



Transform Education. Ignite Learning.

Course Descriptions

New England College | National Alternative Education Association Partnership

Through an exciting and innovative educational partnership, New England College (NEC) and the National Alternative Education Association (NAEA) are pleased to offer NAEA members high quality, personalized, online graduate level courses and degree programs.

The NEC/NAEA Alternative Education Leadership program includes NEC's Masters of Education degree (MEd), Certificate of Advanced Graduate Study (CAGS) programs, and its Doctorate of Educational Leadership (EdD). All courses for the Certificate in Alternative Education incorporate NAEA Exemplary Practices.

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Also Visit:

www.nec.edu/naea

Course Descriptions | NAEA

Master of Education

Certificates of Advanced Graduate Study

Doctorate of Educational Leadership

MEd Master of Education:

ED 5130 Psychology of Learning Communities (4 credits)

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

ED 5261 Research Practicum I (2 credits)

Research Practicum I is designed to help the 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 as they develop the introduction and literature review for the Action Research proposal and project. Participants will also begin to formulate their ideas in relation to the methodology to be used in the Action Research project. Upon completion of this course and the competencies associated with it the student will be ready to enroll in ED 5262 – Research Practicum II. *Prerequisite: ED 5130*

ED 5262 Research Practicum II (2 credits)

Research Practicum II is designed to help the Master in Education candidate develop her/his proposal and IRB request form for the Action Research capstone project. Students who enroll in 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*

ED 6110 Dynamics of Curriculum and Instruction (4 credits)

This course will explore theoretical and conceptual foundations of curriculum and development and instructional design for the elementary grades, secondary grades, physical education K-12, Theatre K-12, and Special Education K-12. The impact of national, state, and local standards for student learning will be explored as they relate to the curriculum development process. Participants will design meaningful curriculum models and contextualized learning activities in the context of these standards.

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

This course will examine formative and summative modes of assessment as well as the impact of current national and state level assessments on teaching and learning. Performance-based assessments as well as critical analysis of the strengths and limitations of standardized testing will serve as the foundation of this course. Participants will conduct school-wide assessment inventories, examine personal and

professional beliefs about assessment among teachers, and explore the relationship between assessment and instruction.

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

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.

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

Students will implement a comprehensive action research process in the context of a school or agency. Students will collect data based on the data collection tools developed in Research Practicum II.

Prerequisite: Must have completed ED 5262 and have IRB proposal approved.

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

Students in this course will continue to work on their Action Research project. They will analyze their data, complete the writing of their project, and implement a public presentation. *Prerequisite: Must have completed ED 6511.*

ED 6951 Portfolio I (1 credit)

This course will involve the preparation of an individualized teaching portfolio. Students will become familiar with Charlotte Danielson's Frameworks for Effective Teaching and the INTASC standards or appropriate principal or superintendent standards. They will begin to develop a Working Portfolio that they will complete in Portfolios II, III, & IV where they will create their Professional Presentation Portfolio.

ED 6952 Portfolio II (1 credit)

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 certification program. *Prerequisite: Completion of Portfolio I.*

ED 6961 Portfolio III (1 credit)

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.*

ED 6962 Portfolio IV (1 credit)

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

Concentration electives – must have 9 credits chosen from the following

ED 5990 Curriculum, Instruction, and Assessment in Alternative Schools (3 credits)

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.

ED 5990 Instructional Leadership in Alternative Schools (3 credits)

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.

ED 5990 Consultation and Collaboration in Alternative Education (3 credits)

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.

ED 5990 Developing and Sustaining Excellence in Schools (3 credits)

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.

ED 5990 Planning for Student Success in Alternative Schools (3 credits)

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.

ED 5990 Transition Services for Students in Alternative Education (3 credits)

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.

CAGS Professional Development Certificate Program:

ED 5130 Psychology of Learning Communities (4 credits)

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

ED 6110 Dynamics of Curriculum and Instruction (4 credits)

This course will explore theoretical and conceptual foundations of curriculum and development and instructional design for the elementary grades, secondary grades, physical education K-12, Theatre K-12, and Special Education K-12. The impact of national, state, and local standards for student learning will be explored as they relate to the curriculum development process. Participants will design meaningful curriculum models and contextualized learning activities in the context of these standards.

ED 7003 Educational Leadership and Critical Issues (4 credits)

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

ED 7020 Exploring Assessment and Accountability: Controversies and Solutions (4 credits)

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

ED 7025 Educational Research Design (4 credits)

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

ED 7030 Culminating Leadership Plan (4 credits)

Every school leader needs to have a plan for moving forward. Whether you are a formal leader such as a principal or superintendent or a teacher leader it is critical that you have a sense of direction, a plan with actionable steps, individuals who can help achieve the goals, people to take responsibility for achieving the goals, criteria for success, and possible evidence of meeting the identified goals. In this

course students will take stock of where they are and where they would like to be in five years, discuss this vision with colleagues, find research to support the direction in which they want to go, and develop a leadership plan with materials to help them achieve their vision and goals.

Concentration electives – must have 16 credits chosen from the following

ED 5990 Curriculum, Instruction, and Assessment in Alternative Schools (3 credits)

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.

ED 5990 Instructional Leadership in Alternative Schools (3 credits)

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.

ED 5990 Consultation and Collaboration in Alternative Education (3 credits)

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.

ED 5990 Developing and Sustaining Excellence in Schools (3 credits)

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.

ED 5990 Planning for Student Success in Alternative Schools (3 credits)

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.

ED 5990 Transition Services for Students in Alternative Education (3 credits)

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.

CAGS Research Focus:

ED 5130 Psychology of Learning Communities (4 credits)

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

ED 6110 Dynamics of Curriculum and Instruction (4 credits)

This course will explore theoretical and conceptual foundations of curriculum and development and instructional design for the elementary grades, secondary grades, physical education K-12, Theatre K-12, and Special Education K-12. The impact of national, state, and local standards for student learning will be explored as they relate to the curriculum development process. Participants will design meaningful curriculum models and contextualized learning activities in the context of these standards.

ED 7003 Educational Leadership and Critical Issues (4 credits)

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

ED 7020 Exploring Assessment and Accountability: Controversies and Solutions (4 credits)

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

ED 7025 Educational Research Design (4 credits)

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

analyses, 4) Critique published educational research, and 5) Identify implications for research on human subjects.

ED 7030 Culminating Leadership Plan (4 credits)

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

ED 7260 Applied Education Research (4 credits)

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. This course has the student identify a significant school-wide issue, one that requires research about the cause of the problem and possible solution. The student will find scholarly research about the issue and develop an introduction and comprehensive literature review along with reference page. This course is the prerequisite for ED 7510 where the student will take the information, gather data from the school that is pertinent to the issue, develop a comprehensive plan to solve the problem, and share this plan with appropriate school leaders for their approval.

ED 7510 Data-Driven Leadership and Action Capstone (4 credits)

As a result of your work in ED 7260 Applied Education Research, you have explored a school-wide issue important to your school, researched scholarly journals and resources about what is currently known about the issue, and ways experts have solved the problem. In this course you will take that information and gather data associated with the problem that is pertinent to your school and the issue. After analyzing that data, you will develop a comprehensive plan that is achievable that takes all aspects of the problem and all constituents into consideration. This plan will be presented to individuals at your school who have the decision-making ability to accept and implement the plan.

Concentration electives – must have 8 credits chosen from the following

ED 5990 Curriculum, Instruction, and Assessment in Alternative Schools (3 credits)

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.

ED 5990 Instructional Leadership in Alternative Schools (3 credits)

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.

ED 5990 Consultation and Collaboration in Alternative Education (3 credits)

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.

ED 5990 Developing and Sustaining Excellence in Schools (3 credits)

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.

ED 5990 Planning for Student Success in Alternative Schools (3 credits)

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.

ED 5990 Transition Services for Students in Alternative Education (3 credits)

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.

MEd Principal Certification:

Those seeking certification as a principal must (1) have completed at least 5 years' experience as an educator; (2) have one of the following: a. Completed a master's program in educational leadership or a related area approved by the state board of education and been recommended for this certification by the designated official of the preparing collegiate department of education; or b. completed a master's program in education, and demonstrated: 1. The competencies, skills, and knowledge itemized in 506.04 (http://www.gencourt.state.nh.us/rules/state_agencies/ed500.html) through course work; or 2. Experience in comparable educational leadership positions in education or other professions as specified in Ed 505.03; and (3) complete 460 hours of an internship under the guidance and supervision of a principal with current, valid licensure.

ED 5130 Psychology of Learning Communities (4 credits)

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

ED 5261 Research Practicum I (2 credits)

Research Practicum I is designed to help the 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 as they develop the introduction and literature review for the Action Research proposal and project. Participants will also begin to formulate their ideas in relation to the methodology to be used in the Action Research project. Upon completion of this course and the competencies associated with it the student will be ready to enroll in ED 5262 – Research Practicum II. *Prerequisite: ED 5130*

ED 5262 Research Practicum II (2 credits)

Research Practicum II is designed to help the Master in Education candidate develop her/his proposal and IRB request form for the Action Research capstone project. Students who enroll in 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*

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

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. ***May substitute (NOTE: If substitute is used, an additional elective from the Alternative Education concentration must be taken):***

ED 5990 Consultation and Collaboration in Alternative Education (3 credits)

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.

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

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

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

Students in this course will continue to work on their Action Research project. They will analyze their data, complete the writing of their project, and implement a public presentation. *Prerequisite: Must have completed ED 6511.*

ED 6951 Portfolio I (1 credit)

This course will involve the preparation of an individualized teaching portfolio. Students will become familiar with Charlotte Danielson's Frameworks for Effective Teaching and the INTASC standards or appropriate principal or superintendent standards. They will begin to develop a Working Portfolio that they will complete in Portfolios II, III, & IV where they will create their Professional Presentation Portfolio.

ED 6952 Portfolio II (1 credit)

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 certification program. *Prerequisite: Completion of Portfolio I.*

ED 6961 Portfolio III (1 credit)

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.*

ED 6962 Portfolio IV (1 credit)

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

ED 7000 School Leadership (3 credits)

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

May substitute (NOTE: If substitute is used, an additional elective from the Alternative Education concentration must be taken):

ED 5990 Instructional Leadership in Alternative Schools (3 credits)

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.

ED 7001 School Finance and Policy (3 credits)

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

ED 7002 Supervision of Curriculum and Instruction (3) OR

ED 5990 Evaluating Effective Teaching (3 credits)

Students involved in this course will become familiar with Danielson's model for evaluating teacher effectiveness. In addition, they will become familiar with the State of New Hampshire recommendations for evaluating teacher effectiveness which is linked to the INTASC standards. As part of the course individuals will be asked to assess themselves and several colleagues then evaluate using the Danielson model. They will provide feedback to the individuals regarding their performance and help the individuals create an action plan for professional development. In addition, individuals will become familiar with strategies for pre-conferencing as well as coaching after conducting an observation. **Can substitute for ED7002 Supervision of Curriculum and Instruction**

ED 7003 Educational Leadership and Critical Issues (4 credits)

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

May substitute (NOTE: If substitute is used, an additional elective from the Alternative Education concentration must be taken):

ED 5990 Developing and Sustaining Excellence in Schools (3 credits)

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.

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

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

ED 7005 Educational Technology Leadership (3 credits)

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

ED 7201 Principal Internship I (1 credit)

This course provides students with an opportunity to experience an educational environment on an extended basis under supervision of an experienced Principal. Students enrolled in this internship will work for a minimum of 460 hours under the supervision of an experienced, NH State certified principal.

ED 7202 Principal Internship II (1 credit)

This course provides students with an opportunity to experience an educational environment on an extended basis under supervision of an experienced Principal. Students enrolled in this internship will work for a minimum of 460 hours under the supervision of an experienced, NH State certified principal.
Prerequisite: ED7201 Principal Internship I

ED 7203 Principal Internship III (1 credit)

This course provides students with an opportunity to experience an educational environment on an extended basis under supervision of an experienced Principal. Students enrolled in this internship will work for a minimum of 460 hours under the supervision of an experienced, NH State certified principal.
Prerequisite: ED7201 Principal Internship II

CAGS Educational Leadership – Superintendent Certification:

Those seeking certification as a superintendent must (1) have completed at least 3 years of experience as an education administrator in a k-12 setting; (2) have completed a state board of education approved educational administration collegiate program at the post-master's certificate of advanced graduate study (CAGS), educational specialist, or doctoral level; and (3) have acquired the competencies, skills, and knowledge itemized in ED 506.01

(http://www.gencourt.state.nh.us/rules/state_agencies/ed500.html) through course work; and (4) complete 920 hours of an internship under the guidance and supervision of a superintendent with current, valid licensure.

ED 5130 Psychology of Learning Communities (4 credits)

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

ED 6110 Dynamics of Curriculum and Instruction (4 credits)

This course will explore theoretical and conceptual foundations of curriculum and development and instructional design for the elementary grades, secondary grades, physical education K-12, Theatre K-12, and Special Education K-12. The impact of national, state, and local standards for student learning will

be explored as they relate to the curriculum development process. Participants will design meaningful curriculum models and contextualized learning activities in the context of these standards.

May substitute (NOTE: If substitute is used an additional elective from the Alternative Education concentration must be taken):

ED 5990 Curriculum, Instruction, and Assessment in Alternative Schools (3 credits)

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.

ED 6951 Portfolio I (1 credit)

This course will involve the preparation of an individualized teaching portfolio. Students will become familiar with Charlotte Danielson's Frameworks for Effective Teaching and the INTASC standards or appropriate principal or superintendent standards. They will begin to develop a Working Portfolio that they will complete in Portfolios II, III, & IV where they will create their Professional Presentation Portfolio.

ED 6952 Portfolio II (1 credit)

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 certification program. *Prerequisite: Completion of Portfolio I.*

ED 6961 Portfolio III (1 credit)

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.*

ED 6962 Portfolio IV (1 credit)

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

ED 7002 Supervision of Curriculum and Instruction (3) OR

ED 5990 Evaluating Effective Teaching (3 credits)

Students involved in this course will become familiar with Danielson's model for evaluating teacher effectiveness. In addition, they will become familiar with the State of New Hampshire recommendations for evaluating teacher effectiveness which is linked to the INTASC standards. As part of the course individuals will be asked to assess themselves and several colleagues then evaluate using the Danielson model. They will provide feedback to the individuals regarding their performance and help the individuals create an action plan for professional development. In addition, individuals will become familiar with strategies for pre-conferencing as well as coaching after conducting an observation. **Can substitute for ED7002 Supervision of Curriculum and Instruction**

ED 7003 Educational Leadership and Critical Issues (4 credits)

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

May substitute (NOTE: If substitute is used an additional elective from the Alternative Education concentration must be taken):

ED 5990 Developing and Sustaining Excellence in Schools (3 credits)

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.

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

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

ED 7005 Educational Technology Leadership (3 credits)

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

ED 7006 Labor Relations (3 credits)

This course reviews the law as well as the practical strategies and practices of labor relations in K-12 school systems. Participants will become familiar with the issues involved with collective bargaining and contract management.

ED 7008 Achieving Educational Equity (3 credits)

Participants enrolled in this course will develop skills in using data to identify inequities, mobilize local stakeholders to recognize the extent and importance of inequities, and to assess progress in improving students' learning results, learning opportunities, and learning climate. Participants will also develop an understanding of important dimensions of educational equity and an appreciation of the factors of diversity (e.g., gender, socio-economics, race, language, 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.

ED 7009 Facilities Planning and Management and Data-based Decision Making (3 credits)

Participants will become familiar with population projection processes, adapting current and new facilities to meet various needs, maintaining and improving existing facilities, and meeting or upgrading facilities in light of various local, state, federal codes. Participants will also become familiar with 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.

ED 7020 Exploring Assessment and Accountability: Controversies and Solutions (4 credits)

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

ED 7025 Educational Research Design (4 credits)

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

ED 7030 Culminating Leadership Plan (4 credits)

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

ED 7260 Applied Education Research (4 credits)

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. This course has the student identify a significant school—wide issue, one that requires research about the cause of the problem and possible solution. The student will find scholarly research about the issue and develop an introduction and comprehensive literature review along with reference page. This course is the prerequisite for ED 7510 where the student will take the information, gather data from the school that is pertinent to the issue, develop a comprehensive plan to solve the problem, and share this plan with appropriate school leaders for their approval.

ED 7501 Superintendent Internship I (1 credit)

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

ED 7502 Superintendent Internship II (1 credit)

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

ED 7503 Superintendent Internship III (1 credit)

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

ED 7510 Data-Driven Leadership and Action Capstone (4 credits)

As a result of your work in ED 7260 Applied Education Research, you have explored a school-wide issue important to your school, researched scholarly journals and resources about what is currently known about the issue, and ways experts have solved the problem. In this course you will take that information and gather data associated with the problem that is pertinent to your school and the issue. After analyzing that data, you will develop a comprehensive plan that is achievable that takes all aspects of the problem and all constituents into consideration. This plan will be presented to individuals at your school who have the decision-making ability to accept and implement the plan.

CAGS Educational Leadership – Principal Certification:

Those seeking certification as a principal must (1) have completed at least 5 years' experience as an educator; (2) have one of the following: a. Completed a master's program in educational leadership or a related area approved by the state board of education and been recommended for this certification by the designated official of the preparing collegiate department of education; or b. completed a master's program in education, and demonstrated: 1. The competencies, skills, and knowledge itemized in 506.04 (http://www.gencourt.state.nh.us/rules/state_agencies/ed500.html) through course work; or 2. Experience in comparable educational leadership positions in education or other professions as specified in Ed 505.03; and (3) complete 460 hours of an internship under the guidance and supervision of a principal with current, valid licensure.

ED 5130 Psychology of Learning Communities (4 credits)

This advanced educational psychology course will explore theories of development, learning, motivation, intelligence, and recent advances in brain-based learning and neuropsychology. Participants

will critically assess various educational models and programs designed in accordance with the “new psychology” and use this information to critically assess current practices in teaching.

ED 6110 Dynamics of Curriculum and Instruction (4 credits)

This course will explore theoretical and conceptual foundations of curriculum and development and instructional design for the elementary grades, secondary grades, physical education K-12, Theatre K-12, and Special Education K-12. The impact of national, state, and local standards for student learning will be explored as they relate to the curriculum development process. Participants will design meaningful curriculum models and contextualized learning activities in the context of these standards.

May substitute (NOTE: If substitute is used an additional elective from the Alternative Education concentration must be taken):

ED 5990 Curriculum, Instruction, and Assessment in Alternative Schools (3 credits)

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.

ED 6951 Portfolio I (1 credit)

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ED 6952 Portfolio II (1 credit)

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 certification program. *Prerequisite: Completion of Portfolio I.*

ED 6961 Portfolio III (1 credit)

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.*

ED 6962 Portfolio IV (1 credit)

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

ED 7001 School Finance and Policy (3 credits)

This course is designed to address the principal’s role and responsibilities in designing proper financial and accounting procedures, develop site-based budgets and create a system for monitoring account

expenditures (object and function codes such as regular education, special education, school administration, transportation, athletics, student activities, etc.). Students will become familiar 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.

ED 7002 Supervision of Curriculum and Instruction (3) OR

ED 5990 Evaluating Effective Teaching (3 credits)

Students involved in this course will become familiar with Danielson's model for evaluating teacher effectiveness. In addition, they will become familiar with the State of New Hampshire recommendations for evaluating teacher effectiveness which is linked to the INTASC standards. As part of the course individuals will be asked to assess themselves and several colleagues then evaluate using the Danielson model. They will provide feedback to the individuals regarding their performance and help the individuals create an action plan for professional development. In addition, individuals will become familiar with strategies for pre-conferencing as well as coaching after conducting an observation. **Can substitute for ED7002 Supervision of Curriculum and Instruction**

ED 7003 Educational Leadership and Critical Issues (4 credits)

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

May substitute (NOTE: If substitute is used an additional elective from the Alternative Education concentration must be taken):

ED 5990 Developing and Sustaining Excellence in Schools (3 credits)

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.

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

ED 7020 Exploring Assessment and Accountability: Controversies and Solutions (4 credits)

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

ED 7030 Culminating Leadership Plan (4 credits)

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ED 7260 Applied Education Research (4 credits)

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ED 7201 Principal Internship I (1 credit)

This course provides students with an opportunity to experience an educational environment on an extended basis under supervision of an experienced Principal. Students enrolled in this internship will work for a minimum of 460 hours under the supervision of an experienced, NH State certified principal.

ED 7202 Principal Internship II (1 credit)

This course provides students with an opportunity to experience an educational environment on an extended basis under supervision of an experienced Principal. Students enrolled in this internship will work for a minimum of 460 hours under the supervision of an experienced, NH State certified principal. *Prerequisite: ED7201 Principal Internship I*

ED 7203 Principal Internship III (1 credit)

This course provides students with an opportunity to experience an educational environment on an extended basis under supervision of an experienced Principal. Students enrolled in this internship will work for a minimum of 460 hours under the supervision of an experienced, NH State certified principal. *Prerequisite: ED7202 Principal Internship II*

ED 7510 Data-Driven Leadership and Action Capstone (4 credits)

As a result of your work in ED 7260 Applied Education Research, you have explored a school-wide issue important to your school, researched scholarly journals and resources about what is currently known about the issue, and ways experts have solved the problem. In this course you will take that information and gather data associated with the problem that is pertinent to your school and the issue. After analyzing that data, you will develop a comprehensive plan that is achievable that takes all aspects of the problem and all constituents into consideration. This plan will be presented to individuals at your school who have the decision-making ability to accept and implement the plan.

EdD Doctorate in Education:

Year 1 Seminars

ED/HEA 8010 Seminar in Educational Research I (4 credits)

The Educational Research Seminars combine the exploration of the research process with the development of specific qualitative and quantitative research skills. Students will develop fundamental in the use of the statistics, methods, and organizational strategies and data collection tools associated with educational research. The first seminar will also concentrate on developing competency in qualitative research methods. Students will be able to compare and contrast qualitative methodologies, implement data collection methods, and analyze qualitative data. In addition, students will develop the capacity to analyze a variety of types of literature critically. Students will continue to develop their research questions in order to apply their learning to their final research dissertation. Both K-12 and higher education students take this course together.

ED 8020 Seminar in Critical Issues in the Future of Education (4 credits)

In this seminar students will develop the skills and knowledge to answer the following essential questions: What critical issues will our students and educational leaders encounter and how can we prepare them to successfully face those issues? How will educational and other organizations have to change to meet the challenges of our changing world? Students will identify, analyze, and problem solve vital issues in education today to the critical issues we foresee in the future of education. This seminar will focus on critical issues in relation to educational organization, pedagogy, curriculum, policies, philosophies, mission, economics, and public policy. Students will begin to develop their critical issues to connect to their dissertations.

HEA 8020 Contemporary Issues in Higher Education (4 credits)

The administration of higher education is fraught with complex debates on topics of concern to internal and external constituencies, and those who work in higher education are required to communicate professional and scholarly positions, institutional commitments, and strategic decisions to a variety of audiences. Students will explore the foundations of higher education through critical analysis of contemporary issues in the field. Students identify contemporary issues and assess potential implications of policy recommendations and administrative decisions in areas such as affordability, access, student needs, and student success.

ED 8030 Seminar in Futuristic Organizational Theory (4 credits)

In this seminar students will build on their foundational ideas surrounding the critical issues in education and begin build the future face of education. In this seminar students will develop the skills and knowledge to answer the essential questions: How will educational and other organizations have to change to meet the challenges of our changing world? What do educators and other leaders say about the future of education in our nation and the world? If we do not know the future, how do we create a vision for it? Students will begin to define the concepts, knowledge and skills necessary for the future success of educational organizations of the future.

HEA 8030 Organizational Leadership and Change (4 credits)

In times of scarce resources and great competition, colleges and universities face growing demands for greater accountability, entrepreneurial leadership, and pedagogical innovation. In this course students will examine organizational change in higher education, with emphases on organizational cultures, constituent perspectives, governance structures, and professional ethics. Students will critique current theories of change and will identify and critique strategies for addressing organizational leadership and change.

ED/HEA 8040 Seminar in Educational Research II (4 credits)

Students in this seminar will continue in their process to develop their research skills and designs, with an emphasis on quantitative methods. Students will explore and critique various quantitative methodologies and will develop skills to collect and analyze quantitative data. Participants will also continue their review of the literature in relation to their dissertation topic. Students will formalize their research questions and connect their dissertation questions to specific research designs and techniques as well as articulate designs and corresponding data collection tools and analytical processes for their dissertations. Both K-12 and higher education students take this course together.

ED 8050 Seminar in the Creation and Implementation of Best Educational Practices (4 credits)

In this seminar students will identify, develop, implement, and critique best pedagogical and assessment practices for future educators and students. In this seminar students will address the following essential questions: What will be the best pedagogical practices in the next twenty years? How do educational leaders incorporate research about the human brain into educational policy and daily practice? Students will develop a futuristic educational philosophy to use as the basis for their pedagogical and assessment endeavors in their work as future educational leaders.

HEA 8050 Advanced Student Development (4 credits)

The development of competencies needed to address and assist diverse populations of students is the focus of the course. In this seminar students will identify, critique, and evaluate student development theories, including those related to identity development, moral and cognitive development, and learning and engagement. Students will apply theoretical knowledge to the development of programs and services that facilitate student development and achievement.

ED/HEA 8060 Dissertation Seminar I (4 credits)

(Prerequisite – Successful completion of ED/HEA 810 and ED/HEA 8040) The dissertation presents an opportunity for students to develop in-depth expertise in a topic of professional interest and selected research methods. In the dissertation seminars students build on their coursework in educational inquiry and research methods and they structure the dissertation research and writing process. Students will then finalize their research questions, research design, data collection tools, letters of consent and formal proposal. Upon acceptance of the proposal by their committees students will complete their IRB requests for approval. Both K-12 and higher education students take this course together. *Prerequisite: Successful completion of ED/HEA 810 and ED/HEA 8040*

Year 2 Seminars

ED 8070 Seminar in Reforming Educational Practices (4 credits)

in this seminar, students will review educational reform from two perspectives: 1. What are the elements of successful education reform processes? 2. What will future successful schools, educators and students need to know and be able to do to become successful throughout the 21st Century and beyond? Students will examine and apply their learning to their philosophies of educational leadership and their dissertation work.

HEA 8070 Budgeting and Finance (4 credits)

This course provides an overview of strategic financial resource management in public and private institutions of higher education. Students will articulate various budgeting approaches, interpret financial statements, develop diversified sources of revenue including auxiliary enterprises and fundraising; analyze costs; and implement budget and control procedures. Simulation exercises will be used to illustrate principles and develop budgeting skills.

ED 8080 Seminar in Visionary Educational Leadership (4 credits)

In this seminar students will investigate existing leadership theories and theories about future leadership. Students will develop their own philosophy and theory of futuristic educational leadership. Students will create an educational philosophy based on sound theory of how to create transformational educational institutions. Students will also explore organization of decision-making systems used by institutions and develop their ideas in relation to communication and decision-making patterns for their organizations.

HEA 8080 Strategic Management in Higher Education (4 credits)

Demographic, social, legal, financial, and geographic factors all affect the educational capacity of higher education institutions. In this course students will explore the strategic use of institutional resources and planning to enhance college and university students. Students will increase their knowledge of topics will include enrollment management, external affairs, campus planning, and institutional research. Students will develop the skills to use assessment and other data to plan and facilitate change will also be addressed.

ED 8090 Seminar in Recreating Educational Policy (4 credits)

This seminar works from the premise that education policy development should be based in large part from the work done in the field by professional educators. Education leadership must be developed throughout the system and professionals have a responsibility to conduct and consume research in order to develop schools and colleges that will move students into the future. Students will articulate the role and processes of policy development and implementation.

HEA 8090 Public Policy in Higher Education (4 credits)

This seminar examines the roles of the states, the federal government, coordinating and governing boards, media, scholars, and other interested parties in shaping the public-policy context of higher education. Students develop the skill in knowledge regarding how to manage and address selected public policy issues and the dynamic political processes that affect higher education.

ED 8100 Seminar in Brain Research and Learning (4 credits)

Participants in this seminar will describe the latest research on the brain and articulate what the research means for motivation and learning. Students will develop applications for the use of brain research in the organization, culture and instructional practices in schools at the k-12 and higher education levels. During this seminar participants will also formulate strategies for raising the levels of pedagogical and student thinking, learning and academic achievement.

HEA 8100 Teaching and Learning in Higher Education – Beliefs That Guide Practice (4 credits)

Through discussion, reflection and reading in critical pedagogy, sociology and philosophy of education, students in this course will define their personal philosophy that informs their practice. In addition, the course provides a laboratory for students to experience a shift in the balance of power in the class through setting, designing and assessing their own learning goals.

ED/HEA 8150 Comprehensive Project (4 credits)

The comprehensive project challenges students to synthesize their learning in the doctoral program and their professional experiences. Students will work with their advisors to develop a project plan which integrates at least three areas of learning in the program and will produce a professional product (e.g., scholarly article, business or program plan, policy analysis, curriculum) which demonstrates integrative learning and advanced skill. In this seminar students will finalize their comprehensive project products. Upon acceptance of their comprehensive project proposal, students will prepare their final projects both in a written and presentation formats. Both K-12 and higher education students take this course together.

Year 3 Seminars

ED/HEA 8110 Dissertation Seminar II (4 credits)

In this seminar, students will focus on the organization and analysis of data and the writing of the dissertation. Students are expected to have completed their data collection by the beginning of year 3 of the program. In this seminar students will analyze their data and draft their findings and discussion chapters of their dissertation. *Prerequisite: Successful completion of ED/HEA 8060*

ED/HEA 8120 Promoting Access, Retention and Achievement (4 credits)

Building on previous coursework in educational policy, student learning and development, and organizational leadership, this course investigates the challenges of access, persistence, and completion from K-12 through postsecondary settings. Students from the K-12 and higher education administration concentrations will analyze collaboratively issues such as preparation and articulation. Effective strategies for the promotion of access and retention will be explored. Both K-12 and higher education students take this course together.

ED 8130 Seminar in Curriculum Development for the Information Age (4 credits)

In this seminar, students will develop concepts for the future curriculum processes for educational institutions. Since the world is an ever changing environment students will work to develop curriculum processes that will assist educators in maintaining a forward looking approach to teaching and learning

and the recreation of important curriculum models. Students will answer these: How is technology going to help us change the face of education? What kind of curriculum and curriculum development process will be necessary to help our students be successful in the future of their world?

HEA 8130 Preventative Law (4 credits)

Legal issues influence educational and administrative practices on college campuses in direct and indirect ways. Students will articulate the broad scope of higher education law, the contemporary legal environment and general legal principles relevant to higher education, and the role of law and risk management on campus. Through discussion of a diverse range of case law, scholarly literature, and administrative problems and practices with legal implications, students will identify and analyze emerging legal issues and best practices and will develop their problem-solving, risk management, and supervision skills related to legal issues in higher education.

ED/HEA 8140 Dissertation Completion, Presentation and Action Plan (4 credits)

In this seminar students will finalize their dissertation and the final dissertation presentation for their committee and their peers. Both K-12 and higher education students take this course together.

Prerequisite: successful completion of Seminars in Dissertation ED/HEA 8060 and 8110 and ED/HEA 8150 Comprehensive Project

ED/HEA 8500 Continuing Doctoral Dissertation Research (1 credit)

This course is for students who have not completed their dissertation by the time program courses are completed. This course allows students to be enrolled and access institutional services. The course is graded pass/no record.

To Learn More and Apply Contact:

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603.428.2252

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Associate Dean of Education

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