b>				
<b>crn</b>	<b>course number</b>	<b>course title</b>	<b>credits</b>	<b>instructor</b>
	ED 5114	Movement Breaks for the Whole Child	3	Heather Smith
	ED 5130	Psychology of Learning Communities	4	Jackie Coe

	ED 5170	Special Education: Disabilities, Issues, and Laws	3	Christina Kaskiewicz
	ED 5261	Research Practicum I	2	Debra Nitschke-Shaw
	ED 5262	Research Practicum II	2	Anya Bent
	ED 5275	Young Children with Exceptionalities, Birth to Age 8	3	Anne Ouwerkerk
	ED 5451	Storytelling in a Digital Age: Incorporating Media Literacy into the English Class	3	Christine Oskar- Poisson
	ED 5620	Next Generation Science Standards and STEAM Education: Integrating both into our Classrooms	3	Sarah Rollins
	ED 5990	Social Emotional Learning (SEL) Competencies in K-12 Classrooms	3	Kimberly Hellerich
	ED 6000	Literacy and Language Arts	3	Joan Follansbee
	ED 6020	Methods Practicum Intensive II	2	TBD
	ED 6026	Student Teaching General Education certification Intensive II	3 or 6 credits depending on whether seeking sp ed certification	TBD
	ED 6027	Student Teaching: General Education Intensive II	3 or 6 credits depending on whether seeking sp ed certification	TBD

	ED 6028	Student Teaching: General Special Education K-12 Intensive I	3 or 6 credits depending on whether seeking sped certification	TBD
	ED 6029	Student Teaching: General Special Education K-12 Intensive II	3 or 6 credits depending on whether seeking sped certification	TBD
	ED 6045	Literacy and Language Development in Children Birth to Age 8	3	Karen Howell
	ED 6070	Collaborating and Consulting in Early Childhood Education	3	Jennifer Cota
	ED 6110	Dynamics of Curriculum and Instruction	4	Matt Colby
108	ED 6142	Bringing History to Life Through Story Preservation	3	Gina Aubin
	ED 6167	Methods and Curriculum of Teaching Secondary School Mathematics	3	Note: offered as a directed study as needed by Gail Poittrast
	ED 6511	Fundamentals of Educational Inquiry: Action Research and Seminar I	2	Debra Nitschke-Shaw
	ED 6512	Fundamentals of Educational Inquiry: Action Research and Seminar II	2	Carlton Fitzgerald
	ED 6410	Dynamics of Education Reform and Systems Change	4	Jackie Coe
	ED 6751	Developing and Sustaining Excellence in Schools	3	Frances Gooden
	ED 6952	Portfolio II	1	Debra Nitschke-Shaw
	ED 6962	Portfolio IV	1	Debra Nitschke-Shaw
	ED 6965	Leadership Portfolio II	1	Debra Nitschke-Shaw
	ED 7005	Educational Technology Leadership	3	Laura Nelson
	ED 7015	Supervision of Personnel	3	TBD

	ED 7020	Exploring Assessment and Accountability: Controversies and Solutions	4	Leo Corriveau
	ED 7031	Practicum Reading and Writing Specialist Part I	1	Deidra Turmelle
	ED 7032	Practicum Reading and Writing Specialist Part II	1	Deidra Turmelle
	ED 7201	Principal Internship I	1	Pam Shepard
	ED 7202	Principal Internship II	1	Pam Shepard
	ED 7203	Principal Internship III	1	Pam Shepard
	ED 7301	Curriculum and Instruction Internship I		TBD
	ED 7302	Curriculum and Instruction Internship II	1	TBD
	ED 7303	Curriculum and Instruction Internship III	1	TBD
	ED 7401	Special Education Administrator Internship I	1	Alan Pardy
	ED 7402	Special Education Administrator Internship II	1	Alan Pardy
	ED 7403	Special Education Administrator Internship III	1	Alan Pardy
	ED 7501	Superintendent Internship I	1	Laura Nelson
	ED 7502	Superintendent Internship II	1	Laura Nelson
	ED 7503	Superintendent Internship III	1	Laura Nelson
	ED 7510	Data-Driven Leadership and Action Capstone	4	Debra Nitschke-Shaw
	ED 7511	Business Administrator Internship I	1	Duane Ford
	ED 7512	Business Administrator Internship II	1	Duane Ford
	PO 5850	International Security	4	John Callahan

<b>Spring 1 2021</b>				
	<b>course number</b>	<b>course title</b>	<b>credits</b>	<b>instructor</b>
	ED 5000	Technology Information Literacy	3	Jeremy Rathbun

	ED 5010	Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum	3	Lindsay Nye
	ED 5090	Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults	3	Anya Bent
	ED 5170	Special Education: Disabilities, Issues, and Laws	3	Christina Kaskiewicz
	ED 5261	Research Practicum I	2	Anya Bent
	ED 5262	Research Practicum II	2	Debra Nitschke-Shaw
	ED 5630	STEAM, Next General Science Standards and the Common Core: Combining These Frameworks as we Create Curriculum	3	Sarah Rollins
	ED 5710	Explicit Teaching	3	Julia Glennon
	ED 5990	Leadership for a Competency-based Learning Environment	3	Jackie Coe
	ED 5990	Life Span Development	3	Kiah Tinkham
	ED 5990	Trauma and the Impact on Learning: Introduction	3	Erin Mahoney
	ED 6019	Methods Practicum Intensive I	2	TBD
	ED 6026	Student Teaching: General Education Intensive I	3 or 6 credits depending on whether seeking sp ed certification	TBD
	ED 6028	Student Teaching Special Education certification Intensive II	3 or 6 credits depending on whether seeking sp ed certification	TBD
	ED 6029	Student Teaching: General Special Education K-12 Intensive II	3 or 6 credits depending on whether seeking sp ed certification	TBD

	ED 6035	Reading and Writing Specialist	3	Deidra Turmelle
	ED 6143	Story Preservation Initiative Learning Lab: A Springboard to Project-based Learning	3	Gina Aubin
	ED 6146	Story Preservation Initiative Learning Lab Practicum I	1	Mary Kuechenmeister
	ED 6147	Story Preservation Initiative Learning Lab Practicum II	1	Mary Kuechenmeister
	ED 6180	Methods of Evaluation and Assessment: Using Data Meaningfully	4	Angel Burke and Lisa Holiday
	ED 6330	Health, Safety, and Nutrition in an Early Childhood Setting	3	Janet Bauer
	ED 6435	IFSPs, IEPs, and Transition Planning Birth to Age 8	3	Karen Howell
	ED 6511	Fundamentals of Educational Inquiry: Action Research and Seminar I	2	Anya Bent
	ED 6512	Fundamentals of Educational Inquiry: Action Research and Seminar II	2	Debra Nitschke-Shaw
	ED 6752	Planning for Student Success in Alternative Education	3	Mike Hysten
	ED 6951	Portfolio I	1	Debra Nitschke-Shaw
	ED 6961	Portfolio III	1	Debra Nitschke-Shaw
	ED 6964	Leadership Portfolio I	1	Debra Nitschke-Shaw
	ED 7003	Educational Leadership and Critical Issues	4	Leo Corriveau
	ED 7008	Achieving Educational Equity	3	Liz Vigue
	ED 7030	Culminating Leadership Plan	4	Debra Nitschke-Shaw
	ED 7031	Practicum Reading and Writing Specialist Part I	1	Deidra Turmelle
	ED 7032	Practicum Reading and Writing Specialist Part II	1	Deidra Turmelle
	ED 7054	Procedures in Special Education	3	Jill Hanlon
	ED 7201	Principal Internship I	1	Pam Shepard
	ED 7202	Principal Internship II	1	Pam Shepard
	ED 7203	Principal Internship III	1	Pam Shepard

	ED 7301	Curriculum and Instruction Internship I	1	TBD
	ED 7302	Curriculum and Instruction Internship II	1	TBD
	ED 7303	Curriculum and Instruction Internship III	1	TBD
	ED 7401	Special Education Administrator Internship I	1	Alan Pardy
	ED 7402	Special Education Administrator Internship II	1	Alan Pardy
	ED 7403	Special Education Administrator Internship III	1	Alan Pardy
	ED 7501	Superintendent Internship I	1	Laura Nelson
	ED 7502	Superintendent Internship II	1	Laura Nelson
	ED 7503	Superintendent Internship III	1	Laura Nelson
	ED 7511	Business Administrator Internship I	1	Duane Ford
	ED 7512	Business Administrator Internship II	1	Duane Ford
	PO 5910	Terrorism	4	John Callahan

<b>Spring 2 2021</b>				
<b>crn</b>	<b>course number</b>	<b>course title</b>	<b>credits</b>	<b>instructor</b>
	ED 5010	Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum	3	Lindsay Nye
	ED 5015	Teaching Math	3	Gail Poittrast
	ED 5030	Meeting the Needs of All Learners	3	Jill Hanlon
	ED 5113	Developing Grit Through Growth Mindset Education	3	Heather Smith
	ED 5130	The Psychology of Learning Communities	4	Jackie Coe
	ED 5261	Research Practicum I	2	Debra Nitschke-Shaw
	ED 5262	Research Practicum II	2	Anya Bent
	ED 5990	Embedding Inquiry and STEAM Education Across the Curriculum	3	Chris Geraghty

	ED 5990	Teaching with an Equity Lens in K-12 Classrooms	3	Kimberly Hellerich
	ED 6020	Methods Practicum Intensive II	2	TBD
	ED 6025	Habits of Mind: Grit and Growth Mindset: The Other Side of the Report Card	3	Carlton Fitzgerald
	ED 6026	Student Teaching General Education certification Intensive II	3 or 6 credits depending on whether seeking sp ed certification	TBD
	ED 6027	Student Teaching: General Education Intensive II	3 or 6 credits depending on whether seeking sp ed certification	TBD
	ED 6028	Student Teaching: General Special Education K-12 Intensive I	3 or 6 credits depending on whether seeking sp ed certification	TBD
	ED 6029	Student Teaching: General Special Education K-12 Intensive II	3 or 6 credits depending on whether seeking sp ed certification	TBD
	ED 6110	Dynamics of Curriculum and Instruction	4	Matt Colby
	ED 6144	Digital Storytelling: A Powerful Teaching and Learning Tool for the 21st Century Classroom	3	Gina Aubin
	ED 6146	Story Preservation Initiative Learning Lab Practicum I	1	Mary Kuechenmeister



	ED 6147	Story Preservation Initiative Learning Lab Practicum II	1	Mary Kuechenmeister
	ED 6190	Taming the Data Beast	4	Angel Burke
	ED 6410	Dynamics of Education Reform and Systems Change	4	Jackie Coe
	ED 6455	Mathematics, Science, Social Studies, and the Creative Arts in Early Childhood Education	3	Ashley Bauer-Haan
	ED 6511	Fundamentals of Educational Inquiry: Action Research and Seminar I	2	Debra Nitschke-Shaw
	ED 6512	Fundamentals of Educational Inquiry: Action Research and Seminar II	2	Anya Bent
	ED 6753	Transition Services for students in Alternative Education	3	Justin Demartin
	ED 6952	Portfolio II	1	Debra Nitschke-Shaw
	ED 6962	Portfolio IV	1	Debra Nitschke-Shaw
	ED 6965	Leadership Portfolio II	1	Debra Nitschke-Shaw
	ED 7004	School Law	3	Laura Nelson
	ED 7011	Evaluating Effective Teaching and Curriculum	3	Debra Nitschke-Shaw
	ED 7016	Supervision of Personnel: Early Childhood Administration	3	Nicole Gagnon
	ED 7031	Practicum Reading and Writing Specialist Part I	1	Deidra Turmelle
	ED 7032	Practicum Reading and Writing Specialist Part II	1	Deidra Turmelle
	ED 7051	Roles and Responsibilities in Special Education Administration	3	Alan Pardy
	ED 7201	Principal Internship I	1	Pam Shepard
	ED 7202	Principal Internship II	1	Pam Shepard
	ED 7203	Principal Internship III	1	Pam Shepard
	ED 7260	Applied Educational Research	4	Debra Nitschke-Shaw
	ED 7301	Curriculum and Instruction Internship I	1	TBD
	ED 7302	Curriculum and Instruction Internship II	1	TBD

	ED 7303	Curriculum and Instruction Internship III	1	TBD
	ED 7401	Special Education Administrator Internship I	1	Alan Pardy
	ED 7402	Special Education Administrator Internship II	1	Alan Pardy
	ED 7403	Special Education Administrator Internship III	1	Alan Pardy
	ED 7501	Superintendent Internship I	1	Laura Nelson
	ED 7502	Superintendent Internship II	1	Laura Nelson
	ED 7503	Superintendent Internship III	1	Laura Nelson
	ED 7511	Business Administrator Internship I	1	Duane Ford
	ED 7512	Business Administrator Internship II	1	Duane Ford
	PO 6450	International Organizations	4	Coet Connelly

<b>Summer 1 2021</b>				
<b>crn</b>	<b>course number</b>	<b>course title</b>	<b>credits</b>	<b>instructor</b>
	ED 5130	Psychology of Learning Communities	4	Jackie Coe
	ED 5186	Curriculum and Methods of Teaching Reading in the Content Area	3	Christine Oskar-Poisson
	ED 5261	Research Practicum I	2	Anya Bent
	ED 5262	Research Practicum II	2	Debra Nitschke-Shaw
	ED 5453	Tricks of the Trade: Using Digital Tools to Enhance the English Curriculum	3	Christine Oskar-Poisson
	ED 5720	Technology Integration with the Inclusion of Assistive Technology	3	Jeremy Rathbun
	ED 5990	Initiating Action Research in K-12 Classrooms	3	Kimberly Hellerich
	ED 6028	Student Teaching Special Education certification Intensive	3	TBD
	ED 6030	Methods Practicum Intensive II	2	TBD
	ED 6110	Dynamics of Curriculum and Instruction	4	Matt Colby
	ED 6320	Teaching Immigrant Children	3	Carlton Fitzgerald

	ED 6410	Dynamics of Education Reform and Systems Change	4	Jackie Coe
	ED 6511	Fundamentals of Educational Inquiry: Action Research and Seminar I	2	Anya Bent
	ED 6512	Fundamentals of Educational Inquiry: Action Research and Seminar II	2	Debra Nitschke-Shaw
	ED 6755	Instructional Leadership in Alternative Schools	3	Frances Gooden
	ED 6760	Educational Leadership: Early Childhood Programs	3	Kiah Tinkham
	ED 6951	Portfolio I	1	Debra Nitschke-Shaw
	ED 6961	Portfolio III	1	Debra Nitschke-Shaw
	ED 6964	Leadership Portfolio I	1	Debra Nitschke-Shaw
	ED 7006	Labor Relations	3	TBD
	ED 7020	Exploring Assessment and Accountability: Controversies and Solutions	4	Leo Corriveau
	ED 7031	Practicum Reading and Writing Specialist Part I	1	Deidra Turmelle
	ED 7032	Practicum Reading and Writing Specialist Part II	1	Deidra Turmelle
	ED 7050	Curriculum Leadership preK-12: Implementation, Instructional Strategies, and Assessment	3	TBD
	ED 7052	Curriculum and Instruction in Special Education	3	Jill Hanlon
	ED 7201	Principal Internship I	1	Pam Shepard
	ED 7202	Principal Internship II	1	Pam Shepard
	ED 7203	Principal Internship III	1	Pam Shepard
	ED 7301	Curriculum and Instruction Internship I	1	TBD
	ED 7302	Curriculum and Instruction Internship II	1	TBD
	ED 7303	Curriculum and Instruction Internship III	1	TBD
	ED 7401	Special Education Administrator Internship I	1	Alan Pardy
	ED 7402	Special Education Administrator Internship II	1	Alan Pardy

	ED 7403	Special Education Administrator Internship III	1	Alan Pardy
	ED 7501	Superintendent Internship I	1	Laura Nelson
	ED 7502	Superintendent Internship II	1	Laura Nelson
	ED 7503	Superintendent Internship III	1	Laura Nelson
	ED 7510	Data-Driven Leadership and Action Capstone	4	Debra Nitschke-Shaw
	ED 7511	Business Administrator Internship I	1	Duane Ford
	ED 7512	Business Administrator Internship II	1	Duane Ford
	PO 5410	International Political Economy	4	Nicholas Law

# Course Descriptions

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## **ED 5000 - Technology and Information Literacy**

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. *(3 credits)*

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## **ED 5010 - Curriculum Design/Planning/Instruction/Assessment**

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. *(3 credits)* There is an experiential component for those seeking licensure.

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## **ED 5015 - Teaching Math**

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. *(3 credits)*

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## **ED 5020 - Curriculum & Methods of Teaching Language, Grammar and Writing: Developing Powerful Writers**

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. *(3 credits)*

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## **ED 5030 - Meeting the Needs of all Learners**

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. *(3 credits)* There is an experiential component for those seeking licensure.

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## **ED 5040 The Early Childhood Learning Environment**

The environment of any learner, both in the classroom and beyond the classroom walls, can impact a learner's success. Young children are no different. They need an environment that takes into consideration their diversity and developmental needs while optimizing their learning through play, academics, and daily routines. Students in this course will learn how to create learning environments that are built on sound developmental theories while meeting safety and health needs and maximizing opportunities to learn. There will be a focus on creating an environment that supports the child's physical, cognitive, language, social, and creative growth. *(3 credits)*.

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## **ED 5050 The Development of Children – Birth to Age - 8**

This course takes an in-depth look at both normal and abnormal development from birth through age 8. Students will examine milestones and implications of not meeting those milestones when anticipated. The course will cover topics of physical, social,

psychological, emotional, moral, and cognitive development as well as family and educational structures. Disorders of childhood (biological as well as psychological), learning differences, social/cultural; and socio-economic will also be explored. (3 credits)

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### **ED 5090 - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults**

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. (3 credits)

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### **ED 5095 Teaching Diversity Through Literature**

Today, more than ever, schools must be prepared to meet the varying educational, social, and emotional needs of all children. The U.S. population will be considerably more racially and ethnically diverse by 2060, according to projections released by the U.S. Census Bureau. Therefore, it is absolutely essential that our educational resources reflect the changing makeup of our classrooms to ensure that students feel welcomed and supported in an inclusive and diverse environment. In this course, you will explore representations in literature which can enable students to find their unique identity and to develop pride in their roots and origin as well as develop a cultural awareness. Participants will explore how to evaluate and select the best multicultural and international literature when building classroom libraries. Through a thorough examination of current research and participating in engaging collaborative exercises, participants will become teacher leaders within their schools for teaching diversity through literature. This course will also practice read-a-louds through a readers' workshop model that allows diversity to be more intentionally discussed and explored. (3 credits)

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### **ED 5113 - Developing Grit Through Growth Mindset Education**

*Developing Grit through Growth Mindset Education* is designed to teach educators about Dweck's construct of mindsets and Duckworth's construct of grit. This course will share the research linking growth mindset and the development of grit. Educators will develop an understanding of the value of grit with youth and learn how to promote the development of grit in the classroom and school through mindset education. Participants will examine what research has shown to be the most effective in developing grit as well as review and learn from current researchers in the field. Participants will be able to work cooperatively and individually to plan lessons based on the research and work of Duckworth, Dweck, and Ricci. (3 credits)

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### **ED 5114 - Movement Breaks: Benefits for the Whole Child**

*Movement Breaks: Benefits for the Whole Child* is designed to teach educators about the many benefits of physical activity in the classroom. This course will share research regarding physical movement on the whole child (and adult). Educators will develop an understanding of the benefits of various physical activities for lifelong health and will examine what exercises have shown to be the most effective for different purposes. Participants will be able to work cooperatively and individually to examine their school schedules and determine the best time to implement planned breaks in the classroom. This course will help teachers develop a free, online account and familiarity with the GoNoodle.com site for a variety of fun, engaging, movement activities that can be used in the classroom. (3 credits)

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### **ED 5115 - Voice and Choice**

One of the first steps in transitioning to a competency-based, personalized classroom is to include voice and choice in your instruction. Adolescents crave an element of control in their lives, and at a time when they can become less engaged with their education, providing them with opportunities for intrinsic motivation can encourage ownership of their educational journey. Learn to develop additional opportunities for students to take charge of their own learning and explore ways to increase the focus from grades to learning. In this course, we will delve into resources related to voice and choice in the middle and high school classroom that will allow educators to create engaging lessons and Understanding by Design (UbD) units. (3 credits)

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### **ED 5130 - 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)

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**ED 5170 - Special Education: Disabilities, Issues, and Laws**

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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. (3 credits) There is an experiential component for those seeking licensure.

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**ED 5186 - Curriculum and Methods of Teaching Reading in the Content Area**

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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. (3 credits)

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**ED 5261 - Research Practicum I**

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Research Practicum I is designed to help Master in Education candidates develop the introduction and literature sections of their Action Research proposal and to review the IRB request form for the Action Research capstone project. Students who enroll in Research Practicum I work with a faculty member who is versed in action research. This individual will guide and support the student develop the introduction and literature review of 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 ED 5262 - Research Practicum II. *Prerequisite:* ED 5130. (2 credits)

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**ED 5262 - Research Practicum II**

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Research Practicum II is designed to help the Master in Education candidate develop the methodology section and appendix her/his proposal and create and submit IRB request form for the Action Research capstone project. Students who enroll in Research Practicum II 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 I, ED 6511 . *Prerequisite:* ED 5261. (2 credits)

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**ED 5275 Young Children with Exceptionalities, Birth to Age - 8**

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This course focuses on promoting the optimal development of young children with special needs in an inclusionary early childhood setting. Building on an understanding of child development and the qualities of an effective early childhood learning environment, students explore specific physical, emotional, and psychological conditions which can impact a child's development. Students will learn about the different disabilities and design adaptations in the curriculum and environment to enhance the success of all learners. They will also become familiar with the laws associated with the education of young children with disabilities and the resources available to children and families. They will also develop strategies for engaging parents in the education of their young learner. (3 credits)

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**ED 5450 - Media Literacy for Social Change: Teaching Informational and Primary Texts**

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Just as primary and informational texts have been pivotal in social change, the media has become equally as important. This course will explore the way teaching media literacy enhances the instruction of informational and primary texts. Students will explore various informational and primary texts as vehicles for social change. Topics in this course will include: gender representation, youth and advertising, and politics and propaganda. Students will develop a professional development activity to use in their school or school district. (3 credits)

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**ED 5451 - Storytelling in a Digital Age: Incorporating Media Literacy into the English Class**

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At the heart of every media message is a story. Someone created that story, found a target audience, and delivered the message. This class will explore those stories told through multiple modes including: radio, news media, advertisements, film, print, as

well as social networking communities. The guiding question of this course asks *who is telling the story?* and students will study the process media messages take from inception to delivery. Students will leave the course with a developed lesson plan to use in their own classrooms as well as a clear understanding of the digital tools available to implement that lesson plan. (3 credits)

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**ED 5452 - Critical Theory and Practice in Media and Digital Literacy: An Introduction to the Historical Context and Cultural Impact of the Methodologies**

This course will explore the historical roots of media and digital literacy in our schools. Students will learn about the different ways that media literacy has been integrated into English classes as well as the costs and benefits of those choices. Thought leaders and advocates of the fields will be studied. Students will conduct a case study of their home school or school district analyzing the integration and use of media and digital literacy. (3 credits)

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**ED 5453 - Tricks of the Trade: Using Digital Tools to Enhance the English Curriculum**

Students in our classrooms are becoming more and more tech savvy each day. As educators, we walk the fine line between introducing digital tools that help enhance our classrooms while avoiding digital fads. This course will start by introducing students to the research surrounding the effects of technology on the brain. Next, students will learn about different digital tools and learn how to choose the best tool for a skill or unit of study. Finally, this course will teach students how to help students think critically about the digital tools they use for their assignments. The course will also include instruction of fair use and copyright policies. Students will leave this course with a redesigned curriculum unit that showcases digital tools for production and presentation. (3 credits)

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**ED 5610 - STEAM Education: Integration, Challenge, and Curiosity**

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 overlooked in the classroom and oftentimes 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. (3 credits)

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**ED 5620 - Next Generation Science Standards and STEAM Education: Integrating both into our Classrooms**

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 oftentimes 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. (3 credits)

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**ED 5630 - STEAM, Next General Science Standards, and Competency-based Education: Combining These as we Create Curriculum**

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. (3 credits)



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**ED 5640 - Universal Design for Learning: Creating Variability and Opportunity for All Learners**

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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. (3 credits) \

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**ED 5710 - Explicit Teaching - Literacy across the Curriculum**

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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. (3 credits)

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**ED 5720 - Technology Integration with the Inclusion of Assistive Technology**

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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. (3 credits)

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**ED 5730 Assessment of Young Children in Early Childhood and Early Childhood Special Education: Birth to Age-8**

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In this course, students use procedures involved in the evaluation process for determination of eligibility for special education of children from birth to age-8. Students develop the skills to administer and interpret assessment tools commonly used by early intervention staff and early childhood special education teachers. Students will review early support and services, explore the role of various members of the staff who might work with a child with exceptionalities, describe the purpose of the evaluation team, become familiar with how to develop and interpret assessment reports for a young child with exceptionalities, and develop an instructional plan to address the child's learning needs while incorporating the family/caregivers. (3 credits)

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**ED 5990 - Leadership for a Competency-based Learning Environment**

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In this course, we will focus on the knowledge, skills, and abilities needed to be a leader in developing and sustaining a competency-based learning environment. Students will study effective instructional practices, levels of rigor, student engagement, and assessment practices. We will explore how the change process has been applied at different schools in their move toward competency-based learning. Assignments for this course will center around application of content within your current situation. (3 credits)

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**ED 5990 - Embedding Inquiry and STEAM Education Across the Curriculum**

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Inquiry based learning and STEAM education are both heavily emphasized approaches to teaching and learning, yet many teachers hesitate to integrate such practices into their course curriculum. This course will explore the benefits of inquiry based teaching and learning across all curriculum areas and demonstrate how STEAM education extends beyond the content of science, technology, engineering, the arts, and math. Participants in this course will examine existing studies demonstrating increased levels of student engagement and student agency that result from quality integration of inquiry and STEAM education. Participants will work within a framework to develop teacher and student generated inquiry based units that focus on student-centered approaches to learning. (3 credits)

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**ED 5990 - Creative Writing Through a World of Genres**

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This course is developed with two people in mind: YOU as a writer and YOU as an educator. In my years of education, I have found the best way to teach a student is through doing. Working through the assignments, learning the ins and outs of the expectations, feeling the pressures and the satisfaction of completing a final product are all things that will make you a better educator. This class is set up to explore a new genre each week. Some weeks you will be using the discussion board and other

weeks you will be working with a partner. Every week you will be drafting and then revising a piece of your own writing. Each unit is designed and ordered to act as building blocks. You will focus on various elements and different revision methods and then add to that arsenal as you progress through the term. This course will culminate for each of you when you design your own creative writing curriculum. (3 credits)

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### **ED 5990 Trauma and the Impact on Learning: Introduction**

This course examines the academic and social/emotional impact trauma has on students and the adults working with them. Strategies (i.e. importance of relationship building, behavior management and perception, SEL writing, and modeling) which support staff in the creation of trauma-sensitive learning environment will be reviewed, analyzed, and discussed. The course provides a general overview of Adverse Childhood Experiences and the latest research on the evolving topic of trauma-sensitive schools in our country (i.e. the multiple facets of trauma and how it is perceived through a sociocultural, biological, and environmental lens). (3 credits)

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### **ED 5990 Trauma-informed Leadership: Understanding Trauma and Its Manifestation in K-12 Classrooms**

This course provides students opportunities to examine leadership implications related to trauma-informed strategies in K-12 classrooms. Foundationally, students will understand childhood adversity and trauma's impact on the brain and behaviors exhibited in K-12 classrooms. Students will identify and analyze classroom-based trauma-informed strategies, examine implementation roadblocks and possible solutions, and reflect upon elements required for successful implementation of trauma-informed strategies within classrooms, schools, and/or districts. (3 credits)

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### **ED 5990 Social Emotional Learning (SEL) Competencies in K-12 Classrooms**

Students develop a foundational understanding of five social emotional learning (SEL) competencies: self-awareness; self-management; responsible decision making; relationship skills; and social awareness. Integrating SEL competencies fosters positive classroom environments for students and educators. These competencies can serve as stand-alone programs or they can be infused within content curricula. Students will examine both approaches to determine which is most effective for their current educational setting. (3 credits)

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### **ED 5990 Teaching with an “Equity Lens” in K-12 Classrooms (Kimberly Hellerich) (3 crs)**

Students will provide a foundational understanding of best instructional practices, including those that sponsor equity within K-12 classrooms. This course will help educators see their instruction through a different, readily applicable equity “lens”—one that is expected to help their classes reach more students. (3 credits)

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### **ED 5990 Initiating Action Research in K-12 Classrooms (Kimberly Hellerich) (3 crs)**

This course provides students with the opportunity to develop a plan for implementing a student-centered action research project within a K-12 classroom. Students will develop foundational knowledge on a four-stage action research process. They will also examine the benefits of student-focused action research. (3 credits)

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### **ED 6000 - Literacy and Language Arts**

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. (3 credits) There is an experiential component for those seeking licensure.

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### **ED 6019 Methods Practicum Intensive I**

Students enrolled in this course are required to spend a minimum of 15 hours a week in a general education setting working alongside a certified, veteran educator in their area of intended certification. A college supervisor will hold an initial triad

meeting with the cooperating teacher, NEC intern, and college supervisor to set expectations and a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric. A final triad will be done at the conclusion of ED 6020 Methods Practicum Intensive II to evaluate readiness for student teaching. In addition, the student will develop and teach a minimum of 2 lessons using the NEC lesson plan format based on Understanding By Design. Students will develop their skills as professional educators and become even more familiar with the breadth of the curriculum and vast array of instructional strategies. Students will participate in elements of the NHTCAP during this course. At the conclusion of Methods Practicum Intensive II, those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so (have scores in the developing and proficient range on all elements; no scores in beginning).

Prerequisites: Must have been accepted into the major and completed all education core courses or be taking the last of the education core courses. Must have no more than two upper level content courses remaining. Must have completed and passed the Federal Background Check. Offered every fall and spring. (2 Credits) In schools a minimum of 15 hours a week for 7 weeks. Transportation needed. Must be followed by ED 6020 Methods Practicum Intensive II. (2 credits)

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### **ED 6020 Methods Practicum Intensive II**

Must have successfully completed ED 6019 with most scores in the developing range using Danielson's rubric and be recommended by the cooperating teacher and college supervisor to continue with the Methods Practicum Intensive II. Students enrolled in this course are required to spend a minimum of 15 hours a week in a general education setting working alongside a certified, veteran educator in their area of intended certification. A college supervisor will hold a final triad at the conclusion of ED 6020 Methods Practicum Intensive II to evaluate readiness for student teaching. In addition, the student will develop and teach a minimum of 2 additional lessons using the NEC lesson plan format based on Understanding By Design. Students will develop their skills as professional educators and become even more familiar with the breadth of the curriculum and vast array of instructional strategies. Students will participate in elements of the NHTCAP during this course. At the conclusion of Methods Practicum Intensive II, those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so (have scores in the developing and proficient range on all elements; no scores in beginning).

Prerequisites: Must have been accepted into the major and completed all education core courses or be taking the last of the education core courses. Must have no more than two upper level content courses remaining. Must have completed and passed the Federal Background Check. Offered every fall and spring. In schools a minimum of 15 hours a week for 7 weeks. Transportation needed. Must have successfully completed, grade of B or better, Methods Practicum Intensive I. (2 credits)

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### **ED 6021 - Beyond Bullying: Understanding Bullies, Victims, and Bystanders**

This course will expose students to the latest research on bullying and harassment in schools and the effects of bullying on victims, bystanders, and bullies themselves. Students will explore the roles adults have played as bystanders, tacit supporters, and even bullies themselves and how to train teachers, students, school leaders, and parents to address social conflict, threshold behaviors, and bullying. (3 credits)

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### **ED 6025 - 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.

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### **ED 6026 - Student Teaching: General Education Intensive I**

Each student seeking certification in Elementary Education K-8, Secondary Education: Social Studies, Secondary Education: English, Secondary Education: Life Sciences, Secondary Education: Mathematics, Physical Education K-12, or Theatre Education K-12 must be involved in a full-time student teaching 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; essentially, he/she participates in all aspects of the teacher's obligations. Student teachers follow the calendar of the school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans using the UBD model and NEC lesson plan for every lesson taught. Students will participate in elements of the NHTCAP during this course. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations and a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric and determine readiness to continue to ED 6027 Student Teaching General Education Intensive II. A final triad will be done at the end of ED 6027 Student Teaching General Education Intensive II. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence (scores of developing or better) in the elements on Danielson's rubric, demonstrate outstanding professionalism, be recommended by their college supervisor to do so, and must complete ED 6026 and ED 6027 with grades of A.

Prerequisites: Must have completed and passed the Criminal Record Check, must have been accepted into the education major, must have completed all required courses including ED 6019 Methods Practicum Intensive I and ED 6020 Methods Practicum Intensive II with grades of B or better. No other courses may be taken during student teaching. Offered every fall and spring. Requirements: Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification. Transportation needed. (3 - 6 credits depending on whether a single certification or dual certification)

### **ED 6027 - Student Teaching: General Education Intensive II**

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Each student seeking certification in Elementary Education K-8, Secondary Education: Social Studies, Secondary Education: English, Secondary Education: Life Sciences, Secondary Education: Mathematics, Physical Education K-12, or Theatre Education K-12 must be involved in a full-time student teaching 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; essentially, he/she participates in all aspects of the teacher's obligations. Student teachers follow the calendar of the school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans using the UBD model and NEC lesson plan for every lesson taught. Students will complete the NHTCAP during this course. A final triad will be done at the end of ED 6027 Student Teaching General Education Intensive II. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric, demonstrate outstanding professionalism, receive scores of 2 or better on the NHTCAP, be recommended by their college supervisor to move on to General Special Education Student Teaching, and must complete ED 6026 and ED 6027 with grades of A.

Prerequisites: Must have completed and passed the Federal Background Check, must have been accepted into the education major, must have completed all required courses including ED 6019 Methods Practicum Intensive I, ED 6020 Methods Practicum Intensive II, and ED 6026 Student Teaching: General Education Intensive I with grades of B or better. No other courses are taken during student teaching. Offered every fall and spring. Requirements: Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification. Transportation needed. (3 - 6 credits depending on whether a single certification or dual certification)

### **ED 6028- Student Teaching: General Special Education K-12 Intensive I**

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Each student seeking certification in General Special Education K-12 must be involved in a full-time student teaching experience. The student teacher cooperates in all phases of the school's program: individual instructions, evaluation meetings, IEP meetings, Case Management meetings, consultation with classroom teachers, 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; essentially, he/she participates in all aspects of the teacher's obligations. Student teachers follow the calendar of the school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers work closely with their cooperating teacher who must be certified in special education. The student teacher is responsible for case managing a minimum of 6 students while also performing all the other duties assigned to the special education teacher. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations and a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric

and determine readiness to continue to ED 6029 Student Teaching: General Special Education Intensive II. A final triad will be done at the end of ED 6029 Student Teaching: General Special Education Intensive II. The student teacher must receive a grade of B or better in ED 6028 to be recommended to take ED 6029 Student Teaching: General Special Education Intensive II. In order to be recommended for certification, students must receive grades of B or better in ED 6028 and ED 6029, scores of developing or better on the Danielson rubric, and scores of 2 or better on the NHTCAP for their general education area of certification.

Prerequisites: Must have completed and passed the Criminal Record Check, must have been accepted into the education major, must have completed all required courses including ED 6019 Methods Practicum Intensive I, ED 6020 Methods Practicum Intensive II, ED 6026 Student Teaching: General Education Intensive I, ED 6027 Student Teaching: General Education Intensive II, and ED 6028 Student Teaching: General Special Education Intensive I with grades of B or better. No other courses are taken during student teaching. Offered every fall and spring. Requirements: Full-time placement in a school - mid-August up to February vacation break if general education and special education certification. Right after the New Year to the end of the public school academic year if general education and special education certification. Transportation needed. (3 credits depending on whether a single certification or dual certification)

### **ED 6029- Student Teaching: General Special Education K-12 Intensive II**

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In order to participate in ED 6029 Student Teaching: General Special Education K-12 Intensive II the student must have passed ED 6028 Student Teaching: General Special Education K-12 Intensive II with a grade of B or better. Each student seeking certification General Special Education K-12 must be involved in a full-time student teaching experience. The student teacher cooperates in all phases of the school's program: individual instructions, evaluation meetings, IEP meetings, Case Management meetings, consultation with classroom teachers, 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; essentially, he/she participates in all aspects of the teacher's obligations. Student teachers follow the calendar of the school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers work closely with their cooperating teacher who must be certified in special education. The student teacher is responsible for case managing a minimum of 6 students while also performing all the other duties assigned to the special education teacher. A final triad will be done at the end of ED 6029 Student Teaching: General Special Education Intensive II. In order to be recommended for certification, students must receive grades of B or better in ED 6028 and ED 6029, scores of developing or better on the Danielson rubric, and scores of 2 or better on the NHTCAP for their general education area of certification.

Prerequisites: Must have completed and passed the Federal Background Check, must have been accepted into the education major, must have completed all required courses including ED 6019 Methods Practicum Intensive I, ED 6020 Methods Practicum Intensive II, ED 6026 Student Teaching: General Education Intensive I, ED 6027 Student Teaching: General Education Intensive II, and ED 6028 Student Teaching: General Special Education Intensive I with grades of B or better. No other courses are taken during student teaching. Offered every fall and spring. Requirements: Full-time placement in a school - mid-August up to February vacation break if general education and special education certification. Right after the New Year to the end of the public school academic year if general education and special education certification. Transportation needed. (3 credits depending on whether a single certification or dual certification)

### **ED 6035 - Reading and Writing Specialist**

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This course is designed to familiarize the individual participating in the course with the various roles and responsibilities of the Reading and Writing Specialist. In addition, it will expose the learner to various models, resources, and individuals used to promote reading and writing success. The course is also designed to help the individual acquire skills to be a leader in a school/district and how to effectively collaborate with other educators. (3 credits)

### **ED 6045 Literacy and Language Development in Children Birth to Age - 8**

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This course provides an in-depth study of the development of children's language and communication skills from birth through age 8. Students identify the developmental levels exhibited by children and create materials to enhance language and literacy development in children with diverse learning needs. In addition, the course will help students design and implement language-rich programs designed to foster listening, oral and written language, and pre-reading and reading skills at an appropriate developmental level through every day and structured experiences. (3 credits)

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**ED 6070 Collaborating and Consulting in Early Childhood Education**

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In this course, students research and evaluate family, community and professional partnerships which support the growth and development of all children including those with exceptionalities. The specific roles and responsibilities of each individual who may be in contact with the student will be explored. Students will learn how to collaborate effectively, construct service delivery models to support young children with diverse needs and their families, and consult with those who interact with the child in order to enhance their success. (3 credits)

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**ED 6110 - Dynamics of Curriculum and Instruction**

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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 they relate to the curriculum development process. Participants will design meaningful curriculum models and contextualized learning activities in the context of these standards. (4 credits)

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**ED 6140 - Fundamentals of Storytelling for Educators**

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Storytelling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination. In this course, students will learn how to construct and tell a well-developed story that holds interest and is effectively communicated to its listeners. Students will begin by exploring narrative stories to examine the basic elements of theme, plot, style, characterization, dramatic appeal, and appropriateness to listeners. Once a story line is well mapped out and adapted to a particular audience, the focus will shift to preparation for telling. Basic storytelling skills will be explored to make it your own, including dialogue, voice, gestures, facial expression, pacing, repetition, and exaggeration. (3 credits)

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**ED 6141 - The Art & Power of Storytelling**

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Stories are the medium of our lives. They are what move us, make us feel alive, and inspire us by stirring our emotions. In this course, participants will learn the art of turning information into meaning through the logic and process of story. Educators will learn practical instruction in the art of storytelling and effective storytelling strategies for children and adults. The class will explore how this exciting art form can be used to enliven classroom learning, build communities, and provide creative entertainment. Participants will learn how they can become imaginative, confident storytellers and more engaging speakers by developing dynamic vocal and physical delivery skills, creating stronger connections to their audiences, and employing a natural, spontaneous style. The multicultural history of oral tradition and interdisciplinary applications of the art of storytelling will also be examined. (3 credits)

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**ED 6142 - Bringing History to Life Through Story Preservation Initiative**

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Students will be introduced to a variety of first-hand narratives and primary source documents for K-12 classrooms using the online educational resource *Story Preservation Initiative (SPI)* that includes links to trusted external sites: *Library of Congress*, *PBS Learning Media*, *Smithsonian*, *Center for Ecoliteracy*, *J. Paul Getty Museum*, and the *United States Holocaust Memorial Museum*. Participants will learn how to search *SPI's* vast collection and study teacher created lesson plans connected to these personal accounts. In addition, students will be introduced to other classroom materials using these resources to further enrich their classroom instruction. Participants will then apply their knowledge by integrating *SPI* narratives and resources to create lessons and activities for a differentiated, inquiry-based unit that can be used in their own classroom. (3 credits)

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**ED 6143 - Story Preservation Initiative (SPI) Learning Lab: A Springboard to Project-based Learning**

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This innovative course provides deeper inquiry into *Story Preservation Initiative Learning Lab®*, an oral history-based educational resource that combines primary source audio with project-based lessons for rich, multi-disciplinary learning. Participants will experience the power of sparking student interest in content using *SPI's* collection of personal recordings that capture the voices, words, and meanderings of artists, scientists, writers, poets, musicians, and eyewitnesses to history. Connecting the personal narratives of experts to content learning in the arts, sciences, humanities, and eyewitness accounts provides an exciting and unique springboard to project-based learning. Participants will learn to support students with developing orbital studies, independent investigations that "orbit" or revolve around some aspect of the content. This involves designing a question for study, developing a research plan and method for presenting their learning, and criteria to measure quality products. Through inquiry-based learning, participants will experience how rigorous and relevant personalized and

differentiated instruction can increase student motivation and engagement that supports students as they develop expertise and become independent learners. *Prerequisite:* ED 6142 Bringing History to Life Through Story Preservation Initiative (3 credits)

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### **ED 6144 - Digital Storytelling: A Powerful Teaching and Learning Tool for the 21st Century Classroom**

Digital storytelling is a powerful tool for providing students with the technology skills they need to thrive in 21st century media-rich environments. This fun, creative class explores digital storytelling as a new form of documentary that allows computer users to become creative storytellers through the use of digital multimedia. Teacher-created digital stories can be used to enhance current lessons within a unit and engage students in discussions about the topics presented. They can also support learning by making abstract or conceptual content more understandable. Emphasis is on the use of digital technology to explore various ways one can tell a story, and how to effectively leverage story to engage, inform, and educate the learner. After selecting and researching a topic, students will write a script, and develop an interesting story. This material will then be combined with various types of multimedia, including computer-based graphics, recorded audio, computer-generated text, video clips, and music. The author then narrates in their own voice over the series of images. This class provides basic knowledge of the range of capabilities of available multimedia including audio and video design applications for creating instructional products. (3 credits)

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### **ED 6145 - The Interactive Art of Storytelling Across the Curriculum**

Storytelling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination. Teachers who incorporate storytelling into their repertoire of teaching skills can enhance student engagement with almost any subject. This course offers students practical instruction in the traditional art of storytelling as it relates to numerous interdisciplinary fields. The class will examine how this ancient art form can be used to enliven classroom learning, encourage personal expression, improve public communication skills, build communities, and strengthen multicultural understanding and emotive awareness across the curriculum. Students will learn how to enhance lessons using storytelling across the curriculum and come to appreciate storytelling as a tool to improve language, vocabulary and, listening skills, as well as increase student interest in literature and independent reading. (3 credits)

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### **ED 6146 - Story Preservation Initiative (SPI) Learning Lab Practicum I**

SPI Learning Lab Practicum I offers students the opportunity to work directly with SPI staff to develop a unit of study that integrates personal narrative into their classroom. In this course, students will become familiar with the *Story Preservation Initiative* website and choose a personal narrative from the site that will act as a springboard to learning for a unit of study that is project-based. Students will determine a topic and develop a unit plan outline that includes grade level competencies, related materials, and assessment evidence that will support the project. Teachers are required to meet with an SPI staff member three times within the seven-week period either virtually, via phone or face to face, to discuss ongoing progress with the project as well as student and teacher engagement. (3 credits)

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### **ED 6147 - Story Preservation Initiative (SPI) Learning Lab Practicum II**

SPI Learning Lab Practicum II is designed for teachers with Learning Lab projects currently underway. In this course, students will teach the SPI unit/lessons of study, developed in Practicum I, and assess student learning along the way. Teachers are required to meet (virtually or otherwise) with SPI staff three times within the seven-week period to further discuss project development and progress, student and teacher engagement, as well as assessment tools and documentation. At the end of the seven-week period, teachers are required to produce an integrated Understanding by Design unit plan to be added to the SPI collection, which may be shared with other teachers. SPI staff will be available as a resource to teachers throughout the project period. *Prerequisite:* ED 6146 (3 credits)

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### **ED 6150 - Diagnostic and Remedial Reading**

Diagnosis and correction of student reading disabilities will be explored. This course will focus on helping educators understand how reading problems occur, how to carry out diagnostic procedures in the classroom that determine students' strengths and needs, how to implement corrective instruction, and how to maintain responsibility for ongoing instruction and evaluation. (3 credits)

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### **ED 6167 - Methods and Curriculum of Teaching Secondary School Mathematics**

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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 an analysis of current school curriculum as well as investigate how the mathematics curriculum fits into the interdisciplinary model for education, best practices for effective mathematics instruction, as well as appropriate formative and summative assessments, reading and writing in the math classroom, and the use of manipulatives. Various mathematical topics, including number sense, algebra, statistics, geometry, and others will be explored. *(3 credits)*

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**ED 6180 - Methods of Evaluation and Assessment: Using Data Meaningfully**

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. *(4 credits)*

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**ED 6185 - Data Based Decision Making: Transportation and Food Services**

Participants will become familiar with the specific rules and regulations associated with transportation and food services for NH schools. Students will become familiar with using data to make decisions associated with transportation and food services. In addition, students will become familiar with identifying vendors as well as developing contracts for these vendors. *(3 credits)*

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**ED 6190 - Taming the Data Beast: Understanding and Using Assessment Data to Inform Instructional Decisions**

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. *(4 Credits)* Can substitute for ED 6180 Evaluation and Assessment: Making Data Meaningful.

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**ED 6280 - Differentiated Instruction and Assessment: Inclusion 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 instructional 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. *(3 credits)*

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**ED 6320 - Teaching Immigrant Students**

The overall goal of this course is to understand cultural and communication issues that English Language Learners (ELLs) and their teachers are likely to encounter in classrooms and to acquire knowledge and techniques to facilitate the success of ELLs. Course participants will research and critically reflect upon selected aspects of culture as a basis to understand students and to create appropriate teaching materials. *(3 Credits)*

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**ED 6330 Health, Safety, and Nutrition in an Early Childhood Setting**

This course provides a comprehensive overview of health, safety, and nutrition best practices in early care and education group settings. Strategies to promote the physical, mental, and emotional health of the young child will be explored. State regulations, program procedures and processes, and curriculum development and implementation will be focused on in this course. *(3 credits)*

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**ED 6410 - Dynamics of Educational 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. (4 credits) There is an experiential component for those seeking Elementary Education licensure, all Secondary Education licensure areas, Physical Education K-12 licensure, Theatre Education K-12 licensure, and Special Education licensure.

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**ED 6435 IFSPs, IEPs, and Transition Planning: Birth to Age-8**

This course helps students understand the components and processes involved in the legal aspects and development of Individualized Family Service Plans (IFSPs), Individualized Educational Plans (IEPs), and transition planning. Students will be exposed to IFSP/IEP meetings, consult with individuals who evaluate and support the learning of the child with special needs, review evaluation reports and develop detailed plans to address the child's special learning needs, and identify ways to involve the parents in the education of their child. The focus will be on creating a collaborative team whose mission is to develop, implement, and evaluate plans that specifically address a student's learning needs. (3 credits)

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**ED 6455 Mathematics, Science, Social Studies, and the Creative Arts in Early Childhood Education**

This course focuses on the cognitive development of children from birth to age 8 in the areas of mathematics, science, social studies, and the creative arts. Students will explore materials that can be used to stimulate and develop the young child's logico-mathematical thinking. In addition, students will explore the creative process and how creativity can affect and enhance the development of the young child. Students will use their knowledge of child development to create learning opportunities in math, science, social studies, and the creative arts embedded in a well-rounded curriculum that incorporates a variety of learning styles. (3 credits)

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**ED 6511 - Fundamentals of Educational Inquiry: Action Research I**

Students will implement a comprehensive action research project in the context of a school or agency. Students will collect data based on the data collection tools developed in Research Practicum II ED 5262 . *Prerequisite:* Must have successfully completed ED 5262 and have IRB proposal approved. (2 credits)

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**ED 6512 - Fundamentals of Educational Inquiry: Action Research II**

Students in this course will complete their Action Research project. They will analyze their data, complete the writing of their project, present their work to colleagues, and reflect on the entire action research process. *Prerequisite:* Must have successfully completed ED 6511. (2 credits)

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**ED 6710 - STEM Integration in the K-12 Classroom: An Interdisciplinary Approach**

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.

(3 credits)

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**ED 6750 - Consultation and Collaboration in Alternative Education**

This course provides an overview of models and strategies for coordinating services across disciplines and among school, family, and community agencies. Emphasis on interdisciplinary team coordination, communication, decision-making, planning, and

follow-up for individuals. The course will also focus on the role of the alternative program as a consultant and resource to other educational programs and agencies. This course will focus on the National Alternative Education Association Exemplary Practices for Alternative Education. (3 credits)

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**ED 6751 - Developing and Sustaining Excellence in Schools**

This course provides an overview of the development of sustainable policies, procedures, staffing, and professional development that lead to sustainable alternative programs. Emphasis on establishing and maintaining a balance of stability and flexibility as required by the nature of alternative education. The role of data analysis and program evaluation as it contributes to ongoing school improvement, the development of best practices, and individual staff and professional growth is covered. This course will focus on the National Alternative Education Association Exemplary Practices for Alternative Education. (3 credits)

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**ED 6752 - Planning for Student Success in Alternative Schools**

This course provides an overview of additional support for the students in the alternative environment to enable academic and behavioral improvements. Topics will introduce the definition, techniques, and examples of addressing modifying student behavior. The course will contain an exploration of options to prepare students for post-secondary success. This course will highlight the National Alternative Education Association Exemplary Practices for Alternative Education. (3 credits)

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**ED 6753 - Transition Services for Students in Alternative Education**

This course provides an overview of techniques and processes used in programming for the needs of individuals as they prepare for transition to alternative programs and back to a comprehensive school program. This course will also focus on the development of an Alternative Education Plan and Transition Plan. Discussion will also focus on postsecondary programs and employment opportunities. Emphasis on skills related to professional liaison and support roles in the design of instructional arrangements and cooperative training. (3 credits)

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**ED 6754 - Curriculum, Instruction, and Assessment in Alternative Schools**

This course provides an overview of curriculum, instructional strategies and programming, digital and virtual learning, and the role of student assessment. There is an emphasis on specific curriculum, engagement strategies and learning environments effective in alternative schools based on research. The role of formative and summative assessment, intervention, and how they work together to increase learning and engagement in alternative schools will also be reviewed. This course will focus on the National Alternative Education Association Exemplary Practices for Alternative Education. (3 credits)

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**ED 6755 - Instructional Leadership in Alternative Schools**

This course provides an overview of instructional leadership and the role of the student in the alternative environment. There is an emphasis on the program's mission, goals, and target student population. Fundamental values are introduced that form the foundation for the design, operation, development, and administrative oversight of the alternative education program. The role of culture & climate and how they work together to support learning in alternative schools will also be a focus of this course. This course will highlight the National Alternative Education Association Exemplary Practices for Alternative Education. (3 credits)

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**ED 6760 Educational Leadership: Early Childhood Programs**

This course provides an overview of the various policies, procedures, and leadership practices that relate to the administration of quality early childhood programs. Covered in the course are program development, budgeting and financial management, organizational structure, personal management and supervision. Additionally, students will explore the critical issues facing early childhood administrators and discuss ways to address those challenges from a collaborative change process perspective. (3 credits)

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**ED 6780 Partners in Early Childhood Education: Families, Communities, and Schools**

This course explores ways to enhance the young child's development through promoting positive interrelationships among child care providers, parents, and others in the community. Using an ecological framework, the course builds knowledge of diverse family structures, cultural identities, stressors and supports, economic circumstances, community characteristics and resources in facilitating child development, and the roles and responsibilities of medical personnel particularly as they relate to students with exceptionalities. Students will develop the skills needed for communicating effectively with families/care givers, facilitating

parent education, and promoting family involvement with individuals at child care settings and other community agencies and resources. (3 credits)

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#### **ED 6951 - 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 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. (1 credit)

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#### **ED 6952 - Portfolio II**

This course will assist participants 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 for applying to the licensure program. *Prerequisite:* Completion of Portfolio I. (1 credit)

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#### **ED 6961 - Portfolio III**

This course will assist participants in the development of their professional portfolios. They will continue to develop a Working Portfolio that they will complete in Portfolio 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. (1 credit)

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#### **ED 6962 - Portfolio IV**

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 and ED 6511. (1 credit)

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#### **ED 6964 - Leadership Portfolio I**

This course will assist participants in the development of their professional portfolios. They will continue to develop a Working Portfolio that they will complete in Leadership Portfolio II where they will create their Professional Presentation Portfolio. In this course students will develop their standards template and explanations and connect their work in the program to the appropriate standards. (1 credit)

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#### **ED 6965 - Leadership Portfolio II**

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 Leadership Portfolio II students will generate their final professional portfolios. *Prerequisite:* Completion of Leadership Portfolio I. (1 credit)

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#### **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 with 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. (3 credits)

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#### **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. Is required by those seeking principal and superintendent licensure. *(4 credits)*

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**ED 7004 - School Law: ME, NH, & Federal**

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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. *(3 credits)*

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**ED 7005 - Education Technology Leadership**

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This course provides participants with an opportunity to explore critical perspectives on technology leadership and the need for grounding technology decisions 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.

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**ED 7006 - Labor Relations**

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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. *(3 credits)*

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**ED 7008 - Achieving Educational Equity**

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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, and 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. *(3 credits)*

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**ED 7009 - Facilities Planning and Risk Management and Data-based Decision Making**

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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 needs identification, including enrollment projections, and educational specifications, auxiliary services, costs per required square footage, community surveys, facility development, and managing the budget and warrant article processes within the context of data-based management systems. *(3 credits)*

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**ED 7011 - Evaluating Effective Teaching and Curriculum**

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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 as they are delivering the curriculum and evaluate teaching effectiveness 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. *(3 credits)*

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**ED 7012 - Special Education Law**

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This course offers graduate students a detailed view of IDEA, acquainting prospective special education administrators with New Hampshire and Maine special education state and federal laws and regulations. The course tenants include FAPE (Free and Appropriate Education), Child Find and LRE (Least Restrictive Environment), actual decisions from due process cases surrounding students with disabilities, conflict resolution and mediation using case studies. Students are expected to apply these principles when analyzing texts and case studies throughout this course. *(3 credits)*

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**ED 7015 - Supervision of Personnel**

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This course will assist you in your quest to become an effective school leader. One of the most important jobs of a school leader is the recruitment, supervision, and retention of effective personnel. In this course we will develop systems for you to use as you approach supervision in your schools. We will review the leadership supervision process from a variety of perspectives including setting the context for ethical and effective supervision, developing teachers and other personnel, evaluating, supervising and retaining personnel, and including the supervision model in the creation and maintenance of a positive and productive school culture. Participants will review existing models and develop models of supervision that align with their philosophy of educational leadership. (3 credits)

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**ED 7016 Supervision of Personnel: Early Childhood Administration**

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This course will assist students in the recruitment, supervision, and retention of effective personnel. Students will develop systems to use as they approach supervision in an early childhood facility, review leadership from a variety of perspectives including: setting the context for ethical and effective supervision, providing professional development for teachers and other personnel, evaluating, supervising and retaining personnel, and creating and maintaining a positive and productive environment and culture. Students will review existing models and develop models of supervision that align with their philosophy of educational leadership. (3 credits)

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**ED 7020 - Exploring Assessment and Accountability: Controversies and Solutions**

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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. (4 credits)

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**ED 7030 - Culminating Leadership Plan**

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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 identify a school/district challenge, read scholarly articles and books about that challenge, take stock of where they are and create action steps to collect data about where they are, and identify evidence of success regarding addressing their challenge. (4 credits)

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**ED 7031 - Practicum in Reading and Writing Specialist Part I**

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Students enrolled in this course are required to spend a minimum of 15 hours a week developing their skills as Reading and Writing Specialists working directly with a certified Reading and Writing Specialist. They will work directly with students, collaborate with teachers, and take a leadership role in managing the required roles of a Reading and Writing Specialist. A college supervisor will hold an initial triad meeting to set expectations and a final triad meeting to evaluate progress and readiness to move on to ED 7032 Practicum in Reading Writing Specialist Part II. (1 credit)

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**ED 7032 - Practicum in Reading and Writing Specialist Part II**

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Students enrolled in this course are required to spend a minimum of 15 hours a week further developing their skills as Reading and Writing Specialists working directly with a certified Reading and Writing Specialist. They will work directly with students, collaborate with teachers, and take a leadership role in managing the required roles of a Reading and Writing Specialist building on the skills and knowledge they acquired in Practicum in Reading and Writing Specialist Part I. A college supervisor will hold an initial triad meeting to review expectations and a final triad meeting to evaluate progress. (1 credit)

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**ED 7050 - Curriculum Leadership preK-12: Implementation, Instructional Strategies, and Assessment**

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This course will explore curriculum leadership within PK-12 school and district systems as well as goals and philosophical orientations to education. Students will delve into who controls the curriculum, how that control is exerted, how curricular decisions impact student learning, and how you can lead curricular change. It provides school leaders with the ability to

understand major curriculum design models, interpret school district curricula, initiate needs analyses, plan and implement with staff a framework for instruction, align curriculum with anticipated outcomes (standards of learning), monitor social and technological developments as they affect curriculum, and adjust content as needs and conditions change. *(3 credits)*

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### **ED 7051 - Roles and Responsibilities in Special Education Administration**

This course explores the roles and responsibilities of Special Education Administrators in PK-12 school and district systems. Students will be exposed to philosophies, models, theories, and emerging and current issues associated with the administration of special education services; use data to inform policies and support organizational change; identify and explain the range of educational programming available to students with disabilities; learn how to effectively plan, implement, manage, and review programs and services that support learners and those who work with them; learn how to identify and manage resources, organizations, agencies, and partners and work collaboratively to effectively support students with disabilities; acquire the skills needed for meeting facilitation and conflict management; and identify professional development opportunities that support their growth and success as an administrator. *(3 credits)*

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### **ED 7052 – Curriculum and Instruction in Special Education**

This course helps students identify researched-based instructional strategies based on sound child development theory that support learners at all levels with a range of disabilities; assist students in working within a competency-based learning environment and identifying ways in which the achievement of students can be monitored and documented; understand the principles of assessment (formative and summative) as they relate to students with disabilities and utilize evaluation tools and programs that clearly identify student achievement; implement and promote programming in the area of social emotional well-being; oversee the use of appropriate instructional practices to teach and provide transitional activities in the following areas: functional living; career and employment; and social, emotional, health and wellness. *(3 credits)*

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### **ED 7053 – Evaluation and Assessment in Special Education**

This course exposes students to the difference between assessment and evaluation and how each can be used to inform instructional decisions in relation to state and local expectations and requirements; provides students with experience with a wide range of evaluation and assessment tools that can be used to clearly identify student achievement and learning challenges; assists students in creating tools to record and monitor student progress over time; helps students manage the vast amount of data with which they will be faced when working with students with disabilities; and helps students develop IEPs and complete other critical paperwork associated with special education. *(3 credits)*

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### **ED 7054 – Procedures in Special Education**

This course helps students identify key National, state, and local organizations and agencies and their functions as they relate to the educational process and provide support for students with disabilities; acquire skills associated with a collaborative approach to support the involvement of stakeholders in the educational planning, budgeting, program implementation, and evaluation systems in the educational programming of students with disabilities; become familiar with an array of interagency agreements and establish and maintain quality partnerships such as those with colleges, state-service, social-service agencies, and businesses that can assist in promoting effective educational programming; and develop an understanding of requirements associated with transitional services and processes. *(3 credits)*

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### **ED 7201 –Principal Internship I**

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 150 hours under the supervision of an experienced, NH State certified principal. *(1 credit)*

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### **ED 7202 - Principal Internship II**

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 150 hours under the supervision of an experienced, NH State certified principal. *Prerequisites:* Successfully pass ED 7201 Principal Internship I with a grade of B or better. *(1 credit)*

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**ED 7203 - Principal Internship III**

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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 160 hours under the supervision of an experienced, NH State certified principal. *Prerequisites:* Successfully pass ED 7202 Principal Internship II with a grade of B or better. (1 credit)

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**ED 7260 - Applied Education Research**

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Every school leader is aware of the myriad issues associated with schools. In addition, they are aware of the endless resources that can be used to understand an issue in their school/district. This course has the student take the scholarly research done in ED 7030 Culminating Leadership Plan about the school/district issue identified and create their manuscript which includes an introduction and comprehensive literature review along with reference page. In addition, the student will become familiar with action research and develop a plan to collect data about their school/district issue, and write the methodology section of their manuscript. Students will submit their research proposal to the IRB Committee for approval. Finally using the data collection plan, students will start to collect data about their issue. This course is the prerequisite for ED 7510 where the student will finish gathering data pertinent to the issue, analyze the data, write their results and discussion sections of the manuscript, and share their work with appropriate school leaders and colleagues. *Prerequisites:* Successfully pass ED 7030 Culminating Leadership Plan with a grade of B or better. (4 credits)

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**ED 7301 Curriculum Administrator Internship I**

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This course provides students with an opportunity to experience being the curriculum and instruction leader of a school on an extended basis under supervision of an experienced Curriculum Administrator. Students enrolled in this internship will work for a minimum of 460 hours during the three internships under the supervision of an experienced Curriculum Administrator. (1 credit)

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**ED 7302 Curriculum Administrator Internship II**

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This course builds on the first Curriculum Administrator Internship course and provides students with an opportunity to experience being the curriculum and instruction leader of a school on an extended basis under supervision of an experienced Curriculum Administrator. Students enrolled in this internship will work for a minimum of 460 hours during the three internships under the supervision of an experienced Curriculum Administrator. (1 credit)

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**ED 7303 Curriculum Administrator Internship III**

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This course builds on the second Curriculum Administrator Internship course and provides students with an opportunity to experience being the curriculum and instruction leader of a school on an extended basis under supervision of an experienced Curriculum Administrator. Students enrolled in this internship will work for a minimum of 460 hours during the three internships under the supervision of an experienced Curriculum Administrator. (1 credit)

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**ED 7401 Special Education Administrator Internship I**

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This course provides students with an opportunity to experience being the special education administrator of a school on an extended basis under supervision of an experienced special education administrator. Students enrolled in this internship will work for a minimum of 460 hours during the three internships under the supervision of an experienced Special Education Administrator. This first internship should be taken early in the program so the student can identify areas for development during the program. (1 credit)

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**ED 7402 Special Education Administrator Internship II**

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This course builds on the first Special Education Administrator Internship course and provides students with an opportunity to experience being the Special Education Administrator of a school on an extended basis under supervision of an experienced Special Education Administrator. Students enrolled in this internship will work for a minimum of 460 hours during the three internships under the supervision of an experienced Special Education Administrator. This second internship should be taken mid-way through the program. (1 credit)

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**ED 7403 Special Education Administrator Internship III**

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This course builds on the second Special Education Administrator Internship course and provides students with an opportunity to

experience being the Special Education Administrator of a school on an extended basis under supervision of an experienced Special Education Administrator. Students enrolled in this internship will work for a minimum of 460 hours during the three internships under the supervision of an experienced Special Education Administrator. This final internship should be taken toward the end of the student's program. (1 credit)

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### **ED 7501 - Superintendent Internship I**

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 under the supervision of an experienced, NH State certified superintendent. Is required by those seeking superintendent licensure. *Prerequisites:* Must complete a majority of courses for Superintendent licensure and have approval of Program Director for Graduate Programs in Education. (1 credit)

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### **ED 7502 - Superintendent Internship II**

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 under the supervision of an experienced, NH State certified Superintendent. *Prerequisites:* Must have completed ED 7501 Superintendent Internship I with a grade of B or better. (1 credit)

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### **ED 7503 - Superintendent Internship III**

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 have completed ED 7502 Superintendent Internship II with a grade of B or better. (1 credit)

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### **ED 7510 - Data-Driven Leadership and Action Capstone**

As a result of your work in ED 7260 Applied Education Research, you have explored a school/district issue, researched scholarly journals and resources about what is currently known about the issue, and ways experts have addressed similar challenges. In addition, you have started writing your manuscript and collecting data about the challenge you have identified. In this course students will finish gathering data pertinent to the issue, analyze the data, write their results and discussion sections of the manuscript, and share their work with appropriate school leaders and colleagues. *Prerequisites:* Successfully pass ED 7260 Applied Educational Research with a grade of B or better. (4 credits)

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### **ED 7511 - Business Administrator Internship I**

This course provides students with an opportunity to experience an educational environment on an extended basis under supervision of an experienced State of NH School Business Administrator. Students enrolled in this internship will work to accrue over the two internships a minimum of 150 hours *Prerequisites:* Must complete at least half of the courses for Business Administrator licensure and have approval of MED/CAGS Program Director. (1 credit)

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### **ED 7512 - Business Administrator Internship II**

This course provides students with an opportunity to experience an educational environment on an extended basis under supervision of an experienced State of NH School Business Administrator. Students enrolled in this internship will work to accrue over the two internships a minimum of 150 hours *Prerequisites:* Must complete at least three-quarters of the courses for Business Administrator licensure and have approval of MED/CAGS Program Director. (1 credit)

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### **AC 5230 – Intermediate Accounting**

This course provides a comprehensive view of financial statements, including balance sheets, income statements, ratio analysis, and cash flow statements. Some discussion of reporting of financial activities such as bonds and corporate debt will be covered, all with consideration of generally accepted accounting practices. (4 credits)



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**AC 5250 - Managerial Accounting**

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This course equips students to more effectively and ethically lead and influence in situations where financial issues play a key role. Students examine the economic concepts, accounting processes and financial tools used by leaders to assess conditions and take action to influence performance. This course serves as an introduction to the concepts and principles of managerial accounting and will cover cost accounting systems, budgeting, budget variant analysis, responsibility accounting and decision-making, and their relationship to leadership and the strategic decision making process. *(4 credits)*

**MG 5610 - Economics for Decision Making**

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This course will develop students' capacity to analyze the economic environment and to employ economic analyses when making key management decisions. Students will review how economics impacts the way in which an organization operates, to understand the constraints this environment places on the organization's pursuit of its goals, how these constraints may change with time, and to apply economic reasoning to internal decision making. Students will examine a variety of issues including: activity based costing, cost estimation, relevant costs and pricing policies. *(4 credits)*

**MG 6610 - Strategic Planning and Policy**

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This course will examine the process of strategic planning. Organizations are undergoing a series of revolutionary changes, including vertical integration, horizontal consolidation, strategic alliances and joint ventures, entrepreneurial startups, and specialized niche networks. This course will critically examine changes and discuss the various strategic decisions and managerial skills needed to confront them in a variety of firms and organizations. The primary focus of the course is on the strategy of the business unit, which is the foundational level for competitive analysis, and an analysis of the issues central to the firm's short-term and long-term competitive success. Using a combination of case studies and industry field research, students will assume the roles of key decision-makers and/or advisors in analyzing these issues and offering recommendations for strategic change. *(4 credits)*

**PO 5250 - International Relations Theory**

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This course is a graduate-level introduction to contemporary theories and problems in international relations. The objectives of this course are (a) to introduce students to mainstream theories of international relations; (b) to assess the explanatory power of these theories and examine how to apply them to the study of international politics; and (c) to demonstrate how these theories can be used to formulate foreign policy. The main theories discussed in this course include realism and liberalism as well as the postmodern discussion of international relations. *(4 credits)*

**PO 5410 International Political Economy**

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This course examines the politics of global economic relations. It will focus on issues of international trade, the international monetary system, development and foreign investment and the relationship of each to the international economic system and globalization. Among the specific topics to be discussed are: trade and protectionism, the role and performance of global institutions such as the IMF, World Bank, and WTO in a globalized world, the significance of multinational corporations on globalization, efforts at regional economic integration such as the EU and NAFTA, the relationship of the world economy and globalization to the economic development of poor countries, and the emergence of new economic players such as China and India. *(4 credits)*

**PO 5450 Advanced Seminar in US Foreign Policy: America in a Multi-Polar World**

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This course will provide an analysis of American foreign policy from the perspectives of both domestic American politics and international relations. Policy with reference to the Soviet Union, the Third World, political and military allies, terrorism, nuclear and conventional weapons, international organizations and human rights are considered as they relate to specific presidencies. There will also be a discussion of post-9/11 US foreign policy and its differences from Cold War and post-Cold War world policies. *(4 credits)*

**PO/HSEP 5850 International Security**

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This course examines international security in the context of security arrangements and threats to international and domestic security. Beginning with principals of security and domestic sources of foreign policy, it will expand to include analysis of timely

security issues such as migration, climate, proliferation of weapons of mass destruction, ballistic missile defense, conventional arms control and disarmament, arms sales, and the military industrial complex. *(4 credits)*

**PO/HSEP 5910 Terrorism**

This course is designed to introduce students to the study of terrorism and its challenges for national security. Students will explore numerous features of the subject including, but not limited to, definitional dilemmas, the origins and evolution of terrorism, tactical and targeting innovation, the psychology and characteristics of terrorist actors, including women, case studies (e.g. Palestine, Sri Lanka, Colombia, Ireland, North America), and counter-terrorism strategies. Both international and domestic terrorist actors will be explored. *(4 credits)*

**PO 6450 International Organizations**

This course looks at the role international organizations play in the international system. The emphasis is on the development of international organizations and their proliferation. Entities such as the United Nations and the European Union are included along with other regional, political, and security organizations as well as non-governmental organizations (NGOs) and private volunteer organizations (PVOs). The course also examines human rights issues and the increasing demand for human security at the expense of national sovereignty. *(4 credits)*

**PO 6560 Arms Proliferation and Collective Security**

This course explores the origins of the concepts of arms control and collective security, examines the attempts to organize international security collectively, and assesses possibilities and opportunities for collective security arrangements after the Cold War. Alliances, balances of power, and international organizational approaches to security will be discussed as well as arms control regimes and deterrence and their impact on efforts to develop security regimes. *(4 credits)*

## Concentrations

<b>School Climate and Leadership Concentration Courses</b>		
Course	Title	Credits
ED6010	Introduction to School Climate Leadership	3
ED6021	Beyond Bullying: Understanding Bullies, Victims, and Bystanders	3
ED6022	Critical Connections: Student Engagement, Empowerment, and Respectful Schools	3
ED6025	Habits of Mind, Grit, and Growth Mind Set: The Other Side of the Report Card	3

<b>Literacy: Reading and Language Arts Concentration Courses</b>		
Course	Title	Credits
ED5020	Curriculum & Methods of Teaching Language, Grammar and Writing: Developing Powerful Writers	3
ED5090	Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults	3
ED5095	Teaching Diversity Through Literature	3
ED5186	Curriculum and Methods of Teaching Reading in the Content Area	3
ED5450	Media Literacy for Social Change: Teaching Informational and Primary Texts	3
ED5710	Explicit Teaching - Literacy across the Curriculum	3
ED6000	Literacy and Language Arts	3
ED6145	The Interactive Art of Storytelling Across the Curriculum	3
ED6150	Diagnostic and Remedial Reading	3

**Literacy: Mathematics  
Concentration Courses**

Course	Title	Credits
ED5010	Curriculum Design/Planning/Instruction/Assessment	3
ED5015	Teaching Math	3
ED5186	Curriculum and Methods of Teaching Reading in the Content Area	3
ED5710	Explicit Teaching - Literacy across the Curriculum	3
ED6167	Methods and Curriculum of Teaching Secondary School Mathematics	3

**Special Education  
Concentration Courses**

Course	Title	Credits
ED5030	Meeting the Needs of all Learners	3
ED5113	Developing Grit Through Growth Mindset Education	3
ED5114	Movement Breaks: Benefits for the Whole Child	3
ED5115	Voice and Choice	3
ED5170	Special Education: Disabilities, Issues, and Laws	3
ED5640	Universal Design for Learning: Creating Variability and Opportunity for All Learners	3
ED5710	Explicit Teaching - Literacy across the Curriculum	3
ED5720	Technology Integration with the Inclusion of Assistive Technology	3
ED6150	Diagnostic and Remedial Reading	3
ED6280	Differentiated Instruction and Assessment: Inclusion for all Learners	3
ED7012	Special Education Law	3
ED7051	Special Education Administrator: Roles and Responsibilities	3
ED7052	Special Education Administrator: Curriculum and Assessment	3

**STEM  
Concentration Courses**

Course	Title	Credits
ED5000	Technology and Information Literacy	3
ED5015	Teaching Math	3
ED5610	STEAM Education: Integration, Challenge, and Curiosity	3
ED5620	Next Generation Science Standards and STEAM Education: Integrating both into our Classrooms	3
ED5630	STEAM, Next General Science Standards and the Common Core: Combining These Frameworks as we Create Curriculum	3
ED5720	Technology Integration with the Inclusion of Assistive Technology	3
ED6145	The Interactive Art of Storytelling Across the Curriculum	3
ED6167	Methods and Curriculum of Teaching Secondary School Mathematics	3
ED6710	STEM Integration in the K-12 Classroom: An Interdisciplinary Approach	3

**Alternative Education  
Concentration Courses**

Course	Title	Credits
ED6750	Consultation and Collaboration in Alternative Education	3

ED6751	Developing and Sustaining Excellence in Schools	3
ED6752	Planning for Student Success in Alternative Schools	3
ED6753	Transition Services for Students in Alternative Education	3
ED6754	Curriculum, Instruction, and Assessment in Alternative Schools	3
ED6755	Instructional Leadership in Alternative Schools	3

<b>English Concentration Courses</b>		
Course	Title	Credits
ED5020	Curriculum & Methods of Teaching Language, Grammar and Writing: Developing Powerful Writers	3
ED5090	Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults	3
ED5095	Teaching Diversity Through Literature	3
ED5186	Curriculum and Methods of Teaching Reading in the Content Area	3
ED5450	Media Literacy for Social Change: Teaching Informational and Primary Texts	3
ED5451	Storytelling in a Digital Age: Incorporating Media Literacy into the English Class	3
ED5452	Critical Theory and Practice in Media and Digital Literacy: An Introduction to the Historical Context and Cultural Impact of the Methodologies	3
ED5453	Tricks of the Trade: Using Digital Tools to Enhance the English Curriculum	3
ED6000	Literacy and Language Arts	3
ED6140	Fundamentals of Storytelling for Educators	3
ED6141	The Art & Power of Storytelling	3
ED6142	Bringing History to Life Through Story Preservation Initiative	3
ED6143	Story Preservation Initiative (SPI) Learning Lab: A Springboard to Project-based Learning	3
ED6144	Digital Storytelling: A Powerful Teaching and Learning Tool for the 21st Century Classroom	3
ED6145	The Interactive Art of Storytelling Across the Curriculum	3
ED6146	Story Preservation Initiative (SPI) Learning Lab Practicum I	3
ED6147	Story Preservation Initiative (SPI) Learning Lab Practicum II	3

<b>Storytelling Concentration Courses</b>		
Course	Title	Credits
ED6140	Fundamentals of Storytelling for Educators	3
ED6141	The Art & Power of Storytelling	3
ED6142	Bringing History to Life Through Story Preservation Initiative	3
ED6143	Story Preservation Initiative (SPI) Learning Lab: A Springboard to Project-based Learning	3
ED6144	Digital Storytelling: A Powerful Teaching and Learning Tool for the 21st Century Classroom	3
ED6145	The Interactive Art of Storytelling Across the Curriculum	3
ED6146	Story Preservation Initiative (SPI) Learning Lab Practicum I	3
ED6147	Story Preservation Initiative (SPI) Learning Lab Practicum II	3

<b>Curriculum and Instruction Concentration Courses</b>		
Course	Title	Credits

ED5000	Technology and Information Literacy	3
ED5010	Curriculum Design/Planning/Instruction/Assessment	3
ED5015	Teaching Math	3
ED5020	Curriculum & Methods of Teaching Language, Grammar and Writing: Developing Powerful Writers	3
ED5030	Meeting the Needs of all Learners	3
ED5090	Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults	3
ED5095	Teaching Diversity Through Literature	3
ED5113	Developing Grit Through Growth Mindset Education	3
ED5114	Movement Breaks: Benefits for the Whole Child	3
ED5115	Voice and Choice	3
ED5170	Special Education: Disabilities, Issues, and Laws	3
ED5186	Curriculum and Methods of Teaching Reading in the Content Area	3
ED5450	Media Literacy for Social Change: Teaching Informational and Primary Texts	3
ED5451	Storytelling in a Digital Age: Incorporating Media Literacy into the English Class	3
ED5452	Critical Theory and Practice in Media and Digital Literacy: An Introduction to the Historical Context and Cultural Impact of the Methodologies	3
ED5453	Tricks of the Trade: Using Digital Tools to Enhance the English Curriculum	3
ED5610	STEAM Education: Integration, Challenge, and Curiosity	3
ED5620	Next Generation Science Standards and STEAM Education: Integrating both into our Classrooms	3
ED5630	STEAM, Next General Science Standards and the Common Core: Combining These Frameworks as we Create Curriculum	3
ED5640	Universal Design for Learning: Creating Variability and Opportunity for All Learners	3
ED5710	Explicit Teaching - Literacy across the Curriculum	3
ED5720	Technology Integration with the Inclusion of Assistive Technology	3
ED6000	Literacy and Language Arts	3
ED6025	Habits of Mind, Grit, and Growth Mind Set: The Other Side of the Report Card	3
ED6140	Fundamentals of Storytelling for Educators	3
ED6141	The Art & Power of Storytelling	3
ED6142	Bringing History to Life Through Story Preservation Initiative	3
ED6143	Story Preservation Initiative (SPI) Learning Lab: A Springboard to Project-based Learning	3
ED6144	Digital Storytelling: A Powerful Teaching and Learning Tool for the 21st Century Classroom	3
ED6145	The Interactive Art of Storytelling Across the Curriculum	3
ED6146	Story Preservation Initiative (SPI) Learning Lab Practicum I	3
ED6147	Story Preservation Initiative (SPI) Learning Lab Practicum II	3
ED6150	Diagnostic and Remedial Reading	3
ED6167	Methods and Curriculum of Teaching Secondary School Mathematics	3
ED6280	Differentiated Instruction and Assessment: Inclusion for all Learners	3
ED6320	Teaching Immigrant Students	3
ED6710	STEM Integration in the K-12 Classroom: An Interdisciplinary Approach	3
ED6750	Consultation and Collaboration in Alternative Education	3
ED6751	Developing and Sustaining Excellence in Schools	3
ED6752	Planning for Student Success in Alternative Schools	3
ED6753	Transition Services for Students in Alternative Education	3
ED6754	Curriculum, Instruction, and Assessment in Alternative Schools	3
ED6755	Instructional Leadership in Alternative Schools	3

ED7011	Evaluating Effective Teaching and Curriculum	3
ED7050	Curriculum Leadership preK-12: Implementation, Instructional Strategies, and Assessment	3
PO5250	International Relations Theory	4
PO5410	International Political Economy	4
PO5450	Advanced Seminar in US Foreign Policy: America in a Multi-Polar World	4
PO5850	International Security	4
PO5910	Terrorism	4
PO6450	International Organizations	4
PO6560	Arms Proliferation and Collective Security	4

**Digital Media and Literacy  
Concentration Courses**

Course	Title	Credits
ED5450	Media Literacy for Social Change: Teaching Informational and Primary Texts	3
ED5451	Storytelling in a Digital Age: Incorporating Media Literacy into the English Class	3
ED5452	Critical Theory and Practice in Media and Digital Literacy: An Introduction to the Historical Context and Cultural Impact of the Methodologies	3
ED5453	Tricks of the Trade: Using Digital Tools to Enhance the English Curriculum	3

**Social Studies  
Concentration Courses**

Course	Title	Credits
PO5250	International Relations Theory	4
PO5410	International Political Economy	4
PO5450	Advanced Seminar in US Foreign Policy: America in a Multi-Polar World	4
PO5850	International Security	4
PO5910	Terrorism	4
PO6450	International Organizations	4
PO6560	Arms Proliferation and Collective Security	4

**Curriculum Administrator  
Concentration Courses**

Course	Title	Credits
ED7001	School Finance and Policy	3
ED7004	School Law: ME, NH, & Federal	3
ED7005	Education Technology Leadership	3
ED7008	Achieving Educational Equity	3
ED7011	Evaluating Effective Teaching and Curriculum	3
ED7050	Curriculum Leadership preK-12: Implementation, Instructional Strategies, and Assessment	3
ED7301	Curriculum Administrator Internship I	1
ED7302	Curriculum Administrator Internship II	1
ED7303	Curriculum Administrator Internship III	1

**Educational Leadership**

<b>Concentration Courses</b>		
Course	Title	Credits
ED5115	Voice and Choice	3
ED6010	Introduction to School Climate Leadership	3
ED6021	Beyond Bullying: Understanding Bullies, Victims, and Bystanders	3
ED6022	Critical Connections: Student Engagement, Empowerment, and Respectful Schools	3
ED6025	Habits of Mind, Grit, and Growth Mind Set: The Other Side of the Report Card	3
ED6755	Instructional Leadership in Alternative Schools	3
ED7001	School Finance and Policy	3
ED7003	Educational Leadership and Critical Issues	4
ED7004	School Law: ME, NH, & Federal	3
ED7005	Education Technology Leadership	3
ED7006	Labor Relations	3
ED7008	Achieving Educational Equity	3
ED7009	Facilities Planning and Risk Management and Data-based Decision Making	3
ED7011	Evaluating Effective Teaching and Curriculum	3
ED7012	Special Education Law	3
ED7015	Supervision of Personnel	3
ED7020	Exploring Assessment and Accountability: Controversies and Solutions	4
ED7050	Curriculum Leadership preK-12: Implementation, Instructional Strategies, and Assessment	3
ED7051	Special Education Administrator: Roles and Responsibilities	3
ED7052	Special Education Administrator: Curriculum and Assessment	3
ED7201	Internship: Principal I	1
ED7202	Internship: Principal II	1
ED7203	Internship: Principal III	1
ED7501	Internship: Superintendent I	1
ED7502	Internship: Superintendent II	1
ED7503	Internship: Superintendent III	1

<b>Reading and Writing Specialist Concentration Courses</b>		
Course	Title	Credits
ED5000	Technology and Information Literacy	3
ED5020	Curriculum & Methods of Teaching Language, Grammar and Writing: Developing Powerful Writers	3
ED5030	Meeting the Needs of all Learners	3
ED5090	Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults	3
ED5170	Special Education: Disabilities, Issues, and Laws	3
ED5186	Curriculum and Methods of Teaching Reading in the Content Area	3
ED5720	Technology Integration with the Inclusion of Assistive Technology	3
ED6000	Literacy and Language Arts	3
ED6035	Reading and Writing Specialist	3
ED6150	Diagnostic and Remedial Reading	3
ED7031	Practicum in Reading and Writing Specialist Part I	1
ED7032	Practicum in Reading and Writing Specialist Part II	1

<b>School Business Administrator Concentration Courses</b>		
Course	Title	Credits
AC5250	Managerial Accounting	4
ED7001	School Finance and Policy	3
ED7004	School Law: ME, NH, & Federal	3
ED7005	Education Technology Leadership	3
ED7006	Labor Relations	3
ED7009	Facilities Planning and Risk Management and Data-based Decision Making	3
ED7015	Supervision of Personnel	3
ED7511	Internship: Business Administrator I	1
ED7512	Internship: Business Administrator II	1
MG5610	Economics for Decision Making	4
MG6610	Strategic Planning and Policy	4
MG6640	Dynamics of Nonprofit Governance	4

<b>Special Education Administrator Concentration Courses</b>		
Course	Title	Credits
ED7001	School Finance and Policy	3
ED7004	School Law: ME, NH, & Federal	3
ED7011	Evaluating Effective Teaching and Curriculum	3
ED7012	Special Education Law	3
ED7015	Supervision of Personnel	3
ED7051	Special Education Administrator: Roles and Responsibilities	3
ED7052	Special Education Administrator: Curriculum and Assessment	3
ED7401	Special Education Administrator Internship I	1
ED7402	Special Education Administrator Internship II	1
ED7403	Special Education Administrator Internship III	1

<b>Early Childhood Concentration Courses</b>		
Course	Title	Credits
ED5040	The Early Childhood Learning Environment	3
ED5050	The Development of Children: Birth to Age 8	3
ED5275	Young Children with Exceptionalities: Birth to Age 8	3
ED5730	Assessment of Young Children in Early Childhood and Early Childhood Special Education: Birth to Age 8	3
ED6045	Literacy and Language Development in Children: Birth to Age 8	3
ED6070	Collaborating and Consulting in Early Childhood Education	3
ED6330	Health, Safety, and Nutrition in an Early Childhood Setting	3
ED6435	IFSPs, IEPs, and Transition Planning: Birth to Age 8	3
ED6455	Mathematics, Science, Social Studies, and the Creative Arts in Early Childhood Education	3



ED6780	Partners in Early Childhood Education: Families, Communities, and Schools	3
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**Early Childhood, Special Education  
Concentration Courses**

Course	Title	Credits
ED5040	The Early Childhood Learning Environment	3
ED5050	The Development of Children: Birth to Age 8	3
ED5275	Young Children with Exceptionalities: Birth to Age 8	3
ED5730	Assessment of Young Children in Early Childhood and Early Childhood Special Education: Birth to Age 8	3
ED6045	Literacy and Language Development in Children: Birth to Age 8	3
ED6070	Collaborating and Consulting in Early Childhood Education	3
ED6435	IFSPs, IEPs, and Transition Planning: Birth to Age 8	3
ED6455	Mathematics, Science, Social Studies, and the Creative Arts in Early Childhood Education	3
ED6780	Partners in Early Childhood Education: Families, Communities, and Schools	3

**Early Childhood, Administration  
Concentration Courses**

Course	Title	Credits
ED5040	The Early Childhood Learning Environment	3
ED6330	Health, Safety, and Nutrition in an Early Childhood Setting	3
ED6760	Educational Leadership: Early Childhood Programs	3
ED6780	Partners in Early Childhood Education: Families, Communities, and Schools	3
ED7011	Evaluating Effective Teaching	3
ED7016	Supervision of Personnel: Early Childhood Administration	3

**School Principal**

Course	Title	Credits
ED6964	Leadership Portfolio I	1
ED6965	Leadership Portfolio II	1
ED7001	School Finance and Policy	3
ED7003	Educational Leadership and Critical Issues	4
ED7004	School Law: ME, NH, & Federal	3
ED7005	Education Technology Leadership	3
ED7011	Evaluating Effective Teaching and Curriculum	3
ED7012	Special Education Law	3
ED7015	Supervision of Personnel	3
ED7201	Internship: Principal I	1
ED7202	Internship: Principal II	1
ED7203	Internship: Principal III	1

**School Superintendent (CAGS only)**

Course	Title	Credits
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ED6964	Leadership Portfolio I	1
ED6965	Leadership Portfolio II	1
ED7001	School Finance and Policy	3
ED7004	School Law: ME, NH, & Federal	3
ED7005	Education Technology Leadership	3
ED7006	Labor Relations	3
ED7008	Achieving Educational Equity	3
ED7009	Facilities Planning and Risk Management and Data-based Decision Making	3
ED7011	Evaluating Effective Teaching and Curriculum	3
ED7501	Internship: Superintendent I	1
ED7502	Internship: Superintendent II	1
ED7503	Internship: Superintendent III	1