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NOVA SOUTHEASTERN UNIVERSITY

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Fischler Graduate School of Education and Human Services Catalog 1999-2001

Nova Southeastern University

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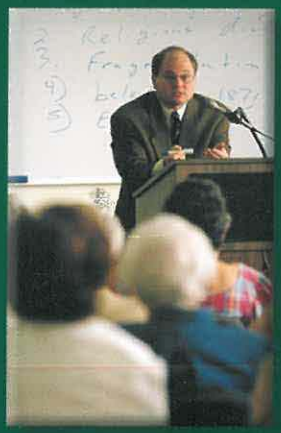
NOVA SOUTHEASTERN UNIVERSITY

Fischler Graduate School of Education and Human Services



DEGREE PROGRAMS IN:

Graduate Teacher Education

Educational Leadership

Higher Education

Child, Youth, and Family Studies

Communication Sciences and Disorders

Instructional Technology and Distance Education

CATALOG 1999–2001

STATE LICENSURE DISCLOSURES

All field-based clusters meet the same stringent accreditation requirements as on-campus programs. In addition, all clusters outside Florida are licensed in the states in which they operate.

The following states require these disclosures:

ARIZONA

Nova Southeastern University is licensed to operate in Arizona by the Arizona State Board for Private Postsecondary Education.

CALIFORNIA

Any questions or problems concerning this institution which have not been satisfactorily answered or resolved by the institution should be directed to the Bureau for Private Postsecondary and Vocational Education, 1027 Tenth Street, Fourth Floor, Sacramento, California 95814; (916) 445-3427.

INDIANA

This institution is regulated by: The Indiana Commission on Proprietary Education, 302 West Washington Street, Room 201, Indianapolis, Indiana 46204. In-state toll-free number, 800-227-5695 or (317) 232-1320.

NEVADA

Nova Southeastern University's Graduate Teacher Education Program and the National Ed.D. Program for Educational Leaders are licensed by the Nevada Commission on Postsecondary Education. The Las Vegas site includes classrooms, technology labs, and administrative offices. All facilities conform to Clark County building, fire, and business license requirements.

SOUTH CAROLINA

Nova Southeastern University is licensed by the Commission on Higher Education, 1333 Main Street, Suite 200, Columbia, South Carolina 29201. Telephone (803) 737-2260.

VERMONT

Credits earned at Nova Southeastern University are transferable at the discretion of the receiving school. Students who wish to transfer credit should contact the admissions office of the receiving school for information.

WASHINGTON

Nova Southeastern University is authorized by the Washington State Higher Education Coordinating Board and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until July 31, 2001 and authorizes Nova Southeastern University, Inc. to offer the following degrees: doctor of business administration; master of business administration; doctor of education in child and youth studies. Any person desiring information about the requirements to the institution may contact the board office at 1603 Cooper Point Road NW, P.O. Box 43450, Olympia, Washington 98504-3450.

MEETING FACILITIES:

Nova Southeastern University leases classroom facilities in accordance with local health, fire, and safety standards. All facilities are selected on the basis of their conduciveness to learning.

Fischler Graduate School of Education and Human Services

Catalog 1999–2001

Policies and programs set forth in this catalog are effective through June 30, 2001. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova Southeastern University administration.

The university recognizes that individual programs require different times for the completion of academic studies leading to a degree. Therefore, the time frame is a matter within the discretion of each academic program. All program/center catalogs, bulletins, and handbooks carry this information.

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees.

Published December 1999

The official catalog of the Fischler Graduate School of Education and Human Services is the governing document for all program-related information. Please become familiar with the policies and procedures listed within. Failure to read this catalog does not excuse students from the rules and procedures contained in it. Personal factors, illness, and contradictory advice from any source are not acceptable reasons for seeking exemption from the contents of this catalog. Additionally, if there is any conflict between the information contained online and that contained in the catalog, the information in the catalog prevails.

Nova Southeastern University

Ray Ferrero, Jr.
President, Nova Southeastern University

PRESIDENT'S MESSAGE

As a student of Nova Southeastern University, you are a member of a very select group. Every day, as you move forward in your education, you are building the skills that will advance both your individual community and our society as a whole. Such practical, collaborative thinking is the essence of NSU. It is the reason our institution is here today, and it is the reason our courses and delivery systems have always been reality based.

As president of NSU, I welcome you to our family, whether you are a full-time student on our 232-acre main campus or a part-time student at any of our convenient locations spanning the globe.

Most importantly, I thank you for playing your part as an ambassador for NSU—both today as a leader among your peers and tomorrow as a member of our growing network of international alumni. I know that as a result of your association with Nova Southeastern University, you, too, will make a significant difference in the world.

MISSION STATEMENT

Nova Southeastern University is a dynamic, not-for-profit independent institution dedicated to providing high-quality educational programs of distinction from preschool through the professional and doctoral levels, as well as service to the community. Nova Southeastern University prepares students for lifelong learning and leadership roles in business and the professions. It offers academic programs at times convenient to students, employing innovative delivery systems and rich learning resources on campus and at distant sites. The university fosters inquiry, research, and creative professional activity by uniting faculty and students in acquiring and applying knowledge in clinical, community, and professional settings.

The University

Nova Southeastern University is an independent, nonsectarian, nonprofit university charted by the state of Florida in 1964. Its 232-acre main campus, west of Fort Lauderdale, is located 10 miles inland from the Atlantic Ocean and is easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. The university has additional locations in downtown Fort Lauderdale, Coral Springs, North Miami Beach, and Port Everglades. Its 16 schools and centers of study offer campus-based undergraduate and graduate programs leading to degrees in these fields: education, law, psychology, oceanography, computer sciences, social sciences, business and public administration, osteopathic medicine, dental medicine, pharmacy, optometry, medical sciences, and allied health (physician assistant, occupational therapy, and physical therapy). Acknowledged as a leading provider of field-based degree programs, Nova Southeastern enables students throughout the nation—and the world—to pursue bachelor's, master's, educational specialist, and doctoral degrees in education, business and public administration, psychology, health professions, and physical, social, and computer sciences.

The Family Center and University School are community resources that provides education and therapeutic services for families and their children. University School is a demonstration school that serves children from preschool through high school, preparing them in the upper grades for college. The Ralph J. Baudhuin Oral School provides programs for children with specific learning needs, and/or hearing disabilities. The Family Center provides a spectrum of family-related programs designed to promote positive interaction between parents and children.

From its inception, the university has been distinguished by its innovative outlook; its unique educational programs that provide both traditional and nontraditional choices; and its multidisciplinary research into solving problems of immediate concern to mankind.

The university's centers and programs share a common mission: to prepare students to assume leadership roles in a variety of professions, such as law, education, psychology, osteopathic medicine, optometry, dentistry, pharmacy, allied health, business and public administration, oceanography, and computer and information science. In the Nova Southeastern University educational continuum, preprofessional training begins as early as University School, continues through the college level, and culminates in the various centers for professional studies. Through the Nova Southeastern University educational plan, students master appropriate skills and disciplines at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the significant social role of the professional.

The university's educational plan stresses the critical relationship between theory and practice. Thus, integral to the academic experience at NSU is the testing of classroom precepts through applied research and community service. NSU is committed to the idea that education should be bound by neither time nor place. Accordingly, the university extends educational opportunities to working professionals worldwide by placing faculty members at corporate sites and other convenient locations across the globe. NSU also delivers programs through a variety of educational technologies, including telecommunications. Through its educational offerings, research projects, and programs of public service, the university encourages the free exchange of ideas and the search for knowledge upon which the academic tradition is founded.

H. Wells Singleton, Ph.D.
Education Provost and University Dean,
Fischler Graduate School of Education
and Human Services

EDUCATION PROVOST'S MESSAGE

The faculty, staff, and administration of the Fischler Graduate School of Education and Human Services are committed to providing advanced education and professional development to practicing professionals in ways that are accommodating yet challenging. Our mission includes the delivery of instruction using a variety of formats. However, the most important aspect of delivery is personalization, a hallmark of this, one of the largest graduate schools in the United States.

The Fischler Graduate School adheres to high standards, administered by a conscientious faculty and overseen by dedicated administrators who work very closely with an extraordinarily talented cadre of support staff. White we are located throughout the United States and around the world, we are adamant about developing and maintaining strong ties with students throughout their careers regardless of distance.

Since the Fischler Graduate School is predominantly distance oriented, matriculation requires a high degree of self support and independence, qualities we would expect in any professional. With more than 35,000 alumni representing the successes of the Fischler Graduate School, we not only have an exceptional record of achievement, but our graduates demonstrate time and again, their considerable talents and competencies as we collaboratively affect our various environments. Our expectation is that every participant in any of our degree or certificate programs, will achieve the standards established by predecessors and a forward thinking community of professionals.

Fischler Graduate School of Education & Human Services

MISSION STATEMENT

The Fischler Graduate School of Education and Human Services (FGSEHS) is dedicated to the enhancement and continuing support of teachers, administrators, trainers, and others working in related helping professions throughout the world. The school fulfills its commitment to the advancement of education by serving as a resource for practitioners and by supporting them in their professional self-development.

Because of its commitment to the working professional, the school offers alternative delivery systems that are adaptable to practitioners' work schedules and locations. School programs anticipate and reflect the needs of practitioners to become more effective in their current positions, to fill emerging roles in the education and related fields, and to be prepared to accept changing responsibilities within their own organizations.

FISCHLER GRADUATE SCHOOL OF EDUCATION AND HUMAN SERVICES

The Fischler Graduate School of Education and Human Services offers a wide variety of advanced degree, certificate, and other professional development programs, most of them via distance education or including distance education components. FGSEHS programs include:

DEGREE PROGRAMS

Associate of Arts (A.A.)

Early Childhood Education

Master of Arts (M.A.T.L.)

Teaching and Learning

Master of Science (M.S.) with specializations in:

Child and Youth Care Administration

Early Childhood Education Administration

Family Support Studies

Substance Abuse Counseling and Education

Master of Science (M.S.) in Education with specializations in:

Computer Science Education

Curriculum, Instruction, and Technology

Educational Leadership

Educational Media

Educational Technology

Elementary Education

English Education

Jewish Day-School Programs

Management and Administration of Educational Programs

Mathematics Education

Multicultural Education

Organizational Leadership

Prekindergarten/Primary Education

Reading Education

Science Education

Social Studies Education

Teaching and Learning (International)

Teaching English to Speakers of Other Languages (TESOL)

Varying Exceptionalities

Master of Science (M.S.) in:

Instructional Technology and Distance Education

Speech-Language Pathology

Educational Specialist (Ed.S.) in Education with specializations in:

Computer Science Education

Curriculum, Instruction, and Technology

Educational Leadership

Educational Media

Educational Technology

Elementary Education

English Education

Management and Administration of Educational Programs

Mathematics Education

Multicultural Education

Organizational Leadership

Prekindergarten/Primary Education

Reading Education

Science Education

Social Studies Education

Teaching English to Speakers of Other Languages (TESOL)

Varying Exceptionalities

Doctor of Audiology (Au.D.)

Doctor of Education (Ed.D.) with specializations in:

Adult Education

Computing and Information Technology

Health Care Education

Higher Education

Organizational Leadership

Vocational, Technical, Occupational Education

Doctor of Education (Ed.D.) in:

Child and Youth Studies

Educational Leadership

Instructional Technology and Distance Education

Doctor of Speech-Language Pathology (SLP.D.)

NONDEGREE AND CERTIFICATE PROGRAMS

Alliance of Healthy Communities

Blue Ribbon Schools of Excellence Institute

Educational Leadership Appraisal

Graduate Education Online Certificate Courses

International Development and Learning Institute

National Council of States for the Improvement of Education

National Institute for Educational Options

National Student Activity Advisers Leadership Academy

Project Pegasus@nsu

SAXophone

SeniorNet

Teacher Universe

FGSEHS World Sites

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NOVA SOUTHEASTERN UNIVERSITY

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LEARNING RESOURCES

Library Resources

The Albert and Birdie Einstein Library, located in the Parker Building, houses the university's major collection of books and journals in the humanities, business, education, and sciences. Specialized indexes in CD-ROM format are available in-house, and additional 70 databases, many in full text, are available via the Internet and campus network. The Nova Southeastern University libraries' online catalog (NovaCat) is accessible for remote searching, as well as for searching catalogs from other university libraries.

The Einstein Library is a member of SEFLIN and FLIN, cooperative library networks that provide quick access to library materials throughout Florida. The library also has lending agreements with large research libraries in the Midwest, which provide priority document-delivery services to students. The Einstein Library is a cooperating library of the Foundation Center in New York, which gives students access to collections for grants and foundation research.

Distance education students have access to books, journal articles, microfiche, dissertations, index searches, catalog searches, and reference librarians. Librarians travel to class sites to teach students at a distance from the campus. Distance students can request library materials using fax, mail, or computer. To contact Distance Library Services by phone, call 800-541-6682, ext. 4602, or (954) 262-4602. Use the toll-free fax to order library materials at: 888-DLS-DOCS or 888-357-3627. Contact DLS by email: *library@nsu.nova.edu;* or on the Web: *www.nova.edu/library.*

The Einstein Library also maintains the East Campus Branch Library. It is located on the second floor of the Tower Building of the east campus. This branch library supports the academic programs at the east campus with reference service, library instruction, document delivery, and online services. For more information about these services, call (954) 262-4629.

The Health Professions Division Library, located on the main campus, is open 105 hours per week. It contains books, continuations, journals, and audiovisual and other materials pertaining to osteopathic medicine, pharmacy, optometry, physical and occupational therapy, dentistry, and public health, as well as a core collection in the preclinical basic sciences. The librarians maintain a Web site, which allows access to several health-related electronic data bases, many of them full text. Users can also search the integrated NSU catalog; view library publications, tutorials, and class schedules; and generate purchase and interlibrary loan requests online. Membership with the National Library of Medicine and various consortia provides cooperative lending relationships, which afford HPD students and faculty members access to international library holdings.

The Shepard Broad Law Center's Law Library and Technology Center houses a collection of nearly 300,000 volumes. The library has more than 300 data ports with direct Ethernet connections to the law center's network. In addition, a wireless network ensures network access from the library and Law Center classrooms. Students, faculty members, and staff members can access the network from anywhere in the world. Memberships in SEFLIN and COSELL provide resource-sharing opportunities. The library is a selective U.S. government depository and one of only two UN documents full-depository libraries in Florida. The Law Center/Law Library and Technology Center's Web site provides access to administrative, student, and research information at http://www.nsulaw.nova.edu.

The William Springer Richardson Library, at the Oceanographic Center, houses a specialized collection of books and periodicals in physical, biological, geological, and chemical oceanography.

The University School Media Center maintains an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school.

Information Technology

The Office of Information Technology and Media Services (OIT) provides the university community with technological resources and support to complement teaching, learning, research, and outreach, as well as to serve administrative operations. The office consists of the departments of:

- Systems and Computing Services
- Network Services
- Telecommunication Services
- MicroLab
- Educational Technology
- Media Services
- Technical Support Services

Systems and Computing Services support the administrative and academic computer technologies for students and faculty and staff members with a variety of hardware and software systems. Several midrange computer systems, from Digital Corporation, Hewlett-Packard, and Sun Microsystems, provide a modern network computer environment. Systems and Computing Services develops and maintains custom computer applications to meet the information needs of the university.

Network Services plans, designs, implements, and manages state-of-the-art data networks on all campuses. Local area networking is supported via fiber-optic networks, digital phone lines, and high-speed dial-up modems. Worldwide networking is supported via AT&T information access service and a T-1 connection to the Internet. Telecommunications Services provides local and long distance telecommunication for voice, video, and data connectivity. The MicroLab provides the hardware and software resources in a microcomputer lab environment for faculty members and students based on applied and emerging technologies.

The labs are conveniently located on the main campus and east campus, including the Leo Goodwin Sr. Residence Hall, the Health Professions Division, and University Park Plaza. The Collaboration and Decision Support Lab has been established at the east campus. The facilities are available to all currently enrolled NSU students. An open lab is maintained seven days a week, with lab monitors available to assist students with hardware and software problems.

The multi-lab design of User Services, and the variety of computer systems, provide the flexibility to support student and faculty needs in structured class and open lab. Available computer systems include Windows, Macintosh, SunOS, and Ultrix. Peripherals such as CD-ROMs, scanners, and touch screens are also located in the labs. The extensive software collection provided for students and faculty members ranges from educational application programs to the most sophisticated business applications. Multimedia workstations are also available.

All labs are networked to the university's online computer systems. The online connectivity provides student and faculty access to applications software, electronic mail, the electronic classroom, the Campus-Wide Information System, and the Internet. In addition, User Services provides daily telephone and online help-desk functions for faculty members, students, and staff members.

Educational Technology Services is responsible for the Internet and World Wide Web resources throughout the university. Custom programming and Web development are completed utilizing the latest Internet strategies and resources.

Media Services provides faculty members, students, and staff members at all Nova Southeastern University locations with instructional tools; develops and produces instructional media; assists faculty members in the development of instructional media; and provides consultation on media selection and the effective use of technology.

Media Services' staff members are dedicated to helping clients overcome personal, psychological, social, and geographic barriers to learning through technology, particularly in the use of full, two-way videoconferencing in distance education.

A fully equipped video production studio provides service to NSU academic and support centers. In addition to video production, Media Services circulates videotapes and other instructional resources to faculty members from an extensive in-house catalog, as well as from other universities and commercial rental sources. Other services offered include:

- teleconferencing downlinking
- equipment scheduling and circulation
- copyright clearance
- photography
- digital film-to-slide production
- video and audio duplication

Library and Technology Resources at FGSEHS

The Media Union on the fourth floor of the Technology Building on the North Miami Beach campus provides state-of-the-art electronic media for research, graduate classes, and technology training. A portion of the Media Union provides access to key reference books and selected journals; however, access to other NSU electronic library resources are just a mouse click away.

A 25-station computer lab provides instant Internet access using state-of-the-art computer equipment. The Media Union also serves as a training and course delivery site for FGSEHS, with a 10-station computer training lab and a two-way, interactive compressed video system. A multimedia lab provides opportunities for faculty members and graduate students to work with multimedia development software in support of classroom projects.

Designed to be a dynamic, state-of-the-art facility, the Media Union endeavors to be a showplace for new technologies, helping both faculty members and students stay abreast of new developments and trends in electronic information gathering, distance education delivery methods, and computer applications.

Student Access to Telecommunications

Graduate programs at FGSEHS expect or require their field-based faculty members, staff members, and students to avail themselves of the university's electronic resources. The university's UNIX system enables users to communicate with others in their program through electronic mail (email); to request university electronic library services; to participate in electronic classroom course experiences (when scheduled); to discuss issues in computer conferences; and to access worldwide resources including practitioners, bulletin boards, library catalogs, full-text material, databases, the Internet, and the Web.

To get online, students need an MS-DOS compatible or Macintosh* computer, VT100 terminal emulation software (Kermit is provided by NSU), and a 14,400 baud** or faster modem (or Telnet capability) for connection to NSU over local telephone lines. Students are provided NSU UNIX accounts; however, students may have to pay an access fee to reach the Internet to connect to NSU resources.

To be assigned an email account to access NSU computing resources, students need to complete a Request for UNIX Account Form, which is available from their program office. After the form is processed by the user's program, the Fischler's Office of Technology will provide account information.

For information about the system's capabilities, or for answers to technical questions, call the NSU general communications help desk at 800-541-6682, ext. 4357, or (954) 262-4357. Your call will be transferred to the help desk and handled by the staff member on duty.

Email: *help@nova.edu*
Web site: *www.nova.edu/help*
* Limited Macintosh support is available from NSU.
** Modems as slow as 2400 baud may be used.

Textbooks

Textbooks should be purchased before the first day of class and are available at Nova Books in the Rosenthal Student Center on the Davie Campus. Students should have their course numbers and site information at hand when they order or request book information.

Nova Books carries an extensive line of reference materials; the latest editions of medical, law, psychology, and teaching reference books; study aids; and test preparation guides. Books that are not in stock can be ordered, usually within one week.

Software can be purchased at Nova Books at academic prices (up to 75 percent off retail prices). Customer Service can provide a complete catalog of software available at student prices.

Students at off-campus locations can order textbooks by phone, fax, or email. Shipping is done via UPS, usually within 24 hours. Packages cannot be shipped to post office boxes.

Nova Books' hours of operation are Monday–Friday, 8:30 a.m. to 6:15 p.m., and Saturday, 10:00 a.m. to 1:30 p.m. (Call for information about extended hours during "rush" periods). Nova Books can be reached by phone at (954) 262-4750 or 800-509-BOOK; by fax at (954) 262-4759; by email at *novabook@nova.edu* or go to our web site at *www.novabook.com*. Correspondence should be sent to Nova Books, P.O. Box 290670, Fort Lauderdale, Florida 33329.

Career Resources

The Career Resource Center offers a variety of services to Nova Southeastern University's graduates. Graduates may establish a credentials file for a start-up fee of $25 (includes four mailings to prospective employers; $8 per mailing thereafter). Services include resume writing, interviewing techniques, and information on part-time and full-time employment. More information can be obtained by calling the Career Resource Center at (954) 262-7201 or 800-986-3223, ext. 7201.

NSU Alumni Association

Nova Southeastern University has an active alumni association that is a division of the Office of Institutional Advancement. The association is organized on three levels—local, state, national, and international—that work in concert to provide special programs and other services to promote the professional and intellectual growth of graduates and maintain communications between graduates and the university. Additional information can be obtained from the Office of Alumni Relations, 800-262-2118 or 800-541-6682, ext. 2118.

POLICIES GOVERNING STUDENT RELATIONS

General

Nova Southeastern University has established specific policies, procedures, and guidelines defining its relationship with its students. The term "student" as used in this catalog defines the student, or parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue Code.

Institutional and Academic Information

Nova Southeastern University and its composite academic units periodically publish bulletins or catalogs describing the university and its academic programs. These bulletins are available to enrolled and prospective students through the various admissions offices associated with the academic units or from the Office of the University Registrar. Each academic unit, group of units, and/or the Office of the University Registrar maintain at least one full-time employee to assist all students in obtaining information.

Doctoral Candidacy Policy

Doctoral students must attain candidacy status prior to being recommended for graduation to the university's president and board of trustees. This graduation requirement for FGSEHS doctoral students reflects the belief that the rigor and quality of the doctoral program are enhanced by a quality check by a Candidacy Committee made up of doctoral faculty members from all FGSEHS doctoral programs and by demonstrating that the programs are meeting the spirit of the criteria of Nova Southeastern University's regional accrediting body.

The format and process of the candidacy requirements are explained in the appropriate program's student handbook.

Notice of Nondiscrimination

Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

The Office of the University Registrar is designated as the policy coordinator to ensure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.

Americans with Disabilities Act

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. No qualified individual with a disability shall be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by reason of his or her disability. For additional information on the university ADA policy and obtaining reasonable accommodations, please contact the ADA coordinator of the applicable Center or program.

Grievances

When questions about procedures, decisions, or judgments occur, program staff members are available for discussion and possible resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. Grievance procedures are explained in the appropriate program's student handbook.

Student Publications

Nova Southeastern University, as publisher, bears the legal responsibility for the content of student publications. In the delegation of editorial responsibility to students, the university provides sufficient editorial freedom for the student publications to maintain their integrity of purpose as vehicles of free inquiry and free expression in the Nova Southeastern University academic community.

The delegated editorial freedom of student editors and managers is subject to corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo.

As safeguards for the delegated editorial freedom of student publications, the following provisions are made:

- The student press shall be free of censorship and advance approval of copy, and its editors and managers shall be free to develop their own editorial policies and news coverage.
- Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes shall editors and managers be subject to removal, and then by orderly and prescribed procedures.
- All university-published and -financed student publications shall explicitly state on the editorial page that the opinions therein expressed are not necessarily those of Nova Southeastern University or of the student body.

Student Participation in University Governance

In furtherance of its commitment to teaching and learning, Nova Southeastern University encourages student participation in institutional decision making.

Within each school or center, elected student government bodies provide vehicles for student expression of views and opinions on issues of institutional policy. Officers of the student government are members of the President's Student Advisory Committee, which meets monthly with the president and appropriate senior administrative staff to discuss university matters of general interest to the student body.

Additionally, students are regularly appointed to committees, task forces, and ad hoc groups dealing with issues of concern to students, including appointment to each self-study subcommittee.

Financial Information

Refund Policy

The following refund policy is in effect for all the programs at FGSEHS except the Graduate Teacher Education Program. Please refer to the Graduate Teacher Education Program section in this catalog for the specific policy.

Students are entitled to a full refund of tuition (excluding registration/application fees; not to exceed $100) if the enrollment agreement is cancelled by the student within 10 days of signing the enrollment agreement or when the payment is required, if these events are

before the first class session. After the first class session registration/application fees will not be refunded and students will receive a prorated refund of the tuition.

In addition, students will receive a full refund of tuition payments and registration/application fees paid:

- if they do not meet minimum admissions requirements
- if a course, seminar, or workshop is cancelled or if a cluster does not begin
- if they receive an involuntary call to active military duty
- upon the documented death of the student or member of his or her immediate family (parent, spouse, child, sibling)
- if severe illness of the student (as approved by the institution and confirmed in writing by a physician) precludes completion of the term
- if there are exceptional circumstances approved by the university's president or designee

After the first day of instruction, students who inform the program dean of their intention to withdraw will be entitled to a tuition refund based on the following schedule: during the first 70 percent of a course, term, seminar, or Summer Institute, a withdrawing student will receive a prorated refund for the percentage of time not attended (the minimum refund is 40 percent). Thereafter, no refund is available.

Refunds will be made within 30 days (10 days are required by the state of Wisconsin) after the effective date of withdrawal.

Unless withdrawal procedures have been completed within the stated deadline, students are assumed to be active and are responsible for the tuition payment that may apply to their signed registration forms whether or not an initial payment has been submitted.

Example #1: Student attended three classes (15 clock hours) of a nine-class (45 clock hours) course, for which the charge was $1,500.

Based on number of classes
9 - 3 = 6 classes not attended
6 ÷ 9 = 67% of the term not completed
67% x $1,500 = $1,005 refunded

Based on clock hours
45 - 15 = 30 hours not received
30 ÷ 45 = 67% clock hours not completed
67% x $1,500 = $1,005 refunded

Example #2: Student attended five weeks (17 clock hours) of a 13-week (45 clock hours) term, for which the charge was $2,156.

Based on number of classes
13 - 5 = 8 weeks not attended
8 ÷ 13 = 62% not completed
62% x $2,156 = $1,336.72 refunded

Based on clock hours
45 - 17 = 28 hours not received
28 ÷ 45 = 62% clock hours not completed
62% x $2,156 = $1,336.72 refunded

This policy is designed to meet or exceed refund requirements of various states (e.g., California, South Carolina, Washington, Indiana, Wisconsin, and Florida).

Financial Aid

Nova Southeastern University's Office of Student Financial Aid staff administers comprehensive federal, state, institutional and private financial aid programs. The purpose of these programs is to provide monetary assistance to students who can benefit from further education but who cannot do so without such assistance. Students interested in receiving a financial aid packet should contact the Office of Student Financial Aid at (954) 262-3380 or 800-522-3243.

When to Apply for Financial Aid

It is recommended that students apply for financial aid well in advance of the date the funds will be needed because normal application processing takes six to eight weeks and sometimes as many as 12 weeks. It is extremely important that students complete all forms correctly and respond promptly to all inquiries in order to prevent delays in processing. Awards are made only for the academic year. Applications are generally available each January for the following academic year. There is a priority deadline of April 1, for the following academic year. Applications received after that date will be considered on a funds-available basis only. Students requesting financial aid for the summer term must complete a separate summer aid application that is generally available after January. The last day to apply for any financial aid for any academic year is June 30.

To improve telephone service to financial aid applicants, NSU's Office of Student Financial Aid has a telephone voice response system. The Automated Telephone Counseling (ATC) System helps students access information regarding financial aid applications. General financial aid information may be obtained, packets may be requested, or application status can be checked (including loan disbursement information) simply by entering the student's Social Security number and four-digit PIN. The ATC is available 24 hours a day, 7 days a week, and file information is updated daily. The ATC may be accessed locally at (954) 262-3380 or toll free at 800-522-3243.

General Eligibility Requirements

In order to participate in the financial aid program, students generally must:

- be U.S. citizens, permanent residents, or in the United States for other than a temporary purpose, and be able to provide proof of such
- be accepted for enrollment in an eligible degree-seeking program at Nova Southeastern University
- be making satisfactory progress in their courses of study
- not be in default of, or owe, a refund for any financial aid received previously
- sign a Statement of Educational Certification
- be registered with Selective Service if required to do so by federal law

International Students

International students who intend to reside in the United States and who are required to obtain an I-20 visa must be full-time, degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. For further information, contact the International Student Adviser, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone: (954) 262-7240 or toll free 800-541-6682, ext. 7240.

Veterans' Benefits

Nova Southeastern University programs are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 262-7241 or toll free 800-541-6682, ext. 7241.

CODE OF STUDENT CONDUCT AND ACADEMIC RESPONSIBILITY

This code seeks to promote high standards of academic integrity by setting forth the responsibilities of students as members of the university community. Abiding by the code ensures a climate wherein all members of the university community can exercise their rights of membership.

Nova Southeastern University Statement of Academic Rights and Responsibilities

Nova Southeastern University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to ensure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- the rights of personal and intellectual freedom, which are fundamental to the idea of a university
- scrupulous respect for the equal rights and dignity of others
- dedication to the scholarly and educational purposes of the university and participation in promoting and ensuring the academic quality and credibility of the institution

Students are responsible for obtaining, learning, and observing the established university and center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution, as well as those of Broward County and the state of Florida and the Federal government. All members of the community should inform the appropriate official of any violation of conduct regulations.

A. Academic Standards

The university expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The academic honesty standards include:

1. **Original Work.** Assignments such as course preparations, exams, texts, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another author but if that is the case; those ideas or words must be indicated in a manner consistent with a university-recognized form and style manual.

   Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination.

2. **Referencing the Works of Another Author.** All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgment be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

   At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (A) (1) or (A) (2) is considered plagiarism at Nova Southeastern University.

3. **Tendering of Information.** All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

4. **Acts Prohibited.** Students should avoid any impropriety or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

   Violations of academic responsibility include, but are not limited to:

   - plagiarism
   - any form of cheating
   - conspiracy to commit academic dishonesty
   - misrepresentation
   - bribery in an attempt to gain an academic advantage
   - forging or altering documents or credentials
   - knowingly furnishing false information to the institution

5. **Additional Matters of Ethical Concern.** Where circumstances are such as to place students in positions of power over university personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

B. Conduct Standards

1. Students should not interfere with the rights, safety, or health of members of the university community nor interfere with other students' right to learn. Students are expected to abide by all university, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:

   - theft
   - vandalism
   - disruptive behavior
   - possession or use of firearms, fireworks, explosives, or other dangerous substances or items
   - possession, transfer, sale, or use of illicit drugs
   - appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals
   - violations of housing regulations
   - any act or conspiracy to commit an act that is harassing or abusive or that invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group

- threats of or actual damage to property or physical harm to others
- failure to pay tuition and fees in a timely manner

Furthermore, Nova Southeastern University prohibits any activity that may be construed as hazing. (Hazing is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university.)

2. Students must have authorization from the university to have access to university documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

C. Supplementary Standards

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The university and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code.

D. Violations

Any violation(s) of any of the academic standards, conduct standards, or supplementary standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic conduct or supplementary standard violations. Any student found guilty of a violation of the academic, conduct, or supplementary standards will be subject to disciplinary action, including expulsion from the university.

Student Code of Computer Ethics

Student users of Nova Southeastern University's computer systems are subject to all applicable federal, state, and international computer laws. A copy of the Florida Computer Crimes Act and referenced Florida State Statutes may be examined online or in a student's academic program office.

Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. Ethical conduct by students in the use of this technology is the same as in all other areas of university life, and it is of equal importance. All students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility.

For more detailed information on Nova Southeastern University's Student Code of Computer Ethics, please consult the appropriate program's student handbook.

Privacy of Records

Nova Southeastern University maintains a system of records that includes application forms, admission test scores, and transcripts of students' previous academic records and performance while in residence. These records are available for review by present and former students upon written request to the Office of the University Registrar. However, the registrar will not release transcripts of students' academic records until all accounts, both academic and nonacademic, have been paid.

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information: (a) student's name, (b) address, (c) dates of attendance, (d) degree and awards received. Requests for such information must be submitted in writing to the university. The university reserves the right to refuse the above information if the reason for the request is not considered to be a sufficient need to know.

Any student or parent not wishing to have this information disclosed should notify the Office of the University Registrar in writing prior to September 1 of the relevant school year.

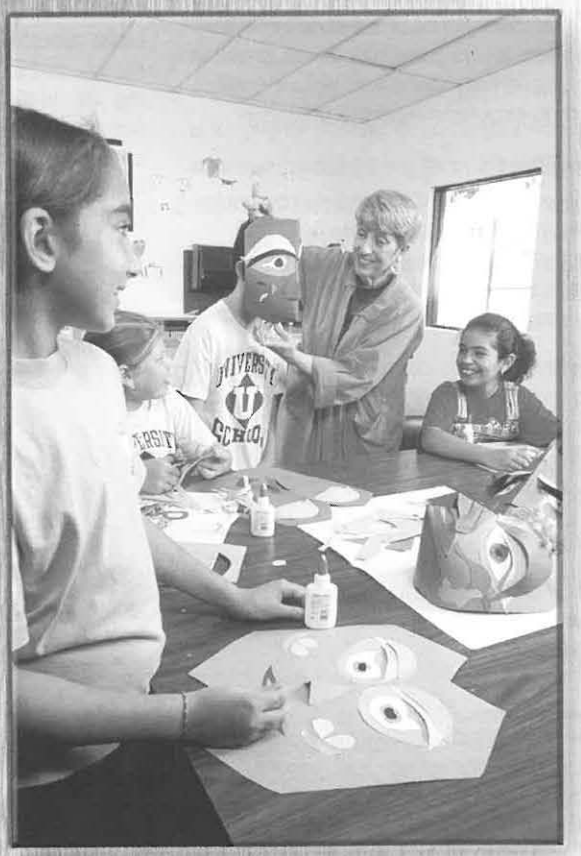
A person does not have the right of access to educational records until he or she has been admitted to and has actually begun attending Nova Southeastern University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents' federal income tax forms.

Parents or eligible students will be provided a hearing by the university if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record.

If the students or parents are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party, the students or parents may file a complaint with the U.S. Department of Education.

Reservation of Power

Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the university and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.



M.S. and Ed.S. Programs in Education

GRADUATE TEACHER EDUCATION PROGRAM

Specializations in:

Computer Science Education
Curriculum, Instruction, and Technology*
Educational Leadership
Educational Media
Educational Technology*
Elementary Education
English Education
Management and Administration of Educational Programs
Mathematics Education
Prekindergarten/Primary Education
Reading
Science Education
Social Studies Education
Spanish Language
Teaching English to Speakers of Other Languages
Teaching and Learning (International)
Varying Exceptionalities

*Available online only

SUMMER STUDY ABROAD PROGRAMS

INTERNATIONAL MASTER OF SCIENCE IN EDUCATION DEGREE PROGRAM ATHENS, GREECE

NATIONAL MASTER OF ARTS IN TEACHING AND LEARNING

ASSOCIATE OF ARTS DEGREE PROGRAM

PROGRAMS FOR JEWISH DAY-SCHOOL EDUCATORS

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THE GRADUATE TEACHER EDUCATION PROGRAM

Nova Southeastern University's Graduate Teacher Education Program is licensed in the State of Florida and by the Arizona State Board for Private Postsecondary Education and the Nevada Commission on Postsecondary Education.

Nevada's program of professional licensure is based upon experience, academic degree, and completion of specific course work in subject areas.

University office hours of operation in Florida are Monday–Thursday 8:30 a.m.–7:00 p.m., Friday 8:30 a.m.–6:00 p.m., and Saturday 8:30 a.m.–2:00 p.m. In Nevada hours of operation are Monday-Friday 1:00 p.m.–5:00 p.m. and Saturday 8:00–6:00 p.m. during class time. For registration periods, drop/add dates, and term dates, please refer to the student handbook or schedule. For information concerning the student conduct policy including the attendance, please refer to the student handbook.

Mission Statement

The Graduate Teacher Education Program (GTEP) offers the professional educator both a challenging and rewarding educational experience. GTEP's array of specializations in teacher education and school administration provides opportunities for professionals to earn master's and educational specialist degrees. The curriculum is designed to enable teachers to add certification areas and endorsements, renew current certification areas, and increase their levels of expertise within their fields. GTEP also provides opportunities for persons with bachelor's degrees in other fields to enter teaching. The focus in all programs is on growth in professional practice, application of current research and theory to the students' professional work, acquisition and enhancement of leadership capacities, and the achievement of career objectives.

Technological advancement will continue to move us forward and enable our students to obtain their degrees in new and exciting ways, and from virtually any location. We launch this new academic year with the continuation of our existing delivery systems, and with the promise of expanding our program to unserved populations through online educational opportunities.

The Graduate Teacher Education Program offers people with bachelor's or graduate degrees four types of opportunities to meet their educational goals. All four options share a common instructional system and mission, but are designed to meet different needs. The program goal is to prepare educators to meet the challenges of their profession, and to reinforce the importance of their role in rapidly changing political, economic, and social environments. GTEP meets the needs of the professional educator by providing the following educational opportunities:

M.S. and Ed.S. Specializations in Education

Designed for people who already have a bachelor's or graduate degree in education and who wish to obtain a graduate degree, add certification areas, or increase their level of expertise in their current field.

Certification in Educational Leadership

Designed for experienced, certified teachers who wish to obtain a graduate degree and/or gain their initial administrative credential.

M.S. Initial Certification Plan

Designed for people with bachelor's degrees in fields other than education who wish to gain a graduate degree and initial certification in teaching.

Certification/Endorsement/Renewal Options

Designed for people who do not seek a degree but wish to take courses to add a certification area, to renew state certification, or to take individual courses for professional development.

- Courses are regularly offered at times and places convenient to the professional educator
- State-of-the-art technology is part of each person's degree program experience
- Faculty members are a strong mix of local experts and resident program professors
- The program's mission blends educational theory with professional practice

Classes are held at locations and at times that make the program accessible to working professionals. The instructional delivery system is designed so that busy professionals can opt for continuous registration or skip a term if necessary. Instructional teams include practitioners from local school districts who successfully practice what they teach. Students enrolled in the initial teacher certification plan are expected to prepare for a full-time, 12-18-week supervised teaching internship.

For academic and certification advising and for general student services:

Monday-Thursday	8:30 a.m. - 7:00 p.m., EST
Friday	8:30 a.m. - 6:00 p.m.
Saturday	8:30 a.m. - 2:00 p.m.
	800-986-3223, ext. 1559

For information and a schedule of classes:

Local (Broward County, FL)	(954) 262-8600
Miami (Miami-Dade County, FL)	(305) 940-7940, ext. 8600
United States	800-986-3223, ext. 8600
Fax	(954) 262-3910

MASTER'S AND EDUCATIONAL SPECIALIST DEGREE PROGRAMS FOR TEACHERS

Admission Requirements

Master's Degree

Admission to Provisional Status

All persons enrolling in the Graduate Teacher Education Program must meet provisional admission requirements (this includes non-degree-seeking students). Entering degree-seeking students are required to have access to the university's online services through their personal Internet service provider (ISP).

Prior to enrollment and provisional admission, a prospective degree-seeking or non-degree-seeking student must meet the following criteria:

- have an earned baccalaureate or equivalent or graduate degree from a regionally accredited college or university
- provide official transcripts of the highest degree earned, sent directly from the institution
- submit a completed application for admission form accompanied by a $50 application fee

- provide proof of security clearance for the local school district (for students seeking initial certification)

Failure to complete the provisional admission process will result in the withholding of official grades, transcripts, and financial aid.

Additional Requirements for Educational Leadership

- A bachelor's degree from a regionally accredited college or university and a current teaching certificate in an academic area (a copy of the teaching certificate must be submitted)
- A minimum grade point average of 3.0 in the last 60 hours of the undergraduate program; or
- A minimum combined score of 1000 on the verbal and quantitative scales of the Graduate Record Examination (GRE), or a minimum score of 50 on the Miller Analogies Test (MAT)
- Documentation of two complete years of successful teaching experience in an academic K–12 classroom setting

Educational Specialist Degree and Educational Leadership Certification Only Students

- A master's degree from a regionally accredited college or university, and a current teaching certificate in an academic area (a copy of the teaching certificate must be submitted)
- Official transcripts from all colleges and/or universities attended
- Documentation of two complete years of successful teaching experience in an academic K–12 classroom setting

Persons enrolling at sites outside of Florida are exempted from the GRE/MAT/GPA requirement and from documenting two years of teaching experience.

Admission for International Students

Prospective international students who completed degrees at universities outside the U.S. must have the degrees evaluated by an NSU-approved evaluation service. Applications for such an evaluation are available from the FGSEHS admissions office by calling 800-986-3223, ext. 1561. The prospective student is responsible for all fees incurred for this evaluation. Students who do not speak English as a first language may need to attain a minimum score of 550 on the TOEFL exam. Call 800-986-3223, ext. 1561 or (954) 262-1561 for details.

Admission to Degree Candidacy

Degree-seeking students achieve candidacy after completing a minimum of nine semester hours. Candidacy requirements are:

- A completed admission file
- A 3.0 cumulative grade point average in required courses for the specialization taken at Nova Southeastern University, including a grade of C or higher in either CUR 521, 522, 523, 524, or 525 (M.S. degree candidates) or EDU 721 (Ed.S. degree candidates) and two courses in the student's specialization

Because GTEP does not permit students to apply course work toward more than one degree program at a time, any credits earned during the time frame of one degree program may not be applied toward any subsequent degrees.

Portfolios

All degree-seeking students in GTEP, except Educational Leadership students, must demonstrate 12 accomplished practices and other specified competencies. Learning outcomes that have been identified for each specialization in GTEP are supported by artifacts, collected by students, to be incorporated into a personal portfolio as each course is completed. Students are responsible for maintaining their portfolios and presenting them to their professors or facilitators of each course for approval. Students must be prepared to present their portfolios upon request at any time. Complete information regarding portfolios is provided by faculty members during classes.

Grading Policy

GTEP students must maintain a minimum 3.0 (B) grade point average for retention in the program. Students are placed on academic probation when their grade point average falls below a 3.0, and are then provided one (1) term (or two [2] consecutive sessions) in which to clear probation. Students who do not raise their grade point average to a 3.0 within one term of their probation will be dismissed from the program. Students previously placed on probation will be dismissed from the program should their grade point average fall below a 3.0 a second time. GTEP limits students to only one probationary period. Notification of dismissal may occur during a succeeding term or registration, whereby students may be withdrawn from courses already in progress.

Grades of incomplete (I) are issued because of unexpected personal or professional emergencies, and must be made up within four (4) months (or sooner) of the final class meeting of the course, as stipulated by the instructor. Grades of incomplete that are not made up within the allotted time are administratively changed to a grade of F and will appear on an official transcript. Students are permitted to repeat a course only one time in order to improve their grade.

Grade	Quality	Points
A	Excellent achievement	4.0
B	Good achievement	3.0
C	Below expectations for graduate work	2.0
F	Failure	0.0
P	Pass	Credit only
WU	Administrative withdrawal	
I	Incomplete	

No plus or minus grades (e.g., A-, B+) are used in the Graduate Teacher Education Program. Please refer to the Student Handbook for additional information regarding probation, grades of incomplete, and repeated courses.

Grade Reports/Transcripts

All GTEP students are provided with grade reports at the end of every session for which they registered. Through the Office of the University Registrar, students have access to working transcripts that show the current status of earned grades and earned semester credit hours for all courses, completed and/or attempted. Students are encouraged to periodically review grade reports to ensure accuracy.

Appeals Protocol

Students who have questions about a final course grade should consult the professor regarding any perceived discrepancies. If questions persist after consulting the professor, students should then consult their local site administrator. A formal appeal process is available to students who have employed the above measures. Students who wish to file an appeal should contact the program office. Appeals must be filed within one (1) term (two consecutive sessions) from the end date of the course.

Readmission Policy

Students who are dismissed due to academic reasons, such as failure to clear probation, may reapply to the program under the following conditions:

- Students must wait one (1) year before requesting readmission to the program.
- Readmitted students must begin the degree anew.

- Readmitted students will be subject to the conditions set forth in the program's catalog under which the reapplication is submitted.
- Consistent with the program's transfer of credit guidelines, readmitted students may carry over six (6) semester hours of previously earned credits that are not more than five (5) years old, for which the grade is B or better, and which is consistent with specialization and degree requirements as stated in the current catalog. In addition to any credits previously earned at NSU that are acceptable toward a new degree program, students may transfer six (6) semester hours of appropriate course work from another accredited institution.

Attendance Policy

GTEP students must attend all class sessions and must adhere to the scheduled class hours. Extended tardiness or early departure (more than 30 minutes online or on campus) is treated in the same manner as absence from a class session. Consistent tardiness or early departures must be discussed with the professor and may adversely affect the course grade. When class sessions unavoidably coincide with religious holidays, students affected are excused, but must make up work as required by the instructor (see the Student Handbook for details). A student may be administratively withdrawn from class if they do not attend the first day of class.

Tuition, Fees, and Financial Policies

Payment of tuition or fees in cash is not accepted. Unless otherwise indicated, checks or money orders should be payable to Nova Southeastern University. Tuition and fees can be charged to MasterCard, VISA, Discover, or American Express accounts. Fees are subject to change without notice.

Application Fee **$50 (one time only)**

Registration Fee **$15 per transaction**

This nonrefundable processing fee must be paid each time a transaction form (registration) and tuition are submitted, whether covering one course or covering more than one course.

Drop/Add Fee **$15 per transaction**

Late Fee **$100 per course**

Continuing students who register for classes after the registration deadline must pay this additional fee.

Materials Fee **$10 per course**

Field Supervision Fee **$100**

Technology Fee for online courses **$50**

Tuition **$278 per credit for the 2000–2001 year.** This tuition rate may be subject to change yearly.

Split Tuition Payment

Students registering for two or more courses in the same term and session, and paying by check, may split their tuition payment. Half of the tuition, plus the registration and application fee, is due at the time of registration. The remaining half is also paid at the time of registration with a check dated 30 days later. Both checks must accompany the registration. Students may not postdate a credit card payment, but may pay half by credit card and half by a postdated check.

Processing Fee **$75**

Returned Checks and Declined Credit Cards

Registrations will be returned to students when tuition is not paid, in whole or in part, because of a declined credit card, or a check returned because it is incorrectly written, or because there are insufficient funds in the account. Students who make a one-time error may be given a short period of time to correct the problem. A $75 processing fee will be charged. The registration will not be processed if the student fails to correct the payment problem by the deadline. An official grade will not be recorded and credit will not be given for anyone who attends class as an unregistered student.

Graduation Fee **$75**

- All students must submit a degree application form approximately two months prior to the projected date of completion of all degree requirements. Forms are available at site offices and at the program office. For additional information regarding the degree conferral process, call the Office of the University Registrar at 800-541-6682, ext. 7226, or (954) 262-7226.
- An additional fee is charged by the Registrar's Office for commencement announcements and for a cap and gown for students attending the annual June commencement exercises in Fort Lauderdale.

Local Fees **As applicable**

The Graduate Teacher Education Program is offered in cooperation with local teacher organizations in Alachua, Brevard, and Miami-Dade Counties in Florida. Students who are eligible but are not members of these organizations at the Gainesville, Melbourne, or Miami GTEP sites must pay a service fee to the appropriate organization. Site administrators at these locations provide complete details regarding local fees for students.

Withdrawal and Tuition Refund Policy

Students who cancel their registration before the first class session are entitled to a full tuition refund. GTEP's fees are not refundable. After the first class, students who inform the program of their intention to withdraw will receive a prorated refund of tuition. The refund for courses and the internships are based on the number of classes attended each session. Students must submit withdrawal requests in writing at the site, by fax, or by mail to the program office to ensure that documentation of their request is on file. Refunds will be based on the date of receipt of the request.

Students may not withdraw from courses on or after the last class meeting, and are considered active participants in all courses for which a registration has been accepted unless a written withdrawal request has been received by the program office.

Refund Amounts

100 percent refund:
Written notice of a change of registration submitted before the start of the first class meeting.

50 percent refund:
Written notice of a change of registration submitted before the start of the second class meeting.

25 percent refund:
Written notice of a change of registration submitted before the start of the fifth class meeting.

No refunds will be made after the end of the fifth class meeting of the session.

Students will receive a full refund of tuition payments:

- for not meeting minimum admissions requirements
- for a cancelled course or workshop
- for an involuntary call to active military duty
- for documented death of the student or a member of his or her immediate family (parent, spouse, child, sibling)
- for severe illness of the student (as approved by the institution and confirmed in writing by a physician) that precludes completion of the term
- for exceptional circumstances approved by the president or his designee

Refunds will be made within 30 days after the effective date of the student's withdrawal. Unless withdrawal procedures have been completed within the stated deadline, students are assumed to be active and are responsible for tuition payments that may apply to their signed registration forms, whether or not an initial payment has been submitted.

Dropping and Adding a Course

Drop/adds are limited to students who are registered prior to the start of classes. Students must submit a drop/add prior to the second class meeting. In order to add a course in place of one being dropped, students must obtain the permission of the site administrator and the professor of the course being added. Courses may not be added unless another course is also dropped.

Transcript Request Policy

Upon completion of a degree program at Nova Southeastern University, students receive one unofficial transcript without charge. Any other transcripts, before or after graduation, must be requested by completing a Request for Transcript Form, available at local sites or by calling the Office of the University Registrar at 800-541-6682, ext. 7225, or (954) 262-7225. This form, and a $5 check or money order should be mailed to the Office of the University Registrar.

Financial Aid

Nova Southeastern University's Office of Student Financial Aid administers comprehensive federal, state, institutional, and private financial aid programs. The purpose of these programs is to provide monetary assistance to students who can benefit from further education but who cannot do so without such assistance. Students interested in receiving a financial aid packet should contact the Office of Student Financial Aid at (954) 262-3380 or 800-522-3243.

Warning to Non-Degree-Seeking Students:
Students whose programs do not culminate in a degree are not eligible for financial aid. Persons taking programs leading to certification, but not a master's or educational specialist degree, are included in this category. Among those who are not eligible for financial aid are students taking course work for the ESOL endorsement, and persons in the Certification Program in Educational Leadership.

Additional Information: General Eligibility Requirements
In order to participate in the financial aid programs, a student generally must satisfy the following requirements:

- Be a U.S. citizen, permanent resident, or in the United States for other than a temporary purpose, and be able to provide proof of such
- Be accepted for enrollment in an eligible degree-seeking program at Nova Southeastern University
- Be making satisfactory progress in his/her course of study
- Not be in default of or owe a refund for any financial aid received previously
- Sign a Statement of Educational Certification
- Be registered with Selective Service if required to do so by federal law

Satisfactory Academic Progress

Federal regulations require that institutions develop and apply a consistent and reasonable standard of academic progress. Students must maintain satisfactory academic progress in the course of study they are pursuing according to the standards and practices of Nova Southeastern University to remain eligible for financial aid. The Office of Student Financial Aid has established written policies and procedures for measuring academic progress for students receiving financial aid under student financial aid programs. This policy takes precedence over any and all academic requirements as defined in each academic program's bulletin.

Measures for Satisfactory Academic Progress:

- Achieve a 3.0 cumulative grade point average; maintain the following grade point average after completion of each of the below increments:

Completed Credit Hours	Required Grade Point Average
■ 1–12 credits	2.7
■ 13 or more credits	3.0

- Students who attempt 18 or more credit hours during an academic year are required to complete 10 new credits each academic year. Students who attempt less than 18 credit hours during an academic year are required to complete all attempted credit hours.

GTEP students are considered to be full-time when registered for a minimum of six (6) semester hours per term (or three [3] semester hours per session), and part-time if registered for less than six (6) semester hours per term. Students registered for the practicum (6 semester hours) are considered full-time for one (1) academic year from the beginning of the session during which their registration was received, and part-time thereafter. Students registered for the supervised teaching internship (nine [9] semester hours), administrative internship, or Teacher Leadership Institute are considered full-time.

Academic Advising

Certification requirements are complex. Students in degree programs will receive an individualized program outline signed by an academic adviser following receipt of a completed admission application form. However, it is strongly recommended that all persons changing specializations, seeking transfer of credit, or attempting to meet specific renewal or certification requirements call, visit, or send email to an academic adviser before registering for classes.

Transfer of Credits

Up to six semester hours of graduate transfer credits in teacher education may be accepted in the Graduate Teacher Education Program, provided that the following conditions apply:

- The requirements for the student's specialization or certification area allow for transfer of credit
- The credits were earned at a regionally accredited graduate institution within a five-year period preceding the student's request for transfer
- The courses were not used toward a prior degree
- The grades assigned the courses were either A or B
- An official transcript has been received by the Admissions Office of FGSEHS to aid in the evaluation of the courses under consideration for transfer

- A Request for Transfer of Credit Form has been completed by the student (forms are available at all GTEP sites)
- Written approval of transfer of credit has been given by the appropriate academic adviser. No transfer of credit will be allowed for the following courses:
  - Core courses: CUR 521, 522, 523, 524, 525; EDU 721
  - Capstone Options: Administrative Internship, FasTRACK Practicum (online), Practicum Internship, Supervised Teaching Internship, Teacher Leadership Institute, or nine-credit course sequence

Credits transferred in will decrease the overall total credits required for degree programs and will not be computed in the student's grade point average.

Because state requirements for additional certification coverages are increasing, and because passing scores on state certification examinations are required in many cases, it is mandatory that all students pursuing additional coverages consult an academic adviser as to current state policies that may affect transfer of credit.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Students who wish to transfer credits from the university should contact the admissions office of the receiving school for information.

Degree and Program Completion Requirements for Teachers

Time Limit

GTEP allows students five (5) years in which to complete all degree or program requirements. The beginning of the five-year time frame for program or degree completion is the first term during which any courses that are applied toward any degree or any certification program were taken, either as a non-degree-seeking student or as a degree-seeking student in another specialization. Students who are unable to complete all degree or program requirements within the established time frame may request a one-time, one-year extension of time to complete the program.

Extensions of Time

Students who are unable to complete all degree or program requirements within the established time frame because of extenuating circumstances may apply for a one time, one-year extension by submitting a written request to the GTEP program office. Requests for extensions are reviewed on a monthly basis, and must be accompanied by supporting documentation (extensions are not granted beyond six [6] years from the date of initial enrollment). Students must be in good academic and financial standing to be eligible for extensions.

Minimum Degree Requirements

Educational Research (M.S.) or Grantwriting (Ed.S.)	3
Courses in the specialization	15
Electives	12
Capstone option	6
Total hours (minimum)	36

Meeting minimum degree requirements may not meet certification or other professional requirements. Students should consult an academic adviser.

All Florida students seeking certification in educational leadership must complete the Florida Principal Competencies Portfolio and submit it for approval during their final course in the program.

Initial Certification Plan (ICP)

The Initial Certification Plan (ICP) is designed for people with baccalaureate degrees in fields other than education who wish to obtain initial certification in teaching. Professional preparation and introductory methods courses may be waived in lieu of equivalent undergraduate courses from a regionally accredited institution. Undergraduate courses that are used to waive professional preparation and/or introductory methods courses may not be applied toward the minimum of 39 semester hours required toward the degree. Students are required to obtain security clearance to include fingerprinting.

ICP Degree Completion Requirements

ICP students are required to complete the following requirements:

■ CUR 521, 522, 523, 524, or 525, Educational Research for Practitioners	3
■ Satisfaction of professional preparation and introductory methods courses*	0–18
■ Courses in specialization*	15–36
■ EDU 514 Yearly Field Experience	3
■ EDU 688 Supervised Teaching Internship	9
Total credits (depending on specialization)	39–63

*A minimum of 15 credit hours of course work specific to the specialization is required.

Note that:

- Students in the following specializations may need additional courses in the subject matter outside their GTEP master's degree to meet state certification requirements: English education, mathematics education, science education, social studies education. The number of subject matter courses needed, if any, will depend upon courses taken at the undergraduate level and/or other graduate work in the content area of the specialization.
- Some school districts require additional courses beyond the state's minimum certification requirements for placement as a student teacher. Call 800-986-3223, ext. 1560, or (954) 262-1560 for information on the requirements of specific districts.
- It may become necessary for alternative actions to be implemented for the intern. A complete list of actions and policies may be found in the Internship Handbook.
- Students who accept teaching positions prior to participating in the Supervised Teaching Internship are thereafter ineligible for the course. Arrangements for alternative degree completion requirements may be arranged only by consulting an academic adviser.

Areas of Specialization

Computer Science Education (CSE)

Curriculum, Instruction, and Technology*

Educational Leadership (EDL)

Educational Media (EM)

Educational Technology *

Elementary Education (ELE)

English Education (ENG)

Management and Administration of Educational Programs

Mathematics Education (MAT)

Prekindergarten/Primary Education (EC)

Reading (RED)

Science Education (SCI)

Social Studies Education (SST)

Spanish Language

Teaching English to Speakers of Other Languages (TSL and BLE)

Teaching and Learning (International)

Varying Exceptionalities (EP)

*Available online only.

Online Degree Programs and Courses

Visit *www.fcae.nova.edu/gtep/online* for the most up-to-date information about online offerings. Course titles may have been abbreviated for space needs.

Capstone Options:

Administrative Internship (EL 698 and elective) or (EL 699)
This course provides an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements include a minimum of 150 contact hours, completion of a leadership portfolio, and seminars related to the role and responsibilities of the educational leader. This internship is for Educational Leadership students only.
Prerequisite: Degree candidacy and completion of 15 credit hours of required courses.

FasTRACK Practicum (OLP 698)
www.nova.edu/gtep/online/fastrackpracticum.htm
The FasTRACK Practicum is an opportunity to complete the practicum capstone experience using an online format. Two annual registration dates are available (online) that are planned for completion within one full term. The format for this mode is done through WebCT, with online advisers (coaches) and peer-support groups. Weekly assignments reduce proposal completion to five weeks or less and implementation to 10 weeks. Students are responsible for having their own Internet service providers (ISP) and an active NSU UNIX account. Applications must be sent online by the application deadlines listed on the Web page. Sessions are available in the fall and spring terms according to the online schedule. All specializations are available online except Educational Leadership.

Practicum Internship

The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product. All specializations except Educational Leadership are available.

The format is an independent study with a personal practicum adviser to guide document completion and give approval for implementation to begin. Students may register during any term by filling out a transaction form at their local site.

Supervised Teaching Internship (EDU 688)

The Initial Certification Plan is designed for persons with baccalaureate degrees in fields other than education who wish to obtain initial certification in teaching. After taking the required course work, which is dependent on education background and career goals, the Florida Department of Education requirements specifically mandate participation in a student teaching program of supervised internship. Two (2) years of full-time teaching experience will also satisfy this requirement, as specified in Rule 6A-4002(5)(a), FAC. (Nevada requires all students to fulfill the Internship requirement).

Undergraduate courses used to waive professional preparation and/or introductory methods courses may not be applied toward the minimum of 39 semester hours required for the master's degree. A security clearance, which includes fingerprinting, is required of all students at the beginning of the Initial Certification Plan.

The supervised student-teaching internship is a full-time 12-week minimum (Florida) or 18-week minimum (Nevada) experience in an approved K–12 classroom. Application deadlines for fall term and winter term internships apply. Applications can be obtained by calling 800-986-3223, ext. 8603. A seminar accompanies the student-teaching internship. Persons who are already teaching full-time should consult an academic adviser to discuss alternatives to the student-teaching internship.

To be eligible for student teaching, a student must have:

- A 3.0 grade point average
- Completed all required ICP course work with GTEP
- Completed all state certification requirements except the internship
- Submitted an application six months in advance
- A completed admission file
- Completed fingerprinting and security clearance

The Initial Certification Plan provides students with the basic course requirements prescribed by the State of Florida. However, beginning July 1, 2000, an applicant must have a bachelor's degree, the required education courses, and must have passed all parts of the CLAST (English Language Skills, Mathematics, Reading, Essay) in order to obtain an initial certificate in Florida. In addition, students must successfully complete the certification exam. Both the CLAST and the certification examination are state of Florida Exams and administered by the state of Florida.

Teacher Leadership Institute (EDU 699)

The Teacher Leadership Institute is designed to provide selected participants with opportunities for professional development, which will enhance their leadership skills. The course is highly interactive and encourages participants to broaden their leadership skills beyond their individual classrooms. The selected participants will gather to listen to presentations, interact and share knowledge and experiences, collect information, and obtain resources and materials that will be helpful and valuable to them in their own school settings. The purpose of this program is to involve selected participants in discussions and sharing and ignite and reenergize in them their own leadership behavior. Resource people are invited to share their experiences, expertise, and views on matters of primary concern to school communities. The participants will attend three institutes, which will be offered throughout the year.

To earn credit in the Teacher Leadership Institute, participants must successfully complete the artifact component, a process of describing an educational experience in which leadership developed an innovational change. The change was accomplished by implementing an idea or recommendation as part of a project that impacted your school, zone, or community. Artifacts can be anecdotal journals, videotapes, photographs, audiotapes, awards, multimedia projects, in-service records, or any creative or original piece of information. All specializations are available, except Reading.

Nine-Credit Course Sequence

Students should take courses in this sequential order, starting at the beginning of their program. This option increases the number of required credits from 36 to 39.

Option 1

Course	Credit
EDU 601	1
EDU 591	3
Choice of:	
CAE 502, 503, 504 or EDL 545	3
EDU 602	2
	9

Option 2

Course	Credit
EDL 698	3
CUR 591	3
EDL 699	3
	9

Professional Development Institute

Consistent with our commitment to foster timely self-development, a professional development institute has been created so that faculty members, adjunct faculty members, site administrators, and all related ancillary service personnel will be provided with the latest methodologies, technologies, and training. The institute also provides training services to educational entities and governmental agencies. For more information contact: 800-986-3223, ext. 8545 or (954) 262-8545.

- Focused forum
- Advanced strategies
- Emerging initiatives
- Intensive seminars

Seminars and Endorsement Courses

Seminars are offered to meet specific interests and needs not satisfied by regular courses within GTEP specializations. Seminars will vary by location. Minimum and maximum enrollment limits are applied to seminars.

Seminars are announced in advance to the specific local or professional group for which they are intended.

ADDITIONAL PROGRAM OFFERINGS

SUMMER STUDY ABROAD PROGRAMS

The Graduate Teacher Education Program (GTEP) offers students an opportunity to study abroad at select locations in Europe during summer sessions. All courses are offered in English in an intensive/accelerated format at NSU's international partner institutions abroad. Students may earn up to six credits.

Students are subject to all admission and program requirements in effect at all GTEP sites in the United States and abroad. International students enrolling in GTEP summer abroad courses must meet all NSU-GTEP admission requirements, and demonstrate proficiency in English as evidenced by attaining a minimum score of 550 on the TOEFL examination, or an equivalent score on a comparable English language proficiency examination. In addition, international students must also submit two letters of recommendation that attest to their ability to complete graduate study.

Students enrolling in summer abroad courses are responsible for securing their own transportation and living arrangements as well as the proper documentation for travel abroad. Courses are offered based on sufficient enrollment and may be cancelled 30 days prior to the start date.

For further information contact us at:

Phone: (954) 262-8762
Fax: (954) 262-3912
Email: *denapoli@nova.edu*

INTERNATIONAL MASTER OF SCIENCE IN EDUCATION DEGREE PROGRAM ATHENS, GREECE

Program of Study

The Athens, Greece cluster program is designed to be completed in 36 credit hours of study (10 courses plus the practicum/capstone project) with classes on weekends and weekday evenings at the CAMPUS Arts and Sciences facility in Kifissia (Athens), Greece. Nova Southeastern University faculty personally lead on-site instruction and manage grading, research guidance, and individualized direction. A dedicated Athens cluster site administrator and support staff housed at the CAMPUS Arts and Sciences facility provide additional on-site support for all students.

Student cohorts of 20 or more move through the program together to completion, which enhances the consistency, interaction, and collaboration. The 10 core courses are followed by a practicum/capstone project that applies elements of the curriculum to a significant research project.

The curriculum and materials are delivered in English, and students have full access to Nova Southeastern University's

unique Electronic Library and considerable education journal holdings as well as CAMPUS Arts and Sciences and other local library holdings.

Admission to the program is admission to Nova Southeastern University's Graduate Teacher Education Program (GTEP), and requires official transcripts and additional admissions criteria as outlined below. Participants also have full access to all learning and technology resources at the CAMPUS Arts and Sciences facility in Kifissia (Athens), Greece.

Admission Requirements

Students admitted to the Graduate Teacher Education Program in Kifissia (Athens), Greece must meet the following admissions requirements:

- Possess an earned baccalaureate or graduate degree from a regionally accredited college or university in the United States or Greece, or possess comparable credentials for students in Greece
- Provide official transcripts and diplomas from all colleges and universities attended
- Attain a minimum score of 550 on the TOEFL examination, or an equivalent score on a comparable English language proficiency examination
- Submit two letters of recommendation that attest to the applicant's ability to handle graduate study
- Submit a completed application form accompanied by a $50 USD nonrefundable application fee
- Schedule an interview with the program dean or local site administrator

Courses

ETEC 602 Technology and the School Curriculum (3 cr.)

CUR 522, 523, 524 Education Research for Practitioners (3 cr.)

EDU 502, 503, 504 Curriculum and Instruction (3 cr.)

EDU 501 School and Society-Issues in Education (3 cr.)

EDU 503 Classroom Management and Organization (3 cr.)

EDU 502 Human Growth and Development (3 cr.)

CUR 591 Workshop on Student Evaluation (3 cr.)

EDL 510 School Leadership (3 cr.)

EDU 580 Educational Measurement (3 cr.)

EP 5264 Instructional Strategies for Learning Disabled Students (3 cr.)

EDR 688 Educational Research Practicum (6 cr.)

For further information contact us at:

In the United States:
Phone: (954) 262-8733
Fax: (954) 262-3912
Email: *denapoli@nova.edu*
Web site: *www.fgse.nova.edu/campus*

In Greece:
Phone: 8018.274
Fax: 8087.968
Email: *dtheofanopoulou@email.com*
Web site: *http://forthnet.gr/campus*

NATIONAL MASTER OF ARTS IN TEACHING AND LEARNING

The Master of Arts degree in Teaching and Learning (M.A.T.L.) program has been designed by the Fischler Graduate School of Education and Human Services (FGSEHS) of Nova Southeastern University (NSU) and Skylight Professional Development to meet the needs of classroom practitioners by linking theory to best practices in the classroom. As you learn from today's leading educational theorists, master teachers will model and reflect on best practice strategies that you can begin to implement and develop as part of your daily classroom repertoire. NSU has designed the M.A.T.L. degree utilizing comprehensive distance learning methodologies. The program is structured within the context of three construct areas impacting today's classroom teacher: instruction, curriculum, and professional development. Through interaction with a graduate education faculty member committed to the collaborative and integrative investigation of problems in practice, you will experience a comprehensive study of current educational research and critical analysis of classroom practices.

Program of Study

The M.A.T.L. program is a 30-credit hour sequential curriculum, which can be completed in as few as five terms. There are four 10-week terms and one 8-week term; courses are configured in terms of six semester hours each. Enrollment is open with new semester terms beginning in October, January, March, and June of each academic year. The program is developed around study, analysis, reflection, and application of current education theory and issues, and is designed to encourage professionalism and through implementation of three interwoven elements to create a meaningful experience for the classroom teacher: Action Research, Professional Portfolios, and Educational Technology.

Courses	Academic Blocks and Strands
EDUC 610	Classroom and Instructional Management (6 cr.) ■ Active Learning: Practice into Theory ■ Classroom Management
EDUC 620	Instruction and Assessment for Diverse Classrooms (6 cr.) ■ Instructional Strategies for the Inclusive Classroom ■ Integrated Assessment for Standards-Based Curricula
EDUC 630	Action Research in Practice (6 cr.) ■ Professional Inquiry: Teacher as Researcher ■ Reflective Practice through the Portfolio Process
EDUC 640	Cognitive Curriculum (6 cr.) ■ Modes of Inquiry: Models for Learning ■ Cognitive Curriculum: Teaching for Intelligence
EDUC 650	Instructional Modes and Technology (6 cr.) ■ Models of Teaching ■ Classroom Technology: A Cyber Project Approach

Admission Requirements

Students admitted to the Master of Arts in Teaching and Learning (M.A.T.L.) must meet the admissions requirements for the Graduate Teacher Education Program.

- Possess a bachelor's degree from a regionally accredited institution
- Provide copies of official transcripts from all colleges and universities attended
- Submit a completed NSU application form accompanied by a $50 nonrefundable application fee
- Have an undergraduate GPA of at least 2.75 on a 4.0 scale (probationary status may be granted to applicants with an undergraduate GPA of less than 2.75)
- Be a current practicing teacher

For further information contact us at:

Phone 800-348-4474
Web site: *www.fgse.nova.edu*
www.skylightedu.com

ASSOCIATE OF ARTS DEGREE PROGRAM WITH A SPECIALIZATION IN EARLY CHILDHOOD EDUCATION

Program Description

The Associate of Arts Degree Program with a Specialization in Early Childhood Education (AA-ECE) is a professional training program designed for individuals affiliated with Head Start grantees, centers, or programs. The degree program represents a collaborative effort of the many schools, centers, and departments of Nova Southeastern University.

The central goal of the program is to prepare competent early childhood educators. The Associate of Arts Degree Program with a Specialization in Early Childhood Education is designed to meet the following needs:

- Offer entry level college training for students in early childhood education
- Provide opportunities for students to build knowledge and skills required to work with children, families, and communities
- Provide effective professional development content linking theory and practice
- Facilitate distance learning college level experiences for individuals working in the field
- Provide accessible professional development opportunities and support for students moving through the early childhood education career ladder

The AA-ECE degree program is structured according to the national and state requirements for associate degree programs in early childhood education. The program is based on the competencies and guidelines established by the following national organizations:

- National Association for the Education of Young Children (NAEYC)
- American Associate Degree Early Childhood Educators (ACCESS)
- National Council for Accreditation of Teacher Education (NCATE)
- Association for Childhood Education International (ACEI)
- National Board for Professional Teaching Standards (NBPTS)

The program of study is designed to meet the national guidelines and competencies recommended by NAEYC, ACCESS, and NCATE for the initial preparation of early childhood educators. Professional courses are intended to develop knowledge and competence in six key areas: child development; curriculum, family and community, assessment, special needs, professionalism, and field experiences.

For more information on the AA-ECE degree program, please contact:

Phone: 800-986-3223, ext. 8756, (954) 262-8756
Web site: *www.nova.edu/ece*

Admission Requirements

- Proof of high school graduation is required. Potential students must submit official high school or college transcripts and/or GED scores
- Potential students must submit a completed application form accompanied by a $50.00 nonrefundable application fee
- Potential students must be affiliated with a Head Start grantee, center, or program

Students currently enrolled in the Nova Southeastern University Farquhar Center for Undergraduate Studies are not eligible for admission to the Associate of Arts Degree Program with a Specialization in Early Childhood Education (AA-ECE).

Grades

Students must maintain a minimum 2.0 grade point average for retention in the program. Students are placed on academic probation when their grade point average falls below a 2.0, and are then provided two (2) terms in which to clear probation. Students who do not raise their grade point average to a 2.0 within the two terms on probation will be dismissed from the program

Grades of incomplete (I) are issued because of unexpected personal or professional emergencies, and must be made up within four (4) months (or sooner) of the final class meeting of the course, as stipulated by the instructor. Grades of incomplete that are not made up within the allotted time are administratively changed to a grade of F and will appear on the official transcript.

Students are permitted to repeat a course only one time in order to improve their grade.

Grade		Quality Points
A	Excellent achievement	4.0
B	Good achievement	3.0
C	Satisfactory	2.0
D	Marginal	1.0
F	Failure	0.0
WU	Administrative withdrawal	
NG	No grade submitted by instructor	
I	Incomplete	

No plus (+) or minus (-) grades (e.g., A-, B+) are used in the program.

Transfer of Credit

Up to 15 credit hours of transfer credits in general education may be accepted in the Associate of Arts Degree Program with a Specialization in Early Childhood Education (AA-ECE), provided the following apply:

- The credits were earned at a regionally accredited institution in the United States within a 5-year period preceding the students' request for transfer
- The courses were not used toward a prior degree
- The grades assigned the courses were either A or B
- An official transcript has been received by the Admissions Office of FGSEHS to aid in the evaluation of the courses under consideration for transfer
- A request for Transfer of Credit form has been completed by the student
- Written approval of transfer of credit has been given by the appropriate academic adviser and program director.

Credits transferred will decrease the overall total credits required for degree, and will not be computed in the students' grade point average.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school, department, or program. Students who wish to transfer credit should contact the admissions office of the receiving school, department, or program for information.

Nine CDA credits may be transferred into the program.

Grade Reports

All AA-ECE degree program students are provided with grade reports at the end of every session for which they are registered. The Graduate Teacher Education Program (GTEP), administrative unit for the AA-ECE degree program, maintains up-to-date progress records on each student. Through academic advisers, students have access to working transcripts that show current status of earned grades and earned semester credit hours for all courses, completed and/or attempted.

Student Records

Individual student records are maintained in the GTEP program office on-campus. The student's file contains a record of all academic work, a completed application, records of all registrations, and any correspondence with the student. A student may request his/her academic file at anytime. The request must be made in writing. In accordance with the rules for privacy and confidentiality of files, the file will not be released to any other individual or agency without explicit permission of the student.

Student Orientation

Once a cluster of students (course section) has been formed, the program director in collaboration with the instructor will conduct a program orientation meeting prior to the start of the first instructional session.

Delivery Systems

Students will complete 69 (track one) or 64 (track two) credit hours via a delivery system that will combine Web-based instruction, audio-bridge contacts, and on-site instruction when needed. The program provides students with learning experiences through which they develop the knowledge and skills required for working with children, families, and communities. The program is structured around the competencies and guidelines proposed by the National Association for the Education of Young Children (NAEYC) and the National Board for Professional Teaching Standards.

Each course is offered over an eight-week period. Students may access course content from the Internet. The online platform uses advanced technology to bring quality education to the students' homes and work sites. The online platform offers varying avenues for learning: electronic bulletin boards, world wide web, chatrooms, email, web-based resources, electronic library and scheduled discussions.

Participation in the Associate of Arts Degree Program with a Specialization in Early Childhood Education (AA-ECE) requires that students have Internet and World Wide Web access through an Internet service provider (ISP). To assist students with online education formats, "Introduction to Computers and the Internet" course will be among the first courses provided during the program.

Technology Requirements

The minimum equipment is required to run the online learning software:

- Computer (IBM compatible 486/33 (Pentium preferred) with Windows 3.1 operating system or higher (Windows 95 or 98 preferred) or
- Macintosh 7.1 operating system or higher
- 16+ MB of RAM, 50+ MB of free hard drive space (higher preferred)
- Disk drive - one 3.5"
- Modem - 14.4 BPS (28.8 BPS or above preferred)
- A web browser that handles frames, tables, and JavaScript (i.e., Netscape 2.0 or higher, Internet Explorer 4.0 or higher, AOL 4.0 or higher)
- Internet and World Wide Web access through an Internet Service Provider*

* Nova Southeastern University is not responsible for providing equipment, software or ISP services.

Curriculum

Track 1: Sample Student Program (69 Hours)

Summary of Required Courses

General Education (36 hours)

Required

ART 1110: Creativity and Imagination

CIS 110: Introduction to Computers

ENC 110: English Composition 1

ENC 210: English Composition 2

SPC 210: Speech

LIT 2330: Children's Literature

BSC 210C: General Biology

BSC 1110: Environmental Science

MAT 110: College Algebra

MAT 1110: Intermediate Algebra

DEP 2100: Child Growth and Development

SYG 210: Sociology

Specialization (33)

ECE 101: Introduction to Early Childhood Education

ECE 118: Child Observation, Record Keeping, and Assessment

ECE 114: Introduction to Early Childhood Education: Families, Schools and Communities

ECE 112: Introduction to Early Childhood Education: Language, Social and Emotional Development

ECE 103: Foundations of Early Care and Education

ECE 141: Child Guidance

ECE 105: Children with Special Needs (Birth through Age 8)

ECE 127: Developmental Curriculum: Language, Literacy, and Social Studies

ECE 128: Developmental Curriculum: Math and Science

ECE 201: Professional and Ethical Behavior in Early Childhood Education

ECE 210: Field Experiences in Early Childhood Education: Portfolio Review Lab I

ECE 211: Field Experience in Early Childhood Education: Portfolio Review Lab II

ECE 212: Field Experiences in Early Childhood Education: Portfolio Review Lab III

Electives (2 hours): ECE 205/206

Track 2: Students Transferring CDA Credits

Sample Student Program (63 Hours)

Summary of Required Courses

General Education (36 hours)

Required

ART 1110: Creativity and Imagination

CIS 110: Introduction to Computers

ENC 110: English Composition 1

ENC 210: English Composition 2

SPC 210: Speech

LIT 2330: Children's Literature

BSC 210C: General Biology

BSC 1110: Environmental Science

MAT 110: College Algebra

MAT 1110: Intermediate Algebra

DEP 2100: Child Growth and Development

SYG 210: Sociology

Specialization (27)

ECE 115: Creative Activities for Young Children

ECE 118: Child Observation, Record Keeping, and Assessment

ECE 105: Children with Special Needs (Birth through Age 8)

ECE 103: Foundations of Early Care and Education

ECE 127: Developmental Curriculum: Language, Literacy, and Social Studies

ECE 128: Developmental Curriculum: Math and Science

ECE 141: Child Guidance

ECE 201: Professional and Ethical Behavior in Early Childhood Education

ECE 210: Field Experiences in Early Childhood Education: Portfolio Review Lab I

ECE 211: Field Experiences in Early Childhood Education: Portfolio Review Lab II

ECE 212: Field Experiences in Early Childhood Education: Portfolio Review Lab III

Electives (2 hours): ECE 205/206

Course Descriptions

Early Childhood Education

ECE 101 Introduction to Early Childhood Education (3 cr.)
This course will focus on key characteristics of the process of growth and development during the prenatal, infancy, toddler, preschool, and school age periods. Students will examine typical and atypical developmental characteristics of children across the physical, cognitive, language and social domains. Characteristics of the learning environment conducive to safety and health according to state and local guidelines will be examined. Appropriate field experiences are integrated and required. **(This course is part of the CDA series: CDA I)**

ECE 103 Foundations of Early Care and Education (3 cr.)
This course introduces students to the historical, philosophical and sociological foundations of programs for young children. Professional and ethical behavior in early childhood education will be discussed. Students will be engaged in the analysis of different program models and instructional strategies. Appropriate field experiences are integrated and required.

ECE 105 Children With Special Needs (Birth through Age Eight) (3 cr.)
This course will guide students in determining a child's developmental readiness, learning styles, and social-emotional needs. Students will learn ways of adapting the classroom to meet the needs of children who have special requirements. The history of exceptional education will be explored in conjunction with the educational and social issues relative to the field. Appropriate field experiences are integrated and required.

ECE 112 Introduction to Early Childhood Education: Language, Social and Emotional Development (3 cr.)
This course will focus on language growth and development of positive self-concept. Stages of language development, selection and design of classroom activities and identification of children's strengths will be examined. Appropriate language strategies will be discussed and implemented. Students will examine ways to promote positive social and emotional development and to foster positive self-concept in the individual child. Appropriate field experiences are integrated and required. **(This course is part of the CDA series: CDA II)**

ECE 114 Introduction to Early Childhood Education: Families, Schools and Communities (3 cr.)
This course will guide students to analyze the interaction between families, schools and communities. Attention is given to define the family and its characteristics according to the concept of family systems and the influence they have on the development of young children. The characteristics of effective family and parent involvement strategies and professional behavior will be examined. Appropriate field experiences are integrated and required. **(This course is part of the CDA series: CDA III)**

ECE 115 Creative Activities for Young Children (3 cr.)
Students will explore creative activities in several curriculum areas and adapt plans to meet the needs of all children. The classroom environment will be discussed as a means of children's learning. Appropriate field experiences are integrated and required.

ECE 118 Child Observation, Record Keeping, and Assessment (3 cr.)
In this course students will have the opportunity to observe children in structured and unstructured situations, record their observations, and use their records as a way of assessing strengths and needs of individual children. Guidelines will be provided for properly conducting observations, keeping records and using assessment data for curriculum planning. Appropriate field experiences are integrated and required.

ECE 127 Developmental Curriculum: Language, Literacy, and Social Studies (3 cr.)
This course will focus on the elements of developmentally appropriate curriculum for children. Students explore ways in which children, beginning in infancy, acquire language, develop the basis of literacy, and come to understand their social world. Students learn ways of creating integrated curriculum, organize the environment, and of providing children with developmentally appropriate activities that foster concept and increase and promote social and scientific awareness. Appropriate field experiences are integrated and required.

ECE 128 Developmental Curriculum: Math and Science (3 cr.)
This course focuses on the ways in which children construct knowledge through play and exploration. Students learn ways of helping children develop early math concepts, engage in scientific explorations, and engage in creative problem solving. Appropriate field experiences are integrated and required.

ECE 141 Child Guidance (3 cr.)
Students will develop appropriate ways to guide children's behavior through effective organization of the environment (emphasizing schedule, activities and materials) and guidance techniques that minimize conflict and encourage children to play and learn cooperatively. Appropriate field experiences are integrated and required.

ECE 201 Professional and Ethical Behavior in Early Childhood Education (1 cr.)
Students will analyze the characteristics and role of the professional early childhood educator. Students will examine current professional issues such as child legislation, advocacy efforts. Discussion of the Code of Ethical Behavior and its implications is emphasized. Appropriate field experiences are integrated and required.

ECE 210 Field Experiences in Early Childhood Education: Portfolio Review Lab I (1 cr.)
This course provides students with opportunities to observe, engage in dialogue, investigate methods and participate in planning. Support to the pre-professional in the art and science of teaching is provided through reflective supervision.

ECE 211 Field Experiences in Early Childhood Education: Portfolio Review Lab II (1 cr.)
This course provides students with opportunities to observe, engage in dialogue, investigate methods and participate in planning. Support to the pre-professional in the art and science of teaching is provided through reflective supervision.

ECE 212 Field Experiences in Early Childhood Education: Portfolio Review Lab III (1 cr.)
This course provides students with opportunities to observe, engage in dialogue, investigate methods and participate in planning. Support to the pre-professional in the art and science of teaching is provided through reflective supervision.

Electives

ECE 205 Management of Programs for Young Children (2 cr.)
Students will examine key components of effective management of early childhood programs. Budgeting practices, supervisory tasks, legal issues and resource development will be discussed. Appropriate field experiences are integrated and required.

ECE 206 Leadership in Early Care and Education (2 cr.)
Students will examine leadership theory in the context of early care and education. The impact on leadership development of program settings, funding sources and evaluation measures will be analyzed. Appropriate field experiences are integrated and required.

General Education

ART 1110 Creativity and Imagination (3 cr.)
Students will explore the nature of creativity in young children. Art, music, movement, and play will be related to principles of child development. Students will learn ways to provide children with materials and experiences that encourage creative expression and foster imaginative play.

BSC 210C General Biology (3 cr.)
This course is an introduction to elementary cell chemistry, structure, metabolism and reproduction. It includes the study of energy capture and transfer by cells, DNA structure, replication and function, the nature of heredity and the genetic basis of speculation, and theories of the origin of life and evolution.

BSC 1110 Environmental Science (3 cr.)
A study of the interplay between human populations and the ecosystems of which they are a part. The goal of the course is to aid the student in understanding current environmental issues and realistically evaluating courses of action which have been proposed to deal with them.

CIS 110 Introduction to Computers (3 cr.)
An introduction to the fundamentals of operating personal computer equipment including the basics of work processing database management, electronic spreadsheets, and presentation graphics. Experience with computers and selected software is stressed.

DEP 2100 Child Growth and Development (3 cr.)
This course will focus on key characteristics of the process of development during the prenatal, infancy, toddler, preschool, and school age periods (through age eight). Students will examine typical and atypical developmental characteristics of children across the physical, cognitive, language, and social domains.

ENC 110 English Composition 1 (3 cr.)
This course is designed to develop students' writing skills to achieve career goals. The skills include writing clear, well-developed paragraphs, essays, and research papers. This course teaches the principles of pre-writing, organizing, drafting, revising, and editing paragraphs and essays. It includes basic research and documentation methods.

ENC 210 English Composition 2 (3 cr.)
This course teaches the principles of the writing process, emphasizing academic and business report writing. It includes basic research and documentation methods.

LIT 2330 Children's Literature (3 cr.)
This course will familiarize students with major works in children's literature including the principal categories, such as picture books, poetry, fantasy, fiction, and non-fiction. It will also analyze the role that literature has played and/or should play in the teaching of reading in primary school. Practical activities for using children's books will also be explored.

MAT 110 College Algebra (3 cr.)
This course prepares the student for disciplines involving quantitative calculations. Covered topics include set theory, operations with algebraic expressions, radicals, exponents, linear and quadratic equations with applications, graphing, and inequalities.

MAT 1110 Intermediate Algebra (3 cr.)
This course covers topics such as factoring; operations with rational expressions, absolute value; exponents, radicals and roots; linear and quadratic equations and linear inequalities and graphs, all with applications.

SPC 210 Speech (3 cr.)
The student will be instructed on preparation and delivery of different types of speeches, as well as learn techniques to improve interpersonal communication skills, with emphasis on job interviewing and working in teams.

SYG 210 Sociology (3 cr.)
This course is a study of human society with emphasis on customs, groups, organizations, institutions, classes, and social processes. The course is also designed as an introduction to the discipline and methods of sociology.

M.S. AND Ed.D. PROGRAMS FOR JEWISH DAY-SCHOOL EDUCATORS

The Fischler Graduate School of Education and Human Services offers master of science in education and doctor of education degrees customized to meet the needs of Jewish day school and preschool educators. Content-rich, pedagogical courses are delivered in a variety of venues within a time frame sensitive to the Jewish calendar.

Mission Statement

To provide practicing teachers and administrators the opportunity to acquire knowledge, enhance pedagogical skills, and develop effective leadership to foster innovative and productive learning environments.

Specific Goals

- To improve Jewish day schools and preschools by enhancing the pedagogical skills of teachers and developing the visionary leadership capabilities of administrators
- To assist in the creation and implementation of individual leadership development plans
- To identify and address contemporary and future educational issues for Jewish day schools and pre-schools in our changing world
- To promote professional networking
- To foster educational improvement using informed-action research, effective application to change theory, collaborative decision-making and strategic planning, appropriate evaluation

Master of Science (M.S.) in Education for Jewish Day-School Educators

Courses:

ETEC 502	Technology and the School Curriculum	(3 cr.)
CUR 522/524	Educational Research for Practitioners	(3 cr.)
CUR 502/504	Curriculum and Instruction	(3 cr.)
EDU 501	School and Society	(3 cr.)
EDU 503	Classroom Management and Organization	(3 cr.)
EDU 502	Human Growth and Development	(3 cr.)
CUR 591	Workshop on Student Evaluation	(3 cr.)
EDL 510	School Leadership	(3 cr.)
EDU 580	Educational Measurement	(3 cr.)
EP 5266	Curriculum Instruction for Exceptional Students	(3 cr.)
EDR 688	Educational Research Practicum: Action-Based Research	(6 cr.)
Total Credits:		36

M.S. Admission Requirements

- Earned baccalaureate from a regionally accredited college or university or equivalent as determined by the Jewish Day-School Educators Master's Degree Acceptance Board. Portfolio assessment required*
- Submit a graduate admission application form and application fee
- Provide official transcripts from all colleges and/or universities attended

* Equivalency procedures and portfolio information available upon request.

Doctor of Education (Ed.D.) for Jewish Day-School Educators

This program is designed for educators who have an earned a master's or higher degree and are seeking specialized doctoral-level instruction in a distance education format. The program incorporates cluster-based and individual study, an applied dissertation that focuses on a problem of significance to the student's own environment, and attendance at two weeklong Summer Institutes. All elements of the doctoral program are offered on a schedule sensitive to the Jewish calendar.

A total of 66 credits are offered in the program, around five study themes:

- Leadership
- Developmental Issues
- Research and Evaluation
- Political Processes and Social Issues
- Technology

Ed.D. Admission Requirements

- Have an earned master's degree from a regionally accredited (U.S.) institution
- Complete an admission packet
- Score a minimum of 550 on the Test of English as a Foreign Language (TOEFL) or completion of a graduate degree in residence at a regionally accredited college or university
- Occupy a position that requires or allows them to work independently and to have direct or indirect impact on Jewish day-school students
- Have three years or more of work experience in a Jewish day-school environment
- Have access to a computer and modem, be familiar with communication through the Internet and the World Wide Web, and maintain arrangements with an Internet service provider

For more information, call:
Phone: 800-986-3223, ext. 8625
(954) 262-8625
Email: *jdsinfo@nova.edu*
Web site: *www.fgse.nova.edu/jds*

GRADUATE EDUCATION COURSE DESCRIPTIONS

ACS 600 Starting a Charter School (3 cr.)
This course is designed to provide an overview of the charter school movement. The principles, practice, and purpose of charter schools are explored. Lessons emerging from existing charter schools and questions arising from the charter school movement are explored. This course will provide guidance in developing a charter school proposal, understanding the ins and outs of organizing a charter school, and the daily administration of charter school operation. Internet resources and a newly developed CD-ROM will provide state-of-the-art tools for learning.

ACS 601 Choice: New Horizons for Education (3 cr.)
This course provides an overview of the choice movement in education. The belief that choice in education cultivates constructive competition, serves as an impetus for academic improvement; and fosters greater accountability is debated. The basic premises underlying school choice are explored. Through this course insight will be gained in planning for school choice: getting started and factors to consider. The Internet will serve as a vehicle to discover policy issues and questions, distinguish successful plans from less successful ones, and learn more about parental choice incentive programs.

AS 701 Administrative Internship: Supervisory (1-6 cr.)
This course may be used to meet Arizona certification requirements and is open only to students approved by an academic adviser.

AS 702 Administrative Internship: Principalship (1–6 cr.)
This course may be used to meet Arizona certification requirements and is open only to students approved by an academic adviser.

AS 703 Administrative Internship: Superintendency (1–6 cr.)
This course may be used to meet Arizona certification requirements and is open only to students approved by an academic adviser.

BLE 500 Foundations of Bilingual Education (3 cr.)
A survey of the history, rationale, and organization of bilingual education in the United States. The course includes a study of various bilingual-bicultural education programs already in existence.

BLE 547 Testing and Evaluation in BLE/TESOL (3 cr.)
This course looks at traditional and standardized tests and their role in the ESOL classroom. It emphasizes the use of alternative and portfolio assessment to document children's learning experiences, meet standards, and connect assessment to instruction. This is a requirement for an M.S. in TESOL and for the Florida add-on ESOL endorsement.

BLE 567 Applied Linguistics (3 cr.)
An introduction to linguistic principles, methods, and terminology needed to diagnose possible problems encountered by students learning English as a second language. This is a requirement for an M.S. in TESOL and for the Florida add-on ESOL endorsement.

CAE 500 Introduction to Media and Instruction (3 cr.)
This course introduces the principles of instructional design and learning theory; examines methods for planning, production, and utilization of media in instruction; and provides experience in the development of a lesson plan that incorporates the use of instructional media.

CAE 502 Internet for Educators (3 cr.)
This introductory course introduces fundamentals of navigating the Internet and its role in the K–12 classroom. Participants will explore history of the Internet, Internet services, and forms of Internet communication and retrieval including email, listserv, usenet newsgroups, ftp, web browsers, and Internet search engines. Educational Web sites will be examined and evaluated. Current issues and controversies concerning Internet access in the K–12 environment will be discussed and key terms and concepts for navigating the information highway will be presented.

CAE 503: Internet Resources: Applications for Instruction (3 cr.)
This intermediate course examines Internet resources and communications tools and how they may be used in the learning environment to build critical-thinking and research skills. Participants will learn to use the Web to locate, examine, and evaluate instructional resources to design instructional activities for education or training. Synchronous and asynchronous forms of Web communication will be explored along with issues of acceptable Internet use in the K–12 classroom. Projects and activities focus on the individual participant's professional environment and curriculum needs.

CAE 504: Web Authoring I: Introduction to Web Page Development (3 cr.)
This introductory, project-based course, examines and demonstrates the elements of World Wide Web page development including design and copyright issues, HTML editors, resources, and varied tools for web page publication. Each participant will design and publish a basic WWW page that will supplement a problem-based learning project.
Prerequisite: Demonstrated ability to use a WWW browser and search techniques.

CAE 505: Web Authoring II: Beyond Basic WWW Page Development (3 cr.)
Participants will supplement the WWW page developed in Web Authoring I, using more advanced authoring techniques such as tables, frames, sound, video, JavaScript, and the creation of transparent/animated WWW graphics. Participants will examine learning theories and how they can be applied to Web site design.
Prerequisite: CAE 504 Web Authoring I

CAE 507 Online Video and Multimedia Production for Education* (3 cr.)
This course introduces elements of video and multimedia production and management for classroom and distance delivery. Key concepts in video preplanning and design, production management, and the impact of video in the learning process will be explored. *(CAE 500 or 502 recommended prior to registration for this course)

CAE 509 The Net-Connected Classroom: Educational Applications of Online Technologies *(3 cr.)
This introductory course explores fundamentals of Internet resources and their role in the K–12 classroom. Participants will use tools of Internet-based instructional resources including forms of communication and collaboration (email, listservs, usenet newsgroups), ftp, telnet, search engines, and directories. Strategies for managing the variety of tools and services available on the Internet will be implemented. Online research and tutorial services will be accessed and evaluated for classroom use. *May be taken as alternative to CAE 502.

CAE 6100 Classroom and Clinical Applications of Assistive Technology (3 cr.)
The term assistive technology as defined by federal legislation as "any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capacities of individuals with disabilities." This course is a broad overview of assistive technologies commonly being introduced into school and clinical settings to empower and support persons with varied physical and learning disabilities.

CIT 500 Theories of Learning (3 cr.)
This course examines varied learning theories that directly impact education and their influences on teaching and learning. Philosophies relating to how people learn, curriculum design, assessment and the focus on reorganization for school change will be discussed.

CIT 501 Curriculum and Instruction (3 cr.)
This course is intended to provide skills to the participants to develop, design, plan and assess the curriculum. Major topics that include theories and foundations of the curriculum are balanced with practical applications of developing curriculum materials appropriate for the participant's setting. Current topics including multicultural curriculum, program evaluation, integrated curriculum, thematic units, technology-based learning, and assessment of student learning outcomes are examined.

CIT 502 Educational Research for Practitioners (3 cr.)
This course emphasizes theoretical and practical research skills utilized by education practitioners. Electronic data bases, research principles in the classroom, collection and analysis of data and development of a research project are among the major topics included. Statistics are introduced as a tool to interpret research.

CIT 503 Workshop in Student Evaluation (3 cr.)
This course offers a variety of practical skills for improving assessment techniques and instruments. Among assessment systems to be covered are design and development of assessment plans, teacher-made tests, alternative and multicultural assessment instruments, and portfolios. Program evaluation, role of standardized testing in education, and the relationship of learning, assessment and decision-making will also be examined.

CIT 504 Creativity in the Curriculum (3 cr.)
This course offers a variety of strategies and hands-on ideas for fostering creativity in the K–12 environment. Methods for planning creative activities, assignments that call for original work, independent learning, self-initiated projects, and experimentation are examined.

CIT 506 Appropriate Curricular Practices in Multicultural Settings (3 cr.)
This course examines how to develop appropriate curriculum in multicultural settings. Discussion of what constitutes a developmentally and culturally appropriate curriculum for linguistically (ESOL) and culturally different learners is emphasized throughout the course. Guidelines for the selection of appropriate teaching approaches, materials, and activities with consideration to all aspects of diversity are examined.

CIT 609 Special Topics in Curriculum Design 1 (3 cr.)
This course is an independent study of special topics and issues in curriculum planning, organization, and design.

Programs in elementary and secondary schools; courses of study; teaching and resources; evaluation of curriculum; and curriculum design and delivery will be among topics included in this survey course.

CIT 698 Practicum Internship (6 cr.)
The Practicum Internship is the culminating or capstone experience in the M.S./Ed.S. program of study. A range of practicum options are available, such as applied projects, practical and/or research-based activities, or advanced professional development and study. Therefore, the practicum design is determined through negotiation with the practicum adviser and is based on individual needs, career objectives, and goals. The practicum is explained further in the Practicum Internship Handbook. Students may register for the practicum any time after achieving candidacy.
(Admission to degree candidacy required)

COM 600 Enhancing Oral Communication Skills (6 cr.)
This course addresses all aspects of oral communication skills, including alleviating apprehension, promoting oral participation, using collaborative learning, refining questioning strategies, teaching active listening, using nonverbal communication, dealing with gender and cultural issues, and actually instructing others in the development and delivery of oral presentations.

CSE 500 Computer Literacy for Teachers and Administrators (3 cr.)
This course constitutes an introduction to the electronic tools of the Information Age, with an emphasis on the use of new technologies to facilitate the accomplishment of instructional and administrative tasks. Computer-assisted instruction and telecommunications are also introduced.

CSE 501 Managing Computer Resources for Teachers and Administrators (3 cr.)
This computer literacy course is designed for students specializing in computer science education or people with prior experience with computing machinery who wish to expand their knowledge. Educational applications of technology are emphasized throughout this course, stressing the integrated use of hardware, software, and peripheral devices for microcomputers, computer workstations, and networked computing information systems.

Credit by Waiver: CSE 501 is a Florida certification requirement. Those able to document computer literacy may demonstrate competency in CSE 501 by passing CSE 650 with a grade of B or above. A "pass" will then be recorded for CSE 501. If a grade lower than a B is received for CSE 650, the student must enroll in CSE 501. By opting for a waiver, the student avoids repeating material already mastered and is able to take another course at a more advanced level. Credits for a waived course cannot be applied toward the degree.

CSE 500, CSE 501, or the equivalent are prerequisites for all other CSE courses.

CSE 505 Computer Applications (3 cr.)
After gaining facility with a computer operating system (DOS), students will employ standard or generic computer application programs to produce hard copies of documents that require the use of a wordprocessor, a spreadsheet, and a database. Students will identify the standard features and common applications of these tools in educational settings and in society in general. An overview will be given of the wide variety of applications of computers that are available to enhance administrative and educational tasks to help produce improved problem solvers.

CSE 510 Advanced Applications of Technology (3 cr.)
Extending basic applications of computers to new frontiers will help students blend critical-thinking skills and technology to improve their educational environment. This includes an investigation of artificial intelligence, the use of the computer as a control device, the LOGO environment, graphics, and merging graphics with text material.

CSE 670 Methods for Teaching Computer Science K–12 (3 cr.)
Students will investigate alternative instructional strategies for designing and teaching computer science courses in kindergarten through grade 12. Included in the course will be a review of the major elements of computer and information science. Students will use a systematic curriculum design model to prepare a course curriculum plan.
Prerequisites: CSE 700 or equivalent, and access to a computer with a modem; CUR 504 (ICP students only)

CSE 680 Teaching BASIC Programming (3 cr.)
Content, materials, and methods for teaching BASIC programming in the schools, program development, evaluation techniques, resources, and teaching principles will be discussed.
Prerequisite: CSE 700 or equivalent; CUR 504 (ICP students only)

CSE 700 Introduction to Structured Programming (3 cr.)
Using the concepts of problem solving, critical thinking, and pseudocode, students will analyze assigned tasks and develop structured approaches to designing computer programs using the BASIC programming language. LOGO will also be referenced for additional examples of programming techniques.

CSE 710 Programming in Pascal (3 cr.)
This course is designed to acquaint students with the fundamental concepts of a block-structured language, Pascal. Included are all Pascal statements and basic data structures.
Prerequisites: CSE 700 or equivalent, and access to a computer with a modem.

Credit by Waiver: CSE 710 is a Florida certification requirement. Persons able to document previous background in Pascal may demonstrate competence in CSE 710 by passing CSE 712 with a grade of B or above. A "pass" will then be recorded for CSE 710. If a grade lower than B is received for CSE 712, the student must enroll in CSE 710. By opting for a waiver, the student avoids repeating material already mastered and is able to take another course at a more advanced level. Credits for a waived course cannot be applied toward the degree.

CSE 712 Advanced Programming in Pascal (3 cr.)
In this course, students will build on the basic concepts of Pascal programming acquired in the introductory course. Emphasis will be on the concepts of multidimensional array processing, sorting and searching algorithms, character string processing, records, sequential file manipulation, and an introduction to data structures (pointers).
Prerequisites: CSE 710 or equivalent, and access to a computer with a modem

CSE 715 Data Structures (3 cr.)
Participants will develop skills in creating and testing programs written in Pascal to solve complex problems. Data abstraction and modularity are stressed. The following data structures will be used by students in the course: records, arrays, and pointers; singly and doubly linked lists; introductions to recursion, stacks, and queues; tree-structured data; sorting and searching techniques; and graphs.
Prerequisites: CSE 710 and CSE 712 or equivalent, and access to a computer with a modem

CSE 698 (M.S.) CSE 798 (Ed.S.) Practicum Internship in Computer Science Education (6 cr.)
The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.
Prerequisite: Degree candidacy

CUR 501 Curriculum and Instruction: Early Childhood/ Primary Education (3 cr.)
Using the principles of curriculum development and related research, students will develop a plan for a unit of instruction, including a needs assessment, use of resources, implementation specifications, and assessment of instructional effectiveness. In addition, this course covers the topics above as they apply specifically to the early childhood and primary years.

CUR 502 Curriculum and Instruction: Elementary Education (3 cr.)
Using the principles of curriculum development and related research, students will develop a plan for a unit of instruction, including a needs assessment, use of resources, implementation specifications, and assessment of instructional effectiveness. In addition, this course covers the topics above as they apply specifically to the elementary-school years.

CUR 503 Curriculum and Instruction: Middle School Education (3 cr.)
Using the principles of curriculum development and related research, students will develop a plan for a unit of instruction, including a needs assessment, use of resources, implementation specifications, and assessment of instructional effectiveness. In addition, this course covers the topics above as they apply specifically to the middle-school years.

CUR 504 Curriculum and Instruction: Secondary School Education (3 cr.)
Using the principles of curriculum development and related research, students will develop a plan for a unit of instruction, including a needs assessment, use of resources, implementation specifications, and assessment of instructional effectiveness. In addition, this course covers the topics above as they apply specifically to the high-school years.

CUR 505 Curriculum and Instruction: Exceptional Student Education (3 cr.)
Using the principles of curriculum development and related research, students will develop a plan for a unit of instruction, including a needs assessment, use of resources, implementation specifications, and assessment of instructional effectiveness. In addition, this course covers the topics above as they apply specifically to exceptional-student settings.

CUR 521 Educational Research for Practitioners in Early Childhood/Primary Education (3 cr.)
This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and utilizing research. These skills include the use of bibliographic databases, interpreting published research for application in the classroom, developing objectives for evaluating applied research projects, and collecting and analyzing classroom data. The course also covers the sources of published research and the data-gathering techniques unique to early childhood/primary education.

CUR 522 Educational Research for Practitioners in Elementary Education (3 cr.)
This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and utilizing research. These skills include the use of bibliographic databases, interpreting published research for application in the classroom, developing objectives for evaluating applied research projects, and collecting and analyzing classroom data. The course also covers the sources of published research and the data-gathering techniques unique to elementary-school education.

CUR 523 Educational Research for Practitioners in Middle-School Education (3 cr.)
This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and utilizing research. These skills include the use of bibliographic databases, interpreting published research for application in the classroom, developing objectives for evaluating applied research projects, and collecting and analyzing classroom data. The course also covers the sources of published research and the data-gathering techniques unique to middle school education.

CUR 524 Educational Research for Practitioners in Secondary-School Education (3 cr.)
This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and utilizing research. These skills include the use of bibliographic databases, interpreting published research for application in the classroom, developing objectives for evaluating applied research projects, and collecting and analyzing classroom data. The course also covers the sources of published research and the data-gathering techniques unique to secondary-school education.

CUR 525 Educational Research for Practitioners in Exceptional-Student Education (3 cr.)
This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and utilizing research. These skills include the use of bibliographic databases, interpreting published research for application in the classroom, developing objectives for evaluating applied research projects, and collecting and analyzing classroom data. The course also covers the sources of published research and the data-gathering techniques unique to exceptional-student education.

CUR 591 Workshop on Student Evaluation (3 cr.)
This workshop emphasizes the practical skills in student evaluation required for curriculum planning in the classroom and the school. Areas covered include the development of effective teacher-made tests, the utilization of standardized test results in the development of intervention and remediation strategies for both individuals and groups of students, and recommended instruments and alternative practices for the assessment of multicultural students.

EC 500 Child Growth and Development Birth Through Age Eight (3 cr.)
Students will explore the growth and development of children from birth through age eight. The course includes in-depth study in all aspects of human growth and development, including the physical, social-emotional, cognitive, and creative domains.
EC 500, EC 601 or EC 602 is a prerequisite for all other courses in Pre-K/Primary (all "EC" prefixes).

EC 503 Child Study and Assessment (3 cr.)
This course covers identification and utilization of appropriate assessment strategies for use in educational programs for children ages three through eight. Included are techniques for direct observation of children, interviews, formal and informal screening methods, developmental assessment, and standardized and criterion-referenced testing.

EC 505 Supervised Field Experience with Children (Birth Through Age Five) (3 cr.)
Through this course students will engage in direct experiences in a variety of educational and community settings serving children ages birth through age five. Students will be assigned to a field mentor who will serve as their field supervisor and cooperating professional. Students will apply early childhood theoretical knowledge into practical settings.

EC 508 Theory and Practice in Early Childhood Programs Birth Through Age Eight (3 cr.)
This course covers the historical, philosophical, and sociological foundations of early childhood education as background for study of methods of planning, implementing, and evaluating developmentally appropriate programs for young children. Emphasis is given to a review of current curriculum and service delivery models.

EC 509 Developmentally Appropriate Language and Literacy Experiences for Children Ages Three Through Eight (3 cr.)
In this course, background in the linguistic characteristics and needs of young children and theories of early childhood education serve as the base for instruction in planning, implementing, and evaluating developmentally appropriate and integrated content and methodology in the area of emergent and developing language and reading and writing skills. Students will participate in appropriate field experiences.

EC 511 Developmentally Appropriate Curriculum for Children Ages Three Through Eight: Social Sciences and the Arts (3 cr.)
This course focuses on planning, implementing, and evaluating developmentally appropriate and integrated content and methodology for fostering children's understanding of the social world and expression of the human experience through art, drama, movement and music. Students will participate in appropriate field experiences.

EC 512 Developmentally Appropriate Curriculum for Children Ages Three Through Eight: Mathematics and Science (3 cr.)
This course focuses on planning, implementing, and evaluating developmentally appropriate and integrated content and methodology for fostering children's logical reasoning and concept formation and skills in mathematics and science. Students will participate in appropriate field experiences.

EC 513 Child Guidance and the Organization of Appropriate Environments for Children Ages Three Through Eight (3 cr.)
This course focuses on the design and implementation of developmentally appropriate physical and socioemotional environments for young children. The course covers methods for fostering individual social and emotional growth through the use of appropriate motivation and behavior-management strategies and the organization of the indoor and outdoor environment. Health, nutrition, and safety policies are also covered.

EC 514 Family and Community Collaboration in Early Childhood Programs (3 cr.)
In this course students will explore and analyze current practices in the field of school/community involvement at the early childhood and primary levels and strategies for developing successful family and community involvement programs. The nature of family systems will be covered, with an emphasis on ethnocultural and economic variables.

EC 517 Seminar on Family Systems for Early Childhood Educators (3 cr.)
This course focuses on the analysis of the family through the theory of family systems. Students will examine the different dimensions (systems) entailed in the family as a social institution and their impact on the child. Emphasis is placed on exploring and discussing the different family configurations found in today's society. Current national and local issues affecting the family and the child such as diversity, the economy, homelessness, changing societal values, and others will be discussed.

EC 518 Developmentally Appropriate Curricular Practices in Multicultural Settings (Birth Through Age Eight) (3 cr.)
This course examines how to develop a developmentally appropriate curriculum for children in multicultural settings. Discussion of what constitutes a developmentally and culturally appropriate curriculum for linguistically (ESOL) and culturally different children is emphasized throughout the course. Guidelines for the selection of child-appropriate teaching approaches, materials, and activities with consideration to all aspects of diversity are discussed throughout the course.

EC 519 Health and Safety Issues in Early Childhood Classrooms (Birth Through Age Eight) (3 cr.)
This course is aimed to offer students with an overview of current issues related to the health and safety of the young child. Students will examine and discuss common social and health indicators such as child abuse, substance abuse, malnutrition and illnesses affecting children. Legal responsibilities of educators as well as recommended services and practices to promote a healthy and safe classroom environment will be examined.

EC 521 Developmentally Appropriate Literature-Based Curriculum for Young Children (Birth Through Age Eight) (3 cr.)
This course focuses on how to use children's literature to develop integrated curricula following NAEYC's recommendations. Students will examine the different literary genres and themes appropriate for young children with emphasis on resources for culturally and linguistically (ESOL) different children. Guidelines for the design and implementation of appropriate literature-based activities for infants/toddlers, preschoolers, and primary-age children will be addressed throughout the course.

EC 522 Planning the Play-Based Curriculum: Arts and Movement for Young Children (Birth Through Age Eight) (3 cr.)
This course provides students with an overview of the role of play as a teaching strategy for young children. Students will examine the developmental nature and benefits of play and its different categories. Emphasis will be placed on the discussion of how the arts and movement provide ways to create classroom experiences for the child. Planning and selection of activities, materials, equipment, and resources for the development of play-based curricula will be explored.

EC 531 Appropriate Curriculum for Preschoolers: Social Sciences and Literacy Development (Birth through Age Four) (3 cr.)
This course examines the planning, selection of materials, and implementation of integrated developmentally appropriate social studies and literacy experiences for children ages birth through age four. DAP curricular criteria by NAEYC, NCSS, IRA, and CEE/DEC will be discussed. Attention will be placed on curricular adaptations for children with linguistic differences (ESL). Students will engage in appropriate field experiences.

EC 532 Appropriate Curriculum for Preschoolers: Concept Development through Math and Science (Birth through Age Four) (3 cr.)
This course examines early concept development through exploration and discovery of the physical world. Students will be engaged in the planning, selection of materials, and implementation of appropriate integrated math and science experiences of infants, toddlers, and preschoolers. Criteria from NCTM and NAEYC will be discussed. Students will engage in appropriate field experiences.

EC 533 Appropriate Curricular Intervention for At-Risk Children (Birth through Age Five) (3 cr.)
This course analyzes the process and elements of developmentally appropriate integrated curriculum for children ages birth through age five. Students will discuss and analyze the different social, biological, economic, and cultural factors embedded in the concept "at risk." Emphasis is placed in the planning, selection of materials, implementation, and evaluation of curricular experiences for at-risk children. Attention is given to curricular intervention with children in home-based, hospital-based, inner city and rural community settings, children with special needs, and with linguistic differences. Students will participate in appropriate field experiences.

EC 534 Developmentally Appropriate Child Study and Assessment of Preschoolers (Birth Through Age Four) (3 cr.)
This course examines the historical roots and educational elements of appropriate child study activities for infants, toddlers, and preschoolers (birth through age four). Students will engage in the discussion of the selection and use of the various observational methods, assessment tools, processes, and evaluation strategies. Attention will be placed in the discussion of assessment and evaluation practices and services for children with cultural differences and with special needs. Appropriate field experiences are provided.

EC 541 Appropriate Classroom Environments: Guiding Behavior in the Preschool Classroom (3 cr.)
Through this course students will examine and discuss the organization and implementation of developmentally appropriate physical and socioemotional environments for infants, toddlers, and preschoolers. NAEYC and AAP criteria for the development of DAP indoor and outdoor environments are also examined. Health, safety, and nutrition issues will be examined. Appropriate field experiences are provided.

EC 601 Child Development Issues and Trends: The Preschool Years (Birth through Age Five) (3 cr.)
This course examines growth and development issues across the physical, social, cognitive, language, and creative domains during the prenatal, infancy, toddlerhood, and preschool periods. Discussion of current developmental and scientific research findings and trends is also covered. Students will engage in appropriate field experiences.

EC 602 Cognitive and Social Development: Cross Cultural Considerations (3 cr.)
This course examines the cognitive and social milestones from birth through age five from the perspective of multicultures. Students engage in the discussion of the social expectations and cognitive parameters across cultural groups both in the United States and from other parts of the world. Students will examine current research findings and developmental theories. Appropriate field experiences will be provided.

EC 698 (M.S.) EC 798 (Ed.S.) Practicum Internship in Prekindergarten/Primary Education (3–6 cr.)
The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.
Prerequisite: Degree candidacy

ED 698 (M.S.) ED 798 (Ed.S.) Practicum Internship in Management and Administration of Educational Programs (6 cr.)
The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.
Prerequisite: Degree candidacy

EDL 500 Communications and Supervision in Educational Leadership Roles (3 cr.)
Using various proven activities, students will develop and apply their own interpersonal communication and supervisory skills. Because effective educational leaders work with and through others, the interactional effects of their communications behaviors and the ability to diagnose the behaviors of others will be important elements of this course.

EDL 505 Educational Budgeting and Finance (3 cr.)
Using acquired knowledge of historical and current school finance concepts and applicable state funding procedures for computation, accounting, auditing, and reporting, students will analyze the planning, development, implementation, and evaluation of a school budget.

EDL 510 School Leadership (3 cr.)
Students will explore and demonstrate knowledge of basic theories of leadership, change process, group dynamics, and motivation as applicable to the principalship. Planning techniques, responses to external forces, and a thorough conversance with the Florida Principal Competencies (or those adopted by other states, for non-Florida students) are also included.

EDL 520 School Law for Administrators (3 cr.)
Students will investigate the impact of school law on the rights of students and educators as guaranteed by the Constitution and its amendments. This investigation will include state and federal statutory and regulatory provisions as well as tort and contract liability as they influence public education.

EDL 525 Personnel Selection and Development (3 cr.)
Theory and techniques for effective selection, orientation, training, supervision, and evaluation of teachers and noninstructional staff will be examined. Effective use of the personnel file, reward and termination of employees, and the orientation of the collective bargaining process will be explored.

EDL 530 Organizational Management of Schools (3 cr.)
Students will internalize the implications of the authority and total responsibility placed on school administrators. Emphasis will be on approaches to effective school management, including value-setting, information gathering, school-image control, delegation, forcefulness, and systematic planning.

EDL 535 Essential Understanding and Experience for School Administrators (3 cr.)
Emphasis will be placed on the experience and understanding considered to be essential to effective school administration for on-the-job school administrators. The understanding and experience include simulations and field studies on time management, instructional supervision, contract management, school image management, policy and regulatory management, curriculum and program management, and instructional management. (Nevada only)

EDL 540 Administration of Educational Support Programs (3 cr.)
Emphasis will be placed on the acquisition of competencies for administering educational support programs and operational services including second language programs, special education programs, student activity programs, federal programs, and operational services including maintenance, transportation, school security, and clerical and support staff services. (Nevada only)

EDL 545 Administration of School Improvement Process (3 cr.)
Emphasis will be placed on the student's becoming acquainted with the basic elements of school improvement processes and being exposed to school improvement strategies through simulated experience and field activities including the process of creating and managing change, mission identification, assessment, and goal statements. Emphasis will be given to local school improvement strategies. (Nevada only)

EDL 550 Electronic Tools for Educational Leaders (3 cr.)
This course constitutes an overview of the technological competencies appropriate for educational leaders. Educational leadership applications of technology are addressed with an emphasis on new and emerging hardware and software tools related to instruction and management of a school. Policies and practices related to technological resources are also covered.

EDL 698 School Leadership in Student Activity Advising (3 cr.)
Program designed to provide the participant with the fundamentals of student activity advisement, leadership and specific skills, knowledge and practices development associated with activity advising. The course focuses on five accomplished practices: professional ethics and values, organization management and leadership, resources management and utilization, professional planning, and interpersonal skills.

EDL 699 Student Activities and the Professional Adviser (3 cr.)
This three-semester-hour course is designed to further expand and refine the skills and practices in the six accomplished practices of student activity advising: professional planning, ethics, organization management, interpersonal skills, resource management, and leadership. The course is structured around the implementation and evaluation of the student activity project planned in EDL 698, and an enhanced portfolio based on the accomplished practices.

EDR 688 (M.S.) EDR 788 (Ed.S.) Educational Research Practicum (6 cr.)
The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves (a) submission of a formal practicum proposal, (b) active participation, implementation, and/or research, (c) evaluation of the practicum activities, and (d) submission of a final practicum product.
Prerequisite: Degree candidacy

EDU 501 School and Society (3 cr.)
Current issues and practices in today's schools are examined in the context of the historical and philosophical trends that have shaped American education.

EDU 502 Human Development (3 cr.)
This course traces the process of physical, cognitive, and social-emotional growth from birth to adulthood. Emphasis is placed on the implications of developmental processes for the design of appropriate curriculum and instruction.

EDU 503 Classroom Management and Organization (3 cr.)
This course assists students in integrating teaching methods, principles of curriculum development and evaluation, and methods for dealing with student behavior into a cohesive, well-managed educational program. The course also covers techniques for communicating with parents and methods for working effectively within the school's administrative structure.

EDU 514 Early Field Experiences (3 cr.)
Introduction to educational aspects necessary for successful state certification assessment. Seminar instruction focuses on lesson planning, vocabulary/educational terminology acquisition, and classroom management techniques. School site observation and participation introduces students to current teaching practices and the school environment.
Placement approved for specific school districts through the university offices (field supervision fee applies).

EDU 521 Methods for Teaching Secondary English (3 cr.)
An overview of current practices in curriculum and instruction in the secondary schools with an emphasis on special methods for teaching middle- and high-school English.

EDU 522 Methods for Teaching Secondary Mathematics (3 cr.)
An overview of current practices in curriculum and instruction in the secondary schools with emphasis on special methods for teaching middle- and high-school mathematics.

EDU 523 Methods for Teaching Secondary Science (3 cr.)
An overview of current practices in curriculum and instruction in the secondary schools with emphasis on special methods for teaching middle- and high-school science.

EDU 524 Methods for Teaching Secondary Social Studies (3 cr.)
An overview of current practices in curriculum and instruction in the secondary schools with an emphasis on special methods for teaching middle- and high-school social studies.

EDU 550 Introduction to the Nature and Needs of the Gifted Child (3 cr.)
This course includes basic knowledge of gifted children, including characteristics, evaluation, and identification procedures. It also includes fundamentals of curriculum planning utilizing an analysis of the strengths, weaknesses, and potential of the gifted.

EDU 551 Educational Procedures for the Gifted Child (3 cr.)
This course includes techniques for selecting strategies matched to the needs and interests of the individual gifted child and introduces specific strategies such as simulation, synectics encounter, movement, and role playing. It also includes lesson development techniques so that a balance between cognitive and affective areas may be achieved by the gifted child.

EDU 555 Seminar for the Guidance of Gifted Children (3 cr.)
This course includes topics for discussion to assist educators working with the special needs of gifted children. Participants acquire the knowledge and skills needed to help guide gifted children in their current environment and their future choices.

EDU 580 Educational Measurement (3 cr.)
This course focuses on a study of statistical concepts, measurements, instruments, and techniques.

EDU 601 Accomplished Competencies for Teachers I (1 cr.)
This course is designed to assist the students in understanding the portfolio process, which is a program requirement. Students will become acquainted with the organization and strategies for managing the portfolio, based on the state of Florida Accomplished, Professional, Preprofessional Competencies for Teachers for the Twenty First Century. Instruction will emphasize the procedures for creating, assessing and recording of portfolio evidence.

EDU 602 Accomplished Competencies for Teachers II (2 cr.)
This course is designed to ensure students have completed the portfolio according to program requirements. Students will review all the portfolio evidence they created during the program to ensure that it is of acceptable quality and content as required by the Accomplished Practices. The course will also include practical applications of the portfolio process to the students' professional settings.

EDU 688 Supervised Teaching Internship (9 cr.)
A supervised teaching assignment combined with an ongoing seminar reviewing practical applications of classroom management, curriculum development, and instructional methodology.
Prerequisite: Degree candidacy, completion of all required course work and certification requirements. Complete fingerprinting and security clearance required. Register for nine credits and a minimum 12-week internship (Nevada minimum 18 weeks). (Field supervision fee applies).

EDU 699 Teacher Leadership Institute (6 cr.)
The Teacher Leadership Institute is a GTEP pilot program designed to provide selected participants with opportunities for professional development, which will enhance their leadership skills. The course will be highly interactive and encourage participants to broaden their leadership skills beyond their individual classrooms. The selected participants will gather to listen to presentations, interact and share knowledge and experiences, collect information, and obtain resources and materials that will be helpful and valuable to them in their own school settings. The purpose of this program is to involve selected participants in discussions and sharing and ignite and reenergize in them their own leadership behavior. Resource people are invited to share their experiences, expertise, and views on matters of primary concern to school communities. In lieu of the practicum, the participant will attend three Institutes, which will be offered throughout the year. To earn credit in the Teacher Leadership Institute, participants must successfully complete the artifact component.

EDU 701 Educational Policy and Child Advocacy (3 cr.)
This course provides participants with an overview of the educational policy-making process at the local, state, and national levels and background in principles of child advocacy. The primary emphasis is on the kinds of information needed by teachers and administrators who wish to serve as advocates for the children and youth in their schools.
Prerequisite: A master's degree in education

EDU 721 Grantsmanship, Program Planning, and Evaluation (3 cr.)
This course covers funding sources, proposal writing, and the development of budgets and evaluation plans for small grants. The focus is on the skills needed by teachers and building administrators seeking both internal and external funding for special projects.
Prerequisite: A master's degree in education

EDU 6505 Special Topics in Education I (3 cr.)
Special Topics in Education I involves the qualitative analysis of emerging issues in trends in education. Topics are identified and determined via an individualized process of negotiation with the course professor/instructor, and are to reflect an advanced level of inquiry and problem-solving related to the student's program of study.

EDU 6506 Special Topics in Education II (3 cr.)
Special Topics in Education II expands and enhances qualitative analysis of issues in trends identified through activities in education. Topics are identified and determined via an individualized process of negotiation with the course professor/instructor, and are to reflect an advance level of inquiry and problem-solving related to the student's program of study.

EDUC 610 Classroom and Instructional Management (6 cr.)
Participants will examine theoretical concepts and practice strategies critical to the successful management of instructional programs and study behaviors in interactive, inquiry-based learning environments. Emphasis will be placed on the methodologies needed to design instructional programs that meet the academic and social needs of students; increase student achievement and motivation; create nurturing, cooperative classrooms; and enhance overall teaching effectiveness.

EDUC 620 Instruction and Assessment for Diverse Classrooms (6 cr.)
This course block focuses on the integration of assessment strategies and tools with instructional methodologies and programming as a means to meet the needs of diverse populations of learners. Participants will develop a repertoire of skills needed to modify curricula and instruction, as well as to create balanced assessment plans that include standardized testing teacher-made tests, portfolio assessment, and performance tasks. The impact of federal, state, and local regulations and policies on inclusive educational programming will be addressed.

EDUC 630 Action Research in Practice (6 cr.)
Participants will examine both the art and science of professional development for educators. Teachers will engage in analysis of current classroom issues and challenges to explore and practice action research methods as a logical extension of classroom instruction. Integral to the process will be the development of the Action Research Project proposal project design. Concurrently, participants will engage in reflective insight in the context of personal professional development and growth, and will initiate organization and development of the comprehensive professional portfolio.

EDUC 640 Cognitive Curricula (6 cr.)
This course block is designed to provide the knowledge and skills necessary for participants to create curricula and experiences that promote the acquisition and use of creative, critical thinking, and problem solving skills among classroom learners. Participants will learn to use problem based learning, thematic teaching, project-based learning, case studies, performance-based learning, and service learning as vehicles to develop implement and coherent, integrated curriculum. Emphasis will be on curricula that foster the ability to transfer leaning from the classroom model to new and novel situations and to establish connections between the real world and the classroom.

EDUC 650 Instructional Modes and Technology (6 cr.)
The focus of this course block is on the fundamental principals underlining the models of teaching and the technological tools that complement and support each model. Participants will learn to identify, select, evaluate, integrate, and implement models and appropriate tools as a means to maximize learning opportunities for students. Emphasis will be placed on the theoretical congruence of identified teaching models with selected technological resources.

EH 688 (M.S.) EH 788 (Ed.S.) Practicum Internship in Emotionally Handicapped Education (6 cr.)

The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.
Prerequisite: Degree candidacy

EL 600 Seminar in the Knowledge Base of Educational Leadership (3 cr.)
All content taught in the Educational Leadership Program is reviewed. The intent of this culminating course is to provide students with a synthesis of the knowledge base required as the intellectual underpinning for successful practice as a school administrator.
Prerequisite: Admission to a degree or core program in Educational Leadership and completion of 27 hours of Educational Leadership courses, not including the practicum. May be taken after completion of 24 hours of EL courses if taken concurrently with another Educational Leadership course.

EL 688 (M.S.) EL 788 (Ed.S.) Practicum Internship in Educational Leadership (6 cr.)
The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.
Prerequisite: Degree candidacy

EL 698 Administrative Internship: Educational Leadership (3 cr.)
This course provides an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements include a minimum of 150 contact hours, completion of a leadership portfolio, and seminars related to the role and responsibilities of the educational leader.
Prerequisite: Acceptance into the GTEP master's or educational specialist Educational Leadership degree program and completion of 18 semester hours of educational leadership course work (field supervision fee applies).

EL 699 Administrative Internship: Educational Leadership (6 cr.)
This course provides an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements include a minimum of 300 contact hours, completion of a leadership portfolio, and seminars related to the role and responsibilities of the educational leader.
Prerequisite: Acceptance into the GTEP master's or educational specialist Educational Leadership degree program and completion of 18 semester hours of educational leadership course work (field supervision fee applies).

ELE 501 Methods of Teaching Reading in the Elementary School (3 cr.)
Methods, materials and approaches for teaching basic readings, including diagnosis, remediation and teaching diverse learners. Emphasis on curricular integration and reading program management.
Prerequisite: ELE 730

ELE 502 Methods of Teaching Mathematics in the Elementary School (3 cr.)
Methods, materials, and approaches for teaching mathematics, including numeration, number systems, problem solving, measurement, informal geometry, and algorithms (computational). Emphasis will be given to the teaching and assessment of concepts.

ELE 541 Creativity in Elementary School Curriculum (3 cr.)
Emphasis in this course is on the foundation and techniques of art, music, and physical education as integrated aspects of the school curriculum.

ELE 601 Teaching of Language Arts in the Elementary School (3 cr.)
An examination of the research, trends, and pedagogy in the area of language arts. Emphasis will be placed on curriculum integration, instructional techniques, and assessment.

ELE 602 Teaching of Science in the Elementary School (3 cr.)
Methods, materials, and approaches for teaching science, including developmentally appropriate introductions to the physical, earth, and life sciences. Emphasis will be given to exemplary processes and projects.

ELE 603 Teaching Elementary Social Studies in a Multicultural Society (3 cr.)
Methods, materials, and approaches for teaching social studies, including citizenship education and multicultural understanding. Emphasis will be given to contemporary practices in global education and diversity.

ELE 730 Reading in the Elementary Classroom (3 cr.)
Participants develop an understanding of the subjects that constitute the elementary curriculum to help their pupils learn to read and to identify areas where special assistance is required. Participants learn to incorporate within their classes such topics as various programs and approaches to reading; using readability formulas; developing reading skills; diagnosing reading difficulties; teaching decoding; grouping for instruction; assessing reading performance; and evaluating materials, equipment, and methodologies.
Prerequisite: ELE 501

ELE 688 (M.S.) ELE 788 (Ed.S.) Practicum Internship in Elementary Education (6 cr.)
The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.
Prerequisite: Degree candidacy

EM 500 Philosophy of School Library Media Programs (3 cr.)
This course includes the functions of the library media program in the educational environment; the professional role of the media specialist; program standards; program planning, implementation, and evaluation; research applications; and trends and issues that influence school media programs.

EM 505 Design and Production of Educational Media (3 cr.)
This survey course introduces the principles of instructional design; provides experience in the production of audio, video, graphic, and photographic media; and includes methods of teaching media production.

EM 510 Media for Children (3 cr.)
This course includes the developmental stages of children; the utilization of print and nonprint media to meet instructional, informational, personal, and recreational needs of children; production of materials to stimulate interest and enjoyment of literature; and methods for providing reading, listening, and viewing guidance.

EM 515 Reference and Information Services (3 cr.)
This course examines print and electronics information resources; techniques for providing reference and information services; applications of technology to information storage, retrieval, and networking; and methods of teaching reference strategies to students.

EM 520 Instructional Role of the Media Specialist (3 cr.)
This course emphasizes the media specialist's role in curriculum planning, methods of information skills instruction, and techniques for integrating media in the learning environment.
Prerequisite: EM 500

EM 525 Library Media Collection Development (3 cr.)
This course includes principles of locating, evaluating, selecting, and maintaining media resources; acquisition of materials and equipment; the impact of technology on collection development practices; and use of computer wordprocessing and database software to assist in the collection development process.

EM 530 Management of School Library Media Programs (3 cr.)
This course includes methods of operating the school library media center, including program policies; circulation and inventory systems; budgeting; staffing; marketing; facilities utilization; and the application of technology to media center management practices.

EM 535 Media for Young Adults (3 cr.)
This course includes the developmental stages of adolescents; utilization of print and nonprint media to meet the instructional, informational, personal, and recreational needs of adolescents; and methods for providing reading, listening, and viewing guidance.

EM 540 Organization of Library Media Collections (3 cr.)
This course includes library classification systems, principles and techniques of descriptive cataloguing, methods of organizing media resources, and the application of technology to bibliographic methods.

EM 545 Production of Instructional Video Programs (3 cr.)
This course provides laboratory experience in the production and utilization of video programs for instructional purposes and methods of teaching video production.

EM 698 (M.S.) EM 798 (Ed.S.) Practicum Internship in Educational Media (3 cr.)
The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.
Prerequisite: Degree candidacy

ENG 600 Recent Directions in Oral Communications (3 cr.)
Students will explore recent directions in discussion theory, current models of group communication, the nature of public speaking, cooperative learning, and the role of communications in the history of English teaching.

ENG 605 Recent Directions in Language Learning (3 cr.)
Students will investigate recent directions in the study of grammar and syntax, including a comparison of the adult standards approach and the language/experience approach.

ENG 615 Recent Directions in Expository Writing (3 cr.)
The process model of expository writing will be examined, analyzed, and explicated. Particular emphasis will be placed on recent directions for the improvement of writing abilities and on the writing of research papers.

ENG 625 Recent Directions in Creative Writing (3 cr.)
The nature of creative writing will be analyzed, and students will examine recent directions in ways to enhance creativity in the writing process. Specific focus will be on the development of creative approaches to the writing of poetry, diaries, journals, and fiction.

ENG 635 Recent Directions in Adolescent Literature (3 cr.)
Students will explore recent developments in reader response theory and recent directions in the use of questioning strategies, literary attitude scales, storytelling, reading aloud, reading inventories, and the integration of language arts through the study of literature.

ENG 645 Recent Directions in the Analysis of Literature (3 cr.)
Students will explore recent directions in the analysis and criticism of literature. The focus will be on the development of discussion, critical thinking, and writing skills through literature studies.

ENG 650 Many Voices in 20th Century American Literature (3 cr.)
Students will read widely from several genres in 20th century, multicultural American literature. They will critically analyze literary selections and their readings of them in oral and written forms including response journals and more formal, interpretive papers.

ENG 665 Many Voices in 20th Century World Literature (3 cr.)
Students will read widely from several genres in 20th century, multicultural world literature. They will critically analyze literacy selections and their readings of them in oral and written forms, including response pieces and more formal, interpretive papers.

ENG 688 (M.S.) ENG 788 (Ed.S.) Practicum Internship in English Education (6 cr.)
The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.
Prerequisite: Degree candidacy

EP 500, EP 564 and EP 566, or certification in any area of Exceptional Student Education, are prerequisites for all other courses in Exceptional Student Education. Pre-K/Primary specializations may take EP 5265 after taking EP 500.

EP 500 Survey of Exceptionalities of Children and Youth (3 cr.)
This course provides students with fundamental information on the history, laws, policies, and practices in exceptional student education and on specific categories of exceptionality, including definitions, prevalence, causes, assessment techniques, educational treatment strategies, and current and future trends in the field of exceptional student education.

EP 505 Nature and Needs of Mentally Handicapped Students (3 cr.)
This course focuses on the etiology of mental disability. It covers the social, emotional, and educational characteristics and needs of mentally handicapped students and implications for evaluation, educational planning, and program development.
Prerequisite: EP 500

EP 515 Instructional Strategies for Mentally Handicapped Students (3 cr.)
This course focuses on the various strategies and techniques used to educate mentally handicapped students. Emphasis is on normalization and on the array of services available to mentally handicapped students from infancy to adulthood. Special attention will be devoted to strategies to develop individualized programs for classroom organization and management, behavior change strategies, and enhancing learning through microcomputer technology.
Prerequisite: EP 500 and EP 505 or EP 570

EP 520 Curriculum and Instructional Materials for Mentally Handicapped Students (3 cr.)
This course focuses on curriculum development and methods and materials for mentally handicapped students, with emphasis on individualized planning and program development.
Prerequisite: EP 500 and/or EP 505

EP 564 Language Development and Language Disabilities (3 cr.)
This course provides students with a basic understanding of the nature of speech and language, developmental progression in language acquisition, and techniques for evaluating language development and remediating language and communication disorders.

EP 565 Social and Personal Skills for Exceptional Students (3 cr.)
This course introduces students to a variety of educational choices available to exceptional students and their families. These choices include academic skills, personal skills, social skills, employability skills, and daily living skills, which exceptional students need if they are to actualize their potentials and become contributing members of society.

EP 566 Educational and Psychological Assessment of Exceptional Students (3 cr.)
This course introduces students to the proper evaluation of educational and psychological tests and the correct interpretation and use of test results. It also prepares all those concerned with the teaching-learning process to be sensitive to the social and ethical implications of test use and to be familiar with the types of available instruments in order to help them make the soundest educational decisions possible.

EP 570 Nature and Needs of Mildly Handicapped Students (3 cr.)
This course is an introduction to noncategorical and mainstream programming and to the advantages and disadvantages of this approach. Emphasis is on legislation and litigation related to mildly handicapped students, on assessment and placement of these students, on the role of the special-education teacher, and on meeting the educational and socioemotional needs of these students.

EP 585 Educational Management of Exceptional Students (3 cr.)
This course provides students with a comprehensive view of educational management of exceptional students and with the techniques available to manage classroom behavior, promote social adjustment, and coordinate the classroom learning environment to foster learning and enhance students' personal growth.

EP 5260 Nature and Needs of Learning Disabled Students (3 cr.)
This course provides a broad, comprehensive coverage of the field of learning disabilities and outlines both past and present theories and practices in the field. It provides teachers with the basic information and foundational skills for understanding and working with learning disabled students. Emphasis is on what the concept of learning disabilities involves, how learning problems can be recognized, and how to address these problems.

EP 5264 Instructional Strategies for Learning-Disabled Students (3 cr.)
This course introduces teachers to the various educational programs and teaching strategies that have been used successfully in remediation. Methods of managing and teaching children with learning disabilities utilizing visual, auditory, kinesthetic, and tactile concepts in remediation are also explored in this course.

EP 5265 Nature and Needs of Handicapped Preschool Children (3 cr.)
This course provides an overview of the effects of handicapping conditions on the physical, cognitive, communicative, and social-emotional development of infants and young children. Legal and ethical issues relating to early childhood special-education programs are covered. Past and present early childhood special education programs are surveyed.
Prerequisite: EP 500

EP 5266 Curriculum and Instructional Materials for Learning Disabled Students (3 cr.)
This course introduces students to the various curricula and instructional materials used with learning disabled students. It provides specific suggestions for selecting and modifying the curriculum and for developing appropriate materials to use in the classroom.

EP 5270 Assessing the Needs of Preschool Handicapped Children (3 cr.)
This course presents an overview of basic measurement and evaluation concepts for interpreting formal and informal screening processes used with infants and preschool children. Legal and ethical issues relating to the assessment process are covered. A review of the types of measures used to gather information and the interpretation and utilization of data in developing an individualized education program are included.
Prerequisite: EP 5265

EP 5275 Prescriptive Intervention and Classroom Behavior Management of Preschool Handicapped Children (3 cr.)
This course covers the development and adaptation of curriculum, teaching methods and materials, and the physical environment for use with preschool handicapped children. Students are also trained in the use of behavior modification techniques for managing and evaluating individual behavior problems and for establishing and maintaining standards and limits for behavior in the classroom setting.
Prerequisite: EP 5265 and EP 5270

EP 5280 Working with the Community and Families of Young Handicapped Children (3 cr.)
This course focuses on applications of the family systems approach for assessing family needs and developing and implementing the individualized family service plan. Community resources and services and the legal rights of the family and child are reviewed. Students are trained in techniques for working with parents as case managers and advocates in setting educational goals and utilizing community resources.

EP 5281 Developing Creativity in Gifted Students (3 cr.)
This course focuses on theories of creativity and on developing creativity in gifted students.

EP 5282 Educating Special Populations of Gifted Students (3 cr.)
This course focuses on special populations of gifted students, such as minorities, underachievers, the handicapped, the economically disadvantaged, and highly gifted students. The course reviews student characteristics and appropriate programmatic adaptations.

EP 5283 Designing Curriculum for Atypical Gifted Students (3 cr.)
Provides a hands-on approach to designing curriculum for gifted students from kindergarten to grade 12. Emphasis placed on modifying curriculum for the gifted from special populations, specifically, culturally diverse and linguistically different students.

EP 5401 Nature and Needs of Emotionally Handicapped Students (3 cr.)
This course integrates theory, research, and practice in the field of emotional handicaps. Emphasis is on the nature and etiology of disordered behavior, the identification, assessment and classification of these disorders, the initial planning and organization of the classroom environment, and the establishment of positive management programs and scheduling.

EP 5405 Behavior Management for Emotionally Handicapped Students (3 cr.)
The principles introduced in this course not only explain why certain behaviors exist, but also offer teachers and other educators a methodology to produce desirable changes and improve the academic and social development of their emotionally handicapped students.

EP 5410 Curriculum and Instructional Materials for Emotionally Handicapped Students (3 cr.)
This course is designed to enhance the professional development of preservice and inservice teachers who plan to work with emotionally handicapped students. Emphasis is on planning and organizing the classroom environment, assessing students' weaknesses and strengths, designing strategies for treating behavior patterns, and selecting and modifying curriculum materials to promote learning.

EP 5415 Instructional Strategies for Emotionally Handicapped Students (3 cr.)
This course introduces preservice and inservice teachers of emotionally handicapped students to the historical, professional, and social contexts of this field. It integrates the multiple perspectives necessary for understanding and influencing children's behavioral adjustment and provides information on how to plan, organize, and manage instructional programs for emotionally handicapped students in different settings.

ETEC 550 Multimedia Development (3 cr.)
Techniques of multimedia development (planning, scripting, incorporation of varied media forms) are examined. Students will produce multimedia projects.
Prerequisite: CSE 501 or equivalent

ETEC 601 Instructional Design (3 cr.)
This course addresses application of the theory of instructional design and the design process as it applies in the development of educational media and software. Goal analysis, objectives, instructional strategy development, and evaluation in the design process are utilized in the production of an educational product.

ETEC 602 Technology and the School Curriculum (3 cr.)
This course examines the role of technology in the curriculum and its impact on school change. Research on the design of computer-aided instruction and computer utilization in the K–12 classroom will be explored. Methods of educational software evaluation, selection, and acquisition are introduced. Students will apply the modern technologies and principles of curriculum development in producing programs of instruction.

ETEC 650 Computer Network Management (3 Cr.)
This course introduces the fundamentals of establishing effective microcomputer networks and their management in the K–12 setting. Selection of hardware and software, computer network design, peripherals and basics of network data transfer for both Macintosh and PC environments are explored. Alternative educational delivery systems through telecommunications are also examined.
Prerequisite: CSE 501, EM 505, or equivalent

ETEC 688 (M.S.) ETEC 788 (Ed.S.) Practicum Internship in Educational Technology (6 cr.)
The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.
Prerequisite: Degree candidacy

INED 500 School and Society: Comparative Education Systems (3 cr.)
This course examines various K–12 educational systems in the global society as we enter the 21st century. Students will be asked to compare schooling in various societies and examine how the educational systems are organized to meet political, social, and economic agenda of the 21st century. Students will recommend strategies to ensure capacity and compliance of their home systems within the global educational community with ramifications for standards development and curriculum alignment. Research and presentation skills as well as the use of technology will be emphasized.

LANG 530 Spanish Grammar and Composition I (3 cr.)
Introduction to Spanish composition for native speakers. Students will be guided, step by step, on how to write correct Spanish, at the same time that important points of grammar and orthography are covered.

LANG 531 Spanish Grammar and Composition II (3 cr.)
This course is designed to provide intensive written practice of correct contemporary Spanish. Students will write grammatically correct compositions based on readings covering general topics.

LANG 535 Teaching Reading in Spanish (3 cr.)
This course will be taken at the Universidad de Laguna, Canarias, during the summer.

LANG 550 Introduction to Spanish Linguistics (3 cr.)
An introduction to Spanish linguistics for teachers. The course will examine the phonology, morphology, and syntax of Spanish, and the characteristics of major dialect varieties of Latin American Spanish that teachers may encounter in the classroom. Discussion of the concept of standard Spanish and its implications for instruction.

LANG 551 Teaching Spanish to Native Students (3 cr.)
This course will examine how to teach native Spanish speakers who have vocabulary, morphological, and syntactic deficits in their first language.

LANG 552 Advanced Spanish Grammar (3 cr.)
A detailed study of important problems in Spanish grammar, with practice to overcome possible deficiencies in teachers born and educated in the United States.

LANG 555 Spanish Civilization (3 cr.)
Multicultural influences of the Iberian Peninsula will be studied through art, architecture, and music. Students will be engaged in the examination and discussion of the educational implications of key Spanish cultural aspects.

LANG 556 Educational Implications of the Cultural Mosaic of the Americas (3 cr.)
Students will review and analyze the key characteristics of Latin American culture. Discussion of Latin American cultural influences in education will engage students in examining their own school community. Selection of material and classroom resources will be included throughout the course.

LANG 560 Representative Spanish Authors (3 cr.)
This course will address readings from selected masterpieces of Spanish literature and teaching strategies for their presentation in the classroom. Criteria for selection of materials and resources will be discussed.

LANG 561 Representative Spanish Authors II (3 cr.)
Readings from selected masterpieces of Spanish literature (17th to 20th centuries) and teaching strategies for their presentation in the classroom. Criteria for selection of materials and resources will be discussed.

LANG 575 Survey of Developmentally Appropriate Spanish Children's Literature (3 cr.)
This course will examine the characteristics of traditional and modern Spanish children's literature. Students will analyze Spanish children's literature representing the different genres and themes. Attention will be given to works from Latin America, Spanish writers in the USA, and Spain. Guidelines for the selection, design and implementation of appropriate Spanish literature based activities will be addressed throughout the course.

LANG 576 Readings in Content Area Spanish (3 cr.)
This course will give an opportunity for extensive reading comprehension exercises and acquisition of vocabulary in the areas of social studies, science, math, art, and music. Practice in preparing content area lesson plan in Spanish will be emphasized.

LANG 580 Foreign Language Methodology (3 cr.)
This course will examine current foreign language methodology. Emphasis will be on the communicative approach for teaching nonnative speakers.

LANG 600 Seminar on Multicultural Issues (3 cr.)
This course will examine in depth important topics related to culture, education, and bilingualism. Topics will vary on a regular basis.

MAT 505 Geometry for Mathematics Teachers (3 cr.)
This course is designed to offer a wide perspective on geometry for graduate students planning to teach secondary mathematics. The course covers both Euclidean and non-Euclidean geometry.

MAT 591 Calculus for Teachers I (3 cr.)
This course is a proof-based "epsilon-delta" calculus, ranging from limits and cluster points to differentiation. Students will solve standard calculus problems computationally and theoretically. Students in this course should have completed college algebra and trigonometry, or equivalent courses.

MAT 592 Calculus for Teachers II (3 cr.)
This course is a proof-based "epsilon-delta" calculus, ranging from integral calculus to sequences and series, and cluster points to differentiation. Students will solve standard calculus problems computationally and theoretically. Students in this course should have completed Calculus I or an equivalent course.
Prerequisite: College algebra

MAT 662 The History and Philosophy of Mathematics (3 cr.)
This course traces the development from ancient to modern times of several branches of mathematics, including logic, algebra, and analysis of functions. The contributions of eminent mathematicians will be highlighted. Philosophical issues will be discussed.

MAT 681 Linear and Abstract Algebra for Teachers (3 cr.)
This course provides theory and computational practice with linear algebra, as well as a theoretical foundation for abstract algebra structures such as rings, fields, and groups. Students will create two portfolios of notes, activities, and exercises: one for Abstract Algebra, and one for Linear Algebra.
Prerequisite: College algebra

MAT 682 The K–12 Mathematics Curriculum (3 cr.)
The objective of this course is to compare the entire mathematics curriculum to NCTM Standards and the HSCT. Alternative assessment strategies, such as the use of rubrics and portfolios, will be studied, using the soon-to-be-published NCTM Standards for Assessment.

MAT 683 Special Methods in Teaching Algebra (3 cr.)
Theory and methods specific to the two-year algebra sequence and other middle-school courses will be analyzed. Students will develop and present advanced teaching methods for particular events in teaching these courses.
Prerequisite: College algebra

MAT 684 Special Methods in Teaching Geometry (3 cr.)
Theory and methods specific to the teaching of geometry and more advanced secondary mathematics courses will be analyzed. Students will develop and present advanced teaching methods for particular events in teaching these courses.
Prerequisite: Previous course in geometry

MAT 685 Symbolic Representation and Number Theory in Mathematics (3 cr.)
This course will focus on notational systems, number theory, and the rationale behind them. The increasing use of manipulative and kinesthetic learning will also be addressed. This course is designed to include significant number theory preparation for students wishing to earn initial certification.
Prerequisite: College algebra

MAT 686 Survey of Computers and Calculators in Mathematics (3 cr.)
This course will provide a breadth and depth of knowledge in the area of technology in mathematics. Students will analyze at least one computer software program and one handheld calculator.

MAT 687 Diagnosis and Remediation of Learning Difficulties in Mathematics (3 cr.)
This course provides an overview of handicapping conditions in mathematics. Students will analyze various inhibitions to success in secondary mathematics, such as discalculia and "math anxiety." Social factors will be considered. The mathematics portion of the General Education Development (GED) test will be analyzed.

MAT 689 Probability and Statistics in Mathematics Education (3 cr.)
This course offers preparation in probability and statistics for the secondary mathematics teacher, as well as for teachers pursuing their initial teacher certification. Also, students will gather and analyze statistics in educational research.

MAT 688 (M.S.) MAT 788 (Ed.S.) Practicum Internship in Mathematics Education (6 cr.)
The practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal (including problem documentation, operational objectives, and review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report that describes the entire process.
Prerequisite: Degree candidacy

MAT 691 Manipulatives in K - 8 Mathematics (3 cr.)
This course provides hands-on training in the use of tangible models (manipulatives), from base ten blocks to algebra tiles and geoboards. A detailed model of abstract and concrete learning will also be presented. Students will develop presentation skills for the use of manipulatives. The supplies for the course will include samples for each tangible model used in the course.

MGE 601 Nature and Needs of the Middle Grades Learner (3 cr.)
An examination of the developmental process and characteristics of early adolescents. This will include aspects of adolescent psychology, physical growth, mental growth, and special needs learners as they relate to middle grades programs.

MGE 602 Foundations of Middle Grades Education (3 cr.)
This course will deal with the historical, philosophical, and cultural aspects of middle-level education. This study will include historical and philosophical foundations of the middle-school movement, a view of future trends, and a cultural perspective of middle-level education.

MGE 603 The Middle Grades Program: Curriculum and Instruction (3 cr.)
A review of the current status and trends in the middle-school concept as it is evidenced in practice. This will include curriculum, interdisciplinary teaching, adviser-advisee programs, guidance in the middle school, active learning strategies, and student assessment.

MH 688 (M.S.) MH 788 (Ed.S.) Practicum Internship in Mentally Handicapped (6 cr.)
The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.
Prerequisite: Degree candidacy

OCI 500 Introduction to Online Teaching Concepts (3 cr.)
This course is designed for the teaching professional who wants to become familiar with the elements of online instruction. Focus of this course is to provide an overview of the online process and to introduce the participant to the differences between the traditional and online teaching processes. The course represents "student simulation" with participants learning the process from the student perspective for the six-week course period.

OCI 501 Online Teaching Models and Curriculum Planning (3 cr.)
This course introduces various instructional models for online delivery. Participants will examine Internet resources, communications devices and support systems important to effective Internet instruction as they begin to outline strategies for course delivery.

OCI 502 Design and Development of Online Curriculum (3 cr.)
This course provides practical experience in developing curriculum for online instruction. Using an appropriate model of instructional design, participants will revise existing curricula or develop a new course using elements of effective online curriculum planning and delivery. At the conclusion of this course, participants will have a program of instruction prepared for online implementation.

RED 500 Techniques of Corrective and Remedial Reading (3 cr.)
This course includes the development and use of informal diagnostic procedures, organization of small-group and individualized reading, instruction, and evaluation of remedial reading techniques and materials.
Prerequisite: RED 554

RED 554 Assessment in Reading (3 cr.)
This course familiarizes the students with a variety of techniques, both formal and informal, for assessing reading level, diagnosing reading disability, and measuring achievement. Techniques for assessing reading level and readability are explored.
Prerequisite: RED 570

RED 570 The Reading Process (3 cr.)
This course examines reading models, subskills, and theories and explores the theoretical basis for reading systems.

RED 575 Contemporary Foundations of Reading (3 cr.)
Students will become familiar with current theories of learning as related to reading at the elementary and secondary levels with an emphasis on learning styles, cognitive development models, and computer-based learning experiences in reading. Adaptive instruction as it applies to meeting individual needs will also be explored.

RED 588 Practicum Internship in Reading (3-6 cr.)
The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.
Prerequisite: Degree candidacy

RED 780 Teaching Language Arts in the Secondary School (3 cr.)
The focus in this course will be on the development of instructional methods and techniques for reading, writing, and speaking in grades 6 through 12. Students will explore reading in the content areas, the concept of reading and writing to learn, thinking skills, study skills systems, and effective verbal communication.

RED 5271 Reading Supervision and Curriculum Development (3 cr.)
This course reviews the principles of curriculum development. Reading specializations develop an individualized reading curriculum.
Prerequisites: RED 500, RED 554, RED 570

RED 5272 Reading Supervision and Curriculum Development (Practice) (3 cr.)
This experiential course emphasizes the application and supervision of a reading curriculum in the classroom setting.
Prerequisite: RED 5271

SCI 651 Technology in Science Education (3 cr.)
Students are provided with an introduction to technology concepts and are shown how to find technology appropriate to solving educational problems in science education and how to evaluate technology. Among the technologies that may be examined are computer-assisted instruction (CAI), scientific calculators, CD-ROM, multimedia, virtual reality, distance education media, laboratory probeware, simulations, artificial intelligence, and the Internet.

SCI 652 Cognitive Science and Science Education (3 cr.)
Cognitive science and its related field, artificial intelligence, provide models of thinking, learning, and problem solving that can be applied in the science classroom. In particular, this course looks at how students can be taught to discover and invent by use of the tools called "heuristics."

SCI 653 Innovative Solutions in Science Education (3 cr.)
Students will learn how problems in science education are being successfully solved today. Among the challenges examined are at-risk children, addressing minorities and women in science, multiculturalism, involvement of the community, integrated science, and overcoming motivation and preparation problems. The course also looks at ways by which teachers have secured funding for their creative teaching.

SCI 661 Modern Cosmology and Physics for Science Teachers (3 cr.)
This course examines new models of the origin and fate of the universe, based upon findings from astronomy and physics. Topics include examination of the work of Stephen Hawking and other cosmologists, particle physics, black holes, the expanding universe, the "Big Bang," dark matter in space, quantum and relativity theories, and the current search for "theories of everything."

SCI 662 The History and Philosophy of Science and Technology (3 cr.)
This course traces the development of science from ancient to modern times. Topics include the scientific method, use of mathematical description, the nature of scientific explanation, and the nature of scientific discovery and technological invention. The interrelationships of science and technical education and cognitive and societal factors will be examined.

SCI 663 The Professional Science Educator (3 cr.)
This course emphasizes the importance of science education and its contribution to the needs of students in a technological society. Topics include a history of science education in America, minimum requirements for a science literate citizen, theories of science education, and how to evaluate research on science education. Science education standards of the National Research Council/ National Science Teachers Association and other professional associations will be examined.

SCI 688 (M.S.) SCI 788 (Ed.S.) Practicum Internship in Science Education (6 cr.)
The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product. **Prerequisite: Degree candidacy**

SLD 688 (M.S.) SLD 788 (Ed.S.) Practicum Internship in Specific Learning Disabilities (6 cr.)
The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product. **Prerequisite: Degree Candidacy**

SST 612 Economics in the Secondary Curriculum (3 cr.)
This course reviews major principles of economics and methods for integrating economics into the secondary school curriculum. Current curriculum materials and exemplary practices will be reviewed.

SST 614 Geography in the Secondary School Curriculum (3 cr.)
This course provides an overview of the broad field of geography and current curriculum materials and practices for integrating instruction in geography into the secondary-school curriculum.

SST 616 The Historical Roots of Our Multicultural Society (3 cr.)
Past and recent history in Africa, Asia, and Latin America are reviewed during this course to provide teachers with a background on the roots of major non-European cultural groups in the United States. An emphasis will be placed on cultural and historical trends that caused persons to come to the United States from these areas and the cultural heritage that they brought with them.

SST 618 The American Political Process in the School Curriculum (3 cr.)
This course provides an overview of the American political process, introduces teachers to a sample of classroom activities that can be used as part of the instructional process, and introduces them to several sets of national standards for history, for civics and government, and the NCSS strands.

SST 622 Consent of the Governed: American Government in the Curriculum (3 cr.)
A study of the philosophical foundations and structure of state and federal government. Emphasis is given to instructional techniques that can be used by middle grades and high-school teachers to introduce government in daily life, and to ways that students can become directly involved in the process of "participatory citizenship."

SST 623 American History I in the Secondary School Curriculum (3 cr.)
This course includes American history from pre-Colonial times through Reconstruction. Studied through the lenses of the five themes of the social studies curriculum (interdependence, change, culture, scarcity, and conflict) emphasis will be placed on integrating the latest curricular practices and teaching strategies using Florida Sunshine State standards.

SST 624 Social Thought and Analysis in the Secondary Social Studies Curriculum (3 cr.)
An investigation of contemporary conflicts, events, issues, and problems confronting American society on the eve of the 21st century, and ways by which this sociological study and analysis process can be incorporated into the middle grades and high-school social studies curricula.

SST 625 American History Part II in the Secondary Education Curriculum (3 cr.)
This course covers American history from the Reconstruction through the present. Studied through the lenses of five themes of the social studies curriculum (interdependence, change, culture, scarcity, and conflict) emphasis will be placed on integrating the latest curricular practices and teaching strategies using the Florida Sunshine State standards.

SST 626 The Community of Man: Cultural Anthropology in the Social Studies Curriculum (3 cr.)
A systematic study of the traits of diverse social groups, past and present, as well as man's historical relationship(s) with natural surroundings. An emphasis is placed on teaching strategies and instructional materials as well as ways of introducing students to cultural diversity that exists nearby and close to home and, at a distance far removed.

SST 628 Justice in American Society (3 cr.)
A study of the origins and character of the American legal system, civil justice and criminal justice, and ways that law-related education can be infused into existing social studies curricula.

SST 688 (M.S.) SST 788 (Ed.S.) Practicum Internship in Social Studies Education (6 cr.)
The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.
Prerequisite: Degree candidacy

TSL 515 Curriculum Development in TESOL (3 cr.)
This is an introduction to curriculum development for ESOL teachers. It includes a general overview of curriculum design, the basics of foreign-language curricular needs and how to adapt the content curriculum to English language learners, with emphasis on integrating language and content by means of thematic units. Different types of ESOL programs will be studied. Students will also learn how to evaluate and adapt materials for LEP students. This is a requirement for a M.S. in TESOL and for the Florida add-on ESOL endorsement.

TSL 559 Overview of Current Strategies of ESOL Instruction (3 cr.)
This course provides a generic overview of practices in English as a Second Language instruction. The student will examine current strategies and pertinent theory in ESOL testing/evaluation, curriculum and materials development, methods of teaching, and cross-cultural communication.

TSL 562 Cultural and Cross-Cultural Studies (3 cr.)
This course examines cultural factors that influence the acquisition of learning of native and target languages. The course will focus on how an awareness of native and target cultures contributes to the effective teaching of the respective languages. This course is required for a M.S. in TESOL and for the Florida add-on ESOL endorsement.

TSL 569 Methodology of Teaching English to Speakers of Other Languages (3 cr.)
A survey of techniques used in teaching ESOL including a review of audio-lingual, cognitive-code, and functional/notional approaches. This course examines curriculum and methods used in teaching and testing the skills of speaking, listening/understanding, reading, and writing.

TSL 688 (M.S.) TSL 788 (Ed.S.) Practicum Internship in Teaching English to Speakers of Other Languages (6 cr.)
The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.
Prerequisite: Degree candidacy

VE 688 (M.S.) VE 788 (Ed.S.) Practicum Internship in Varying Exceptionalities (6 cr.)
The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.
Prerequisite: Degree candidacy

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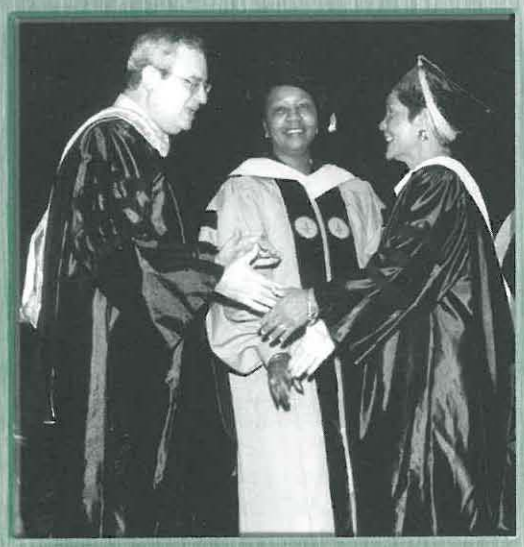

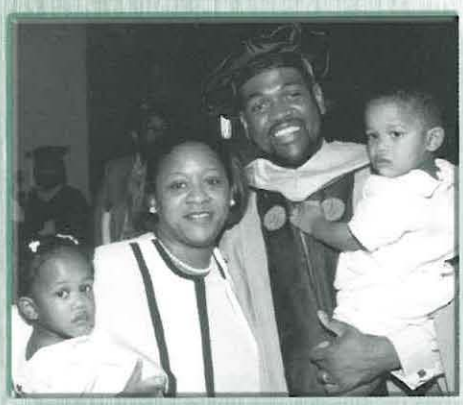

M.S. Degree Program with a Specialization in Substance Abuse Counseling and Education

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MISSION STATEMENT

The master of science degree program with a specialization in substance abuse counseling and education is a field-based master's program, designed for the working professional who is interested and/or active in the field of substance abuse counseling and education.

This specialization was developed in recognition of two generalizations about the field of addictions. The first is that skill and leadership abilities of substance abuse specialists are a central ingredient in creating and maintaining quality programs. The second is that these administrators and practitioners have few options when they choose to seek advanced training and education. They must either take an advanced degree in a related field or settle for in-service, nondegree programs.

In the field of substance abuse counseling, administrators and practitioners require a specialized curriculum, emphasizing leadership, management, public policy, developmental issues, and human dynamics. They also require an academic program that complements their ongoing work responsibilities. Nova Southeastern University has recognized an opportunity to make an important contribution to the field of substance abuse counseling by providing a unique program in a distinctive format.

OVERVIEW

Students in the master's program enter at specific times (January, June, or September) and form a "cohort." They follow the same schedule throughout the program. Students in the program meet at the required summer instruction on campus during the first year of the program. Members of the cohort may be widely distributed geographically, but will have opportunities to interact and share assignments through the summer instruction on campus.

Course work for the program is grouped into modules. Modules are units of related course work under the supervision of the same faculty member. Each cohort will have its own guided-study schedule for the completion of the program. Each six-credit module is three months long; each nine-credit module is four months long.

Course work, field experiences and summer instruction can be completed in 20 to 26 months, dependent on the track of study the student chooses. Track I is a 48-credit track, which can be completed in 20 months. Track II is a 60-credit track, which can be completed in 24 to 26 months. It is recommended that students contact their state licensing and/or certification agency along with their local and national professional agencies to assist in deciding which track will best fit their needs.

Based on the track that students have enrolled in, they are required to complete one to three field experiences. Track I requires the completion of one field experience and Track II requires the completion of three field experiences. Field experiences offer students the opportunity to apply their newly obtained knowledge and skills to the practical work place. Each field experience includes a seminar and approximately 160 hours of supervised direct practice with individuals, groups, and families. It is the students' responsibility to locate an agency where they would like to complete their field experience. The agency must be approved by the NSU's program administrator. All students involved in a field experience must carry malpractice insurance and supply NSU and by field experience agency a copy of the insurance certificate.

In order to fulfill the program's requirements for the degree, all students must attend one summer instruction on campus during the first year of the program. This is an intensive learning experience in which the students meet and study with other members of their cohort, other students in the program, NSU faculty members, and other experts in the field of substance abuse counseling and education. These valuable experiences also offer opportunities for mentoring or apprentice relationships between faculty members and students, as well as times for faculty evaluation of students.

During summer instruction on campus, students are provided the opportunity for exposure and orientation to a wide range of NSU support facilities and activities. Included among these are the research library, computer training, peer interaction, and other occasions for intellectual growth and development associated with campus life.

In the spring, students receive detailed information regarding arrangements for summer instruction on campus. While travel and lodging costs are the responsibilities of students, information regarding arrangements may be available through the campus office. If the first-year students are unable to attend the required first-year Summer Institute, adjustments will be made to their schedule for the next year's summer studies program. Summer instruction is two weeks in length.

Come to our campus offices or call toll free for program information: 8:30 a.m.–5:00 p.m., Monday–Friday.

Broward County: (954) 262-7749
United States and Canada: 800-986-3223, ext. 7749
Email: *pecoraro@nova.edu*
Web site: *www.fcae.nova.edu/substanceabuse*

TRANSFER OF ACADEMIC CREDIT

Students must have earned 48 to 60 credits in order to have the master's degree with a specialization in substance abuse counseling and education conferred. The number of credits for conferral of the degree is dependent on the track in which an individual decides to enroll. Transfer of graduate-level credits (up to a maximum of six semester hours) from an accredited institution may be allowed upon approval of the program administrator. These credits must have been earned within the past 10 years (with a grade of A or B).

Credits at Nova Southeastern University are transferable only at the discretion of the receiving school. Students who wish to transfer credit should contact the admissions office of the receiving school for information.

ACADEMIC EXPECTATIONS

Attention Applicants: This distance education program is designed in a guided-study format. Successful completion of this program will depend greatly on your ability to work independently and complete assignments and projects within the prescribed time lines, and on your ability to demonstrate in writing and verbally a comprehensive understanding of the required course content.

All accepted applicants are admitted as provisional students. After completion of the first nine credits, with a minimum of a 3.0 grade point average, students are advanced to candidacy for the master's degree.

Students are required to submit three letters of recommendation from colleagues or others who know their work, and an official transcript with a minimum of a 2.5 GPA from a regionally, provincially, or nationally accredited college or university, sent directly to Nova Southeastern University. Official transcripts of all prior credit earned at other colleges or universities must also be submitted to Nova Southeastern University.

Applicants with a GPA of 2.0 to 2.49 are required to go through an interview process. After completion of the first four courses, with a minimum of a B in each course, the student will be advanced to candidacy for the master's degree. The program admissions committee evaluates completed files and notifies the student of official admission.

The program admissions committee evaluates completed files and notifies the student of official admissions.

INTERNATIONAL STUDENTS

In addition to the general admission requirements, the admissions process for the international students for whom English is a second language includes a minimum score of 550 on the Test of English as Foreign Language (TOEFL) or successful completion of a baccalaureate degree in residence at a regionally accredited college or university.

Prospective international students who completed degrees at universities outside the U.S. must have the degrees evaluated by an NSU-approved evaluation service. Applications for such an evaluation are available from the FGSEHS admissions office at 800-986-3223, ext. 1561. The prospective student is responsible for all fees incurred for this evaluation.

NEW STUDENT ORIENTATION

Each student will be given a formal program orientation at a scheduled date and time prior to the beginning of the first course module. The process of this formal orientation will be the following:

- Program office staff will contact each student to arrange a date and time for which they will be available for a conference call utilizing distance education telephone technology.
- Designated faculty and staff members from the central office will provide basic information relative to program expectations, general academic procedures, and other information designed to facilitate successful entrance into the degree program.
- During this orientation session, students will have an opportunity to hear from, and exchange information with, fellow students entering the program and ask any specific questions or share any concerns they have related to their beginning the program.
- During the intensive summer instruction on campus, all new students will receive a further comprehensive orientation that will include NSU campus departments, support services, university and program history, and current status activities and procedures.

ATTENDANCE/STUDENT-INSTRUCTOR PARTICIPANT POLICY

The master's program utilizes the distance education field-based, guided-study approach to provide educational opportunities to nontraditional adult students. In the delivery of this unique educational program, the traditional class attendance requirements and recording process are not applicable. However, establishing and maintaining standards of availability and participation are vital to the academic quality and integrity of the program. The following attendance/student participation policy has been established:

- Adjuncts and program professors are required to conduct structured biweekly phone conferences with each student.
- Students are required to be available for all scheduled conference calls.
- If, for some reason, a student cannot be available for the scheduled phone conference, he or she must contact the instructor to reschedule the missed call.
- Instructors are required to reschedule any scheduled calls to students that have been missed.
- At the end of each module, instructors are required to submit to the program administrator a summary/report of each scheduled phone conference with students.
- At the end of each module, students are to complete the End of Module Evaluation Form and submit it to the program office.

ACADEMIC ADVISEMENT

Ensuring that our distance education field-based, guided-study students have access to the faculty for academic advisement is vital to the quality of education they receive and the integrity of the program. Full-time and part-time faculty members are available and provide academic advisement on request thorough the utilization of the telephone, electronic mail, and the summer instruction on campus sessions. Full-time, campus-based faculty members are available between 8:30 a.m. and 5:00 p.m. EST to ensure the continuity of access.

GRADING

Students are expected to produce quality, graduate-level work; a grade point average of 3.0 (B) must be maintained. Incomplete grades must be made up within the indicated time period after the ending date of the module. Failure to do so within the time limit will result in a change of grade from I to F.

The evaluation system includes:

Numerical Points	Letter Grade	Grade Point Equivalent	Performance Level
90–100	A	4.0	Excellent
80–89	B	3.0	Good
70–79	C	2.0	Below Graduate Level
60–69	D	1.0	Poor
0–59	F	0.0	Failure
	I		Incomplete
	P		Pass

STUDENT PROGRESS REPORT

Students receive progress evaluations and reports at the end of each module courses. The program office maintains a current record of the student's ongoing progress in the program.

DEGREE COMPLETION REQUIREMENTS

To graduate with a master of science degree with a specialization in substance abuse counseling and education, a student must successfully complete 48 to 60 graduate-level credits, dependent on the track the student has elected. Students are required to attend and actively participate in every session of one summer instruction on campus during their first year in the program. Students must assume the expenses for travel, lodging and meals.

Six months prior to the ending of the cohort, the student will receive a degree application for graduation. Upon receipt of the form, it must be completed by the student and returned to the registrar's office to be processed. When all financial obligations

have been met and all course and program requirements have been complete, the degree is conferred. The university diploma will be mailed approximately three months after the date on which the degree was officially conferred by the board of trustees.

The university holds its annual commencement exercises in Fort Lauderdale, Florida. The main office for the program should be contacted for the location, date, and time of the ceremonies.

TIME LIMIT FOR COMPLETION OF PROGRAM

All students are required to complete their requirements for the master of science degree with a specialization in substance abuse counseling and education within the established time frame based on the cohort and track they have been admitted into. The only exception would be if they have been granted a one-time extension or a one-time withdrawal from the program.

INCOMPLETE COURSE WORK

Each student is expected to complete all assignments and course work according to the due dates and schedules established by the course instructor.

If the student is faced with a work-related or personal problem that precludes timely completion of course requirements, a request for an incomplete may be submitted to the program office. Please note: The I, incomplete approval, will be contingent on the fact that the student has demonstrated that he/she has completed a significant portion of the course work. If the student has neither produced nor submitted any work to the instructor prior to the incomplete deadline, then the student is not eligible to receive approval for the incomplete. Upon approval, this incomplete will provide the student with additional time to complete outstanding course work. The procedure for the incomplete request is as follows:

- An Incomplete Request Form will be provided at the beginning of each module.
- When the student finds it is necessary to request an incomplete, he/she must first discuss it with the instructor and obtain approval.
- After receiving the instructor's approval, the student completes the Incomplete Request Form and mails it to the program office.
- The request for an Incomplete is to be made at least one month prior to the ending date of the module.
- Upon approval, the student has four months to complete all work. At the end of the four-month period, if all work is not completed, a grade of F will be given for the course in the module that has not been completed.
- If the request for an incomplete is not made one month prior to the module ending date, a final grade will be given based on the amount of work completed at that time.

Please note that it is the student's responsibility to request the incomplete and mail the Incomplete Request Form.

EXTENSION POLICY

Students are required to complete all course and program requirements on or before the cohort ending date in order to graduate within the 20 to 26-month program time limit. However, a student faced with a major personal or job-related problem that prevents him/her from completing all requirements by the cohort ending date has the option of requesting a nine-month program extension.

The procedures for the program extension include:

- The student is to make the request in writing at least 30 days prior to the cohort ending date. The letter should include the reason for the request and a proposed timeline and schedule for completing the unfinished program requirements.
- Upon receipt of the letter by the program office, the request will be evaluated and the decision will be forwarded within two weeks to 30 days.
- If the request is approved, the student is to forward the extension fee to the program office.
- Assuming approval, the student will have nine months to complete all outstanding program requirements.

Note: This is a one-time, nine-month extension.

THE FIELD EXPERIENCE PROCESS

Registration for Field Experience

Registration materials for the field experience will be sent to each cohort member the semester before the beginning of their field experience. Students will be required to register for one to three field experiences based on the program track they have chosen.

Incomplete Field Experience

Each student is expected to complete one to three semesters of field experience training. Track One students will be required to complete a one-semester field experience and Track II students are to complete three semesters of field experience training. If the student is faced with a work-related or personal problem that precludes timely completion of the field experience a request for an incomplete can be submitted to the program office. **Please note: The I, incomplete approval, will be contingent on the fact that the student has demonstrated that he or she has completed a significant portion of the course work. If the student has neither produced nor submitted any course work to the instructor, prior to the incomplete deadline, then the student is not eligible to receive approval for the incomplete.** The student must follow the procedures indicated in the "Incomplete Course Work" section of this catalog in order to obtain approval from the program office.

Upon approval, a student will have two months to complete all outstanding field experience work. At the end of two months, if all outstanding field experience course work is not completed, an **F** will be given for the course. Students will not be permitted to begin their second field experience until all work for the prior field experience is completed.

Extension Policy for Field Experiences

Students are required to complete all field experience requirements by the cohort ending date. The procedure students must follow to obtain an extension are delineated in the "Extension Policy" section of this catalog.

TEMPORARY WITHDRAWAL

Students who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cohort may withdraw from the program. Notification of withdrawal must be received in writing by the program administrator. Students who officially withdraw may petition the program administrator if they wish to reenter the program, picking up their course of study at the point following the last module for which they received a grade. Students may reenter the program only once and will be expected to follow all rules and regulations that are in effect at the time of readmission.

REGISTRATION

Registration materials, for each module, will be automatically sent to each cohort member.

STUDENT COSTS

In calculating your cost, note that 48 to 60 credit hours are required for the master of science degree with a specialization in substance abuse counseling and education. The number of credits needed to graduate is dependent on the track in which the student has enrolled.

All tuition and fees are due on the scheduled due dates.

Please note that tuition and fees are subject to change without notice.

A late fee of $50 will be charged for payment received after the due dates.

A fee of $30 will be charged for each semester that the student enrolls in classes.

A fee of $75 must accompany the degree application at the conclusion of the course of study.

A fee of $50 will be charged for reinstatement after withdrawal from the program. A fee of $950 will be charged for a one-time, nine-month, extension beyond the cohort ending date.

Tuition Breakdown

Application fee: $50 (nonrefundable) and payable with all new student applications

Cost per credit hour: $245

Summer instruction on campus materials fee: $100

Study guide fee for each module: $15

Total program costs for Track I (48 credit hours): $11,760 (for the 1999–2000 year). This tuition rate may be subject to change.

Total program costs for Track II (60 credit hours): $14,700 (for the 1999–2000 year). This tuition rate may be subject to change.

This total does not include the $50 application fee, $15 study guide fee, $100 summer instruction materials fee, $30 registration fee or the $75 degree application fee.

PROBATION POLICY

All students must successfully complete their first three courses with a minimum of a 3.0 (B) grade point average. A student with less than a 3.0 will be put on probation for the semester of courses taken. If the student's grade point average is less than a 3.0 at the completion of the second semester, the student will be recommended for program termination.

CURRICULUM OUTLINE

All courses are three credits.

Track I courses

Psychopharmacology of Licit and Illicit Drugs

Individual Assessment, Evaluation, and Rehabilitative Strategies in Substance Abuse and Counseling

Human Growth and Development Theories and Prevention Planning

Group Theory and Practice

Family Systems and the Substance Abuse Counselor

Issues in Clinical Supervision

Counseling Theories and Practice

Personality Theory

Legal, Ethical, and Professional Standards in Substance Abuse and Counseling

Social and Cultural Issues in Counseling and Prevention Programming

Psychopathology and Abnormal Psychology

Career and Lifestyle Assessment in Addictions and Counseling

Foundations of Substance Abuse and Mental Health Counseling in Community Settings

Program Evaluations and Research Methods for Counselors

Management of Medical Treatment of Addictions

Field Experience I

Track II additional courses:

Human Sexuality

Field Experience II

Field Experience III

Elective

COURSE DESCRIPTIONS

APRA 501 Psychopharmacology of Licit and Illicit Drugs (3 cr.)
This course will review the physical and psychodynamic effects of legal and illegal drugs, mental disorders, symptomotology, assessment measures for addicts, and dual diagnosis, along with a thorough examination of the DSM-IV.

APRA 502 Individual Assessment, Evaluation, and Rehabilitative Strategies in Substance Abuse and Counseling (3 cr.)
This course will examine various assessment and diagnostic tools for evaluation and treatment of substance abuse treatment and counselors in general. Strategies covered will include crisis intervention and suicide prevention. An examination of various assessment tools available to the counselor and a critical review of various rehabilitative strategies, such as in-patient, outpatient, brief intensive therapy, and support groups.

APRA 503 Human Growth and Development Theories and Prevention Programming (3 cr.)
This course will examine the various theories of drug prevention as they relate to the human development life cycle. It will examine the various human development theories along with physiological and psychological processes throughout the life cycle. It will examine the research on risk, protective factors, and resilience. Special emphasis will be placed on developmentally appropriate prevention interventions across the life cycle. The course will also include a thorough review of the history of the prevention movement.

APRA 505 Special Topics in Substance Abuse Counseling and Education (3 cr.)
This course is designed to give the student an opportunity to research a specific topic related to substance abuse and counseling. Students are expected to work in an independent fashion and engage in in-depth research through the use of various sources. Such sources may include journal articles, books, online resources, and other scholarly works as deemed appropriate by the instructor. Students will receive guidance from the instructor regarding topic selection, along with scope and focus of the required paper.

DEVA 508 Legal, Ethical, and Professional Standards In Substance Abuse and Counseling (3 cr.)
This course reviews state licensure and certification requirements for the professional counselor, with an emphasis on the comparison of substance abuse counselors and mental health counselors. Pertinent statues will be examined in detail. Ethical, legal, and professional standards of the counseling professional will be emphasized.

DEVA 509 Social and Cultural Issues in Counseling and Prevention Programming (3 cr.)
This course will focus on the rehabilitation process as it relates to special populations including, African Americans, Hispanics, women, elderly, disabled, Asian, as well as the gay, lesbian, and bisexual populations. Cultural responses and supports for the recovery process will be covered.

DEVA 510 Human Sexuality (3 cr.)
This course will cover anatomy and physiology of the human sexual system, sexual response, and the range of sexual behaviors. Sources of attitudes and beliefs, sexual orientations, and the effects of chemical dependency on human sexual behavior and function will be explored.

MGTA 510 Foundations of Substance Abuse and Mental Health Counseling in Community Settings (3 cr.)
This course will examine the public policy prevention strategies, treatment philosophies, and legislative history of rehabilitation. Emphasis will be placed on federal legislation, state laws, and social action and their impact on the historical, current, and future trends in the development of organizational models and the delivery of services in rehabilitative settings.

MGTA 511 Program Evaluation and Research Methods for Counselors (3 cr.)
Essential elements of developing research will be studied. Statistics, experimental design, and research evaluation will be reviewed. This course is designed to help the student recognize and develop quality research.

MGTA 512 Management of Medical Treatment of Addictions (3 cr.)
This course will highlight appropriate medical treatment of addiction as it relates to managed care. It will examine the various aspects of medical treatment for addictive disorders. It will include the evaluation of various treatments, highlight current developments in medication research, and cover standard budget processes and fiscal management procedures. This course will also examine current trends in managed care as they relate to drug and alcohol treatment. It will examine issues related to establishing provider networks.

SACA 504 Group Theory and Practice (3 cr.)
Theory, research, and practice of group dynamics will be critically studied. Emphasis will be on setting, structure and function, member selection, and leadership styles for groups related to addictions, rehabilitation, and mental health and combined disorders. Participation in the group process will be a requirement of this course.

SACA 505 Issues in Clinical Supervision (3 cr.)
This course will discuss the rationales for establishing treatment plans and their various components. The need to establish proper networks of health care providers, and assisting professionals in establishing effective and appropriate treatment plans will be examined. Timely review, modification and supervision of the professional therapist, as well as professional consultation/supervision techniques will be emphasized.

SACA 507 Introduction to Family Systems (3 cr.)
This course reviews some of the major systems theories, which serve as a foundation for the current practice of family therapy. Additionally, this course will present a wide variety of family therapy models and modalities.

SACA 508 Counseling Theories and Practice (3 cr.)
This course is designed to assist the student in gaining the knowledge of counseling theories and applying these theoretical ideas into practice. This course will offer a study of the nine contemporary theories of counseling in historical context, relating the major developments in psychodynamic theory, existential and humanistic ideas and the evolution of cognitive behavioral ideas, and the process of developing a personal counseling theory.

SACA 509 Personality Theory (3 cr.)
This course is designed to familiarize the student with the eight basic aspects of personality representing different theoretical paradigms, application to individual differences, and future directions of personality and society.

SACA 511 Psychopathology and Abnormal Psychology (3 cr.)
This course is intended as an overview of psychopathology; the study of maladaptive and abnormal behavior. Issues of definitions, historical and scientific trends, current paradigms, assessment, diagnostic and research methods will be addressed. Additionally, this course will examine the major types of abnormal behavior and a strong emphasis on substance-related disorders. All disorders examined will be referenced in context of the latest version of the DSM-IV.

SACA 512 Career and Lifestyle Assessment in Addictions Counseling (3 cr.)
This course reviews the many aspects of career counseling, including its theoretical origins and practical applications. Career tests and inventions will also be reviewed. Emphasis will be placed on the role of the counselor and the tools available for increased effectiveness.

PRAA 0516 Field Experience Practicum I
This course reviews the many facets of counseling the addicted client. Several topics will be included while focusing on the individual such as, developmental models and dual diagnosis. Discussions regarding other forms of compulsive behaviors will also be introduced. Methods and techniques for intervention, evaluation, and treatment will also be covered. Students are encouraged to present topics of interest that arise at their field experience sites and discuss cases for group discussion.

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THE MASTER'S PROGRAM IN CHILD, YOUTH, AND FAMILY STUDIES

Mission Statement

The Master's Program in Child, Youth, and Family Studies offers three field-based master's specializations designed for professionals who work with children, youth, and families.

- early childhood education administrators
- child and youth care administrators
- family support practitioners

These specializations were developed in recognition of two generalizations about the above fields. The first is that the skill and leadership abilities of early childhood, child and youth care administrators, and family support practitioners are the central ingredients in creating and maintaining quality programs. The second is that these administrators and practitioners have few options when they choose to seek advanced training and education. They must either take an advanced degree in a related field or settle for in-service, nondegree programs.

Early childhood administrators, child and youth care administrators, and family support practitioners require a specialized curriculum, emphasizing leadership, management, public policy, developmental issues, and human dynamics. They also require an academic program that complements their ongoing work responsibilities.

As the following pages will show, Nova Southeastern University has recognized an opportunity to make an important contribution to early childhood, child and youth care, and family services by providing a unique program in a distinctive format.

Overview

Students in the master's program enter at specified times (January, May, or September), and form a "cohort." They follow the same schedule and meet at the required summer instruction on-campus session during the program. Members of a cohort may be widely distributed geographically, but will have opportunities to interact and share assignments through the summer instruction on campus.

Course work for the program is grouped into modules. Modules are units of related courses under the supervision of the same faculty member. Each cohort will have its own guided study schedule for completion of the master's program. Each six-credit module is three months long; each nine-credit module is four months long.

Course work, the practicum, and summer instruction on campus will take 26 months to complete for all specializations.

Students are required to complete a practicum project. This practicum is a job-related problem-solving project designed by the student, the desired result of which is the resolution of an identified problem within the daily work setting.

In order to fulfill the program's requirement for the degree, all students must attend one summer instruction on campus during their first year in the program. The summer instruction on campus is an intensive learning experience where students study with members of their cohort, other students in the program, Nova Southeastern University faculty members, and other experts in their fields.

During summer instruction on campus, students are provided the opportunity for exposure and orientation to a wide range of NSU support facilities and activities. Included among these are the research library, computer training, peer interaction, student/faculty interaction, and other occasions for intellectual growth and development associated with campus life. This experience also provides opportunities for mentoring apprentice relationships between faculty members and students, as well as time for faculty member evaluation of students.

Summer instruction on campus is held in Fort Lauderdale, Florida, in July. Students receive detailed information regarding summer instruction on campus and arrangements in the spring. Students are responsible for travel and lodging costs related to summer instruction on campus.

If a student is unable to attend summer instruction on campus during his/her first year in the program, there will be adjustments to his/her schedule for the next year's summer instruction on campus.

Come to our campus offices or call toll free for program information 8:30 a.m.–5:00 p.m., Monday–Friday:

Broward County, Florida: (954) 262-8709
United States and Canada: 800-986-3223, ext. 8709
Fax: (954) 262-3909
Web site: *http://cyfs.nova.edu*

Transfer of Credit

Forty credits of graduate work must be completed for the master of science degree with a specialization in child and youth care administration, early childhood education administration, and family support studies. Transfer of graduate-level credits up to a maximum of six semester hours from an accredited institution (with a grade of A or B) may be allowed upon approval of the program director. These credits must have been earned within the past 10 years.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Students who wish to transfer credit should contact the admissions office of the receiving school for information.

Academic Expectations

This distance education graduate degree program is designed in a guided study format. Successful completion of this program will depend greatly on your ability to work independently and complete assignments and projects within the prescribed timelines, and on your ability to demonstrate—in writing and verbally—a comprehensive understanding of the required course content.

All accepted applicants are admitted as provisional students. After completion of the first module of courses with a minimum of a 3.0 grade point average, the student is advanced to candidacy for the master's degree. During the first module, the student must submit three letters of recommendation from colleagues or other persons who know his or her work and an official transcript with a minimum of 2.5 GPA from a regionally, provincially, or nationally accredited college or university, sent directly to Nova Southeastern University. Official transcripts of all prior credit earned at other colleges or universities must also be submitted to Nova Southeastern University.

All applicants for admission must provide an official letter (on official letterhead) from their CEO or executive director or immediate supervisor that confirms that they are full-time employees. This official letter should include the employee's position title, hours worked, that they have full-time status, and the probability of continued employment. This letter must be signed and notarized.

The program admissions committee evaluates completed files and notifies the student of official admission.

International Students

In addition to the general admission requirements for each specialization, the admission process for international students for whom English is a second language includes the requirement of a minimum score of 550 on the Test of English as a Foreign Language (TOEFL), or successful completion of a baccalaureate degree in residence at a regionally accredited North American college or university.

Prospective international students who completed degrees at universities outside the U.S. must have the degrees evaluated by a NSU-approved evaluation service. Application for such an evaluation is available from the FGSEHS admission office at 800-986-3223, ext. 8683. The prospective student is responsible for all fees incurred for this evaluation.

New Student Orientation

Each student will be given a formal program orientation at a scheduled date and time prior to the beginning of the first course module. The process for this formal orientation will be the following:

1. Program office staff will contact each student to arrange a date and time for which they will be available for a conference call utilizing distance education telephone technology.
2. Designated faculty and staff members from the central office will provide basic information relative to program expectations; general academic procedures; and other information designed to facilitate their successful entrance into the degree program.
3. During the orientation session, students will have an opportunity to hear from and exchange information with fellow students entering the program and ask any specific questions or share any concerns they have related to their beginning the program.
4. During the intensive summer instruction on campus, all new students will receive a further comprehensive orientation that will include the NSU campus departments, support services, university and program history, and current status activities and procedures.

Attendance/Student-Instructor Participation Policy

The master's program utilizes the distance education field-based guided study approach to provide educational opportunities to nontraditional adult students. In the delivery of this unique educational program, the traditional class attendance requirements and recording processes are not applicable. However, establishing and maintaining standards of availability and participation are vital to the academic quality and integrity of the program. The following attendance/student-instructor participation policy has been established.

- Adjuncts and program professors are required to conduct structured biweekly phone conferences with each student.
- Students are required to be available for all scheduled phone conferences.
- If, for any reason, a student cannot be available for the scheduled phone conference, he or she must contact the instructor to reschedule the missed call.
- Instructors are required to reschedule any scheduled calls to students that have been missed.
- At the end of each module, instructors are required to submit to the program director a summary/report of each scheduled phone conference with students.
- At the end of each module, students are to complete the End of Module Evaluation Form and submit it to the program office.

This evaluation system includes:			
Numerical Points	Letter Grade	Grade Point Equivalent	Performance Level
90–100	A	4.0	Excellent
80–89	B	3.0	Good
70–79	C	2.0	Below graduate level
60–69	D	1.0	Poor
0–59	F	0.0	Failure
I		Incomplete	
P		Pass	

Academic Advising

Ensuring that our distance education field-based guided study students have access to the faculty for academic advisement is vital to the quality of education they receive and the integrity of the program. Full-time and part-time faculty members are available and provide academic advisement on request through the utilization of the telephone, electronic mail, and the summer instruction on campus sessions. Full-time campus-based faculty members are available between the hours of 8:30 a.m. and 5:00 p.m. EST to ensure the continuity of access.

Grading

Because students are expected to produce quality, graduate-level work, a grade point average of 3.0 (B) must be maintained. Incomplete grades must be made up within the indicated time period after the ending date of the module. Failure to do so within the time limit will result in a change of grade from I to F.

Student Progress Report

Students receive progress evaluations and reports at the end of each module of courses. The program office maintains a current record of the student's ongoing progress in the program.

Degree Completion Requirements

To graduate with a specialization in child and youth care administration, early childhood education administration, or family support studies, a student must successfully complete three nine-credit modules, one six-credit module, and a seven-credit practicum for a total of 40 credits. Students are required to attend and actively participate in every session of one summer instruction on campus during their first year in the program. Students must assume the expenses for the travel, lodging, and meals.

Six months prior to the ending date of the cohort, the student will receive a degree application for graduation. Upon receipt of the form, the student must fill it out and return it to the registrar's office to be processed. When all financial obligations have been met and all course and program requirements have been completed, the degree is conferred. The university diploma will be mailed approximately three months after the date on which the degree was officially conferred by the board of trustees.

The university holds its annual commencement exercises in Fort Lauderdale, Florida. The main office for the program should be contacted for the location, date, and time of the ceremonies.

Time Limit for Completion of the Program

All students are required to complete their graduate program within the established time limit for their respective cohort specialization, unless they have been granted a one-time extension or a one-time withdrawal from the program.

Incomplete Course Work

Each student is expected to complete all assignments and course work according to the due dates and schedules established by the course instructor.

If the student is faced with some work-related or personal problem that precludes the timely completion of course requirements, a request for an incomplete may be submitted to the program office. Please note: The incomplete approval (I) will be contingent on the fact that the student has demonstrated that he/she has completed a significant portion of the course work. If the student has neither produced nor submitted any work to the instructor prior to the incomplete deadline, then the student is not eligible to receive approval for the incomplete. Upon approval, this incomplete will provide the student with additional time to complete all outstanding course work. The procedures for the incomplete are the following:

1. An Incomplete Request Form will be provided at the beginning of each module.
2. When the student finds it necessary to request an incomplete, he or she must first discuss it with the instructor and obtain approval.
3. After receiving the instructor's approval, the student then fills out the Incomplete Request Form and mails it to the program office.
4. The request for an incomplete is to be made at least one month prior to the ending date of the module.
5. Upon approval, the student has four months to complete all work. At the end of the four-month period, if all work is not completed, a grade of F will be given for the courses in the module that have not been completed.
6. If the request for an incomplete is not made one month prior to the module ending date, a final grade will be given based on the amount of work completed at that time.

Please note that it is the student's responsibility to request the incomplete and mail the Incomplete Request Form.

Extension Policy

Students are required to complete all course and program requirements on or before the cohort ending date in order to graduate within the 26-month program time period. However, a student faced with some major personal or job-related problem that prevents him or her from completing all requirements by the cohort ending date has the option of requesting a nine-month program extension.

The procedures for the program extension are as follows:

1. The student is to make the request in writing at least 30 days prior to the cohort ending date. The letter should include the main reasons for the request and a proposed time line and schedule for completing the unfinished program requirements.
2. Upon receipt of the letter by the program office, the request will be evaluated and the decision will be forwarded within the time frame of two weeks to 30 days.
3. If the request is approved, the student is to forward the extension fee to the program office.
4. Assuming approval, the student will have nine months to complete all outstanding program requirements.

Note: This is a one-time, nine-month extension.

THE PRACTICUM PROCESS

Registration for Practicum

Registration materials for the Practicum Proposal course and the Practicum Report course will be sent automatically to each cohort member prior to the 18th month of studies.

Incomplete Practicum Proposal Course Work

Each student is expected to complete an acceptable practicum proposal according to the due date noted for their cohort. If the student is faced with a work-related or personal problem that precludes timely completion of the proposal, or the student is unable to complete an acceptable proposal within the time frame of the course, a request for an incomplete can be submitted to the program office. **Please note: The Incomplete approval will be contingent on the fact that the student has demonstrated that he/she has completed a significant portion of the course work. If the student has neither produced nor submitted any work to the instructor prior to the incomplete deadline, then the student is not eligible to receive approval for the incomplete.** The student must follow the procedures indicated in the Incomplete Course Work section of this catalog in order to obtain approval from the program office.

Upon approval, a student will have two months to complete all proposal work. **The policy of allowing a two-month period for completion of the proposal differs from the policies governing an incomplete in other course work.** At the end of the two months, if the course material has not been completed satisfactorily, an F will be given for the course.

Extension Policy for the Practicum Report Course

Students are required to complete all practicum course requirements on or before the cohort ending date. Students may request a nine-month extension to complete their practicum work. The procedures students must follow to obtain an extension are delineated in the Extension Policy section of this catalog.

Temporary Withdrawal

Students who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cohort may withdraw from the program. Notification of withdrawal must be received in writing by the program director. Students who officially withdraw may petition the director if they wish to re-enter the program, picking up their course of study at the point following their module for which they received a grade. Students may reenter the program only once and will be expected to follow all regulations that are in effect at the time of readmission.

Registration

Registration materials for each module will be sent automatically to each cohort member.

Student Costs

- In calculating your cost, note that 40 credit hours are required for all specializations.
- All tuition and fees are due on the scheduled due dates.
- Please note that tuition and fees are subject to change without notice.
- A late fee of $30 will be charged for payment received after the due dates.
- A fee of $75 must accompany the degree application at the conclusion of the course of study.
- A fee of $50 will be charged for reinstatement after withdrawal from the program. A fee of $950 will be charged for a one-time, nine-month extension beyond the cohort ending date.

Tuition Breakdown

Application Fee = $50 (nonrefundable) and payable with all new student applications.

Cost per credit hour = $245

Six-Credit Module = $1,470

Nine-Credit Module = $2,205

Summer instruction on campus materials fee = $100

Seven-Credit Practicum Module = $1,715

Proposal course = (3 credits) = $735

Report course = (4 credits) = $980

Total Program Cost* = $9,900 (For the 1999–2000 year. This tuition rate may be subject to change yearly.)

*This total includes the summer instruction on campus materials fee of $100, but does not include the $50 application fee or the $75 degree application fee.

Probation Policy

All students must successfully complete their first module of courses with a minimum of 3.0 (B) grade point average. A student with less than a 3.0 will be placed on probation for the duration of the second module. If the student's grade point average is less than a 3.0 at the completion of the second module, the student will be recommended for program termination.

Student Termination Policy

The program reserves the right to terminate any student, at any time, if he or she has failed to maintain a grade point average of 3.0 or above, and/or failed to complete any of the program requirements within the established time limits, and/or in the judgment of the program faculty, the student has demonstrated an inability to successfully meet the academic standards established by the program or has violated policies of the program, school, or university. If a student is terminated from the program due to unsatisfactory academic performance, he or she cannot be reinstated.

THE SPECIALIZATION FOR CHILD AND YOUTH CARE ADMINISTRATORS

Overview

The specialization for child and youth care administrators is a field-based degree program designed specifically for managers, administrators, and directors of programs for children and youth. This degree specialization is offered in a guided study format at a distance. Students receive specially prepared course materials that enable them to do readings and assignments related directly to managerial tasks within their job settings. During the period of the program, students attend one summer instruction on campus. Summer instruction on campus enables students to interact directly with Nova Southeastern University faculty members, fellow students, and recognized experts in the field of child and youth care. Students also conduct practicums—problem-solving projects in which they design and implement solutions to management or program effectiveness problems within their work settings.

Admission Requirements

Because the specialization for child and youth care administrators is designed to meet the needs of working professionals, admission is restricted to those persons who can undertake the managerial and supervisory tasks required in the course assignments.

Admission requirements for administrators of residential treatment, group care, and community-based programs for children and youth are the following:

- a baccalaureate degree from a regionally, provincially, or nationally accredited college or university with a minimum of a 2.5 grade point average
- two years of full-time experience as a youth or child care worker in a residential, group care, or community-based setting
- administrative or supervisory responsibility in a youth or child care setting
- evidence of ability for successful independent study at the graduate level

Sequence

Specialization: For administration of residential treatment, group care, and community-based programs for children and youth

- Foundations for Therapeutic Programs for Children and Youth (9 cr.)
- Child and Youth Care Management: Legal and Financial Aspects and Program Evaluation (9 cr.)
- The Administration of Programs for Children and Youth (9 cr.)
- The Profession and Public Policy in Child and Youth Care (6 cr.)
- The Practicum (7 cr.)

Practicum registration is at the beginning of the 18th month of the program. Students receive detailed guidelines and supervision in planning and reporting on their practicum projects.

MODULE DESCRIPTIONS

Child and Youth Care Administration Specialization

Module I: Foundations for Therapeutic Programs for Children and Youth (3 courses, 9 cr.)

This module provides an overview of theory, approaches, and practice in the design and delivery of supportive and therapeutic programs for children and youth. The focus is on the design and delivery of a total, integrated program.

Courses

THER 501 Developmental Foundations for Child and Youth Care Practice (3 cr.)
This course reviews the various theories of human development that form the foundations for therapeutic programs for children and youth.

THER 502 Theories and Strategies for Behavior Change in Programs for Children and Youth (3 cr.)
This course provides an overview of behavior change concepts and intervention strategies used in residential treatment, group care, and community-based programs for children and youth.

THER 503 The Design and Management of Therapeutic Environments for Children and Youth (3 cr.)
This course examines the various design elements and program issues that have a qualitative impact on the management of therapeutic programs for children and youth.

Module II Child and Youth Care Management: Legal and Financial Aspects and Program Evaluation (3 courses, 9 cr.)

This module provides basic background in financial aspects, program evaluation, and legal issues related to the management of programs for children and youth.

Courses

MGTR 505 Program Evaluation for Child and Youth Care Administrators (3 cr.)
This course provides an overview of techniques and methods used to assess the quality and effectiveness of residential, group care, and community-based programs for children and youth.

MGTR 525 Legal Aspects of the Management of Programs for Children and Youth (3 cr.)
This course examines many of the legal elements involved in the daily management of programs for children and youth. Personnel law, licensing, child abuse, and liability are among the topics addressed.

MGTR 545 Financial Aspects of the Management of Programs for Children and Youth (3 cr.)
This course covers the basic components of financial management in programs for children and youth. The budget process, fiscal management, and policy determination will be covered.

Module III The Administration of Programs for Children and Youth (3 courses, 9 cr.)

This module is designed to provide administrators with the skills required to manage a variety of programs and agencies. There is an emphasis on program development in addition to leadership and supervisory skills.

Courses

ADMR 500 The Development and Acquisition of Resources for Child and Youth Care Programs (3 cr.)
This course reviews a number of strategies for seeking and obtaining financial and non-financial resources for child and youth care programs.

ADMR 520 The Elements and Styles of Leadership for Child and Youth Care Administrators (3 cr.)
This course reviews the various components of leadership philosophy, approaches, and styles. The role and responsibilities of the administrator are also examined.

ADMR 550 Supervision Methods and Approaches for Child and Youth Care Administrators (3 cr.)
This course provides a survey of specific approaches and aspects for the supervision of staff in programs for children and youth.

Module IV The Profession and Public Policy in Child and Youth Care (2 courses, 6 cr.)

This module is an introduction to child and youth care policy and child advocacy. An overview of the history of child and youth care is provided. Specific skills and techniques in child advocacy are presented.

Lectures and presentations for this module are provided during summer instruction on campus in Fort Lauderdale, Florida.

Courses

POLR 510 The Profession for Child and Youth Care Administrators (3 cr.)
This course reviews historical highlights and contemporary issues in the child and youth field.

POLR 565 Public Policy and the Child and Youth Care Field for Program Administrators (3 cr.)
This course examines the process and dynamics involved in the development of public policy as it relates to programs for children and youth.

Practicum Requirements

PRAR 689 The Practicum Proposal (3 cr.)
Students are required to complete a practicum project. This practicum is a job-related problem-solving project designed by the student, the desired result of which is the resolution of an identified problem within the daily work setting. During this course, the student develops and submits a formal proposal for this project. The proposal includes problem documentation, operational objectives, a review of relevant literature, and a discussion of outcome measures. The student attends a workshop at the summer instruction on campus that describes the proposal-writing process. During this course, the student works closely with a faculty adviser who guides and assists in the proposal writing process.

PRAR 691 The Practicum Report (4 cr.)
This course follows from the work completed during PRAR 689, the Practicum Proposal course. During this course, the student implements the problem-solving project proposed in PRAR 689, evaluates the problem-solving strategy used, and submits a final report in which the practicum project is described.

Summer Instruction on Campus

In order to fulfill the program's requirement for the degree, all students must attend one summer instruction on campus during their first year in the program. During the summer instruction on campus, the student completes the following courses: POLR 510 and POLR 565.

CEDR 6501 Continuing Education (no credit)

THE SPECIALIZATION FOR EARLY CHILDHOOD EDUCATION ADMINISTRATORS

Overview

The specialization for early childhood education administrators is a field-based degree program designed specifically for managers, directors, and administrators of early childhood, preschool, and early childhood education programs. This degree program is offered in a guided study format at a distance. Students receive specially prepared course materials related directly to managerial tasks within their job settings. During the period of the program, students attend one summer instruction on campus. Summer instruction on campus enables students to interact directly with Nova Southeastern University faculty members, fellow students, and recognized experts in the field of early childhood education. Students also conduct practicums—problem-solving projects in which they design and implement solutions to management or program effectiveness problems within their work settings.

Admission Requirements

Because the specialization for early childhood education administrators is designed to meet the needs of working professionals, admission is restricted to those who can undertake the managerial and supervisory tasks required in the course assignments.

Admission requirements for administrators of programs for young children are the following:

- a baccalaureate degree from a regionally, provincially, or nationally accredited college or university with a minimum of a 2.5 grade point average
- administrative or supervisory responsibility in a program for young children
- evidence of ability for successful independent study at the graduate level

Sequence

Specialization: For administration of early childhood, preschool, and early childhood education programs

- Foundations of Early Childhood Development (9 cr.)
- Management of Early Childhood Programs: Legal and Financial Aspects and Program Evaluation (9 cr.)
- The Administration of Programs for Young Children (9 cr.)
- The Profession and Public Policy in Early Childhood Education (6 cr.)
- The Practicum (7 cr.)

Practicum registration is at the beginning of the 18th month of the program. Students receive detailed guidelines and supervision in planning and reporting on their practicum projects.

MODULE DESCRIPTIONS

Early Childhood Education Administration Specialization

Module I Foundations of Early Childhood Development (3 courses, 9 cr.)

This module covers the theories and approaches in child development and their application to the design of programs for young children. The emphasis of the module is on program selection, development, and implementation.

Courses

DEVE 511 Developmental Foundation for Early Childhood (3 cr.)
This course reviews the theories of early childhood development that form the foundation for educational programs for young children.

DEVE 512 Approaches to Individualized Instruction in Early Childhood Education (3 cr.)
This course explores early childhood program models along with various in-depth studies of curriculum, including the self-concept development, social studies activities, and mathematics experiences.

DEVE 513 Curriculum Design (3 cr.)
This course studies the design and implementation of formal and informal curriculum models in early childhood education programs.

Module II Management of Early Childhood Programs: Legal and Financial Aspects and Program Evaluation (3 courses, 9 cr.)

This module provides basic background in financial aspects, program evaluation, and legal issues related to the management of programs for young children.

Courses

MGTE 505 Program Evaluation for Early Childhood Administrators (3 cr.)
This course provides an overview of techniques and methods used to assess the quality and effectiveness of early childhood programs.

MGTE 525 Legal Aspects of the Management of Early Childhood Programs (3 cr.)
This course examines many of the legal elements involved in the daily management of programs for young children. Personnel law, licensing, child abuse, and liability are among the topics addressed.

MGTE 545 Financial Aspects of the Management of Program for Young Children (3 cr.)
This course covers the basic components of financial management in programs for young children. The budget process, fiscal management, and policy determination will be covered.

Module III The Administration of Programs for Young Children (3 courses, 9 cr.)

This module is designed to provide administrators with the skills required to manage a variety of programs and agencies. There is an emphasis on program planning, grantsmanship, and program development in addition to leadership and supervisory skills.

Courses

ADME 500 The Development and Acquisition of Resources for Early Childhood Programs (3 cr.)
This course reviews a number of strategies for seeking and obtaining financial and nonfinancial resources for early childhood programs.

ADME 520 The Elements and Styles of Leadership for Early Childhood Administrators (3 cr.)
This course reviews the various components of leadership philosophy, approaches, and styles. The role and responsibilities of the administrator are examined.

ADME 550 Supervision Methods and Approaches for Early Childhood Administrators (3 cr.)
This course provides a survey of specific approaches and aspects of the supervision of staff in early childhood programs.

Module IV The Profession and Public Policy in Early Childhood Education (2 courses, 6 cr.)

This module is an introduction to child care policy and child advocacy. An overview of the history of the profession of early childhood education is provided. Specific skills and techniques in child advocacy are presented.

Lectures and presentations for this module are provided during summer instruction on campus in Fort Lauderdale, Florida.

Courses

POLE 510 The Profession for Early Childhood Education Administrators (3 cr.)
This course reviews historical highlights and contemporary issues in the field of early childhood education.

POLE 565 Public Policy and the Field for Early Childhood Education Administrators (3 cr.)
This course examines the process and dynamics involved in the development of public policy as it relates to programs for young children.

Practicum Requirements

PRAE 689 The Practicum Proposal (3 cr.)
The practicum is a job-related problem-solving project designed by the student, the desired result of which is the resolution of an identified problem within the daily work setting. During this course, the student develops and submits a formal proposal for this project. The proposal includes problem documentation, operational objectives, a review of relevant literature, and a discussion of outcome measures. The student attends a workshop at the summer instruction on campus that describes the proposal-writing process. During this course, the student works closely with a faculty adviser who guides and assists in the proposal writing process.

PRAE 691 The Practicum Report (4 cr.)
This course follows from the work completed during PRAE 689, the Practicum Proposal course. During this course, the student implements the problem-solving project proposed in PRAE 689, evaluates the problem-solving strategy used, and submits a final report in which the practicum project is described.

Summer Instruction on Campus

In order to fulfill the program's requirement for the degree, all students must attend one summer instruction on campus during their first year in the program. During the summer instruction on campus, the student completes the following courses: POLE 510 and POLE 565.

CEDE 6501 Continuing Education (no cr.)

THE SPECIALIZATION IN FAMILY SUPPORT STUDIES

Overview

This specialization in family support studies is a field-based degree program designed specifically for practitioners interested in developing expertise in family support and education. The curriculum is designed for practitioners who provide direct service, are involved in family liaison or advocacy work, or assume leadership and administrative responsibilities.

The program is built on the premise that the members of all families are interdependent, and that the interests of the child are best served by an optimally functioning family. When a family is unable to care for a child and that child is removed from the home, a plan is needed that provides substitute care and strives to achieve family reunification. Consistent with these premises, the course work is designed to give the practitioner perspective and proficiency to serve as a catalyst for assessing and mobilizing family strengths, as well as play a leadership role in such efforts.

This degree program is offered in a guided study format at a distance. Students receive specially prepared course materials related directly to the tasks in their job settings. During the period of the program, students attend one summer instruction on campus. Summer instruction on campus enables students to interact with Nova Southeastern University faculty members, fellow students, and recognized experts in the field of family-focused and family-based service. Students conduct practicums—problem-solving projects in which they design and implement solutions to service delivery, management, or program effectiveness problems within their work.

Admission Requirements

Because the specialization in family support studies is designed to meet the needs of working professionals, admission is open only to those persons who work in an environment in which they can pursue the course requirements and assignments.

Admission requirements for the family support practitioners are the following:

- a baccalaureate degree from a regionally, provincially, or nationally accredited college or university with a minimum of a 2.5 grade point average
- a current full-time position in a program for children and their families
- evidence of ability for successful independent study at the graduate level

Sequence

Specialization: For practitioners interested in early intervention, parental support, and education

- Human Growth and Development: A Transactional Perspective (9 cr.)
- Family Systems (9 cr.)
- Leadership and Family Support Services (9 cr.)
- The Profession and Public Policy in Family Support Services (6 cr.)
- The Practicum (7 cr.)

Practicum registration is at the beginning of the 18th month of the program. Students receive detailed guidelines and supervision in planning and reporting on their practicum projects.

MODULE DESCRIPTIONS

Family Support Specialization

Module I Human Growth and Development: A Transactional Perspective (3 courses, 9 cr.)

This module provides the student with a broad look at human development through the life cycle. The major element that binds the courses together is attention to the impact of human development on the family.

Courses

DEVF 571 Adult Development (3 cr.)
This course provides an overview of the major stages and developmental processes in adulthood with particular focus on parenthood.

DEVF 572 Growth and Development of the Young Child (3 cr.)
This course focuses on developmental changes in the infancy and preschool period and describes ways in which stage-related changes affect parent/child interactions.

DEVL 573 Middle Childhood and Adolescence (3 cr.)
This course describes ways in which growth and development in the transitional years affect and are affected by the family, the peer group, and an expanding number of significant others.

Module II Family Systems (3 courses, 9 cr.)

This module focuses on the role of the family support practitioner as a catalyst for strengthening families.

Courses

SYSF 575 Family Systems (3 cr.)
This course provides a framework for understanding the dynamics of traditional, nontraditional, and culturally diverse families.

SYSF 576 Programs Models (3 cr.)
This course represents a comprehensive overview of family support programs and identifies emerging trends and unresolved issues.

SYSF 577 Parent Support and Education (3 cr.)
This course examines the acquisition of knowledge and technical skills for practitioners working with families.

Module III Leadership and Family Support Services (3 courses, 9 cr.)

This module focuses on the role of the family support practitioner as leader and change agent with an emphasis on action and leadership as professional responsibilities.

Courses

LEDF 580 Assessment and Evaluation of Family Support Programs (3 cr.)
The course identifies dimensions of differences in families and family support systems and describes formative and summative evaluation systems that tap these dimensions.

LEDF 581 Administration and Organizational Leadership (3 cr.)
This course examines aspects of leadership philosophy and style, management techniques, and program development.

LEDF 582 Supervision of Family Support Programs (3 cr.)
This course provides an orientation to a range of supervision issues, including staff motivation, in-service training, and evaluation of personnel.

Module IV The Profession and Public Policy in Family Support Services (2 courses, 6 cr.)

This module is an introduction to family policy and advocacy. An overview of the history of family support programs and policies and the profession is provided. Specific skills and techniques in family advocacy are covered.

Lectures and presentations for this module are provided during summer instruction on campus in Fort Lauderdale, Florida.

Courses

POLF 585 The Profession in the Field of Family Support (3 cr.)
This course provides a historical review of the field of family support and sociopolitical analysis of its status as an occupation and a human service.

POLF 586 Public Policy in the Field of Family Support (3 cr.)
This course examines the policy-making process as it relates to children and families. It reviews current agencies and organizations involved in developing and implementing child and family policy programs. Principles of advocacy are covered.

Practicum Requirements

PRAF 689 The Practicum Proposal (3 cr.)
The practicum is a job-related problem-solving project designed by the student, the desired result of which is the resolution of an identified problem within the daily work setting. During this course, the student develops and submits a formal proposal for this project. The proposal includes problem documentation, operational objectives, a review of relevant literature, and a discussion of outcome measures. The student attends a workshop at the summer instruction on campus that describes the proposal-writing process. During this course, the student works closely with a faculty adviser who guides and assists in the proposal writing process.

PRAF 691 The Practicum Report (4 cr.)
This course follows from the work completed during PRAF 689, the Practicum Proposal course. During this course, the student implements the problem-solving project proposed in PRAF 689, evaluates the problem-solving strategy used, and submits a final report in which the practicum project is described.

Summer Instruction on Campus

In order to fulfill the program's requirement for the degree, all students must attend one summer instruction on campus during their first year in the program. During the summer instruction on campus, the student completes the following courses: POLF 510 and POLF 565.

CEDF 6501 Continuing Education (no cr.)

ED.D. PROGRAM IN CHILD AND YOUTH STUDIES

Mission Statement

The mission of the Ed.D. Program in Child and Youth Studies (CYS) is to improve the lives of children and youth by strengthening the leadership skills and behaviors of educators and other child and youth professionals whose work affects the quality of life of children between the ages of birth and 18 years. The admission criteria and the doctoral curriculum are derived from this mission. As the program is designed to improve the delivery of services by modifying attributes of school, health and social services, and child and youth care program personnel, only men and women who are actively engaged in appropriate positions are admitted. The curriculum, designed to promote the program's mission, is expressed in terms of four goal categories, each of which contains more specific assessable objectives. The four goal categories are: (1) leadership, (2) knowledge, (3) problem solving, and (4) perspective.

In the context of the program's mission, leadership requires action in the areas of education, health, or human services for which one is responsible. Such actions must be derived from a sound knowledge base and genuine problem-solving skills. Additionally, leadership requires specific knowledge of contemporary and historical analysis of leadership, appraisal of one's own leadership behavior, and ability to assess the leadership skills of others.

Doctoral education demands mastery of an appropriate knowledge base. The substantive knowledge valued in the program is reflected in the titles of the core curriculum areas: Leadership, Research and Evaluation, Technology, Developmental Issues, and Political Processes and Social Issues. In addition, knowledge requires an understanding of the salient characteristics of the knowledge-producing disciplines within education and the social sciences.

The mission of improving education, health, and human services for children and families also requires a problem-solving seminar on the part of professionals working with children and youth. Problem solving is not merely a matter of motivation; skills are required, including those customarily related to knowledge utilization, evaluation, and management of resources. Most important, however, is a disposition to intentional actions through a systematic approach to problem solving.

A fourth goal category of the program emphasizes the need for childhood professionals to achieve a broad perspective of the educational and support-service needs of children and youth. One formulation of this goal is that professionals be cosmopolitan rather than provincial in their outlook and behavior. An expression of this goal is that students should assume a national perspective of child- and youth-related problems and solutions, including development of a national network of resources available to them, and a responsible posture toward professional associations.

By increasing the knowledge base of students and by enhancing their problem-solving capabilities, the program focuses on the relationship of theory to practice. Its aim, the improvement of professional skills for their application to educational, health, or human service settings, can be observed in the pervasive application of learning to the students' personal work settings. Applied dissertation requirements for the development of substantive professional improvement projects further exemplify the program's philosophy and the means for the realization of this objective.

In keeping with the goals of accessibility, the program is offered in approved locations throughout the United States or through a combination of classroom and electronic instruction. These structures permit participation by qualified students who otherwise would be denied access to graduate education.

The Cluster Concept

The Ed.D. Program in Child and Youth Studies is field-based. Formal instruction takes place in Saturday cluster seminars. Each cluster is a group of 20 to 30 professionals who live and work in a variety of settings, but often within geographic proximity to one another. Students in each cluster begin the program at the same time and progress through the program components (study areas, specialization areas, and applied dissertations) together. Doctoral residency is defined as continuous enrollment for one (1) calendar year.

The cluster is intended to serve as both an administrative and educational vehicle for the program. For example, communication and decision making frequently take place through the cluster structure. In addition, the cluster format provides opportunities for sharing the expertise of individual cluster members. Clusters sometimes form study groups that meet between seminars to discuss assignments.

Each cluster operates locally under the direction of a cluster coordinator. The coordinator, who holds a doctorate in education or a related field, is a facilitator of many administrative details and cluster activities and serves to support and advise students.

The National Cluster Concept

Professionals who live outside of the United States or at a considerable distance from developing cluster sites may select the National Cluster, which is an innovative approach to doctoral studies. The national cluster was designed to provide an alternative delivery format for the CYS program.

National cluster instruction is accomplished through the following:

- Ongoing electronic communications using electronic mail (email), the Internet relay chat (IRC), and a Nova Southeastern University–sponsored bulletin board
- On-campus instruction with faculty members in Fort Lauderdale during two-day or five-day extended weekend sessions scheduled in February or March and October or November each year of the three-year program
- An eight-day Summer Institute, held in Fort Lauderdale in July or August of years one and two, at which students take classes in their area of specialization

Students must have access to a computer and an Internet service provider. Professionals from countries outside North America with access to the Internet may find the national cluster delivery format an exciting alternative to traditional approaches to doctoral studies.

Study Areas

Each study area is designed to involve students in three to five months of intensive seminars, readings, structured activities, and evaluation procedures. Each study area is under the direction of a faculty member, who is responsible for course content, instruction, evaluation procedures, and commentary on the student's performance. Study guides and readings interrelate the study area material. Students meet on one weekend of each month for instruction as scheduled. Attendance is required at all meetings.

When a cluster completes the three-year period of study, a culminating activity is scheduled. The cluster, with guidance from the coordinator, determines and designs the experience.

The five core study areas are the following:

- Leadership
- Technology

- Developmental Issues
- Research and Evaluation
- Political Processes and Social Issues

Areas of Specialization

Specializations offer students the opportunity for intensive study in one of three areas of professional activity.

1. **Curriculum Development and Systemic Change**
   For teachers, teacher trainers, curriculum developers, resource center personnel, librarians, and media specialists
2. **Management of Programs for Children and Youth**
   For administrators, supervisors, and coordinators of programs
3. **Special Services/Exceptional Education**
   For special educators, counselors, speech and language pathologists, school psychologists, residential and youth care professionals, nurses, and social workers

Students must be employed in their areas of specialization. Questions regarding the most appropriate area of specialization should be directed to the CYS program office.

Students attend specialization classes during the first and second years in the program. These classes are held in July or early August at the annual Summer Institute in Fort Lauderdale.

Summer Institutes

The event in the program that brings students together from all clusters is the annual Summer Institute. This eight-day academic experience provides an opportunity for interaction among students from around the world with instructional and applied dissertation faculty members, cluster coordinators, staff members, administrators, and invited lecturers and guests.

Each doctoral student must attend two Summer Institutes. Students are responsible for their travel, room, and meal costs. Students must register and reside in the hotel or site selected for the Summer Institute. Students must attend their specialization classes at the Summer Institutes during years one and two of the program.

Applied Research

The applied dissertation process is divided into two distinct phases. The first phase is a guided and directed interactive review of the literature in a topic area related to a problem found in the student's workplace.

The second phase of applied dissertation is a major project in which students solve a problem of extensive scope in their work settings and report on the project in such a way that it can be shared with the professional community.

Instruction for the literature review and for the applied dissertation is organized into two sessions, each a full day. The first session occurs five months after a cluster begins the program, the second occurs halfway through the program. After the first seminar, students are assigned advisers who provide guidance throughout the experience.

Admission Requirements

The Ed.D. Program in Child and Youth Studies seeks competent, experienced professionals actively involved in the field. It serves practitioners who demonstrate leadership abilities and academic competencies and who are committed to improving the quality of life of children and families. Specific requirements for admission to the program include the following:

- A master's degree in education, child development, child care, psychology, counseling, speech pathology, human services, or a related field from a regionally accredited institution, with a 3.0 grade point average.
- Evidence that the applicant has the academic background to be successful in the program. This judgment, made by the Admissions Committee, will be based on previous academic records, academic activities since obtaining the master's degree, letters of recommendation, a personal interview, and written responses to questions dealing with the field of child and youth studies.
- The requirement of a minimum paper-based score of 550 on the Test of English as a Foreign Language (TOEFL) or successful completion of a graduate degree in residence at a regionally accredited North American college or university.
- Applicants must occupy a position that requires or allows them to work independently and to have direct or indirect impact on children and/or youth.
- Three years of work experience with children between birth and 18 years of age.
- Applicants must submit the results of the Miller Analogies Test (MAT). The test must have been taken within the past five years.
- Applicants for clusters meeting in South Carolina must submit the results of the Graduate Record Examination (GRE).
- Applicants must have access to a computer, be familiar with communication through the Internet and the World Wide Web, and maintain arrangements with an Internet service provider.

Interested applicants may come to our campus offices or call toll free for program information:

8:30 a.m.–5:00 p.m., Monday–Friday.
(954) 262-8550
United States and Canada 800-986-3223, ext. 8550
Fax: (954) 262-3909

Admission Requirements for International Students

Prospective international students who completed degrees at universities outside the U.S. must have the degrees evaluated by an NSU-approved evaluation service. Applications for such an evaluation are available from the FGSEHS admissions office at 800-986-3223, ext. 1561. The prospective student is responsible for all fees incurred for this evaluation.

Acceptance to the Program

Students receive a formal letter of acceptance from the program upon satisfactory completion of all admissions requirements. Applicants to the program receive a cluster opening letter six to eight weeks prior to the start date of their selected cluster. A unique, site-specific schedule for the three-year program is included in the document. Students must be accepted to the cluster by the Friday prior to the first meeting of the cluster. This policy may be waived only at the discretion of the program dean.

Credits and Certification

Credits are awarded for work upon satisfactory completion of all requirements.

	Credits
Leadership I	4
Technology I	2
Research and Evaluation I	5
Specialization I	7
Applied Research Seminar and Literature Review	6
Developmental Issues	6
Technology II	2
Specialization II	7
Applied Dissertation Seminar and Proposal	6
Research and Evaluation II	5
Political Processes and Social Issues	4
Leadership II	3
Applied Dissertation	9
Total Credits	66

Transfer of Credit

A maximum of six semester hours of credit will be considered for transfer if the credit was earned within three calendar years of the request for transfer, if the credit was earned as a matriculated student in a doctoral program at a regionally accredited university, and if the content of the courses requested for transfer are equivalent to study area courses in the CYS program. Courses transferred for credit must be at the grade of A, B, or equivalent. No credit for experiential learning or other forms of advanced standing will be granted. Request for transfer of credit must occur at the time of application.

Credits earned at Nova Southeastern University are transferable at the discretion of the receiving school. Students who wish to transfer credit should contact the admissions office of the receiving school for information.

Grading System

The grading system for the CYS program is as follows:

A	Excellent	4.0
B+	Very Good	3.5
B	Good	3.0
F	Failure	0.0
W	Withdrawal	0.0
I	Incomplete	0.0

Progress Report

Students will receive grade reports from the Registrar's Office following each program component. These reports will indicate the current status of grades earned and semester hours for all courses completed and/or attempted. The program office maintains an up-to-date report on each student.

Program Time Lines

The length of the program is 36 months. Students who do not complete requirements within three years may be granted a fourth year of study by the program dean. However, they must have an approved proposal for the applied dissertation by the end of 36 months in order to be granted the fourth year. Students may also register for a six-month extension beyond the fourth year if approved by the program dean.

Students who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cluster may withdraw from the program. Notification of withdrawal must be received by the program office. To avoid being dismissed from the program, students must initiate the withdrawal process prior to the last class session of the study area or one month prior to the date designated for applied research work. Consult the *Student Handbook* and the *Applied Research Guide* for more information.

Students who officially withdraw may petition the program dean if they wish to reenter the program and resume their course of study at the point following the last program component for which they received a grade. Students may reenter the program only once and will be expected to follow all regulations that apply to their new cluster. Students are not guaranteed that there will be a cluster location convenient to them at the time of reentry.

Students who withdraw from the program are required to reenter at a point that will allow completion of all requirements within a seven-year period from the beginning of the original cluster. No extension is possible beyond this point.

Counseling Services

Administrators, faculty members, and staff members provide academic counseling before students enter and throughout the doctoral program. Cluster coordinators are available to cluster members for the entire program.

Employment

Because professional employment is a program admission criterion, placement assistance has not been necessary. Completion of the program does not guarantee further employment.

Program Costs

Tuition for the CYS program for 2000–2001 is paid at the rate of $9,045 per year. (This tuition rate may be subject to change yearly.) Tuition payments are based on $603 per credit for 45 credits of course work. Students register and pay for each credited component as they progress through the three-year program. Although each student will take a total of 66 credits, tuition payments are not required for the applied dissertation credits.

A payment of $2,261 is charged for the first six-month extension of a fourth year to students who require the continuing service. A second payment of $2,261 is charged for the second six-month extension of the fourth year to students who require the additional extension. Students may receive a six-month extension beyond the fourth year with permission of the program dean. A fee of $2,261 is charged for this additional period.

Financial aid for the fourth year and for the six-month period beyond the fourth year is limited to half of the maximum allowable annual loan amount.

Tuition and fees are due at time of registration. Tuition and fees are subject to change without notice.

Editing Fee

After the applied dissertation has been approved for content by the applied research adviser, the final manuscript is sent to the editor. The applied research editor will ensure that the document conforms to all program standards for form and style before it is granted final approval by the director of applied research. If the manuscript requires no editing, or if the manuscript meets the standards after one review by the editor, no fee is assessed. If the second editing review results in another revision, the student is billed a $350 fee. The student is responsible for making all corrections. Degree requirements are not fulfilled until the student satisfactorily completes this process.

Other Fees

A one-time, nonrefundable application fee of $50 is required and must accompany the completed application. A $75 degree application fee is required and must be paid prior to degree conferral. If a graduate wishes to participate in commencement exercises, there is an additional cap and gown fee.

Other Program Expenses

Students will be responsible for the purchase of textbooks, as well as other typical needs associated with advanced study. Fees for materials will be charged as necessary.

Late Fees and Reinstatement Fees

All payments must be made according to the student's cluster schedule. No exceptions will be made for delayed loan applications. A late payment penalty of $50 will be assessed each time a payment date is missed. When a payment is delayed excessively, the student will be dismissed from the program.

Reinstatement following withdrawal or as a result of being dismissed for nonpayment of tuition and fees must be discussed with the program dean. A $250 reinstatement fee will be charged and the student will be subject to the rules and regulations in effect at the time of reinstatement. **Students who are dismissed from the program for academic reasons may not reenter the program at a later time.**

Absence

Absences should not occur in this program. Students are expected to attend all class meetings in each of the five study areas, the specialization areas, and the applied dissertation seminars. Regular classroom interaction provides program consistency and content enrichment. Absence from any cluster meeting may result in termination from the program. There is no provision for readmission following dismissal for unsatisfactory attendance.

In the rare instance when an absence cannot be avoided, an equal and appropriate make-up experience/assignment, specified by the study area faculty member, is to be completed within a designated period. Also, the student is responsible for obtaining all materials presented at the missed class meeting and must provide to the cluster coordinator a summary of the class notes of two students. **Cluster coordinators should be notified immediately if the student expects to be absent.**

If a student is unable to attend an applied research seminar, the director of applied research should be contacted for a make-up experience.

Tardiness

Extended tardiness or early departure (more than 30 minutes) is treated in the same manner as absence from a class session. Consistent tardiness or early departures must be discussed with the program dean and may lead to termination from the program.

Degree Requirements

To be eligible for graduation, the student must fulfill the following requirements:

- completion of all admission requirements
- completion of all study area, specialization area, applied research, and institute requirements
- successful completion of written comprehensive examination (students in South Carolina clusters only)
- current status in payments for tuition, fees, materials, and texts

At the conclusion of study and upon verification of completion of degree requirements, the student's name is submitted by the faculty to the board of trustees. The board officially confers the degree of doctor of education. All students who have successfully completed program requirements and who have achieved degree conferral will be invited to participate in university commencement exercises held annually in June.

Dismissal

The program reserves the right to dismiss students at any time if it becomes obvious that they are not able to satisfy the program's scholarship requirements or if their academic behavior is reprehensible or unethical (e.g., cheating, plagiarizing, misrepresenting oneself). There is no provision for readmission following dismissal for unsatisfactory conduct. Students must receive a passing grade in each program component to remain in the program. No opportunity is provided to repeat a study area, specialization area, or applied dissertation that does not receive a passing grade. If a student is dismissed from the program, he or she cannot be readmitted.

STUDY AREA DESCRIPTIONS

Leadership I

Students preparing for personal and professional development assess the skills and behaviors of the leader or change agent in terms of their own potential for growth and future leadership positions. They are asked to distinguish between strategic thinking and operational planning and to elaborate on contemporary social problems they confront in their current positions, as well as problems that future leaders may confront. The second purpose of this component is to provide an overview of the total program and to relate the program components to one another.

Technology I

Students will be given an introduction to instructional technology, including computers. The course will cover the following topics: foundations of instructional technology, visualization, learning with technology, computer applications, telecommunications, computer tools, computer-based learning and planning, and evaluating technology in the workplace.

Research and Evaluation I

After considering a basic principle of the program—the importance of leadership in programming for children and youth—students are introduced to the skills required of the consumer of the research literature. The ability to comprehend, analyze, and critically evaluate professional literature, essential for people in decision-making positions, is demonstrated in assignments designed for the practitioner. Students also focus on research and evaluation designs. Skills and information emphasized in this component will affect the study areas that follow and will enhance the work required for applied dissertation.

Developmental Issues

A thorough grounding in the development of children and youth is essential as students contend with critical issues that impact children and youth, their families, and the education, health, and human service systems that serve them. Within this study area, students apply the vast literature on theory and research in child and/or adolescent development to the practice issues rooted in today's society. The study area emphasizes both analysis and synthesis as important approaches to the study of developmental issues. The area covers developmental theories; research; the characteristics and capabilities of children and youth in the physical, cognitive, social, affective, and language domains; and both normative and atypical courses of development. The student will be assigned to a group that emphasizes either the early/middle childhood periods or the period based on prior academic background and current practice role.

Research and Evaluation II

More advanced research and reporting strategies required for the development and execution of applied dissertations are investigated in this component. Qualitative research derived from developmental issues and specialization areas are studied and related to the major research and evaluation paradigms most often used by education and social services professionals.

Technology II

Advanced applications of technology, including computing, for the professional are included in Technology II. This course emphasizes technology use for managing, learning, and teaching. Telecommunications and access to information are stressed. Ethical and legal considerations of the leader who uses and manages the use of technology are presented. Other topics include instructional design, distance education, trends in technology in learning, and multimedia.

Political Processes and Social Issues

This study area is designed to assist students in developing the skills necessary to analyze political systems and processes at the local, state, and national levels. Needs of children, youth, and families identified in previous study areas are related to political procedures, current legislation, and the role of the change agent. Students identify responsibilities of professionals and leaders in the legislative process and suggest methods for instituting change.

Leadership II

This study area provides students with an opportunity to revisit and evaluate program experiences as they relate to current and emerging issues confronting the child and youth professional. Applying analytical skills developed in earlier segments of the program, students reflect on their personal growth and future commitments. They assess their leadership qualities and demonstrate their new capabilities in the solution of a social problem. This project is designed to integrate the competencies of analysis, synthesis, problem solving, and evaluation. Students disseminate their findings at a professional seminar.

Course Descriptions: The Study Areas

Leadership I Study Area

LDR 8429 Leadership Theory, Research, Practice: The Individual, Organizations, and Society (4 cr.)

This course is designed to help students understand (1) macro transitions that are occurring in society, (2) personal and group human resource development, and (3) contemporary social problems as they relate to the development of the educational and human services leader. Students assess their leadership styles and skills and develop a personal and professional growth plan.

Leadership II Study Area

LDR 8437 Leadership II: The Individual, Organizations, and Society (3 cr.)

This course is intended to provide opportunities for students to (1) synthesize and evaluate the learning progression of the program, (2) design a vision of the future of education and human services based on a critical analysis of variables affecting professionals, (3) demonstrate proactive participation in developing programs and policies for the next decade, and (4) develop the skills necessary for becoming a committed transformational leader.

Developmental Issues Study Area

DVI 8014 Development in Adolescence (3 cr.)

Developmental theories are applied to adolescence. Current research related to this period is examined. The characteristics and capabilities of children in adolescence are studied across the physical, cognitive, social, affective, and language domains.

DVI 8015 Development in Early and Middle Childhood (3 cr.)

Developmental theories are applied to early and middle childhood. Current research related to these periods is examined. The characteristics and capabilities of infants, young children, and school-age children are studied across the physical, cognitive, social, affective, and language domains.

DVI 8016 Developmental Perspectives Dealing with Issues in Adolescence (3 cr.)

Developmental perspectives will be used to explore issues related to family, school, and community. Prevention and intervention frameworks will be applied to both normative and atypical courses of development in adolescence.

DVI 8017 Developmental Perspectives Dealing with Issues in Early and Middle Childhood (3 cr.)

Developmental perspectives will be used to explore issues related to family, school, and community. Prevention and intervention frameworks will be applied to both normative and atypical courses of development in early and middle childhood.

Research and Evaluation I Study Area

RES 8435 Fundamentals of Research and Evaluation I (4 cr.)

This course provides the learner with the requisite skills essential for the interpretation of research and evaluation data and procedures. Both the research and evaluation processes are investigated with an emphasis on their practical applications. Critical concepts intrinsic to the understanding of evaluation paradigms, statistics, and data analysis techniques are presented to equip students with the ability to comprehend, analyze, synthesize, and evaluate the research literature.

RES 8432 Tests and Measurements (1 cr.)

Measurement is a critical ingredient in research and evaluation, as well as in the areas of education, management, and the social services. This course is devoted to an understanding of major

problems encountered in establishing the validity and reliability by procedures in research, evaluation, and educational assessment. The focus is on the selection and interpretation of educational tests.

Research and Evaluation II Study Area

RES 8433 Research and Evaluation II (3 cr.)
This advanced course for the practitioner is designed to provide students with the more sophisticated skills needed to critique research and evaluation in each of the following paradigms: (1) experimental, (2) quasiexperimental, (3) causal-comparative, (4) correlational, (5) survey, and (6) naturalistic. An in-depth examination of published studies in each of these areas will provide students with the skills and confidence to become intelligent consumers of research.

RES 8434 Applied Research for Professionals (2 cr.)
Researchers and evaluators have developed the interest and skill to engage in qualitative methods that have been adapted from sociology and anthropology. Educators and professionals concerned with human services have made major strides in taking a more aggressive posture toward their own involvement in the conduct of research. This course will focus on the skills required for practitioners to participate effectively in the conduct of field-based problem solving.

Political Processes and Social Issues Study Area

PSI 8451 The Politics of Children's Issues (1 cr.)
A historical overview of political processes governing programs for children and families. Current policy issues are examined for their impact on children.

PSI 8452 Political Dimensions of Programs for Children and Youth (3 cr.)
This course considers the process of creating, enacting, and implementing social and educational policies. A political systems approach is utilized to examine policy representative of local, state, and national systems. The role and skills required of the professional in creating proactive change for children and youth are investigated.

Technology I Study Area

CED 8483 Computer Literacy: Information Management and Telecommunications (2 cr.)
This course is an introduction to instructional technology, including instructional computing. The course stresses the use of technology for managing, learning, and teaching. There is an emphasis on telecommunications.

Technology II Study Area

CED 8485 Computer Technology: Applications of Technology to Educational and Management Programs (2 cr.)
This course emphasizes advanced applications of technology, including computing, for managing, learning, and teaching. The impact of emerging technologies on the profession is stressed. Specific skills for leaders are emphasized.

SPECIALIZATION DESCRIPTIONS

Instruction in each of the specialization areas focuses on identification of the specific needs of a target population, methods for working with specific audiences, program development and evaluation, legal and ethical issues concerned with the area of specialization, and the personal and political impact of professionals on the children, youth, and families with whom they work.

Preparation for the instructional sessions begins two months preceding instruction. Students complete readings, activities, and assignments prior to the Summer Institute. These activities are designed to prepare the student for the specialization experience and to provide opportunities for demonstrating personal initiative, the ability to work independently, assumption of a leadership role, and the ability to investigate an area of professional activity and interest. Students must attend the specialization classes at the Summer Institute during their first two years in the program.

Special Services/Exceptional Education

Appropriate for professionals who provide educational, health, or human services for children and youth with conditions, this specialization area is designed for those concerned with providing leadership in support of children with special needs. Over a two-year period, students analyze special education and special services literature and confront theoretical and pragmatic issues identified in the research findings.

As professionals who must articulate the needs of their populations within specific special services and exceptional education settings, students analyze and evaluate current instructional and social programs. They design new programmatic paradigms appropriate to the requirements of their particular audiences and assess available materials and instructional strategies. Students develop a broader understanding of legal, ethical, and moral issues as they acquaint themselves with research and legislation affecting the lives of children with disabilities and their families, and as they investigate human service delivery models and community resources.

Curriculum Development and Systemic Change

Designed for teachers and other instructional leaders and for professionals responsible for guiding institutional curriculum development, this specialization reviews past practice as a precursor to the understanding and evaluation of current professional practice. Throughout year one of the component, students immerse themselves in the investigation of curriculum selection, design, and evaluation and in the implementation of instructional strategies and educational innovation.

During year two of the specialization, students consider the challenge of creating schools and school systems that are philosophically, organizationally, and instructionally different. The focus is on a systems approach to maximizing the educational environment for children and youth. Grant-writing skills relevant to facilitating change are discussed.

Management of Programs for Children and Youth

Following a theoretical overview of administrative models, students analyze and assess programs, systems, and strategies that enhance the effectiveness of organizational leaders and the audiences they serve. Skill building in such dimensions as interpersonal communication, team building, conflict resolution, and human resource development are emphasized from the practitioner's perspective.

Students analyze the growth and development of power within the organizational structure. Students reflect on the use of power as a positive force and its application to various work settings and managerial roles. The issues and skills concerned with budgeting, funding, personnel selection, and evaluation are addressed from the administrator's perspective. Questions regarding equity and other legal issues are discussed.

Course Descriptions: The Specialization Areas

Curriculum Development and Systemic Change I

CDS 8501 Curriculum Reform: Design, Trends, and Best Practices (4 cr.)
Following an examination of curriculum design fundamentals, students will analyze current curriculum issues and trends. This course focuses on answering two critical questions: What do we want children to learn? How do we want to teach them?

CDS 8502 The Politics of Curriculum Improvement and Whole School Restructuring (3 cr.)
The relationship between curriculum improvement and whole school restructuring is investigated. Students research the political forces that have impact on curriculum decision making within a systems perspective.

Curriculum Development and Systemic Change II

CDS 8578 Educational Reform: Theory Into Practice (3 cr.)
Students examine current educational theories, policies, and practices affecting systemic, school-based reform movements in the public and private sectors. Change processes are viewed from educational, sociological, and political perspectives. Their impact on student achievement and educational accountability is evaluated.

CDS 8579 New Schools and Programs for a New Century: A Systemic Approach (4 cr.)
Following an analysis of current theories and systemic change strategies, students develop a conceptual framework and proposals appropriate for their work settings. Recommendations are designed to demonstrate innovative approaches to systemic education reform. Grant-writing and fund-raising skills relevant to change processes are presented.

Special Services/Exceptional Education I

SPS 8580 Intervention Strategies for the Development of Social Competency (4 cr.)
This course is designed to identify the affective needs and social competencies of exceptional children and youth. Behavioral and coping strategies to enhance social skills are investigated. The impact and consequences of varying management practices on special services professionals and their clients are assessed.

SPS 8579 Families, the Law, and Exceptionalities (3 cr.)
Students analyze legislation governing exceptional populations and its impact on families, educators, and social services personnel. Topics such as due process, family involvement, referral processes, and advocacy procedures are examined within a case management framework.

Special Services/Exceptional Education II

SPS 8578 Assessment/Program Design and Evaluation for Exceptional Children and Youth (4 cr.)
Current practices in the assessment and identification of exceptional children and youth are examined. Academic and/or training programs that reflect the student's professional goals and responsibilities are designed and evaluated.

SPS 8581 The Impact of Cultural, Moral, and Ethical Issues on Exceptional Children and Youth (3 cr.)
Students investigate current issues confronting exceptional children and youth. Problems such as drug and alcohol dependency, AIDS counseling, sex education, medical support systems, divorce, single-family parenting, and the influence of these problems on exceptional children and youth are studied. Educational and social policy directions for the 21st century are explored.

Management of Programs for Children and Youth I

MCY 8561 Development and Management of Programs for Children and Youth (4 cr.)
This course will focus on the analysis and assessment of programs for children and youth from the manager/leader perspective. Emphasis will be placed on building skills required for program development, implementation, and evaluation. Study will also include an overview of selected management systems, models, and theoretical foundations necessary for an understanding of administrative and leadership procedures. Concepts and processes, such as organizational systems analysis and strategies that enhance the effectiveness of the manager/leader in a world of cultural diversity and socioeconomic differences will be emphasized.

MCY 8564 Developing Human Relations Skills in the Management of Programs for Children and Youth (3 cr.)
This course focuses on an examination of qualities that foster positive relationships in the work setting. Students will analyze strategies necessary in the identification, training, and assessment of personnel and will demonstrate these required skills, especially as they relate to inclusion.

Management of Programs for Children and Youth II

MCY 8567 Theory and Practices: Management and Planning, Funding, and Budgeting (4 cr.)
This course is designed to assist advanced students with a review of concepts learned in earlier specialization courses. An understanding of concepts and models of organizational behavior and development is critical for effective program development funding, implementation, and evaluation. A synthesis and reflection on knowledge, concepts, and skills gained will be done in conjunction with practicing strategic planning and developing grants appropriate for child and youth programs in a diverse society.

MCY 8565 Organizational Theory and Practices: A Synthesis (3 cr.)
This course is designed to extend the knowledge and develop skills, both conceptual and practical, required of people with leadership responsibilities. Organizational systems and interventions that help to ensure organizational success are addressed. Issues such as individual needs; psychological, socioeconomic, and cultural diversity; and managerial styles are considered.

Applied Research

The applied dissertation is a problem-solving project designed to improve a situation or program. Students solve a problem of extensive scope and significance in their work setting and apply theory to practice. Solution implementation for the applied dissertation requires eight months.

PCY 8498 Applied Research Seminar and Literature Review (6 cr.)
This course covers an intensive literature review that will serve as the foundation for the applied dissertation. Students are assigned an applied research adviser who will function as a guide, mentor, and instructor for this process.

Students identify an area of interest and concern and seek out a broad range of literature covering this area. They must critically analyze empirical articles from peer-reviewed journals, practitioner articles, meta-analysis, and theory. Finally, students must read about the theory of change and the process of implementing an innovation.

This literature is compared, contrasted, and integrated into a review that must be approved by the adviser. Completion of this course requires attendance at, and participation in, the applied research seminar and gaining approval for the literature review.

PCY 8495 Applied Dissertation Seminar and Proposal (6 cr.)
A problem of major significance in child and youth studies is identified and documented in the student's workplace. The student identifies an array of solutions from the literature, supported by a theoretical framework, and, over a period of eight months, implements one or more approaches to solve the problem. The student then evaluates the effectiveness of the solution and the implementation process. The entire procedure is documented through a written report.

PCY 8496 Applied Dissertation (9 cr.)
A problem of major significance in child and youth studies is identified and documented within the student's area of specialization and appropriate to the instructional level or professional role of the student. After the written proposal is approved by an adviser, the student implements a solution over a period of eight months. The student then evaluates the effectiveness of the solution and the implementation process. The entire procedure is documented through a written report that can be shared with the professional community.

Continuing Services

In order to qualify for continuing services a student must have the applied dissertation proposal approved by the 36th month. If the proposal is approved but the student has not completed all other aspects of the applied dissertation by the 36th month in the program, continuing services are required.

EDU 8501 Fourth Year
(registered in six-month blocks)

EDU 8502 Six-Month Extension
(beyond fourth year)

ACTIVE AND DEVELOPING CLUSTER SITES AND CLUSTER COORDINATORS

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Programs in Communication Sciences and Disorders

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PROGRAMS IN COMMUNICATION SCIENCES AND DISORDERS

M.S. in Speech-Language Pathology
Au.D. in Audiology
SLP.D. in Speech-Language Pathology

Mission Statement

The Programs in Communication Sciences and Disorders are dedicated to the education of the future and currently practicing speech-language pathologists and audiologists. Within the scientifically based curriculum, the faculty incorporates models of best practice and fosters critical-thinking skills by nurturing the development of future leaders. Our philosophy is to maintain high-quality programs to respond to changing trends and issues impacting our profession.

The Programs in Communication Sciences and Disorders have several academic programs offering three different degrees. The master's degree (M.S.) in speech-language pathology, postbaccalaureate audiology doctorate (Au.D.), postbaccalaureate speech-language pathology doctorate (SLP.D.), and the post-master's doctorate in audiology and speech-language pathology (Au.D., SLP.D.).

M.S. IN SPEECH-LANGUAGE PATHOLOGY

The Communication Sciences and Disorders Master's Program is designed to provide the candidate with the course work and clinical experience necessary to obtain Florida D.O.E. certification, Florida licensure, awarded by the Florida Department of Health, and the Certificate of Clinical Competence awarded by the American Speech-Language and Hearing Association (ASHA). The master's program is approved by the Florida Department of Education and accredited by ASHA's Council on Academic Accreditation. The Audiology Doctorate (Au.D.) has received Candidacy Status by the Council on Academic Accreditation.

Nova Southeastern University undergraduate students in any major can elect the speech-language pathology minor specialty, which satisfies the requirement for the undergraduate minor. The courses required for the minor specialty also satisfy the requirements for entrance to the Nova Southeastern University master's program in speech-language pathology. Students with a bachelor's degree in any major may be admitted to the speech-language graduate program if they satisfy admission requirements. These students must complete the prerequisite courses before beginning the graduate sequence.

The program operates year-round. Students may be admitted to the program in any given semester. Start dates for each semester are September, January, or May.

For program information:

Phone: (954) 262-7719
Toll free in the United States and Canada:
800-986-3223, ext. 7719
Fax: (954) 262-3826
Email: *slpinfo@nova.edu*
Web site: *www.nova.edu/csd*

Program Outcomes

The CSD graduate entering the profession will:

- Integrate and apply information from the physical, biological, social, and behavioral sciences to the field of communication sciences and disorders
- Demonstrate clinical proficiency in screening and assessment skills with a variety of clinical populations
- Develop and implement a plan of intervention with a variety of clinical populations
- Evaluate and critically apply current research to determine and enhance clinical efficacy
- Recognize and apply the knowledge of diversity across professional activities
- Use written, oral, and nonverbal communication means to communicate clearly, effectively, and appropriately
- Collaborate and/or counsel effectively with clients, family members, caregivers, and other professionals
- Demonstrate professional behaviors that exemplify knowledge of ethical, legal, regulatory, and financial aspects of professional practice
- Demonstrate the skills for lifelong learning, professional development, and self-assessment
- Demonstrate the ability to use technology to accomplish research, client diagnosis, and treatment

Admissions

Application Procedure

Applications are accepted at any time. Students will be notified of the admission decision by mail after final review by the admissions committee. Enrollment starting dates are assigned on a space-available basis.

Step 1

An application is considered complete when the following have been completed:

- Application and supplemental application (including essays)
- Application fee
- Three letters of recommendation from individuals (two from faculty members or immediate supervisors) who can attest to the candidate's ability to succeed in graduate school
- Official final transcripts from all facilities of higher education

Step 2

- Application is reviewed by the committee. All qualified candidates will be required to participate in an oral interview. The department will contact the applicant to schedule an appointment after the file has been reviewed.
- Applicants who do not meet the requirements will be notified.

Step 3

- Once a student has been accepted, any observations and/or clinical clock hours must be submitted and must be signed by a speech-language pathologist holding ASHA-CCC. Students who have not accrued hours will do so at Nova Southeastern University.
- Students completing an undergraduate degree must submit an official transcript of courses completed to date **and** a statement from a college adviser or other official stating anticipated date of graduation. **The program must receive a student's official final transcript posting the degree conferral date before the student can actually enroll.**

Students who take prerequisite courses at any institution or at Nova Southeastern University must earn grades of B or better in order to transfer the courses or to have the courses considered for admission. Nova Southeastern University undergraduates who have completed the prerequisite courses as part of their undergraduate degree, who have successfully completed the master's degree application procedure listed in steps one and two, and who qualify for admission will be able to enroll at the beginning of the semester following conferral of the bachelor's degree.

Admissions Requirements

Applications are reviewed by the Faculty Admissions Committee. The most qualified students are selected to fill the available openings.

Factors affecting the committee's decisions are:

- Whether the applicant has a cumulative undergraduate GPA of 3.0 or better
- Whether the applicant has an undergraduate record in the major with a minimum GPA of 3.0
- The quality of the applicant's written essays
- The applicant's performance during the oral interview
- The strength of the applicant's letters of recommendation
- Whether the applicant has made grades of B or better in all ASHA-required prerequisite courses and disorders courses (Students will repeat any prerequisite courses in which a grade lower than B was earned.)

Students who satisfy all admission criteria may receive an unconditional admission status. The student may enroll full time; taking 9–10 credits a semester. A student whose GPA falls below 3.0 or students who need to repeat more than two prerequisite courses will earn a provisional admission. The student will enroll in two courses in the first semester, and must earn a grade of B or better in each course or they will be dismissed from the program during the first semester of enrollment.

International Student Admissions

Individuals holding degrees from outside the United States must submit:

- Completed admissions application, supplemental application (including essays), and application fees
- Three letters of recommendation
- Verification of student visa or residency status
- Logs of any observations or clinical clock hours obtained under the supervision of a speech-language pathologist holding ASHA-CCC

Prospective international students who have completed degrees at universities outside the U.S. must have the degrees evaluated by an NSU-approved evaluation service. Applications for such an evaluation are available from the FGSEHS admissions office at 800-986-3223, ext. 1561. A prospective student is responsible for all fees incurred for this evaluation. Applicants who may qualify for admission will be required to participate in an oral interview.

Students must agree to recommendations made for remediation or tutorial intervention. These recommendations will be made by the faculty and may include, but not be limited to, accent modification and tutoring in the appropriate use of oral and written English.

International students who intend to reside in the United States and who are required to obtain an I-20 must be full-time, degree-seeking students. For further information, contact the international student adviser, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, or telephone (954) 262-7240. Exceptions are made on a case-by-case basis.

Students living outside the United States who apply to the program must complete all of the above prior to arriving at NSU. They must also make all housing and financial arrangements in advance.

Speakers of English as a Second Language

All applicants are required to take both:

- The Test of English as a Foreign Language (TOEFL). A minimum score of 600 is required.
- The Test of Spoken English (TSE). A minimum score of 50 is required.

Privacy of Records

Once a student applies, any requests or information about any program must be done in person or in writing. A parent, spouse, or friend will not be given any information. (See section on Privacy of Records found in the Code of Student Conduct and Academic Responsibility section located in the back of this catalog.)

Required Entrance Tests for all Newly Enrolled Students

Hearing and speech screenings are mandatory. Students who fail will be scheduled for a full screening evaluation in the identified area. After the evaluation the student will be contacted to develop a plan that will enable him or her to demonstrate communication skills at a performance level adequate to function as a speech-language pathologist. Students will be advised regarding the potential impact of an identified communication difference/disorder on their clinical performance within the university and in future employment settings.

Transfer of Graduate Academic Credit

In order for a student to receive transfer credit, courses taken previously must be equivalent to those described in this catalog. Approval of transfer credit will be granted only after the student has met with the coordinator of student services (CSS). The student must provide catalog course descriptions and may be required to provide course syllabi. Final decisions regarding transfer credit will be made by the faculty member responsible for the subject matter to which the transfer applies.

Only courses completed at regionally accredited universities and colleges, or their foreign equivalents, ASHA-accredited programs on the graduate level, will be considered for transfer credit into the master's program.

No more than nine semester hours of credit may be transferred. In order to be considered for transfer credit, a grade of B or better (on a 4.0 scale) must have been recorded for each course.

Transfer credits must have been earned within six years prior to a student's admission to the program. Credits earned beyond the time limit may be considered for transfer at the discretion of course instructors. An examination may be required.

Students enrolled in the program who wish to take a course at another university must have prior approval by either the coordinator of student services, or his or her designee. Courses must

be taken at an ASHA-CAA–accredited program for the transfer credit to be accepted toward Nova Southeastern University's degree.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Students who wish to transfer credit should contact the admissions office of the receiving school for information.

Students holding a master's degree in audiology who are seeking a master's in speech-language pathology for dual licensure or certification may exceed the maximum number of transfer credits upon approval by the program.

Degree Requirements

Credits

Students holding a bachelor's degree in speech-language pathology or communication disorders will complete 52 credit hours on the graduate level. Students holding a bachelor's degree in a field other than speech-language pathology will complete 27 prerequisite credits prior to beginning the 52-credit-hour sequence.

Clock Hours

Students obtain a minimum of 375 clinical clock hours under supervision of ASHA certified professionals. Of the 375 hours, 25 hours are observation hours, which are verified by an ASHA-certified speech-language pathologist. The first 60–75 clinical clock hours must be obtained during the time the student is enrolled in Diagnostics II and Clinical Lab I and II. Students who fail to achieve an acceptable level of clinical competency during Diagnostics II or either semester of Clinical Lab will be required to repeat the course and will be automatically placed on academic probation.

After successful completion of Clinical Lab, students will be required to complete two semesters of off-campus internship. Off-campus internships must be arranged for and approved by the program faculty coordinator of internships.

To demonstrate a level of professional competency, students may well exceed the 350-clinical clock hours required by ASHA to be eligible for the Certificate of Clinical Competence or by the state of Florida to be eligible for licensure.

Grades

Students must earn a grade of B or better in all prerequisite and graduate courses. Grades of C or below must be repeated the next time the course is offered.

Students enrolled in grant supported courses must obtain a grade of B or better including those that exceed 52-credit program requirement.

Grades will be recorded at the end of every semester. The registrar's office will mail reports to students. Final grades will not be provided by any department personnel. Grades are permanently stored by the registrar and become part of the student's official transcript.

Policies Governing Academics and Professional Behavior

Student Professional Academic Review Committee (SPARC)

The programs' SPARC is composed of departmental faculty members. It is the committee's responsibility to review students' academic progress, clinical performance, and professional behavior throughout the students' enrollment in the program. Individual cases are discussed, and appropriate plans of action are developed. Students are advised of the decisions of the committee in writing and are bound to follow the resulting recommendations.

Probation

Students are placed on probation for a minimum of one semester when any of the following conditions occurs:

- A second grade of C or lower is earned in any academic course
- A grade of C or lower is earned in any clinical course
- A grade of less than C is earned in any academic or clinical course
- A student's GPA falls below 3.0 for any semester
- Inappropriate or unprofessional behavior is exhibited
- The ASHA Code of Ethics is violated

Students must demonstrate professional behaviors including, but not limited to: cooperation with others, self-control, punctuality, respect for coworkers and faculty members, and professional personal appearance. The student will be reviewed by SPARC and may be placed on professional probation, when he or she fails to exhibit professional behaviors and/or when the safety and welfare of clients and others is at risk.

Students placed on probation will meet with the coordinator of student services to review the conditions of the probationary continued enrollment in the program. All conditions of the probation contract must be satisfied in order for the student to continue in the program. Probation will necessitate a change in the student's plan of study.

Students may be placed on and removed from probation only one time during enrollment in the program. If a student is placed on probation a second time for any reason, the student is dismissed from the program.

Dismissal

Students will be dismissed from the program if one or more of the following conditions occur:

- The student fails to comply with the recommendations of the SPARC after having been placed on probation.
- The student fails to satisfy the conditions of the probationary contract.
- The student earns a third grade of C at any point during the program.
- The student earns a grade of C or below in a repeated course.
- The student violates the NSU Student Code of Conduct.
- The ASHA Code of Ethics is violated.

Students will be notified of their dismissal by both certified and regular mail.

Appeals Process

When a student receives a dismissal notice, he or she has the right to petition requesting reinstatement in the program. **A request for reinstatement must be submitted in writing within 10 days of receipt of the dismissal notice.**

The petition should be addressed to the chair of SPARC. Descriptions of any extenuating circumstances that might have contributed to the student's difficulty in the program and a plan of action for successful completion of the program should be included in the petition.

The SPARC will review the case and render a decision. The student will be notified of the SPARC's decision by both certified and regular mail. Students may petition for reinstatement only once. It is the responsibility of the student to initiate the written petition to the chair of the SPARC.

Advising and Registration

Advising

Once admitted, students will be contacted by the coordinator of student services or designee to develop a plan of study. Students are responsible for making certain that plans of study are up-to-date. Appointments to revise a plan of study must be made with an adviser prior to registration each semester. No changes will be made on the day of registration, and no student may make changes without the approval of an academic adviser. Students making changes without the approval of an academic adviser will not be permitted to register.

Semester Calendar

The master's program operates year-round and is divided into three semesters. Semesters begin in early September, January, and May and run for 14 weeks each. Academic courses are offered primarily in the evenings. Clinical labs and internships are held during the weekdays, and occasional Saturday or evening labs may be available. Students should plan to devote full time to off-campus internships.

Registration

Dates for registration are announced each semester. Registration is conducted in the program offices by the coordinator of student services. Tuition and fees are due at the time of registration unless prior arrangements have been approved. Registration will be valid only when signed by an academic adviser.

Time Limitation

Students are expected to complete the master's degree within five years from the time graduate courses have begun. Students who exceed the five-year time limitation may apply to the SPARC for an extension. Such requests will be taken under special consideration by the committee and may not be approved.

Computer Requirement

Throughout the program, students will be required to conduct online library research, communicate via email, and use wordprocessing for writing papers and clinical reports. Students are required to own a computer, and obtain an Internet service provider account (ISP).

Leave of Absence

Students must submit written requests for interruptions in their course of study to the coordinator of student services (CSS) of the program. Failure to submit such written notification may mean that a student is ineligible for readmission to the program in the future.

Plans of study will need to be revised. Students must notify the CSS no later than midterm of the semester before they wish to return to the program. Students who interrupt studies for one year or more must formally apply for readmission to the program. If reaccepted, they will be bound to follow the guidelines in the catalog in place at the time of readmission.

Mandatory Meetings

Some lab courses and internships require attendance at mandatory meetings prior to the beginning of the semester in which the student is scheduled to be enrolled. Failure to attend the mandatory meeting will cancel enrollment in that course or lab, causing a delay in completing degree requirements.

Clinical Special Eligibility

Students are required to complete a minimum of five (5) semesters of clinical experience. The student will be assigned to work with clients in different facilities with which the Programs in Communication Sciences and Disorders maintain a contractual relationship, both on and off campus. When the student is assigned to a facility, it is the student's responsibility to comply with all regulations of that facility. The student is responsible for ascertaining if the facility to which he or she has been assigned has any special eligibility requirements prior to participating in that program. The program does not assume any responsibility other than informing the student of the requirements.

The student must fully comply with all special eligibility requirements of the specific facility before participating in any activities at that facility. Failure to be eligible to participate in activities at an assigned facility will result in the student not being allowed to complete the clinical experience during the assigned semester. The program will not reassign a student who failed to meet the stated requirements of a facility during the semester in which the original assignment was made. If a student must be reassigned at the beginning of a new semester for failure to meet the facility's requirements, the student's individual time line for completion of the program will be impacted appropriately.

New Student Orientation/Registration

New students must attend a mandatory orientation meeting on campus the Saturday before classes are to begin. During the meeting, students will be oriented to Nova Southeastern University and the Programs in Communication Sciences and Disorders, have their speech and hearing screened, and meet the faculty. Students will have completed their plans of study, submitted their registration and tuition, and purchased the required Publication Manual of the American Psychological Association (APA), Fourth Edition, prior to the orientation meeting. Students will be given the Student Handbook and are responsible for familiarizing themselves with all of the departmental policies and procedures.

Evaluation of Academic and Clinical Progress

Grading

The student's final grade in each course will be determined by each course instructor based on criteria outlined in the course syllabus. The following grade scale will be used to determine final course grades:

Numerical Points	Grade Letter Point	Grade Equivalent
90–100	A	4.0
80–89	B	3.0
70–79	C	2.0
60–69	D	1.0
0–59	F	0.0

- There are no plus or minus grades in this program.
- The passing grade is B or better in each course.

Student Records

Students will be provided with a grade report at the end of every term. The report will be mailed to the student by the registrar and may not be obtained any other way. Students are protected by laws that prohibit the release of personally identifiable information to other than legally authorized persons. A student is legally allowed to inspect, review, and challenge information in his or her file. Students need to contact the coordinator of student services to review their file.

Incompletes

Students achieving a grade of B or better but who, for personal reasons, are unable to complete course work within the semester may request a grade of incomplete. The student must request the I grade from the instructor, who will prepare a contract for successful completion of the course. The contract must be approved by the coordinator of student services (CSS) or his or her designee.

Students granted an I in a course must satisfy the contract within six months of the final meeting of the course for which the I was given. Failure to remove an incomplete within the prescribed time period will result in a grade of F for the course.

Withdrawals

Students may withdraw from a course, lab, or internship up to the ninth week of the semester. Students dropping a course/class must obtain a Student Course Withdrawal Form from the CSS. The form must be completed by the student and signed by the appropriate faculty member before the drop is entered into the computer. The grade the student has earned up to the date of withdrawal will be reflected on the student's transcript as either withdraw/passing (W/P) or withdraw/failing (W/F). The W/F will be figured into the GPA as a grade of F.

Attendance Policy

Students are expected to attend all classes. Exceptions to this policy will be stipulated by the instructor in written course syllabi.

Videotaping/Audiotaping Policy

Students are videotaped in certain academic classes and clinical labs for teaching-learning purposes. Students must sign a release form for videotaping at the time of registration. Students should obtain permission from instructors to videotape or audiotape lectures. Verbal permission is acceptable.

Financial Information

Tuition and Fees

The following information indicates current fee and tuition schedules: tuition and fees are subject to yearly change without prior notice. Students are required to pay the tuition in effect at the time of registration. Checks or money orders should be made payable to Nova Southeastern University. Tuition and fees can be charged to MasterCard, VISA, Discover, or American Express accounts; or students may attach a copy of the financial aid award letter.

Tuition

Tuition for all classes in the Programs in Communication Sciences and Disorders (including prerequisites) is $651 per credit hour for the 2000–2001 academic year. Students who take graduate classes in other departments of Nova Southeastern University pay the tuition rate set by each specific department.

Fees

Application: A onetime, nonrefundable fee of $50 must accompany the application for admission.

Registration: $50 per registration

Late Charge: $100 per late registration

Lab: Students enrolling in clinical classes (SLP 5009, 5011, 6005, 6015, 6101, 6102, 6110, 6120, and AUD 6301) pay a $200 fee per lab class.

Change of Registration: $100 per transaction (Add/Drop fee)

Out-of-State Internship Fee: $1,000 for the first internship and $500 for the second internship (over and above tuition and lab fee). This fee applies to internship assignments within the continental United States. Out-of-state internship fees are due at the time of semester registration.

Out-of-Tri-County-Area Clinic Lab and Intern Fees: $200 above tuition and lab fees

Degree: A Nova Southeastern University degree application fee of $75 must be paid before clearance for graduation can be granted.

Deposit Policy

Applications are brought before the Admissions Committee according to the date files are completed. Candidates are notified of acceptance by mail. At that time, a tuition deposit of $1,000 will be required as confirmation of acceptance.

Deposit schedule is: April 1 for students admitted for fall; August 1 for students admitted for winter; December 1 for students admitted for spring.

The $1,000 deposit will be assigned to the first semester's tuition. Failure to enroll in the program will result in a reimbursement of 50 percent of the deposit.

If the deposit has not been received by the required dates, the student will forfeit his or her acceptance. Students wishing to attend the program at a later date must reapply for admission and will be governed by the policies in place at that time.

Student Insurance

All students are required to purchase liability insurance for the duration of enrollment in the Programs in Communication Sciences and Disorders (including prerequisite courses). A current copy of the insurance premium must be in the student's file in the program office in order for a student to register for all courses and labs. It is the student's responsibility to make certain that proof of insurance is on file in the program office. Students must join the National Student Speech-Language and Hearing Association (NSSLHA) in order to purchase the required liability insurance. Membership and insurance must be renewed annually. Failure to purchase and maintain insurance will result in suspension from the program. Applications for NSSLHA and insurance are available in the program office.

Payment Policy

Full payment is due at the time of registration. Failure to pay by the due date will result in cancellation of registration. This policy has been established and approved by the Nova Southeastern University president and the Nova Southeastern University Board of Trustees. Any exceptions must be approved only by the vice president for finance. Only exceptional circumstances will be considered when altering general policy.

SPEECH-LANGUAGE PATHOLOGY COURSES

Prerequisite Courses		Sem. Hrs.
SLP 5001	Anatomy and Physiology of Vocal and Hearing Mechanisms	3
SLP 5002	Phonetics	3
CSD 5003	Neuroanatomy and Physiology	3
CSD 5004	Hearing and Speech Science	3
SLP 5005	Speech and Language Development	3
SLP 5007	Directed Observation	1
SLP 5008	Evaluation of Speech-Language Disorders	3
SLP 5009	Evaluation Practicum	1
SLP 5010	Treatment of Speech and Language Disorders	3
SLP 5011	Treatment Practicum	1
AUD 5300	Audiology	3
		Total: 27

Graduate Courses (Core Courses)		Sem. Hrs.
SLP 6000	Diagnosis of Language and Speech Disorders	3
SLP 6010	Language Disorders in Children	3
SLP 6015	Clinical Processes	3
SLP 6020	Language Disorders in Adults	3
SLP 6025	Augmentative and Alternative Communication	3
SLP 6030	Voice Disorders	3
SLP 6040	Fluency	2
SLP 6055	Dysphagia	3
SLP 6060	Phonological Disorders	3
CSD 6070	Research Methods	3
CSD 6075	Seminar in Professional Issues	2
SLP 6091	Multicultural and Counseling Issues	3
AUD 6310	Aural Rehabilitation	3
		Total: 37

Graduate Courses (Elective Courses)		Sem. Hrs.
SLP 6050	*Adult Motor Speech Disorders	3
SLP 6051	* Pediatric Motor Speech, Swallowing, and Feeding Disorders	3
SLP 6021	Cognitive Communication Disorders in Adults	3
SLP 6011	Language and Learning Disabilities in School-Age Children and Adolescents	3
SLP 6012	Communication Disorders in Infancy through Preschool Age	3
SLP 6035	Seminar in Voice Disorders	2
SLP 6037	Craniofacial Anomalies	3
CSD 6057	Medical Aspects of Communication Disorders	3
SLP 6077	Principles in Supervision	3
SLP 6078	Technological Application in Communication Sciences and Disorders	3
SLP 6006	Advanced Diagnostics	1
SLP 6080	Directed Research	1-6
SLP 6201, 6202, 6203	Special Topics	1-3
		Total: 9

*Nine credits must be selected, three of them must be in a motor speech disorders course.

Graduate Courses (Labs and Internships required)		Sem. Hrs.
SLP 6005	Diagnostics Lab	1
SLP 6101	Clinical Lab – 1	1
SLP 6102	Clinical Lab – 2	1
SLP 6110	Internship	1
SLP 6120	School Internship, K–12	1
AUD 6301	Audiology Lab	1
		Total: 6

Total Credits required for Graduation: 52 (Academic, Labs, and Internships)

Prerequisite Courses:

SLP 5001 Anatomy and Physiology of Vocal and Hearing Mechanisms (3 cr.)
Introduction to the anatomy and physiology of the auditory and vocal mechanisms.

SLP 5002 Phonetics (3 cr.)
History, theory, and application of phonetics, including sampling and transcription techniques.

CSD 5003 Neuroanatomy and Physiology (3 cr.)
Introduction to the anatomy and physiology of the developing and mature human nervous system.

CSD 5004 Hearing and Speech Science (3 cr.)
Physical basis and process of production and perception of hearing, language, and speech; use of instrumentation.

SLP 5005 Speech and Language Development (3 cr.)
Study of prelinguistic and psycholinguistic variables related to normal development from infancy through adolescence; application of analytic methods of developmental and cultural variations in speech and language.

SLP 5007 Directed Observation (1 cr.)
Students must observe 25 clock hours of evaluation and management. Observation hours must precede clinical assignments and be completed under direct supervision in the Communication Disorders Clinic.

SLP 5008 Evaluation of Speech-Language Disorders (3 cr.)
Principles of screening and evaluation of clients typically seen in clinic and school settings, including administration of specific evaluation instruments.
Prerequisites: SLP 5002, 5005, 5007

SLP 5009 Evaluation Practicum (1 cr.)
Participation in speech-language screenings and observations, and in full diagnostic evaluations with clients. A minimum number of contact hours required.
Prerequisite: SLP 5008

SLP 5010 Treatment of Speech and Language Disorders (3 cr.)
Overview of treatment strategies used in management of communication disorders.
Prerequisites: SLP 5002, 5005

SLP 5011 Treatment Practicum (1 cr.)
Participation in clinical management of clients having communication disorders. A minimum number of contact hours required.
Prerequisite: SLP 5010

AUD 5300 Audiology (3 cr.)
Instruction in test administration and interpretation of standard and specialized tests of auditory function.
Prerequisites: SLP 5001, 5003, 5004

Graduate Courses (Core Courses)

SLP 6000 Diagnosis of Language and Speech Disorders (3 cr.)
Procedures, techniques, and instrumentation to assess speech and language status. *A noncredit lab is required.
Prerequisites: SLP 5002, 5005, 5008

SLP 6010 Language Disorders in Children (3 cr.)
Evaluation and treatment of disorders of language from infancy through adolescence, including developmental and acquired problems.
Prerequisites: SLP 5005, 5008, 5010

SLP 6015 Clinical Processes (3 cr.)
Addresses clinical treatment paradigms and behavior management. The development of treatment goals, objectives, and strategies for appropriate individuals presenting communication disorders is covered. Attention is given to treatment/materials plans, IEPs, treatment summaries, S-O-A-P notes, etc.
Prerequisites: SLP 6010, and one of the following: 6020, 6030, 6040, 6060

SLP 6020 Language Disorders in Adults (3 cr.)
Evaluation and treatment of disorders of language of adults including aphasia, closed head injury, and dementia.
Prerequisite: SLP 5003, 5008, 5010

SLP 6025 Augmentative and Alternative Communication (3 cr.)
Presents the basic aspects of the field of augmentative and alternative communication including aided and unaided symbols, strategies, techniques, and devices. Covers the principles and procedures of assessment and intervention addressing the needs of diverse individuals with little or no functional speech across the life span.
Prerequisite: SLP 6010 or 6020

SLP 6030 Voice Disorders (3 cr.)
Etiological factors, procedures for diagnosis, remediation, and interdisciplinary management of individuals with functional and/or organic voice disorders, e.g., dysphonia, nodules, cleft palate, and other disorders of resonance.
Prerequisites: SLP 5001, 5003, 5004, 5008, 5010

SLP 6040 Fluency (2 cr.)
Etiology, diagnosis, and management of children and adults with disorders of fluency, e.g., developmental stuttering, neurologically based stuttering, cluttering, and other nonfluent speech conditions.
Prerequisite: SLP 5010

SLP 6055 Dysphagia (3 cr.)
Provides information and training in the evaluation and treatment of swallowing disorders. Discusses the anatomy and physiology of normal swallowing and current issues; provides hands-on experience with videoflouroscopic evaluation.
Prerequisites: SLP 6050, 6051 or 6030

SLP 6060 Phonological Disorders (3 cr.)
An analysis and comparison of systematic distinctive features and phonologic processing theory and application.
Prerequisites: SLP 5002, SLP 5005

CSD 6070 Research Methods in Speech-Language Pathology (3 cr.)
Exposure to critical analysis of the field's literature with respect to research design and statistical application.

CSD 6075 Seminar in Professional Issues (1 cr.)
History of, and current professional issues, trends in the field; management and operations of clinics in a variety of settings; ethical and legislative concerns.

SLP 6091 Multicultural and Counseling Issues (3 cr.)
This course will provide a forum for discussion regarding issues in the provision of services to multicultural populations. Counseling approaches for use with clients and/or families with communication problems through effective interpretation, information dissemination, and discussion will be discussed.
Corequisite: Clinical Course

AUD 6310 Aural Rehabilitation (3 cr.)
Remediation of communication problems resulting from hearing impairments; use of amplification and assistive devices.
Prerequisites: AUD 5300, AUD 6301

Graduate Courses (Elective Courses)

SLP 6050 *Adult Motor Speech Disorders (3 cr.)
Nature, etiology, diagnosis, and management of motor speech disorders in adults.
Prerequisite: SLP 5010

SLP 6051 *Pediatric Motor Speech, Swallowing, and Feeding Disorders (3 cr.)
Information and training in the assessment and management of pediatric oral motor, feeding, and swallowing disorders. Discussion of the nature, etiology, diagnosis, and management of pediatric motor speech disorders with emphasis on differential diagnosis. Covers the symptomology, procedures, and remediation of developmental apraxia of speech.
Prerequisite: SLP 5010

SLP 6021 Cognitive Communication Disorders in Adults (3 cr.)
A neurologic process approach to define, differential diagnose, manage, and treat cognitive communication disorders present in cases of acquired cognitive deficits.
Prerequisite: SLP 6020

SLP 6011 Language and Learning Disabilities in School-Age Children and Adolescents (3 cr.)
Emphasis on a communication process model of evaluation and intervention, and the implications of this integrated approach to facilitate reading, writing, speaking, listening, and thinking. Discussion of the characteristics and implications of language learning disabilities. Presentation of the paradigm shift from a traditional deficit model, to an emergent literacy model with collaborative strategies to design and conduct curriculum-based assessment and interventions.
Prerequisite: SLP 6010

SLP 6012 Communication Disorders in Infancy through Preschool Age (3 cr.)
Identification, assessment, and intervention principles and procedures for young children who display or are at-risk-for socio-communicative-linguistic deficits. Emphasis on family-centered early intervention service delivery and integrated intervention model for facilitating communication and language skills. Discussion of collaborative strategies and disciplinary teaming models for facilitating effective parent-professional partnerships.
Prerequisite: SLP 6010

SLP 6035 Seminar in Voice Disorders (2 cr.)
This course will address procedures for advanced principles of diagnosis and treatment of voice disorders utilizing state-of-the-art instrumentation. Students will be given an opportunity to address infrequently encountered disorders of voice and resonance.
Prerequisite: SLP 6030

SLP 6037 Craniofacial Anomalies (2 cr.)
Study of etiology, assessment, and remediation of communicative impairments in children and adults with craniofacial anomalies. Specific emphasis will be placed on articulatory and resonance disorders resulting from cleft lip and palate, and velopharyngeal insufficiency and incompetence.
Prerequisite: SLP 6030

CSD 6057 Medical Aspects of Communication Disorders (3 cr.)
The emphasis of this course will be to enhance the student's understanding of the relationships between speech-language pathologists, medical disciplines, and allied health disciplines. Understanding medical terminology, governing bodies of health care organizations, medical ethical dilemmas and report writing for the medical model of treatment will be a significant focus of the course.
Corequisite: Clinical Lab Course

SLP 6077 Principles in Supervision (3 cr.)
The identification and analysis of the process of supervision along the continuum of supervision from support personnel to peer will be examined. Topics will include planning and executing the supervisory conference, data collection procedures, and evaluation. The research in the field of supervision will be examined with an emphasis on practical application. The impact of cultural diversity on supervision will be addressed.
Corequisite: Clinical Course

SLP 6078 Technological Application in CSD (3 cr.)
This course provides an overview of technological applications in the profession of communication sciences and disorders with emphasis on computer applications in the field.

SLP 6006 Advanced Diagnostics (1 cr.)
Seminar and practicum in the diagnosis and evaluation of difficult-to-test clients, or clients presenting with complex communication disorders requiring transdisciplinary case management.
Prerequisite: SLP 6005

SLP 6080 Directed Research (1–6 cr.)
Independent research directed by faculty member; applied research culminating in written documentation of a project.
Prerequisite: CSD 6070

SLP 6201, 6202, 6203 Special Topics (1–3 cr.)
Advanced study of selected theoretical, clinical, or professional issues in speech pathology and audiology (elective may be taken for credit, CEU, or recertification).

***Nine credits must be selected, three of them must be in a motor speech disorders course.**

Graduate Courses (Labs and Internships Required)

SLP 6005 Diagnostics Lab (1 cr.)
Emphasis on analysis and interpretation of data and their impact on differential diagnosis.
Prerequisites: SLP 6000, 6010, 6020, 6060

SLP 6101 Clinical Lab–1 (1 cr.)
Supervised clinical practice in the evaluation and treatment of speech, language, and hearing disorders; development of treatment plans; and written progress reports. Students will provide treatment to assigned clients. Weekly class meetings are required.
Prerequisites: SLP 6000, 6010, 6015, 6020, 6060

SLP 6102 Clinical Lab–2 (1 cr.)
In this practicum experience, students will move along the supervisory continuum working toward increased independence. Self-analysis of clinical skills and enhancement of acquired skills will be emphasized. Weekly class meetings are required.
Prerequisite: SLP 6101

SLP 6110 Internship (1 cr.)
Off-campus placements in a nonschool setting (hospital, agency, private practice). Students must complete a minimum of 60 clock hours and meet the schedule required by the facility to which the student is assigned. Class meetings are scheduled periodically.
Prerequisites: SLP 6101, 6102

SLP 6120 School Internship, K–12 (1 cr.)
Must be taken by student seeking Department of Education certification in speech pathology; requires a minimum of 60 clock hours to be completed in a time period established by the school to which the student is assigned. The student attends scheduled class meetings.
Prerequisites: SLP 6101, 6102

AUD 6301 Audiology Lab (1 cr.)
Practice in hearing testing. The student must accrue a minimum of 15 clock hours. Prerequisite: AUD 5300

Fact Summary: Master's of Speech-Language Graduate Program

Accreditation

- American Speech-Language Hearing Association. The master's program has been accredited by the Council on Academic Accreditation since December 1990. Graduates meet all requirements for individual certification (CCC-SLP).
- Florida Department of Education. Program approval has been granted since 1985.
- State of Florida Department of Health. Graduates meet all requirements for individual licensure.

Time and Residency Requirements

- May be completed in eight semesters.
- All students complete clinical practicum at the Clinics for Audiology and Speech-Language Pathology.
- Master's degree must be completed in five years.

Advising and Registration

Registration for classes is held approximately two months before the beginning of each term. Exact dates will be announced each semester. In order to make any changes to the plan of study, students must make an appointment with an academic adviser during the specified update period. No student will be permitted to register for any course not included in his or her plan of study.

Clinical Practica

The Clinics for Audiology and Speech-Language Pathology (CASL) are located on the NSU campus and in various satellites. Students will have opportunities to work with clients in various CASL sites. Students must complete their first 25 clinical clock hours in the CASL. To count clinical practicum clock hours toward ASHA certification, the student must receive a practicum grade of 3.5 or higher with each individual client/clinical assignment. Clinical practicum hours that receive a grade below 3.5 with any given client will not be approved through supervisory signature for that particular client/clinical assignment. Approximately 200 off-campus sites are affiliated and used for off-campus internship placements. Students are not permitted to make their own internship arrangements.

Faculty

The faculty comprises 31 full-time professionals, including nine at the doctoral level and 19 at the master's level.

Facilities

Communication Sciences and Disorders is made up of two divisions—the Clinics for Audiology and Speech-Language Pathology and the Programs in Communication Sciences and Disorders. The clinics provide a continuum of exemplary diagnostic and therapeutic services for clients of all ages, infants through adulthood. Clients presenting with all types of hearing, language, and speech disorders receive services at the clinics.

The master's program is within the Fischler Graduate School of Education and Human Services. Students in this program are involved in an intensive academic curriculum designed to provide the background information necessary for a clinical career. The rigorous, supervised clinical experience that the students receive in the Clinics for Audiology and Speech-Language Pathology bring the academic instruction to life. Graduates of the program carry this quality clinical service throughout Florida, the nation, and other countries.

All clinic rooms are equipped for audio/video recording and transmission. Our new expanded facilities include classrooms, offices, therapy rooms, a voice science lab, and an augmentative and alternative communication lab and audiology suite.

Graduation Procedure

Students may participate in graduation ceremonies if all program requirements will be completed by August 31.

Students are required to schedule an appointment with an academic adviser one month prior to completing their second internship.

Completed items required at the final interview include:

- Nova Southeastern University degree application (and fee)
- ASHA application for membership and certification
- NESPA test score
- State application for licensure
- All course work and grades entered in the student record
- Signed copies of all clinical clock hours

It is the student's responsibility to mail all documents to ASHA and to the state in which he or she will be licensed.

Students requesting State of Florida Department of Education Certification must: pass the Clast Test, have two (2) educational courses on their transcripts; and complete one school internship.

Commencement

All graduates are encouraged to participate.

Standards for the Certificates of Clinical Competence

I. Degree: Applicants for either certificate must hold a master's or doctoral degree. Effective January 1, 1994, all graduate course work and the clinical practicum required in the professional area for which the certificate is sought must have been initiated and completed at an institution whose program was accredited by the Council on Academic Accreditation of ASHA in the area for which the certificate is sought.

II. Academic Course Work:

75 semester hours (s.h.)

A. Basic science course work (27 s.h.)

- 6 s.h. in biological/physical sciences and mathematics.
- 6 s.h. in behavioral and/or social sciences.
- 15 s.h. in basic human communication processes, to include the anatomic and physiologic bases, the physical and psychophysical bases, and the linguistic/psycholinguistic aspects.

B. Professional course work (36 s.h.)

- 30 of the 36 s.h. must be in courses for which graduate credit was received; 21 of the 30 s.h. must be in the professional area for which the certificate is sought.

1. 30 s.h. in speech-language pathology to include:
   - 6 in speech disorders*
   - 6 in language disorders*
2. 6 s.h. in audiology to include:
   - 3 in hearing disorders and hearing evaluation*
   - 3 in habilitative/rehabilitative procedures*

III. Supervised Clinical Observation and Clinical Practicum:

375 clock hours (c.h.)

A. Clinical observation (25 c.h.) prior to beginning initial clinical practicum

B. Clinical Practicum (350 c.h.)

- 250 c.h. at the graduate level in the area in which the certificate is sought
- 50 c.h. in each of three different clinical settings on the graduate level

CCC-SLP

20 c.h. in each of the following nine categories:

1. Evaluation: speech disorders in children
2. Evaluation: speech disorders in adults
3. Evaluation: language disorders in children
4. Evaluation: language disorders in adults
5. Treatment: speech disorders in children**
6. Treatment: speech disorders in adults**
7. Treatment: language disorders in children
8. Treatment: language disorders in adults
9. Treatment for hearing disorders***

Up to 25 c.h. in the major professional area may be in related disorders.

IV. National Examinations in Speech-Language Pathology and Audiology

Minimum score of 600

V. The Clinical Fellowship Year (CFY)

* Academic credit for clinical practicum may not be used to satisfy these minimum requirements. However, a maximum of 6 s.h. for the practicum may be applied to the 36 s.h. minimum for professional course work.

** Speech disorders include disorders of articulation, voice, fluency, and dysphagia.

*** Treatment for hearing disorders refers to clinical management and counseling, including auditory training, speech reading, and speech and language services for those with a hearing impairment.

INTERNSHIP SITES

Adele Kates, SLP	FL
Alachua County Schools	FL
Alexandria Public Schools	MN
All Children's Hospitals	FL
Allegheny University Hospitals	PA
Ambilingual	FL
American Institute of Balance	FL
American School for the Deaf	CT
American Therapy Services	FL
Ann Stork Center	FL
Arbors of Melbourne	FL
ARC	FL
Audiology Assoc. of South Florida	FL
Betty Bacarach Rehab. Hospital	NJ
Baptist Hospital of Miami	FL
Battle Creek Neuro Rehab. Center	MI
Bayfront Medical Center	FL
Belhaven Ave. School	NJ
Bert Fish Medical Center	FL
Beaumont Hospital and Rehab	MI
Bethesda Memorial Hospital	FL
Beverly Health and Rehab Services	FL
Biscayne Rehab Institute	FL
Boca Community Hospital	FL
Boca Speech Center	FL
Boca Raton Speech and Lang. Center	FL
Bon Secours Hospital	FL
Bon Secours/St. Joseph's Hospital	FL
Bradley, Jennifer, SLP	OH
Branford Public Schools	CT
Brevard Co Public Schools	FL
Briarcliff Manor Public Schools	NY
Broward Children's Center	FL
Broward Co. Public Schools	FL
Brown, Donna, SLP	FL
Buffalo Hearing and Speech Center	NY
Buffalo Public Schools	NY
Cape Coral Hospital	FL
Cardinal Hill Rehab Hospital	KY
Center for Bilingual Speech/Lang	FL
Center for Pediatric Therapy	FL
Center for Rehabilitation	NY
Center for Speech and Language	FL
Central Florida Speech/Hearing Ctr.	FL
Central Jersey Rehab Services	NJ
Cerebral Palsy Center, Middlesex Co	NJ
Charlie Gaddy Center for Children	NC
Chariho Public Schools	RI
Charlotte Co. Public Schools	FL
Charlotte Regional Med. Center	FL
Cheshire Public Schools	CT
Child Care Connection	FL
Child Development Center	FL
Children's Hospital of Michigan	MI
Children's Hospital Medical Center	OH
Children's Rehab Network	FL
Children's Seashore House	PA
Children's Specialized Hospital	NJ
Children's Therapy Services	FL
Children's Therapy Works	FL
City Wide Speech Services	NY
Cleveland Clinic Children's Hosp.	OH
Cleveland Clinic Hospital	FL
Clinton Public Schools	CT
Clover Lakes Health and Rehab Ctr.	NY
Cohen, Harriet, SLP	FL
Collier Co. Public Schools	FL
Colonial Oaks Rehab. Centre	FL
Colonial District Public Schools	PA
Colts Neck Public Schools	NJ
Comprehensive Rehab of Wilson	NC
Commons at Orlando Lutheran Twr.	FL
Coral Springs Speech/Lang. Center	FL
Cranston Public Schools	RI
CRF Rehabilitation Associates	NC
Crockett and Associates	FL
Cuyahoga County Board MRDD	OH
Dade County Public Schools	FL
Danbury Hospital	CT
Danbury Public Schools	CT
Davies Medical Center	CA
Debbie School	FL
Devereux Center	MA
Denver Public Schools	CO
Dimensions of Broward & Dade	FL
Diversified Rehab Services	MI
Driscoll Children's Hospital	TX
Duvall County Public Schools	FL
Easter Seals Broward	FL
Easter Seals of Dade	FL
Easter Seals of Tampa	FL
Easter Seals of Flagler and Volusia	FL
Eden Center	FL
Edwin Shaw Rehab Hospital	OH
Egelston/Scottish Rite Hospitals	GA
Evanston Hospital	IL
Evanston Public Schools	IL
Fairview University Medical Ctr.	MN
Fawcett Memorial Hospital	FL
Fitzgibbons, Anne-Marie, SLP	FL
Flagler Institute Rehabilitation	FL
Fleming, Kim, SLP	FL
Florida CORF	FL
Florida Hospital, Orlando	FL
FL Institute for Neuro. Rehab.	FL
Franciscan Children's Hospital	MA
Fulton County Board of Education	GA
Franklin Lakes School District	NJ
Gaylord Hospital	CT
Genesis Rehab Hospital	FL
Genesys Regional Medical Center	MI
Golden State Rehab Center	CA
Good Samaritan Hospital	OH
Greenbriar Rehab. Center	FL
Greenberg, Herbert, Dr., CCC-A	FL
Gulf Coast/East Pointe Hospital	FL
Gulf Coast Center	FL
Gwinnett County Public Schools	GA
Hackensack Medical Center	NJ
Halifax Health Systems	FL
Hampton City Schools	VA
Hardee Rehab Services	FL
Hartford Hospital	CT
Hazlet Public Schools	NJ
HCA LW Blake Hospital	FL
Health South Rehab Hospitals	US
Hearing and Speech Agency, Balt.	MD
Hearing and Speech Center of FL	FL
Hearthstone of Round Rock	TX
Heartland of Boca	FL
Heartland of Tamarac	FL
Heartland of Grand Rapids	MI
Hendry County Public Schools	FL
Hennepin County Medical Center	MN
Highlands County Public Schools	FL
Hillsborough County Public Schools	FL
Hillhaven Rehab. of Tampa	FL
Hillhaven Rehab. of Cape Coral	FL
Hollywood Medical Center	FL
Hollywood Memorial Hospital	FL
Holmes Regional Medical Center	FL
Holy Cross Medical Center	FL
Hospital for Special Care	CT
Humana Biscayne Hospital	FL
Impact, Inc.	FL
Indian River County Public Schools	FL
HIS of the Palm Beaches	FL
InterLink Rehab Services	FL
Jackson Memorial Hospital	FL
JFK Medical Center	NJ
Johns Hopkins Bayview Med. Ctr.	MD
Jonas Therapy Associates	FL
Jupiter Medical Center	FL
Katy Independent Schools	TX
Ken-Crest Children's Center	PA
Kendall Speech & Lang. Center	FL
Kessler Institute for Rehabilitation	NJ
Kimball Medical Center	NJ
Lake Center for Rehabilitation	FL
Lampeter-Strasbourg Schools	PA
Landmark Learning Center	FL
Lawrence & Memorial Hospital	CT
Lawrence Public School District	NY
Lee County Public Schools	FL
Lee Health Care System	FL
Leon County Public Schools	FL
Life Care Centers of America	TN
Lifelines Rehabilitation Services	IN
Magee Rehabilitation Hospital	PA
Mailman Center, U of Miami	FL
Lowell Public Schools	MA
Lowes Rehab.	SC
Mainland Medical Center	TX
Manatee County Public Schools	FL
Manor Care Health Services	FL
Margate Hearing Center	FL
Margate Public Schools	NJ
Marietta Memorial Hospital	OH
Marin County Office of Education	CA
Mariner Rehab.	FL
Martin County Public Schools	FL
Martin Memorial Hospital	FL
Martin Nursing & Restorative Ctr.	FL
Md. Institute for Emergency Med.	MD
Mary Free Bed Hospital & Rehab.	MI
Medical Center Hearing Care	FL
Medical Center Hospital	FL
Medicana Nursing Center	FL
Mediplex of Brandenton	FL
Mediplex of Milford	CT
Meadowood Springs Sp/Lang Camp	WA
Meeting Street Center	RI
Memorial Hospital	FL
Memorial Hospital for Cancer	NY
Mercy Medical Center	FL
Meridia Euclid Hospital	OH
Metro Health Center	OH
Miami Children's Hospital	FL
Miami Fluency Clinic	FL

Millard Fillmore Hospital	NY
Moffit Cancer Center	FL
Monroe County Public Schools	TN
Morristown Memorial Hospital	NJ
MossRehab	PA
Morton Plant/Mease Hospital	FL
Mount Dora Health Care Center	FL
Mount Sinai Medical Center	FL
Mount Sinai Medial Center	NY
MP Rehab Services	FL
Naples Center for Voice/Swallowing	FL
Naples Community Hospital	FL
National Rehab Hospital	DC
National Health Corporation	FL
New Milford Hospital	CT
Newport Speech/Lang. Center	CA
NHC of Coconut Creek	FL
North Broward Medical Center	FL
North Collier Hospital	FL
North Merrick School District	NY
Northeast Rehab. Hospital	NH
Omni Rehab	NY
Orlando Regional Health Care Syst.	FL
Orange County Public Schools	FL
Our Lady of Victory Hospital	NY
Palm Beach County Public Schools	FL
Parkview Hospital	IN
Parkway Regional Med. Center	FL
Partners in Speech	FL
Patricia Neal Rehab Center	TN
Pediatric Therapy Associates	FL
Pediatric Therapy Group	FL
Pee Dee Speech and Hearing	SC
Pinecrest Rehab Hospital	FL
Pinellas Co. Public Schools	FL
Polk County Public Schools	FL
Pompano Beach Medical Center	FL
Portland Public Schools	ME
Port Orchard Public Schools	WA
Presbyterian Homes	IL
Progressive Rehab	MD
Progressive Therapy	FL
Project Thrive, ARC	FL
Providence Hospital	MI
Quality Professional Rehab	FL
Queens Medical Center Hospital	HI
Ramapo Central Schools	NY
Raleigh Pediatric	NC
Reading Rehabilitation Hospital	PA
Rehab Center for Children & Adults	FL
Rehab Institute of Sarasota	FL
RehabWorks	FL
Retberg Child Center	NY
Rhode Island Hospital	RI
River Ridge	ME
Riverside Medical Center	FL
Rockland Community College	NY
Sabal Palm Health Care Center	FL
Saint Charles Hospital	NY
Saint Joseph's Health Services	RI
Saint Joseph's Hospital	NH
Saint Joseph's Mercy Rehab. Svc.	MI
Saint Lucie Co. Public Schools	FL
Saint Mary's Hospital	FL
Sarasota County Public Schools	FL
Sarasota Memorial Hospital	FL
Sea Pines Rehabilitation Center	FL
Singer, Dana, SLP	FL
South Miami Hospital	FL
South Orangetown Schools	NY
Southwest Allen County Schools	IN
Southwest FL Regional Med. Ctr.	FL
Sunrise Health Center	FL
Sparrow Hospital	MI
Special Communications	FL
Specialized Speech Center	FL
Speech & Hearing Associates	NJ
Speech, Language & Hearing Rehab	FL
Speech-Learning Associates	FL
Speech Pathology Consultant Group	FL
Speech Pathology Consultant Grp.	FL
Speech-Talk	FL
Spohn Shoreline Hospital	TX
Staten Island University Hospital	NY
Starting Early DDI	NY
Step By Step	FL
SunCoast Hospital	FL
SunSpectrum	FL
Tampa General Rehab Hospital	FL
Therapeutic Integration Services	FL
Treasure Coast Rehab	FL
Tri Cities Children's Center	CA
United Cerebral Palsy Ctr., Dade	FL
United Cerebral Palsy Ctr., Queens	NY
United Hearing & Deaf Services	FL
University Hospital, Denver	CO
University of Florida, Shands	FL
University of Michigan Hosp.	MI
University of Pennsylvania Hosp.	PA
University of Texas, Medical Br.	TX
Ursel, David, SLP	FL
Valley Children's Hospital	CA
Vanderbilt Rehab Center at Newport	RI
Vencare Ancillary Services	FL
Vencor Hospital	FL
Venice Hospital	FL
VA Medical Center, Atlanta	GA
VA Medical Center, Bay Pines	FL
VA Medical Center, Miami	FL
VA Medical Center, W. Palm Bch	FL
Voltz and Amato, SLP	NY
Volusia Co. Public Schools	FL
Washington Co. Public Schools	FL
Washington Manor	FL
Waterford Public Schools	CT
Wayne Public Schools	NJ
West Gables Rehab Center	FL
West Med Hearing Center	FL
West Ottawa Public Schools	MI
Youngstown Hearing & Speech Ctr.	OH
White Memorial Medical Center	CA
Winter Haven Hospital	FL
Woodbridge Nursing & Rehab.	FL
Y.A.I. National Institute	NY

DOCTOR OF AUDIOLOGY AND DOCTOR OF SPEECH-LANGUAGE PATHOLOGY

The purpose of the Au.D. and SLP.D. programs is to improve the lives of patients with communication difficulties and their families by augmenting the professional and leadership skills of practitioners whose work is devoted to improved quality of service in the fields of audiology and speech-language pathology. The **post-master's** degree programs are designed for the working professional; hence, academic course work is offered in weekend and intensive summer seminar formats. Alternative formats, including ongoing electronic communication and technologies, are used to offset the effects of geographic remoteness and to ensure the availability of continual contact among faculty members and students. The **postbaccalaureate** curricula are designed as rigorous, four-year residential programs. It is possible for qualified students to complete their residency year in their home state and complete academic course work using distance technologies.

The graduating professional will be successful in four general goal categories: knowledge, leadership, problem solving, and perspective.

A scientifically based knowledge in the fields of speech-language pathology and audiology is a necessity to allow the professional to move fluidly from theory to practice. A successful doctoral candidate must attain mastery of an appropriate knowledge base and acquire the means to continue to expand that base.

Leadership necessitates an understanding of historical and contemporary issues and perspectives in the field. Appraisal of one's own leadership skills and tools to appraise those skills in others will be necessary for a successful graduate/professional in these fields.

Successful professionals in the fields of audiology and speech-language pathology must be able to apply sophisticated problem-solving skills and integrate information from several sources to arrive at meaningful diagnoses and subsequent intervention strategies. A systematic approach to problem-solving skills will extend to the analysis and application of research findings to clinical experience and the application of research as a tool to establish empirically based treatment and diagnosis.

The fourth goal area of the programs emphasizes the need for audiology and speech language pathology professionals to achieve a broad perspective of the socio-communicative, educational, medical, and psychological needs of clients with communication disorders. Candidates must achieve a broad-based perspective of communication problems and solutions, including the development of a network of resources available to them, as well as a responsible posture toward professional associations and political issues.

The Au.D. or SLP.D. graduate will be able to provide leadership in diverse settings including private practice, rehabilitation agencies, hospitals, and a variety of educational settings. In addition to clinical-practice preparation, candidates may be provided experience in college-level supervision and instruction.

The Cohort Concept

The Au.D. and SLP.D. programs represent an innovative, practical, and realistic approach to professional doctoral studies. Formal instruction in the post-master's program takes place during weekend seminars, on campus, or at a variety of distance sites. Students participate in faculty-directed independent reading and writing assignments between class meetings. Each cohort is a group of 5 to 20 speech-language pathology and audiology professionals who live and work in a variety of settings. Doctoral residency is defined as continuous enrollment for one (1) calendar year.

The cohort is intended to serve as both an administrative and educational vehicle for the program. Communication takes place through the cohort structure. The cohort format provides opportunities for sharing the expertise of individual cohort members and fosters professional dialogue. Each cohort facilitator/administrator coordinates many administrative details and cohort activities and serves to support students through consistent and ongoing contact.

The Distance Cohort

Students who are unable to attend an on-campus cohort due to geographic remoteness or other career/family constraints may elect to access the **post-master's** Au.D. or SLP.D. programs via a distance cohort. This group will receive on-campus orientation and instruction during one, four-day weekend each year, and will attend the on-campus Summer Institutes held throughout the program. All other instruction will be delivered via electronic communication and technologies into the students' homes or to a group distance site.

Core Curriculum: Post-Master's Degrees

The curriculum consists of 39 credits for Au.D. and SLP.D. students beyond the master's degree. Additionally, a maximum of six credits of post-master's, doctoral-level semester hours may be transferred from a regionally accredited university into the program to satisfy the program requirements.

Professional Development Study Areas

Each study area is designed to involve audiology and speech-language pathology candidates in two-to-four month, weekend-long, intensive seminars, readings, structured activities, and evaluation procedures. Each study area falls under the direction of a faculty member who is responsible for program-approved course content, instruction, evaluation procedures, and commentary on each student's performance. Study guides and readings assist doctoral candidates in integrating information and affecting curricular consistency. Students meet one weekend or its equivalent (live or via distance technologies) each month for two months for each three-credit course. Attendance is required at all meetings. Audiologists and speech-language pathologists attend professional development study area courses together. The cohort is separated into two smaller groups participating in (Au.D. or SLP.D.) in-field study areas.

Instruction and faculty-directed activities are also accomplished through electronic communications and technology. Doctoral candidates must have access to a computer and a modem. The university system allows access from any location in the United States. For accurate information regarding the minimum recommended computer configuration and software, prospective students are advised to contact the doctoral office.

The study areas provided to both audiologists and speech-language pathologists (known as the professional development study areas) are the following:

- Business Management and Leadership
- Counseling
- Genetics
- Gerontology
- Pharmacology
- Research and Evaluation
- Supervision
- Technology and Instrumentation in Communication Sciences

In-field Development study areas

Au.D. and SLP.D. students require intensive study in their respective professional fields.

Audiology study areas are:

- Advanced Seminar in Amplification
- Differential Diagnosis in Audiology
- Electrophysiology I
- Electrophysiology II
- Advanced Seminar in Pediatric Audiology

Speech-Language Pathology study areas are:

- Augmentative and Alternative Communication
- Advanced Seminar in Voice and Swallowing
- Advanced Seminar in Pediatric Development
- Neuroscience/Neuropsychology and Communication Disorders

Within each area, the doctoral candidate is challenged to pursue topic(s) of particular interest. In this way, the NSU doctoral student can build versatility in his or her course of study to ensure optimal professional growth and to allow students to pursue specialty areas of interest.

Summer Institutes

Summer Institutes are conducted for on-campus and distance cohort members. The Summer Institutes consist of academic instruction and a variety of learning experiences. Each doctoral candidate must attend all activities of the Summer Institutes. Candidates are responsible for their travel, room, and meal costs.

Professional Research Projects

Professional research projects (PRPs) in the Au.D. and SLP.D. programs are creative, problem-solving projects designed to utilize the rigor of applied research techniques to improve a situation, program, or product or to answer a clinical or professional question. Candidates become active problem solvers in their professional settings through strategies designed to address identified problems. The concept of the professional research project stems directly from the belief that leadership in all sectors requires action as well as reflective thought. Professional research projects require identification of a significant problem or clinical question, design of a solution strategy, and implementation and evaluation of the strategy.

One professional research project is required. Instruction in this doctoral component is organized into two weekend sessions and is augmented by PRP sessions offered during Summer Institutes. Candidates are assigned advisers in their area of interest who provide guidance during the research experience.

Program Time Lines

The life of the program for post-master's degree students ranges from 24–36 months. Candidates who do not complete requirements within three years may be granted a fourth year of study by the program faculty. However, they must have an approved proposal for their professional research project by the end of 36 months in order to be granted the fourth year. Candidates may also register for a six-month extension beyond the fourth year if approved by the doctoral committee.

Doctoral candidates who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cohort may withdraw from the program. Notification of withdrawal must be received in writing by the director of doctoral studies. To avoid being dismissed from the program, doctoral candidates must initiate the withdrawal process in writing prior to the last class session of a study area and the date designated for work on the professional research project. Consult the Professional Research Project Guide for more information.

Doctoral candidates who officially withdraw may petition the doctoral committee if they wish to reenter the program and resume their course of study at the point following the last program component for which they received a grade. Doctoral candidates may reenter the program only once and will follow all regulations that apply to the new cohort.

Doctoral candidates who withdraw from the program are required to reenter at a point that will allow completion of all requirements within a seven-year period from the beginning of the original cohort. No extension is possible beyond this point. The reentering student must adhere to the catalog in effect at the time of reentry.

NSU's Postbaccalaureate to SLP.D. (Doctor of Speech-Language Pathology) Degree

An exciting opportunity exists at NSU for the extremely qualified bachelor's-level student to apply to the dual admit postbaccalaureate M.S. and SLP.D. degree program. This intensive residential program will allow the special student to earn an M.S. and SLP.D. degree in four years following his or her bachelor's degree. An application for this doctoral degree program is available from the program office. Students are admitted to this 91-credit program on a rolling admissions basis.

For additional information contact:
(954) 262-7703 or 800-986-3223, ext. 7703
Email: *packerb@nova.edu*

NSU's Postbaccalaureate to Au.D. (Doctor of Audiology) Degree

This four-year residential degree program, newly initiated in 1999, is currently accepting students. The qualified applicant will earn the Au.D. degree with a plan of study that includes 91 graduate credit hours and a minimum of 2,000 clinical clock hours. The application for this program is available from the program office.

For additional information contact:
(954) 262-7703 or (800) 986-3223, ext. 7703.
Email: *packerb@nova.edu*

Admission Criteria for Postbaccalaureate Au.D. or SLP.D. Programs

- Strong academic record – 3.2 GPA in the last two undergraduate years
- Grades of B or better in all ASHA-required prerequisite courses
- Excellent oral and written communication skills
- Excellent clinic grades, if applicable
- Evidence of independent learning style
- Evidence of leadership skills
- Good problem-solving ability

Professional Development Study Areas: Course Descriptions

(All Doctoral Candidates)

CSD 7000 Technology and Instrumentation in Communication Sciences (3 cr.)
This course presents advanced applications in the use of computer hardware and software in communication sciences and disorders. Doctoral candidates will receive hands-on experience in the use, application, and configuration of software for distance learning technologies and for management of clients and for business issues. Doctoral candidates will explore the impact of emerging technology and instrumentation in their professional arenas.

CSD 7030 Gerontology (2 cr.)
This study area presents an overview of gerontology with emphasis given to differentiation between normal aging process and pathological changes. Multicultural perspectives of aging will be addressed. Doctoral candidates will develop effective planning and management services for the "older" client with multiple problems. The communication disorders of these clients will be viewed in the context of home health care, community agency resources, recreation, attrition, and socioeconomic and psychosocial consequences of aging and illness.

CSD 7040 Supervision (3 cr.)
The identification and analysis of the processes of supervision along the continuum of supervision from support personnel to peer will be examined. Topics will include planning and executing the supervisory conference, data collection procedures, and evaluation. The research in the field of supervision will be examined with an emphasis on practical application. The impact of cultural diversity on supervision will be addressed.

CSD 7050 Research and Evaluation (3 cr.)
Doctoral candidates will be exposed to a two-part clinical research model whereby doctoral candidates are prepared as: a) critical consumers of research and b) clinicians utilizing research methodology as an integral part of their diagnostic and treatment procedures. The ability to comprehend, analyze, and critically evaluate professional literature will be emphasized, as well as designing clinically based research to corroborate and monitor clinical hypotheses and treatment efficacy. Principles of research will be covered, with an emphasis on research design, data collection, and analysis and evaluation. A critical evaluation of research in communication sciences and disorders will be included.

CSD 7060 Genetics (2 cr.)
Doctoral candidates will be exposed to a general overview of genetics and will investigate the spectrum of genetic syndromes common to clients with communication disorders. Doctoral candidates will study the embryologic development with an emphasis on normal and abnormal or interrupted development at various stages and outcomes.

CSD 7070 Pharmacology (2 cr.)
Doctoral candidates will learn the general principles of drug action, particularly as related to communicative function. The classes of drugs used in clinical practice will be examined with emphasis on activity, mode of action, side effects, toxicity, and drug interactions. Case studies in the fields of speech-language pathology and audiology will be presented.

CSD 7075 Counseling (3 cr.)
Doctoral candidates will explore theories of counseling with an emphasis on management of individuals with communication disorders and their families. Doctoral candidates will experiment with different approaches to interacting with clients and their families individually and in groups. Cultural impact on the counseling process will be addressed. Doctoral candidates will be exposed to role-play situations for use with clients demonstrating a variety of audiologic and/or speech-language problems.

CSD 7080 Business Management and Leadership (3 cr.)
Doctoral candidates will learn basic management principles as they relate to the conduct of speech-language or audiology practice in a variety of settings. Legal and ethical issues in practice management will be covered. Doctoral candidates preparing for personal and professional development assess the skills and behaviors of the leader or change agent in terms of their own potential for growth and future leadership positions.

AUD 7140 or SLPD 7240 Professional Research Project: Proposal (3 cr.)
Doctoral candidates will select, prepare, and design a clinical or professional research project. Candidates will identify a problem existing in their workplace and propose a solution to the problem.

AUD 7141 or SLPD 7241 Professional Research Project: Report (3 cr.)
Doctoral candidates will implement the solution strategy proposed during the proposal stage of the professional research project. Candidates will then evaluate the effectiveness of the solution.

Audiology Study Areas: Course Descriptions

AUD 7100 Advanced Seminar in Amplification (4 cr.)
This course reviews hearing-aid design and function. It provides information on the design and operation of programmable and digital hearing aids, including forms of automatic signal processing. The use of computer-assisted prescriptive methods for hearing-aid selection, fitting, and verification is discussed. Probe-microphone measurement techniques are reviewed. Analysis of communication function assessment and outcome verification is included. Counseling techniques are discussed.

AUD 7120 Electrophysiology I (3 cr.)
A study of selected neurophysiologic and other objective assessment techniques of the auditory system, including ECochG, auditory brain stem response, and otoacoustic emission. Interpretation of test responses will be discussed in relation to underlying anatomy and physiology.

AUD 7130 Pediatric Audiology (2 cr.)
Review of normal and abnormal auditory development in children. Principles of assessment of auditory function in neonates, infants, and young children will be discussed. Practical applications for the difficult-to-test child will be explored. Various pediatric cases will be presented in grand-rounds format.

AUD 7160 Electrophysiology II (3 cr.)
A continuation of the studies of selected neurophysiologic techniques utilized for assessment of the auditory and vestibular system including middle-latency response, late-evoked response, electronystagmography, and posturography. Interpretation of test results will be discussed in relation to underlying anatomy and physiology.

AUD 7180 Differential Diagnosis in Audiology (3 cr.)
This course will address special problems in auditory assessment with emphasis on site-of-lesion tests and procedures that require additional information beyond the standard audiometric evaluation. Practical exercises that integrate the anecdotal, subjective, and objective information into a meaningful audiometric interpretation with appropriate intervention strategies will be conducted.

Speech-Language Pathology Course Descriptions:

SLPD 7200 Neuroscience/Neuropsychology and Communication Disorders (3 cr.)
Neuroanatomical and neurophysiological bases for speech-language disorders will be presented. The emphasis will be a study of the neuroscience and neuropsychological bases for neuropathological conditions and the speech-language disorders that result from these conditions.

SLPD 7210 Advanced Seminar in Pediatric Development (3 cr.)
Theories of cognitive, social, linguistic, cultural, and perceptual development of children and adolescents will be examined. Information presented will be based on current research. Terminology, current theoretical positions, and educational practices stemming from these positions will be stressed.

SLPD 7220 Advanced Seminar in Voice and Swallowing (3 cr.)
This course will explore current issues pertaining to voice and swallowing, and their disorders. Principles and application of clinical instrumentation and intervention strategies will be investigated. Case studies and practice with state-of-the-art equipment will be utilized to enhance learning.

SLPD 7250 Advanced Seminar in Augmentative and Alternative Communication (AAC) (3 cr.)
This study area provides a discussion of the critical issues in augmentative communication and assistive technology with a focus on planning, implementing, and evaluating augmentative communication assessment and intervention programs. Hands-on experience with nonelectronic communication displays, various input devices, and low-tech communication devices, as well as high-technology voice-output communication aids (VOCAs) will be presented. A discussion of recent trends and future needs as well as strategies for keeping up with new technology and a rapidly expanding knowledge base will be included.

Professional Development Study Area Offerings

Doctoral Candidates		Credits
CSD 7000	Technology and Instrumentation in Communication Sciences	3
CSD 7040	*Supervision	3
CSD 7030	Gerontology	2
CSD 7050	Research and Evaluation	3
CSD 7060	Genetics	2
CSD 7070	Pharmacology	2
CSD 7075	*Counseling	3
CSD 7080	Business Management and Leadership	3
AUD 7140 or SLPD 7240	Professional Research Project: Proposal	3
AUD 7141 or SLPD 7241	Professional Research Project: Report	3
***Au.D. candidates may elect either CSD 7040 or CSD 7075.**		27 (SLP.D.) 24 (Au.D.)

In-field Development Study Area Offerings

Audiology Study Areas		
AUD 7100	Advanced Seminar in Amplification	4
AUD 7130	Pediatric Audiology	2
AUD 7120	Electrophysiology I	3
AUD 7160	Electrophysiology II	3
AUD 7180	Differential Diagnosis in Audiology	3
		15

Speech-Language Pathology Study Areas		
SLPD 7210	Advanced Seminar in Pediatric Development	3
SLPD 7200	Neuroscience/Neuropsychology and Communication Disorders	3
SLPD 7220	Advanced Seminar in Voice and Swallowing	3
SLPD 7250	Advanced Seminar in Augmentative and Alternative Communication (AAC)	3
		12

Total Credits	39

Additional Course Work for the Postbaccalaureate Au.D. Four Year Program

Course Descriptions:

SLP 6070 Research Methods (3 cr.)
Exposure to critical analysis of the field's literature with respect to research design and statistical application.

SLP 6075 Seminar in Professional Issues (2 cr.)
History, current professional issues, and trends in the field; management and operation of clinics in a variety of settings; ethical and legislative concerns.

AUD 6301 Anatomy and Physiology of the Auditory and Vestibular Mechanisms (3 cr.)
Detailed study of the anatomy and physiology of the ear. Topics include resonance and transformer action of the outer/middle ear, detailed study of the tympanic membrane and ossicles. The structure of the cochlea is examined in depth, and the physiology of the cochlea, concentrating on the active mechanism of the ear, is covered. Brainstem auditory structures and functions are discussed. The vestibular peripheral system and the vestibular CNS pathways are described.

AUD 6302 Acoustics and Instrumentation (2 cr.)
Detailed study of acoustics to include properties of sound and sound analysis techniques. Use of various sound measurement and analysis systems is reviewed. Audiometric calibration is discussed and demonstrated. Hearing-aid electroacoustic measurement and calibration will be covered.

AUD 6310 Aural Rehabilitation (3 cr.)
Remediation of communication problems resulting from hearing impairment; use of amplification and assistive devices.

AUD 6401 Audiologic Diagnostic Procedures Across the Lifespan (3 cr.)
Otoscopy, pure-tone air, bone, speech audiometric testing techniques, and pure-tone screening procedures are discussed. Masking procedures are detailed. Case history procedures are reviewed. Pediatric behavioral testing is studied; modifications in test procedures dependent on age are presented.

AUD 6402 Site of Lesion Assessment (3 cr.)
Immittance screening and testing, including multifrequency and multicomponent immittance, advanced reflex testing procedures. Central auditory processing testing. Case studies utilized.

AUD 6403 Introduction to Electrophysiology (2 cr.)
Basic procedures for acquiring and interpreting electrophysiologic tests are discussed. The student will have knowledge of the use of auditory brainstem evoked response testing for threshold and neurootologic diagnosis. Transient and click evoked distortion product otoacoustic emissions testing will be described. Basic electronystagmography procedures and interpretation covered.

AUD 6501 Sign Language (2 cr.)
Introduction to manual communication systems, with emphasis on learning interviewing techniques using medical/audiologic terminology.

AUD 6502 Hearing Conservation (3 cr.)
A study of the impact of noise from a physiological and psychological perspective. There will be a discussion of various service delivery models ranging from industry, schools, military, and other sites. The basic elements of an effective hearing conservation program will be discussed as well as a review of the relevant legislation mandating such programs.

AUD 6303 Psychoacoustics and Speech Perception (2 cr.)
Study of the range of normal human auditory perceptual abilities: intensity, frequency, and temporal resolution. Study of the changes in perception that occur as a function of sensorineural hearing loss, and their implications in the design of amplification systems.

AUD 6503 Topics in Audiology (3 cr.)
Current topics in the field of audiology examined. Topics for consideration will be cochlear implant systems, educational audiology, interoperative monitoring, electroneuronography, and multicultural issues.

AUD 6404 Auditory and Vestibular Pathologies (3 cr.)
Study of the pathologies affecting the auditory system. Pathologies affecting the conductive mechanism and methods of their differential diagnosis will be discussed. Causes of sensorineural hearing loss described, and their etiologies discussed. The role of various central auditory nervous system tests in detecting retrocochlear pathologies will be discussed, including imaging techniques. Case studies will be reviewed.

AUD 6405 Overview of Amplification Systems (3 cr.)
Overview of hearing-aid components and hearing-aid types is presented. Electroacoustic analysis and foundations and use of prescription formulas for fitting linear amplification are discussed. Real-ear measurement terminology and techniques are presented.

Admissions: Doctoral Studies

The **post-master's** doctoral programs in audiology and speech-language pathology seek competent, experienced professionals actively involved in the field. The **postbaccalaureate** doctoral programs in audiology and speech-language pathology seek bright, motivated students who wish to become independent practitioners in these fields.

Applications for the post-master's program will be reviewed on a rolling basis. Applications for the postbaccalaureate program are due by June 30 for a fall start date. Admission decisions will be provided in writing. Doctoral candidates will be notified of the decision by mail. The program reserves the right to determine in which cohort a student may enroll.

The admissions committee for **post-master's** applicants requires the following:

- Nonrefundable application fee of $50
- Completed application
- Official transcript indicating conferral number of a master's degree in audiology and/or speech-language pathology by a regionally accredited institution with a minimum graduate GPA of 3.2
- Documentation of the Clinical Certificate of Competence or it's equivalent (copies of all professional certifications, licenses, or relevant credentialing materials)
- Vita documenting professional experiences and continuing education activities, professional affiliations, publications and/or presentations. Supporting documentation of continuing education, publications and/or presentations is recommended
- Three letters of recommendation from individuals who can attest to the applicant's ability to be successful in doctoral studies, e.g., employers, faculty members, and professional infield colleagues. Use forms provided
- Written responses to questions relating to the field of communication sciences and disorders
- The results of the Miller Analogies Test (MAT) must be submitted. The test must have been taken within the past five years

An application is considered complete when all required documents have been received. The admissions committee will review the documents and determine who will be scheduled for a personal interview. The final decision to admit a student will be made following the personal interview, and review of all supporting documentation.

To make an appointment to visit our campus offices or to obtain program information, contact us 8:30 a.m.–5:00 p.m., Monday–Friday:

Phone: (954) 262-7703, Toll free: 800-986-3223, ext. 7703
Fax: (954) 262-3826
Email: *packerb@nova.edu*

International Student Admissions: Doctoral Students

The admissions committee reserves the right to require the following:

- An official TOEFL score of 600 (for nonnative English speakers)
- An official TSE score of 50 (for nonnative English speakers)
- Verification of a student 1-20 visa or residency status. International doctoral candidates who intend to reside in the United States and who are required to obtain an 1-20 must be full-time, degree-seeking doctoral candidates and must attend the main campus in Fort Lauderdale, Florida. For further information, contact the international student adviser, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, or telephone (954) 262-7240. Exceptions are made on a case-by-case basis

Doctoral candidates living outside the United States who apply to the program must complete all of the above prior to starting the program. Housing and financial arrangements must be made in advance by the applicant.

Prospective international students who completed degrees at universities outside the U.S. must have the degrees evaluated by an NSU-approved evaluation service.

Applications for such an evaluation are available from the FGSEHS admissions office at 800-986-3223, ext. 1561. The prospective student is responsible for all fees incurred for this evaluation.

Transfer Credit

A maximum of six semester hours of post-master's degree, doctoral-level credit, earned from a regionally accredited institution within the past three years, will be considered toward meeting the doctoral programs' degree requirements. These credits will be evaluated for transfer for a maximum of two study areas. Grades for courses transferred must be at the grade of A or B or equivalent.

Applicants who wish to request evaluation of prior course work for consideration as transfer credit should note this on their application, send course descriptions, and request that official transcripts be sent to the Programs in Communication Sciences and Disorders. Current doctoral candidates should request and receive prior written approval from the director of doctoral studies before enrolling in any other institution's courses that are intended to be submitted for transfer credit. This request should include an explanation and related course description(s).

Credits earned at Nova Southeastern University are transferable at the discretion of the receiving school. Doctoral candidates who wish to transfer credit should contact the admissions office of the receiving school for information.

Plan of Study

Students who have been admitted to the post-master's degree doctoral programs in audiology and speech-language pathology will follow a specific plan of study with their assigned cohort. Participants who elect to take fewer courses per semester than specified will be required to meet with the director of doctoral studies to design an individualized plan of study. This individualized plan of study may lengthen the amount of time the student is enrolled in the doctoral studies program. All students must complete the professional research project (PRP).

Students admitted to the postbaccalaureate Au.D. or SLP.D. program will meet with the director of doctoral studies or her designee to formulate a specific plan of study. All students must complete all of the degree programs within a seven year timeline.

For Au.D. students, the following prerequisite courses (24 credits) are required:	Credits
Math	3
Science	3
*Note: NSU recommends human anatomy and physiology.	
Psychology or Sociology	6
Normal Language	3
Speech Disorders	3
Language Disorders	3
Neuroanatomy	3
NSU recommends the following preparatory courses to round out undergraduate education:	
Speech and Hearing Science	3
Chemistry	3

Each of the above prerequisite courses may be taken either at Nova Southeastern University or at another regionally accredited college or university.

For the SLP.D. students, the following prerequisite courses (29 credits) are required:	Credits
Math	3
Science	3
Treatment of Speech and Language Disorders	3
Evaluation of Speech and Language Disorders	3
Directed Observation	1
Normal Speech-Language Development	3
Anatomy and Physiology of Speech and Hearing Mechanism	3
Neuroanatomy	3
Hearing and Speech Science	3
Phonetics	3
Evaluation Practicum	1

	The following courses are required for the postbaccalaureate Au.D. degree program:	Credits
SLP 6070	Research Methods	3
SLP 6075	Seminar in Professional Issues	2
AUD 6301	Anatomy and Physiology of the Auditory and Vestibular Mechanisms	3
AUD 6302	Acoustics and Instrumentation	2
AUD 6303	Psychoacoustics and Speech Perception	2
AUD 6401	Audiologic Diagnostic Procedures Across the Lifespan	3
AUD 6402	Site of Lesion Assessment	3
AUD 6403	Introduction to Electrophysiology	2
AUD 6404	Auditory and Vestibular Pathologies	3
AUD 6405	Overview of Amplification Systems	3
AUD 6310	Aural Rehabilitation	3
AUD 6501	Sign Language	2
AUD 6502	Hearing Conservation	3
AUD 6503	Topics in Audiology	3
CSD 7000	Technology and Instrumentation in Communication Sciences	3
CSC 7030	Gerontology	3
CSD 7040 *or*	Supervision	3
CSD 7075	Counseling	3
CSD 7050	Research and Evaluation	3
CSD 7060	Genetics	2
CSD 7070	Pharmacology	2
CSD 7080	Business Management and Leadership	3
AUD 7100	Advanced Seminar in Amplification	4
AUD 7120	Electrophysiology I	3
AUD 7130	Pediatric Audiology	2
AUD 7140	Professional Research Project: Proposal	3
AUD 7141	Professional Research Project: Report	3
AUD 7160	Electrophysiology II	3
AUD 7180	Differential Diagnosis in Audiology	3
Clinical Practicum:		
AUD 6601–AUD 6612		15
Total Hours:		91

The following courses are required for the postbaccalaureate SLP.D. program:		Credits
SLP 6000	Diagnostics in SLP	3
SLP 6006	Diagnostics II	1
SLP 6010	Language Disorders in Children	3
SLP 6015	Clinical Processes	3
SLP 6020	Language Disorders in Adults	3
SLP 6030	Voice Disorders	3
SLP 6040	Fluency	2
SLP 6050/51	Motor Speech Disorders	3
SLP 6055	Dysphagia	3
SLP 6060	Phonological Disorders	3
SLP 6070	Research Methods	3
SLP 6075	Seminar in Professional Issues	2
SLP 6080	Directed Research	2
SLP 6091	Multicultural and Counseling	3
SLP 6101	Clinic I	1
SLP 6102	Clinic II	1
SLP 6110	Internship I	1
SLPD 6120	Internship II	1
SLPD 7075	Counseling	3
SLPD 7200	Seminar in Neuroanatomy	3
SLPD 7210	Pediatric Development	3
SLPD 7220	Voice and Swallowing	3
SLPD 7240	Professional Research Project	3
SLPD 7250	Augmentative and Alternative Communication	3
AUD 6301	Audiology Lab	1
AUD 6310	Aural Rehabilitation	3
CSD 7000	Technology and Instrumentation	3
CSD 7030	Gerontology	2
CSD 7050	Research	3
CSD 7060	Genetics	2
CSD 7070	Pharmacology	2
CSD 7080	Business Mgt. and Leadership	3
CSD 7400	Supervision	3
SLPD	Clinical Residency Seminar	1
Electives		6
Total hours:		91

General Policies on Grades

Each candidate will be provided a grade report by the registrar's office at the end of each study area. A copy of each report will be placed in the candidate's permanent file, which is maintained by the university. NSU maintains up-to-date grade reports on each student. The university periodically furnishes each student with a working transcript that shows the current status of grades and earned semester hours for all courses completed and/or attempted.

Transcripts are maintained on a permanent basis after the student is no longer enrolled.

Grading System

The grading system for the doctoral studies programs is as follows:

A	**Excellent**	**4.0**
A-	**Extremely Good**	**3.75**
B+	**Very Good**	**3.5**
B	**Good**	**3.0**
B-	**Fairly Good**	**2.75**
F	**Failure**	**0.0**
W	**Withdrawal**	**0.0**
I	**Incomplete**	**0.0**

Student Professional and Academic Review Committee (SPARC)

The programs' Student Professional Academic Review Committee is composed of departmental faculty members whose responsibility is to review doctoral candidates' academic, clinical, and professional progress on a periodic basis.

The purpose of the SPARC is to identify barriers to success in doctoral study, make recommendations for assistance to doctoral candidates, and determine the advisability of a student's continuation in the doctoral program.

Withdrawal Policy

Doctoral candidates may withdraw from the program at any time. However, they are cautioned to consult the doctoral studies committee to determine the date by which written notification of intent to withdraw must be received if they wish to withdraw without penalty and remain in good standing, with the option of returning to the program at a later date.

Reinstatement

In order to be reinstated after a period of withdrawal, a student must submit to the director of doctoral studies, at least 30 days prior to the appropriate term:

- A letter of intention to reenroll
- A completed reinstatement form. (This form is sent with the acknowledgment of withdrawal or is available from the central office.)
- A $250 reinstatement fee by check or money order (payable to Nova Southeastern University) attached to the reinstatement form

Doctoral candidates who are readmitted will be required to pay tuition and fees and to follow the program guidelines in effect at the time of reinstatement.

Absence

Absences are not permitted in this program. The only exceptions are documented causes of extreme circumstances such as medical emergencies. Doctoral candidates must attend all class meetings in each of the study areas, the Summer Institutes, and the PRP workshops. Regular classroom interaction provides program consistency and content enrichment. Absence from any cohort meeting may result in termination from the program. There is no provision for readmission following dismissal for unsatisfactory attendance.

In the rare instance when an absence has been approved, an equal and appropriate assignment will be assigned by the study area faculty member, to be completed within a designated period. The student is responsible for obtaining all materials presented at the missed class meeting and must provide to the cohort facilitator/administrator a summary of the class notes. The cohort facilitator/administrator should be notified immediately if the student expects to be absent.

If a student is unable to attend a professional research project workshop, the director of doctoral studies should be contacted and a delay in program completion should be expected.

Tardiness

Extended tardiness or early departure (more than 30 minutes) is treated in the same manner as absence from a class session. Consistent tardiness or early departures must be discussed with the director of doctoral studies and will lead to appropriate administrative action.

Dismissal

The program reserves the right to dismiss doctoral candidates at any time if it becomes obvious that they are not able to satisfy the program's scholarship requirements or if their academic or clinical behavior is inappropriate or unethical (e.g., cheating, plagiarizing, misrepresenting oneself). There is no provision for readmission following dismissal for unsatisfactory conduct. Candidates must receive a passing grade (B or better) in each program component to remain in the program. If a candidate is dismissed from the program, he or she cannot be readmitted.

Program Costs

All Programs

Initial tuition payments are based on $651 per credit for the 2000–2001 academic year. This tuition may be subject to a yearly change. Doctoral candidates register and pay for each component prior to entering that component. Applicants admitted to the doctoral studies program are required to secure their initial enrollment with a $1,000 deposit that will apply to the first study area's tuition. Failure to enroll in the program will result in a reimbursement of 50 percent of the deposit.

A payment of $3,550 is charged to doctoral candidates who require all or part of a fourth year in order to complete program requirements. Doctoral candidates may receive a six-month extension beyond the fourth year with permission of the program director. A fee of $1,775 is charged for this additional period.

Other Fees

A one-time, nonrefundable application fee of $50 is required and must accompany the completed application. A $75 degree application fee is required and must be paid prior to degree conferral. If a graduate wishes to participate in commencement exercises, there is an additional cap and gown fee. A $50 registration fee is required three times annually. All fees are subject to yearly change. Doctoral students pay a $150 binding fee upon completion of the final PRP report.

Additional Program Expenses

Doctoral candidates will be responsible for the purchase of textbooks and for the cost of travel to classes, as well as for other needs typically associated with advanced study. Material fees will be charged as necessary.

In order to access the university's computing resources, all Nova Southeastern University students must provide their own Internet access service through a suitable Internet service provider.

Late Fees and Reinstatement Fees

All payments must be made according to the student's cohort schedule. No exceptions will be made for delayed loan applications. A late payment penalty of $50 will be assessed each time a payment date is missed. When a payment is delayed excessively (beyond the midpoint of the study or professional development or in-field area), the student will be dismissed from the program.

Reinstatement following withdrawal or as a result of being dismissed for nonpayment of tuition and fees must be discussed with the director of doctoral studies. A $250 reinstatement fee will be charged, and the student will be subject to the rules and regulations in effect at the time of reinstatement. Doctoral candidates who are dismissed from the program for academic reasons may not reenter the program at a later time.

M.S. and Ed.D. Programs in Instructional Technology and Distance Education

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PROGRAMS IN INSTRUCTIONAL TECHNOLOGY AND DISTANCE EDUCATION

Mission Statement

The mission of the M.S. and Ed.D. Programs in Instructional Technology and Distance Education is to develop leaders who can plan, organize, manage, and teach effectively using instructional technology in the classroom, on the job, and online through a variety of electronic delivery systems. The programs are designed for professional educators and trainers who work with learners from prekindergarten through the university level and with adults in all areas of business and industry.

The courses are designed to improve the skills of the participants; therefore, they must be experienced in the education or training fields and in the use of technology. In addition, they must have prior experience with computers and online communications.

Students will be expected to apply theory to their work setting. Thus, while enhancing their own skills, they will bring improvements to the workplace as they progress through the program.

The master's program is organized around four broad study areas: distance education and leadership, research and evaluation, media and technology, and instructional design. Master's students attend one Summer Institute. The program concludes with a practicum that is a major problem-solving project to be completed in the student's workplace.

The doctoral program contains the study areas listed above and introduces four new areas: systems design, management and applications of instructional technology and distance education programs, technology trends and issues, and applied leadership. Students must plan, implement, and formally report on a doctoral-level dissertation. Doctoral students must attend three Summer Institutes for hands-on experiences with various aspects of instructional technology and distance education.

The Cluster Concept

The M.S. and Ed.D. Programs in Instructional Technology and Distance Education are field-based. Formal instruction takes place on the main campus in Fort Lauderdale and through electronic means delivered to students wherever they live and work. Each cluster is a group of 20 to 25 professionals from a variety of professional settings. Students in each cluster begin the program at the same time and progress through program components (study areas, applied research, Summer Institutes) together. Doctoral residency is defined as continuous enrollment for one (1) calendar year.

The cluster is designed to serve as both an administrative and educational vehicle for the program. For example, communication and decision making take place through the cluster structure. In addition, the cluster format provides opportunities for sharing the expertise of individual cluster members. Clusters sometimes form study groups that meet electronically between seminars and online classes to discuss assignments and to facilitate student progress.

Each cluster operates under the direction of a cluster coordinator. The coordinator, who holds a doctorate in education or a related field, is a facilitator of many administrative details and cluster activities and serves to support and advise students.

Instructional Delivery

The M.S. and Ed.D. Programs in Instructional Technology and Distance Education are delivered through a combination of face-to-face instruction on NSU's campus in Fort Lauderdale, Florida, and through electronic means. This format derives from the mission to serve students regardless of location and the firm conviction that a program that focuses on instructional technology and distance education must reflect the use of available technology in its delivery.

Instruction involves the use of the following:

- Ongoing electronic communication using electronic mail (email), and the World Wide Web
- On-campus instruction with faculty in Fort Lauderdale during extended weekend sessions (three to six days) in February or March and October or November
- An eight-day Summer Institute in Fort Lauderdale in July or early August of each year

Students must own a laptop computer and be familiar with communication through the Internet and the World Wide Web, and maintain arrangements with an Internet service provider. International students will find that Internet connections are available through most universities, school systems, local library networks, or through commercial services.

Applicants should use the time between their application to the program and the first class meeting to hone their computer skills, including wordprocessing and online access.

The M.S. and Ed.D. Programs

The programs are designed to be taken independently. That is, students with an earned bachelor's degree may take the master's program (21 months) and those with an earned master's degree may take the doctoral program (three years).

Students have the option to combine master's and doctoral course work and, thereby, accelerate their matriculation. The combined program may be completed in four years.

Study Areas

Each study area is designed to involve students in three to five months of intensive work, readings, structured learning experiences, and evaluation procedures. Each study area is under the direction of a faculty member who is responsible for course content, instruction, and assessment of student performance.

When a cluster completes its period of study, a culminating activity is scheduled. The cluster, with guidance from the coordinator, determines and designs the experience.

Study areas include the following:

- Distance Education and Leadership
- Research and Evaluation
- Media and Technology
- Instructional Design
- Systems Design
- Management and Applications of Instructional Technology and Distance Education
- Technology Trends and Issues
- Applied Leadership

Summer Institutes

The event in the program that brings students together from all clusters is the annual Summer Institute. This eight-day academic experience provides an opportunity for interaction among students from around the world with instructional and applied research faculty, cluster coordinators, staff, administrators, and invited lecturers and guests.

Each master's degree student must attend Summer Institute I, and each doctoral student must attend the three Summer Institutes. Students are responsible for their travel, room, and meal costs, as well as materials and fees. Students must register and reside in the hotel or site selected for the Summer Institute. Students must attend classes at the Summer Institutes in sequence during each year of their program. There are no exceptions to these policies.

Applied Research

The practicum in the M.S. and the applied dissertation in the Ed.D. Programs in Instructional Technology and Distance Education are creative, problem-solving projects designed to use technology and/or distance education to improve a situation or program. Students become active problem solvers in a professional setting or other organization through direct involvement in strategies designed to address identified problems. The concept behind both the practicum and the applied dissertation stems directly from the belief that leadership in all sectors requires action as well as reflective thought.

The practicum requires identification of a problem, design of a solution strategy and implementation and evaluation of that strategy. The applied dissertation is a major project in which students solve problems of extensive scope and significance in a professional setting or other organization and apply theory to practice. Students are assigned advisers who provide guidance during the entire process. The practicum is required in the M.S. program and the applied dissertation is required in the Ed.D. program.

Admission Requirements

The M.S. and Ed.D. Programs in Instructional Technology and Distance Education seek graduate students who are competent, experienced professionals actively involved in the field. The programs serve practitioners who demonstrate leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership skills in their work environments. Specific requirements for admission to the programs are listed below:

- Evidence that the applicant has the academic background to be successful in the program. (This judgment, made by the Admissions Committee, will be based on previous academic records, academic activities since obtaining the previous degree, letters of recommendation, an interview, and written responses to questions dealing with the applicant's field of study.)
- Applicants must occupy a position that requires or allows them to work in their area of study.
- The requirement of a minimum paper-based score of 550 on the Test of English as a Foreign Language (TOEFL) or successful completion of a degree in residence at a regionally accredited North American college or university.
- Applicants must have access to a computer and be familiar with communication through the Internet and the World Wide Web, and maintain arrangements with an Internet service provider.

For the master's program:

- A bachelor's degree from a regionally accredited institution, with a 2.5 grade point average

For the doctoral program:

- A master's degree in education, instructional media, technology, training, human resources development, or a related field from a regionally accredited institution with a 3.0 grade point average
- Students applying to the doctoral program must also submit the results of the Miller Analogies Test (MAT). The test must have been taken within the past five years

For program information, come to our campus offices or call toll free: 8:30 a.m.-5:00 p.m. EST, Monday-Friday (954) 262-8550.

United States and Canada: 800-986-3223, ext. 8550
Worldwide: (954) 262-8550
Fax: (954) 262-3905
Email: *itdeinfo@nova.edu*
Web site: *http://itde.nova.edu*

International Students Admission

Prospective international students who completed degrees at universities outside the U.S. must have the degrees evaluated by an NSU-approved evaluation service. Applications for such an evaluation are available from the FGSEHS admissions office at 800-986-3223, ext. 1561, or (954) 262-1561. The prospective student is responsible for all fees incurred for this evaluation.

Acceptance to Program

Students receive a formal letter of acceptance from the program dean upon satisfactory completion of all admission requirements. If a question remains concerning the eligibility of the applicant, the Admissions Committee may accept the applicant on a provisional basis.

Transfer of Credits

A maximum of six semester hours of credit will be considered for transfer if the credit was earned within three calendar years of the request for transfer; the credit was earned as a matriculated participant in a regionally accredited master's or doctoral program; and the content of courses being requested for transfer was equivalent in content to Instructional Technology and Distance Education study areas. Request for transfer credit must occur at the time of application.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Participants who wish to transfer credits should contact the admissions office of the receiving school for information.

Certification

The program does not attempt to meet state certification requirements because they vary from state to state to such an extent that any attempt to train for specific positions would defeat the purpose and nature of the program. The registrar will work with students seeking certification to the extent that any specific requirements are compatible with the program.

Grading System

The grading system for the M.S. and Ed.D. Programs in Instructional Technology and Distance Education is as follows:

A	Excellent	4.0
A -	Very Good	3.66
B+	Very Good	3.33
B	Good	3.0
F	Failure	0.0
W	Withdrawal	0.0
I	Incomplete	0.0

Progress Report

Students will receive grade reports from the registrar's office following each program component. These reports will indicate the current status of grades earned and semester hours for all courses completed and/or attempted. The program office maintains an up-to-date report on each student.

Program Time Lines

The life of the master's program is 21 months; the doctoral program is scheduled to be completed in 36 months. Students who do not complete requirements within the scheduled time period may be granted an additional year of study by the program dean. However, they must have an approved proposal for the applied research project by the time they request an extension. Students may also register for a six-month extension beyond the one-year extension if approved by the program dean.

Students who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cluster may withdraw from the program. The program dean must receive notification of withdrawal. To avoid being dismissed from the program, students must initiate the withdrawal process prior to the last class session of the study area and the date designated for practicum work. Consult the Student Handbook and the Applied Research Guide for more information.

Students who officially withdraw may petition the program dean if they wish to reenter the program and resume their course of study at the point following the last program component for which they received a grade. Students may reenter the program only once and will be expected to follow all regulations that apply to the new cluster.

Students who withdraw from the program are required to reenter at a point that will allow completion of all requirements within a seven-year period from the beginning of the original cluster. No extension is possible beyond this point. Students who are dismissed from the program for academic reasons may not reapply.

Academic Counseling

Administrators, faculty, and staff members provide academic counseling before students enter and throughout the program. Cluster coordinators are available electronically to cluster members for the entire program life.

Employment

As professional employment is an admission criterion, placement assistance has not been necessary. Completion of the program does not guarantee further employment.

Program Costs

Tuition for the M.S. and Ed.D. programs for 2000–2001 is paid at the rate of $9,056 per year. This tuition rate may be subject to change yearly. Students register and pay $417 per credit for each component as they progress through the program.

Although the M.S. program is designed to be completed in 21 months, students will be allowed two years to complete all requirements. A student who requires additional time may be granted two six-month extensions at the discretion of the program dean. The fee for each six-month period is $2,264.

Ed.D. students who have not completed requirements within the designated three years may be granted up to three six-month extensions at the discretion of the program dean. The fee for each six-month period is $2,264.

Financial aid for any extension is limited to half of the usual maximum allowable loan amount for that period.

Other Fees

A one-time, nonrefundable application fee of $50 is required for each degree level and must accompany the completed application. A $75 degree application fee is required and must be paid prior to degree conferral. If a graduate wishes to participate in commencement exercises, there is an additional cap-and-gown fee.

Other Program Expenses

Students will be responsible for the purchase of textbooks, notebook computer and modem, travel and expenses at campus meetings, and other typical needs associated with advanced study. Materials fees will be charged as necessary.

Tuition and fees are due at time of registration. Tuition and fees are subject to change without notice.

Late Fees and Reinstatement Fees

All payments must be made according to the student's cluster schedule. No exceptions will be made for delayed loan applications. A late payment penalty of $50 will be assessed each time a payment date is missed. When a payment is delayed excessively, the student will be dismissed from the program.

Reinstatement following withdrawal or as a result of being dismissed for nonpayment of tuition and fees must be discussed with the program dean. A $250 reinstatement fee will be charged and the student will be subject to the rules and regulations in effect at the time of reinstatement. Students who are dismissed from the program for academic reasons may not reenter the program at a later time.

Absence

Absences are not permitted in this program. Students are expected to attend all class meetings in person and online in each of the study areas and the applied research workshops. Regular interaction (classroom and online) provides program consistency and content enrichment.

Independent work and frequent online activity with the bulletin board, database, listserve, classmates, and faculty provide the instructional foundation for the distance delivery approach used in these programs. Active and regular participation is the key to success in distance education and is a required component of the program. Absence from any cluster meeting or scheduled online class session may result in termination from the program. There is no provision for readmission following dismissal for unsatisfactory attendance.

In the rare instance when an absence cannot be avoided, an equal and appropriate make-up experience/assignment, specified by the study area instructor, is to be completed within a designated period. Also, the student is responsible for obtaining all materials presented during the missed class meeting (online or on campus) and must provide to the cluster coordinator a summary of the class notes of two students. Cluster coordinators and instructors should be notified immediately if the student expects to be absent.

If a student is unable to attend a practicum workshop, the director of applied research should be contacted for a make-up experience.

Tardiness

Extended tardiness or early departure (more than 30 minutes online or on campus) is treated in the same manner as absence from a class session. Consistent tardiness or early departures must be discussed with the program dean and may lead to termination from the program.

Degree Requirements

To be eligible for graduation, the student must fulfill the following requirements:

- Completion of all admission requirements
- Completion of all study area, applied research, and Summer Institute requirements
- Current status in payments for tuition, fees, materials, and texts
- Submission of a follow-up questionnaire

At the conclusion of study and upon verification of completion of degree requirements, the student's name is submitted by the faculty to the board of trustees. The board officially confers the master's degree or doctoral degree for education. All students who have successfully completed program requirements and who have achieved degree conferral will be invited to participate in university commencement exercises held annually in June.

Dismissal

The program reserves the right to dismiss students at any time if it becomes obvious that they are not able to satisfy the program's scholarly requirements or if their academic behavior is reprehensible or unethical (e.g., cheating, plagiarizing, misrepresenting oneself). There is no provision for readmission following dismissal for unsatisfactory conduct.

Course Descriptions: The Study Areas

Distance Education and Leadership

ITDE 7007 Foundations of Distance Education (3 cr.)
An introduction to distance education. Major topics include the historical, theoretical, and philosophical foundations of distance education; an overview of distance education technologies; and an examination of effective techniques for teaching and learning within a distance education system.

ITDE 7001 Foundations of Leadership and Management (3 cr.)
An introduction to past and present models of leadership. Major topics include the current context for leadership, personal leadership styles, leadership in the workplace, and learning organization, and leadership in practice.

Research and Evaluation I

ITDE 7003 Principles and Practices of Research in Instructional Technology and Distance Education (3 cr.)
Major topics include research procedures appropriate for professionals in instructional technology and distance education, the research process, practical applications of research, research paradigms, statistics, and data analysis techniques.

ITDE 7004 Measurement and Evaluation (2 cr.)
Major topics include problems encountered in establishing validity and reliability, testing and measurement, evaluation techniques, and assessment.

Summer Institute I: Media and Technology

ITDE 7005 Instructional Media (3 cr.)
An introduction to the effective use of instructional media. Major topics include planning for instructional media use, visual communication, audio and motion media, as well as computers as tools for learning, and evaluating the effectiveness of instructional media.

ITDE 7006 Foundations of Instructional Technology (4 cr.)
An introduction to instructional technology. Major topics include the historical, theoretical, and philosophical foundations of instructional technology, the literature of instructional technology, and an examination of the status of instructional technology.

Instructional Design

ITDE 8001 Introduction to Instructional Design (3 cr.)
An introduction to the systematic design of instruction. Major topics include the assessment and analysis of "needs," performance improvement, the systematic design of instructional materials and events, and the formative and summative evaluation of instructional materials.

ITDE 8002 Instructional Development and Delivery (2 cr.)
An advanced course in the utilization of technology in instruction. Major topics include the assessment and development of instructional strategies, the integration of instructional technologies, tactics for instructional media selection, and the formative and summative evaluation of instructional technology utilization.

Applied Research

Master's Practicum:
The master's practicum in the Instructional Technology and Distance Education Program is a creative, problem-solving project designed to use technology and/or distance education to improve a situation or program. Students become active problem solvers in their professional settings through direct involvement

in strategies designed to address identified problems. The concept behind the practicum stems directly from the belief that leadership in all sectors requires action as well as reflective thought.

The practicum requires identification of a problem, design of a solution strategy, and implementation and evaluation of that strategy. Students are assigned advisers who provide guidance during the entire process. The practicum is required in the M.S. program.

ITDE 6012 Master's Practicum Proposal (5 cr.)
Students attend an orientation to the problem-solving process. Practicum requirements are explained. Following completion of the seminar, an adviser is assigned, and students begin preliminary work that includes identification of the problem in the professional setting or other organization and leads to the approval of a proposal that describes the problem, documents its existence, analyzes its causes, reviews related literature, sets goals and outcomes measures, and describes a 10-week, action-oriented plan in which the student, as change agent, will implement solution strategies. Completion of this course requires attendance at scheduled seminars and gaining approval of the practicum proposal.

ITDE 6013 Master's Practicum Report (4 cr.)
The student carries out the plan developed in ITDE 6012 to demonstrate the application of problem solving and leadership skills. At midpoint in implementation, a progress report is submitted. The effectiveness of the practicum is evaluated, and a written report is submitted that describes the entire experience.

Continuing Services: Master's Program

In order to qualify for continuing services a student must have a proposal approved by the 21st month. If the proposal is approved but the student has not completed all other aspects of the practicum by the 21st month in the program, continuing services are required.

ITDE 6016 Six-Month Master's Extension I

ITDE 6017 Six-Month Master's Extension II

Master's Program Complete

Research and Evaluation II

ITDE 8003 Research Methods, Design, and Analysis (3 cr.)
Major topics include research methodologies, research design, data analysis, review of varied approaches to educational research, organization and presentation of data, and application of research to work-related problems.

ITDE 8004 Seminar in Research Policies and Practices (2 cr.)
Major topics include critical policies, trends and ethical issues related to research, investigation of effective, empirically based research, and policy-to-practice issues.

Summer Institute II: Systems Design

ITDE 8005 Introduction to Instructional Systems (4 cr.)
An advanced course examining the application systems theory in education. Major topics include the past and present systems theories in education, research of educational and instructional systems, the application of systems theory in educational practice, and the integration of systems theory into pragmatic instructional design.

ITDE 8006 System Analysis and Design (3 cr.)
An introductory course providing skills for the analysis and design of educational and instructional systems. Major topics include the critical elements in the structure of distance education delivery system, the analysis of educational systems and instructional systems, the relationship of subsystems within an educational system, the design of an educational system, the design of instructional systems, and the evaluation and continuous improvement of a system.

Management and Applications of Instructional Technology and Distance Education

ITDE 8012 Managing and Evaluating Instructional Technology and Distance Education (3 cr.)
Major topics include theories and methods of planning, operating, and evaluating instructional technology and distance education, managing in educational and corporate settings, principles of staff training, proposal development, and legal issues.

ITDE 8013 Applications of Distance Education Technologies (2 cr.)
Major topics include an in-depth exploration of distance education technologies with emphasis on the Internet, use of video and audio-conferencing, selection of appropriate distance education technologies, impact of technologies used to deliver instruction at a distance, and assessment.

Summer Institute III: Technology Trends and Issues

ITDE 8009 Instructional Technology and Distance Education Trends (4 cr.)
Major topics include the synthesis of concepts, knowledge, and skills of the instructional technologist and distance educator, future trends in the field, strategic planning for the professional, refining of roles and responsibilities of the leader in the field.

ITDE 8010 Instructional Technology and Distance Education Issues (3 cr.)
Major topics include the role and responsibilities of groups and structures that support instructional technology and distance education programs, advisory groups, peer mentoring, consulting, program governing boards, strategies for encouraging corporate and foundation support, and grant writing.

Applied Leadership

ITDE 8011 Leadership and Power (3 cr.)
This course builds upon the concepts introduced in Foundations of Leadership and Management. Major topics include leadership domains, the leader's role in development, moral frameworks for leadership and decision making, and a synthesis of leadership development.

Applied Research

Doctoral Applied Dissertation:
The applied dissertation in the Instructional Technology and Distance Education Program is a creative, problem-solving project designed to use technology and/or distance education to improve a situation or program. Students become active problem solvers in their professional settings through direct involvement in strategies designed to address identified problems. The concept behind the applied dissertation stems directly from the belief that leadership in all sectors requires action as well as reflective thought.

The applied dissertation is a major project in which students solve problems of extensive scope and significance in their work settings and apply theory to practice. Students are assigned advisers who provide guidance during the entire process. The applied dissertation is required in the Ed.D. program.

ITDE 8016 Applied Dissertation Proposal (6 cr.)
Students attend an orientation to the problem-solving process. Applied dissertation requirements are explained. Following comple-

tion of the seminar, an adviser is assigned, and students begin preliminary work that includes identification of the problem in the professional setting or other organization and leads to the approval of a proposal that describes the problem, documents its existence, analyzes its causes, reviews related literature, sets goals and outcomes measures, and describes a 32-week, action-oriented plan in which the student, as change agent, will implement solution strategies. Completion of this course requires attendance at scheduled seminars and gaining approval of the applied dissertation proposal.

ITDE 8017 Applied Dissertation (9 cr.)
The student carries out the plan developed in ITDE 8016 to demonstrate the application of problem-solving and leadership skills. At midpoint in implementation, a progress report is submitted. The effectiveness of the applied dissertation is evaluated, and a written report is submitted that describes the entire experience.

Continuing Services: Doctoral Program

In order to qualify for continuing services a student must have a proposal approved by the 36th month. If the proposal is approved but the student has not completed all other aspects of the applied dissertation by the 36th month in the program, continuing services are required.

ITDE 8018 Six-Month Doctoral Extension I

ITDE 8019 Six-Month Doctoral Extension II

ITDE 8020 Six-Month Doctoral Extension III

Active ITDE Clusters and Cluster Coordinators

ITDE Cluster No. 4
Dori Neuwirth, Ed.D.
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National Ed.D. Program for Educational Leaders

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NATIONAL Ed.D. PROGRAM FOR EDUCATIONAL LEADERS

Mission Statement

The mission of the National Ed.D. Program for Educational Leaders is to provide practicing administrators the opportunity to acquire knowledge and develop effective leadership to foster innovative and productive learning environments.

Goals

To improve schools and other learning environments through the leadership of program participants and graduates

- To enable participants to expand their administrative competence and model visionary leadership
- To assist participants in the creation and implementation of individual leadership development plans
- To advocate and implement educational improvement using:
  - informed action research
  - effective application of change theory
  - collaborative decision making and strategic planning
  - risk and creativity
  - appropriate evaluation
- To identify and address contemporary and future educational issues in a changing world
- To promote professional networking

The Program

The program's intention is to help participants develop leadership skills that they will apply to the solution of real problems in schools and other learning environments. The planning and implementation of projects based on these problems are innovative and essential expectations of the program. The education systems in which program participants are administrators constitute an international laboratory in which interventions are explored, tested, implemented, evaluated, and shared.

Leadership requires a broad knowledge of social, political, and economic forces at work in society. A narrow concentration on mechanical or logistical issues tends to perpetuate parochialism and traditionalism. The program, therefore, draws outstanding scholars and practitioners from a variety of universities and educational systems to provide a global perspective and bring international, national, and campus resources to the participants and their local communities. Leadership growth also requires self-analysis and reflection; it is a learning activity that benefits from experience. The program devotes considerable attention to leadership assessment and development by participants in their work settings.

The organization of the program is designed for participants to work with colleagues in local clusters. This concept of bringing the campus to a cohort of administrators allows individuals to participate in an accessible location and in a program of study that complements their work responsibility. The cohort of practicing school leaders provides a rich resource for ongoing school and self-improvement. Innovative uses of technology bring additional resources to the local cluster site and school systems. All participants have access to online communication with each other and with the faculty, and to a vast array of library and other information sources, including the Internet and the World Wide Web. From this cluster organizational pattern, interactive networks evolve to serve participants long after graduation.

Annual Summer Institutes bring participants together to explore professional issues and practices with one another, and with leaders in politics, education, business, and other human services. There is no experience in graduate education equivalent to the Educational Leaders' Summer Institute.

The National Ed.D. Program for Educational Leaders has become a model of nontraditional, adult-oriented graduate education for many other institutions nationally and abroad. We are committed to maintaining its preeminent position as a leadership program created to assist those who will be responsible for shaping educational excellence in the 21st century.

Participants and the Cluster Concept

Participants

The Fischler Graduate School of Education and Human Services makes use of the term "student" throughout all of its programs. However, since 1972, the term "participant" has been used to refer to administrators admitted to the National Ed.D. Program for Educational Leaders. The term was chosen because it reflects the spirit of cooperative learning that characterizes the program. It is descriptive of the relationship between the learner and the program. Participants are adult learners and expect full involvement in all aspects of their graduate experience and professional growth.

Site Administrators

Each cluster is under the direction of a site administrator who provides overall direction and leadership to the cluster. The administrator serves many roles: advocate for participants; liaison with the program staff and national faculty; identifier of local resources; stimulator of cluster activities; and general manager of the cluster. Site administrators serve as personal and professional resources to participants and provide academic counseling when needed.

Local Clusters

The local cluster is a key organizational and educational component of the program. Organizationally, a cluster is a cohort of about 20 administrators, living and working in proximity to one another, who enroll in the program at a given time. Educationally, the cluster is a cohort of teachers and learners organized to share their professional expertise, to provide support and encouragement, and to further relationships that will facilitate their school-improvement efforts, long after they have graduated.

The local cluster meets formally with national faculty members as scheduled and with the program staff and local resource people as arranged. Doctoral residency is defined as continuous enrollment for one calendar year.

Admission Requirements

Admission to the program requires a master's degree with at least a 3.0 GPA from an accredited institution; current employment in the administration of (or in consultation with) a school (prekindergarten through 12th grade public and nonpublic school or school system); a writing sample; administrative certification (when appropriate); results of the Miller Analogies Test (MAT) taken within the past five years; and one letter of recommendation from a supervisor knowledgeable about the applicant's administrative performance and leadership. In addition, candidates must have the authority and the latitude to conduct action research projects designed to improve education in their own school or school system.

Each applicant must submit the following credentials:

- Completed application form with $50 registration fee
- Official bachelor's degree and master's degree transcripts
- One letter of recommendation (from a supervisor)
- Official job description
- A current professional resume
- UNIX account form
- Writing sample
- Letter of understanding
- Application supplement for Georgia and South Carolina (if applicable)
- Results of the Miller Analogies Test (MAT) taken within the past five years

Applicants will be required to complete a preadmissions interview.

Applications are received and considered throughout the calendar year. Clusters begin when there is a sufficient number of admitted applicants at a given instructional site.

International Participant Admission

Prospective international participants who completed degrees at universities outside of the U.S. must have the degrees evaluated by an NSU-approved evaluation service. Applications for such an evaluation are available from the FGSEHS admissions office at 800-986-3223, ext. 1561 or (954) 262-1561. The prospective participant is responsible for all fees incurred for this evaluation.

To Apply

Application materials and other information may be obtained from the program office. Questions can be answered by contacting:

In the U.S. and Canada:
800-986-3223, ext. 8580
Broward: (954) 262-8580
Fax: (954) 262-3906

Office hours are 8:30 a.m. to 5:00 p.m. EST,
Monday through Friday
Email: *edlinfo@nova.edu*
Web site: *http://edl.nova.edu*

In Nevada the university's hours of operation are Monday to Friday, 1:00–5:00 p.m., and Saturday 8:00 a.m.–6:00 p.m. during class time. For registration periods, drop/add dates, and term dates, please refer to the student handbook or schedule. The university does not provide placement services. For information concerning student conduct policy including the attendance policy, please refer to the student handbook.

Transfer of Credits

A maximum of six semester hours of credit will be considered for transfer if the credit was earned within three calendar years of the request for transfer; the credit was earned as a matriculated participant in a regionally accredited doctoral program; and the content of courses being requested for transfer was equivalent in content to Educational Leaders study areas. Request for transfer credits must occur at the time of application.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Participants who wish to transfer credits should contact the admissions office of the receiving school for information.

Certification

Enrollment in the National Ed.D. Program for Educational Leaders is intended for practicing school administrators. Therefore, applicants must hold certification appropriate to their present administrative position. Certification requirements for administrative positions vary greatly from state to state, and the program does not guarantee that earning the Nova Southeastern University Educational Leaders doctorate will fully satisfy certification requirements for any specific position. Questions about certification should be directed to individual state departments of education. These offices are familiar with the requirements and courses needed for specific endorsements within individual state guidelines.

Technology

All participants must have daily access to a computer with a modem, a Web browser, and must also secure their own Internet service provider (ISP). Upon admission to the program, participants receive a UNIX computer account with the university. Through the World Wide Web, participants have access to information about the National Ed.D. Program for Educational Leaders and its activities (*http://edl.nova.edu*). Through their UNIX accounts they have access to the Einstein Library at the university and its distance library services, ERIC and other information databases, and interlibrary services.

Technology training is conducted when needed, at the local sites at the start of a new cluster. Some training is also provided during the Summer Institutes and through cluster activities.

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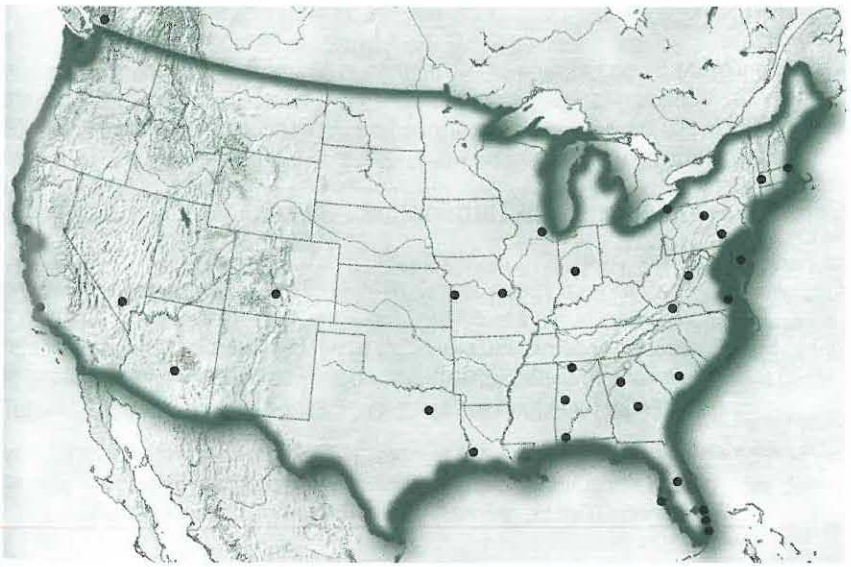

Academic Requirements

Graduation Requirements

To graduate, a participant must: (1) pass all study areas; (2) complete all Field Study projects; (3) attend two Summer Institutes and successfully complete Institute requirements; (4) successfully complete a comprehensive examination; and (5) meet all financial obligations to the university.

Establishing a Degree Concentration

The major for all participants in the National Ed.D. Program is Educational Leadership. Participants starting in or after the fall of 2000 also have the opportunity to choose a degree concentration. In this program, a concentration is defined as an area within the broader area of Educational Leadership in which the participant has done in-depth work and has gained specialized knowledge and experience. The concentration can be in any area related to educational administration (e.g., finance, urban education, nonpublic education, instructional leadership, etc.). To meet the requirements for a degree concentration, participants, with the assistance of their advisers, will complete the required Independent Specialization and, as part of their dissertation requirement, initiate and complete a practicum, which directly demonstrates additional achievement in the specialization area. The Independent Specialization can be combined with the practicum to create a degree concentration of 19 credits that will be entered on the transcript. Participants pursuing a concentration, therefore, will complete the Independent Specialization, which requires a project and a product, in addition to a related practicum.

Program Progress

Grading System

A "pass/no pass" grading system is used in Field Study, study areas, and Summer Institutes. Participants must earn a grade of "pass" in every study area, every Field Study seminar and product, and both Summer Institutes in order to graduate.

Participants are evaluated on the basis of examinations, projects, and papers.

Policy on Grades

After evaluating submitted work, the Senior National Faculty will award a grade of "pass," "incomplete," or "no pass." The grade of "pass" is awarded to work that fully meets the expectations of the Senior National Faculty. The grade of "incomplete" will be assigned to work that partially meets the expectations of the Senior National Faculty, but needs further evidence of performance. An "incomplete" contract will specify what the participant must do to receive a "pass" grade. The grade of "no pass" will be assigned to work that does not meet the expectations of the Senior National Faculty.

If a participant receives a "no pass," he or she must enroll in the study area for a second time. Arrangements for retaking the study area are made with the program office, the local site administrator, and the site administrator at the site where the course will be taken. The participant assumes all travel costs. An additional tuition payment equaling one-fourth of the regular tuition charged for the term will be collected prior to the participant retaking the study area. In the event a "no pass" is received after retaking the study area, the participant will be dismissed from the program.

A participant may retake only two study areas; receiving a "no pass" in a third study area on the first attempt results in dismissal from the program.

Participants who partially meet the expectations of Senior National Faculty must fully meet those expectations by the date stipulated by the faculty or no later than three months after receiving a grade of "incomplete." Failure to do so will result in the grade of "incomplete" becoming a "no pass."

Time Requirements

During the years in which participants are taking required study areas in the program, they are considered full-time. Thereafter, a participant is considered half-time.

In order to maintain satisfactory academic progress, a participant must show evidence of achievement in the study areas, Field Study, and Summer Institutes.

The formal instruction component of the program is designed to be completed in a minimum of two years. Many participants however, require more time. Participants must complete the program within a maximum of five calendar years from the cluster start date.

Withdrawal

The National Ed.D. Program for Educational Leaders is designed as a continuous enrollment program. At times, however, personal and professional commitments and responsibilities prevent a participant from devoting sufficient time and attention to academic endeavors. When this occurs, withdrawing from the program for at least three months should be considered. It allows time to focus on external issues that could jeopardize academic standing.

Contact the program dean in writing to request a withdrawal.

Monitoring Program Progress

Monitoring first occurs at the conclusion of 12 months in the program. Participants who have not successfully completed all first-year study area and Field Study requirements at the end of 12 months are subject to dismissal.

After 24 months in the program, all participants' work is again reviewed. If the quality of work produced leads to the conclusion that the participant is unlikely to complete the program, he or she will be subject to dismissal.

At the 36th month in the program, participants are expected to have completed all study areas, to have completed, at a minimum, a practicum proposal, and to have received credit for two Summer Institutes. Participants who have not met these requirements will be subject to dismissal.

At the conclusion of 48 months in the program, a fourth review is conducted. Participants so deficient in meeting program requirements that they may not complete all components of the program within 12 months are dismissed.

Dismissal and Termination Policies

Dismissal

The program reserves the right to dismiss any participant whose tuition accounts are seriously in arrears. In addition, any participant whose academic and practicum performance indicates that he or she will not complete the program requirements within the five-year time limit may be subject to dismissal.

Any participant, who has been dismissed from the program, may seek reinstatement at the behest of the program dean only. Should reinstatement be granted, the participant must pay a $300 fee.

Termination

A participant who violates any facet of the Nova Southeastern University Code of Student Conduct and Academic Responsibility are subject to immediate suspension pending a hearing on charges of academic conduct or supplementary standard violation. Any participant found guilty of a violation of academic conduct, or supplementary standards will be subject to disciplinary action, including termination from the program.

In addition, a participant may retake only two study areas in which a grade of "no pass" has been received. Receiving a "no pass" in a third study area will result in termination from the program. Failing a study area twice will also result in termination.

Appeals and Grievance Policy

Any participant who has been terminated from the program may file an appeal for reinstatement. Forms may be obtained from the program office. Additionally, the participant must indicate in writing to the program dean his or her reasons for requesting an appeals review. Should the appeals review deny reinstatement to a participant, he or she can file a formal grievance with the Fischler Graduate School of Education and Human Services Dean of Student Services and Admissions. Grievance forms are available from that office.

Attendance

Participants are required to attend all of the seminars in all study areas and meetings for examinations on dates established during the academic year. Should an absence be unavoidable, participants must make up the session at another cluster site.

Participants should notify the site administrator immediately if an absence is anticipated. The site administrator will provide information and explain procedures for making up a session at a different cluster site.

Tardiness

Extended tardiness or early departure (more than 30 minutes) is treated in the same manner as absence from a class session. Extended tardiness or early departure must be discussed with the site administrator, who will present the issue to the program dean.

Tuition and Fees

Tuition

Tuition for clusters that open in the fall 2000 term will be $13,584 per year or $3,396 per term plus a $20 registration fee. (This tuition rate may be subject to change yearly.) The $3,396 will be charged for eight consecutive terms. The formal instruction will be completed in two years and continuing services fees will start during the third year of the program and will continue until the participant graduates. Continuing services fees are $1,500 per term.

Tuition will be $9,056 per year for clusters that started prior to fall 2000, or $2,264 per term, plus a $20 registration fee. The $2,284 will be charged for 12 consecutive terms.

Tuition and fees are due at time of registration.

Tuition and fees are subject to change without notice.

Application Fee

A one-time nonrefundable application fee of $50 is required and must accompany the complete application.

Editing Fee

Once a final practicum report has been approved by the committee chair for matters of content, and the chair has signed the approval page, the approved final report is sent by the chair to the program editor who ensures that it conforms to all program standards for form and style before it is sent to the program dean for the final signature on the approval page. If the report has only a few minor errors (12-15 pages), the pages are returned to the participant for correction and there is no charge involved. If, however, the report contains many errors (more than 15 pages), or errors are of serious nature (i.e., incorrect or missing citations and references), the participant is billed a $350 fee by the program office and the entire report is returned to the participant for revision.

Textbooks

Participants will purchase required textbooks and appropriate books and learning resources. These expenses are not covered in the materials fee.

Transcript Fees

The first transcript after graduation is provided free of charge. Subsequent transcripts cost $5 each, payable in advance. Requests for transcripts must be made in writing to the university registrar.

Graduation Fees

A $75 application-for-degree fee is required and must be paid prior to graduation. If a graduate participates in commencement exercises, there is an additional cap-and-gown fee.

Summer Institute Costs

Attendance at two Summer Institutes is required for graduation. Participants must pay their own transportation and living expenses associated with attendance at the Summer Institute.

Tuition Hold

A tuition hold is placed on program services (e.g., advising, posting of grades, or releasing of transcripts) for participants whose tuition has not been paid. Registrations will be rejected, and participants will not be entitled to attend any lectures until their account is in good standing. Participants whose accounts are seriously in arrears will be dismissed from the program.

Reentry Fees

A request for reentry following dismissal for nonpayment of tuition and fees, must be requested in writing, for a review by the Academic Affairs Committee. If approved, a $300 fee will be charged and the participant will be subject to the rules and regulations concerning reentry in effect at the time of reinstatement. Participants who are terminated from the program for academic reasons may not reenter the program at a later time. (See also "Grievances" under Policies Governing Student Relations in this catalog and the National Ed.D. Program for Educational Leaders Participant Handbook, regarding grievance procedures.)

Credits

Upon completion of the program, each graduate will have earned the following credits:

Study Areas

Administrative Problems and Research	2 credit hours
Administrative Methods of Inquiry	3 credit hours
Creating Learning Communities	4 credit hours
Educational Leadership Appraisal	3 credit hours
Educational Leadership and Change	3 credit hours
Evaluation	3 credit hours
Field Study Seminar 1	1 credit hour
Field Study Seminar 2	1 credit hour
Field Study Seminar 3	1 credit hour
Field Study Seminar 4	1 credit hour
Financial, Political, and Legal Systems	5 credit hours
Independent Specialization	3 credit hours
Leadership Communication and Interpersonal Relations	2 credit hours
Study Area Total	**32 credit hours**

Field Study Products

Leadership Self-Analysis	2 credit hours
Human Resource Plan	2 credit hours
Evaluation Plan	2 credit hours
Independent Specialization Project	2 credit hours
Practicum Proposal	6 credit hours
Practicum Implementation Report	8 credit hours
Reflection and Vision	6 credit hours
Field Study Products Total	**28 credit hours**

Summer Institutes

Summer Institute 1	3 credit hours
Summer Institute 2	3 credit hours
Summer Institute Total	**6 credit hours**
Total number of credit hours required for graduation	**66 Credit Hours**

Study Areas

General Description

The need for school leaders to have a broad understanding of the complex problems faced by school and society is critical to the selection of the specific substantive study areas required by Nova Southeastern University's National Ed.D. Program for Educational Leaders. The study areas are chosen in order to provide administrators with sufficient information and conceptual resources to improve school systems and individual schools. Consequently, the instructional program may not be appropriate for all persons seeking graduate preparation. Those, for example, who are interested in careers as basic researchers or specialists in educational technology, school business, law, or other specific curricular areas will find that other graduate programs are more appropriate for their needs.

Each study area is conceived to enhance leadership competence and to provide breadth and interdisciplinary understanding. Each is considered from local, state, and national points of view, and each is sufficiently flexible to accommodate special objectives of individual participants.

One of the most effective ways to address issues is by means of instructional learning groups (a subgroup of local participants). Meeting outside of class time offers participants the opportunity to discuss themes, share ideas, and assist each other through the study materials, as well as to talk openly about the concepts and issues pertinent to their districts. Participants who regularly engage in subgroup activities have higher degrees of success in the program; therefore, participation is a program requirement.

National Faculty members with rich backgrounds of academic achievement and practical experience provide formal instruction. Working with the program office personnel, the Senior National Faculty member in each study area designs the program of study, selects and monitors the performances of National Faculty members, and evaluates participants. Formal instruction is conducted in daylong intensive seminars under the general direction of the Senior National Faculty. A month of independent study and cluster and subcluster work precedes, and intervenes between, the appearances of faculty members at a cluster. Such activities often go on for a month after the last seminar in a study area.

Instructional activities are designed to offer a historical perspective and a critique of the theoretical literature as well as current developments in a field. Although the seminars include such substantive information, the emphasis is on development of perspectives and insights that help both the participant and the cluster to proceed on their own. Exploration of value-related questions is vital to all discussions. The study areas impose no dogmas on participants, but the faculty members are explicit about their own value positions. The faculty requires participants to think through, articulate, and defend their own value positions on crucial questions.

EDL 8401 Administrative Problems and Research (2 cr.)

Charles M. Achilles, Ed.D.
Senior National Faculty

General Description. Administrators' time is limited. They are called on to make many decisions—usually rapidly—to resolve problems and issues, and to speak as experts on many education topics. Administrators need to work on important problems and understand the available research and issues so they can respond critically. Administrative Problems and Research is designed to assist education administrators to: 1) improve their critical thinking; 2) identify and

refine administratively-mutable problems facing educators; 3) seek and use important education research that will help them substantiate problems and understand the steps others have taken to resolve similar problems. Participants will learn how to collect and summarize research-based evidence to support decisions they may choose to take to resolve problems in their particular settings. The focus of the study area is on problem identification and analysis, analyzing research (an administrator should be a sophisticated and critical consumer of research), and developing research/literature reviews to help provide approaches to problems and potential solutions.

Instructional Methods and Materials. Prior to each session, participants will complete the readings and pre-assignment work as specified in the *Study Guide* or in memos. Class activities focus on procedures for identifying and refining problems that impede education improvement, and on building a research and literature review to assist problem-analyses tasks.

Several texts, articles, cases, and exercises will be the backbone of each of two seminars. During the seminars, participants will share and critique each other's works. By the second seminar, participants will refine a problem area identified previously and develop a research/literature review that provides guidelines and direction for action. Emphasis will be on knowing and selecting high-quality research to support positions taken. Understanding the critique process will sharpen analysis skills.

A text, supplemental reading, handouts, the *Study Guide*, and materials distributed prior to or in classes will be the readings. The current text is Achilles, C. M., Reynolds, J. S., and Achilles, S. H. (1997) *Problem Analysis: Responding to School Complexity*. Larchmont, NY: Eye on Education.

Evaluation Process. Participant evaluation will have two parts. Knowledge and skills developed in the study area should provide the basis for each participant to complete a substantial product of value. The product will have two parts: 1) a well formulated education problem of concern to the participant, and 2) a carefully structured research/literature review supporting the problem and the alternative(s) that the participant might recommend to alleviate the problem.

The second part of the evaluation process may be either an examination on key concepts that underlie the study area or a second written assignment (such as a narrative critique).

Faculty will attend to form and style, as well as to content both in pre-assignments and in the evaluation efforts.

National Faculty: Gypsy Abbott, Ph.D., Emil Haller, Ph.D., Christopher Roellke, Ph.D., and John Sipple, Ph.D.

EDL 8451 Administrative Methods of Inquiry (3 cr.)

George Letchworth, Ph.D.
Senior National Faculty

General Description. This study area has been designed to extend and deepen the understandings participants received in a previous study area, Administrative Problems and Research. The syllabus for each course was designed specifically to enhance administrators' skills as sophisticated, cynical, consumers of educational research. The two study areas have been planned to build on a common conception of research as it relates to the educational practitioner and to enable participants to use some of the assignments and readings of the earlier course.

This study area has two broad purposes. First, it is intended to provide participants with a basic understanding of quantitative and qualitative research concepts and to use these understandings to become more proficient in understanding and using educational research. Second, participants will be given opportunities to use these methods of inquiry to collect data which will further their understanding of the problem that they identified during the earlier study area of Administrative Problems and Research.

We strongly believe that research can play an important role in the administrator's quest for finding and developing programs and strategies to improve the quality of instruction that the students under their charge are entitled to receive. We also believe that the administrator has an important responsibility to acquire knowledge and skills that will enable him or her to use research intelligently and to be able to extend that research into the school setting. While we believe these skills will enable participants to successfully undertake a school improvement project as a culminating activity of the program, we are more concerned that these skills will enable them to design and complete the continuing tasks of adapting programs and policies to improve teaching and learning in their schools.

Instructional Methods and Materials. Each session will require the completion of specific requirements prior to the session. These assignments will be done individually and in groups. Emphasis will be placed on critiquing research articles and relating quantitative and qualitative research techniques to problems in the participants' schools and school districts. Each session will consist of presentations by the faculty on methods of inquiry, discussion of this material and review of written assignments in small groups, and the formation of action groups to work on study area projects.

Evaluation. Within one month after completing the module, participants must submit a final draft of an individual research project. This project will be developed in each of the three sessions. Participants will also take a multiple-choice exam covering the basic concepts taught in the study area. Each requirement will account for 50 percent of the study area grade.

National Faculty: Paul F. Klein, Ph.D. Shirley R. Lal, Ph.D., George Letchworth, Ph.D., James McNamara, Ph.D., Glyna Olson, Ph.D. and Robert Terry, Ph.D.

EDL 8471 Creating Learning Communities (4 cr.)

Dale L. Brubaker, Ph.D.
Senior National Faculty

General Description. The new millennium calls for educational leaders who create organizations that foster the learning of participants, parents, educators, and others interested in schools and schooling. Fortunately, the need for such leaders is being increasingly recognized by researchers and authors like Seymour Sarason and Peter Senge. Without the awe, wonder, and amazement associated with learning, schools and school systems become static bureaucracies. This study area is based on the premise that professional development is ultimately personal development. The learning conditions that should exist for participants must also exist for educators. And it is formally appointed educational leaders who set the tone for achieving these conditions. Thus, participants in this program must understand learning theory as it meets the unique needs and motivations of both K–12 students and the adults who work with them.

Participants learn to assess the history and culture of educational organizations: What can go right and wrong as learning settings are created and why? The hallmark of the leader who creates learning organizations is the ability to describe what has been done, what is done, what should be done, and what can be done within a democratic, ethical framework. The educational leader who values the creation of learning settings gives attention to both opportunity and responsibility, two forces that sometimes seem at odds with each other in our society. For example, this study area recognizes the fundamental tension that today's school and school system instructional leaders face in trying to reconcile accountability measures that can promote standardization with developmental needs and interests of participants and educators. A major purpose of this study area is to critique this dilemma in light of curricular and instructional designs and development and their appropriate assessment and evaluation systems.

Instructional Methods and Materials. As faculty members in this study area, we believe that we have an obligation to spell out views and commitments on critical issues facing the educational leader who sets the tone for creating learning organizations. One major vehicle for doing this is books and articles we have written; assigned readings prior to our meeting with participants. During the lecture, however, we use any diverse instructional methods and materials that invite participants to share their experiences, views, and commitments. Case studies, dramatic presentations, dialogue and audio and video materials are some of the methods and materials used. Instruction must be connected to participants' work in schools.

Evaluation. Several formative evaluation devices are used during the lectures. An examination consisting of a participant written case study of a reform effort focusing on the creation of a learning organization in which the participant works gives the participant practice for implementing school innovation as well as for researching and writing to support dissertation requirements.

National Faculty: Ceola Ross Baber, Ph.D., Patricia Burns, Ph.D., John Goonen, Ed.D., Ted Hipple, Ph.D., Cynthia Norris, Ed.D., William Schubert, Ph.D., and Deborah Wortham, Ed.D.

EDL 8481 Educational Leadership Appraisal (3 cr.)

Allan B. Ellis, Ed.D.
Senior National Faculty

General Description. While every facet of the National Ed.D. Program for Educational Leaders is concerned with educational leadership, the particular focus of this study area is on procedures for the observation and depiction of leadership behavior in terms of its principle dimensions. The purposes here are to encourage participants to monitor their own leadership behavior and to assist them in the formulation of personal strategies for their continual development as leaders. To achieve these ends, this study area focuses on three areas: the systematic observation and categorization of leadership behavior; the application of this process by each participant to a detailed self-assessment; and the generation by each participant, of an agenda for professional growth.

Instructional Methods and Materials. The primary mechanism for accomplishing this highly personal self-examination by each participant of his or her own leadership proclivities is a system called Educational Leadership Appraisal (ELA). ELA consists of a set of leadership dimensions; a comprehensive collection of problems, exercises, situations, simulations, and the like, based on these dimensions; and a carefully established procedure for observing and rating leadership performance. Prior to meeting with the national faculty, each participant will perform various ELA exercises. Then, a major portion of each cluster session will be devoted to a detailed review and examination of each ELA exercise. Each participant will become proficient in relating specific behavior to specific leadership dimensions, thereby developing the skills necessary for performing a rich self-appraisal.

The faculty and the participants will also engage in discussions, readings, analyses, laboratory-like training sessions, and small group projects.

Evaluation Process. The National Faculty of this study area will not evaluate or judge the leadership strengths and weaknesses of the participants; that is the responsibility of the participants themselves. Evaluation will center on the participant's ability to observe and support judgments of the leadership behavior of others, the scope and detail of the self-appraisal, the quality of proposed strategies for personal development, and the depth of analysis of readings and transcriptions.

National Faculty: Bruce E. Bovard, Ph.D., Ross Danis, Ed.D., Paulette A. Ebbs, Ed.D., Maureen Fitzpatrick, Ph.D., Donald Mohler, Ed.D., Sybil Nadel, Ed.D., and Sharon A. Santilli, Ed.D.

EDL 8441 Educational Leadership and Change (3 cr.)

M. Donald Thomas, Ed.D.
Senior National Faculty

General Description. According to Ronald Hiefetz in *Leadership Without Easy Answers*, "Leadership is a razor's edge because one has to oversee a period of social disequilibrium during which people confront the contradictions of their lives and communities and adjust their values and behavior to accommodate new realities." Educational leaders not only provide stability in an environment of instability, they often provide needed instability in environments of extended stability. This is the paradox of leadership at the millennium. They must, as Diane Ravitch stated, "hold in balance ideals that coexist in tension: equality and excellence." Leaders can do this by first understanding the assumptions that support their management behavior and leadership decisions. The "tools of inquiry" already learned in the study area, Educational Leadership Appraisal, will serve as a basis for this self-understanding in context. Effective leadership is adaptive and situational and builds on an anthropological understanding of the organizational culture. Leadership does not occur in a vacuum. There are legal and moral limits that define leadership acts.

Schooling is the vehicle that protects the core values of a democratic society. Thus, the school leader must possess the skills to articulate an educational vision, to establish creative decision making, and to foster continuous personal, professional, organizational, and systemic growth and improvement. The leader must be able to act in a variety of demanding situations. In fact, leaders often have to identify the adaptive challenges that a community must confront, no matter how difficult. The leader must, as John Updike wrote, "take on the woe of a people" in order to advance education to a higher level.

This study area recognizes the need to know oneself, to appreciate leadership theory, and to apply leadership principles to influence educational decisions. Participants will be required to distinguish between problems and solutions, between preferences and principles, and between fads and researched strategies. They will appreciate the complexity of educational environments and understand the conditions that motivate individuals to contribute their best. Participants are expected to initiate projects that build on the knowledge base provided by this study area.

Instructional Methods and Materials. Presenters in this study area require a review of the leadership literature prior to each seminar.

Specific leadership books, articles, and video materials that are timely and based on research will be suggested. Some of this preparatory work will be required in subcluster study groups. Class sessions will involve a series of group activities that provide participants the opportunity to apply leadership theory to simulated educational conditions in a variety of complex situations. Such simulations deal with the change process, values, and educational effectiveness; all related to current and future educational, political, and financial issues.

Evaluation Process: Participants will be evaluated by submission of a portfolio of materials including:

- A review of the leadership literature
- A case study on the application of leadership theory
- A personal essay from a choice of topics

National Faculty: William Bainbridge, Ph.D., Larry D. Coble, Ed.D., Ross Danis, Ed.D., Karen Dyer, Ed.D., Ronald Epps, Ph.D., Terry Grier, Ed.D., Donald Lueder, Ph.D., and Joan Vydra, Ed.D.

EDL 8421 Evaluation (3 cr.)

Donna L. Sundre, Ed.D.
Senior National Faculty

General Description: Evaluation, at its most essential level, involves judging the merit or worth of an educational program, project, product, person, or policy. The focus of this study area is on program evaluation, many principles and procedures of which also apply to other evaluation contexts. The goal is to help develop participants into active collaborators in the evaluation process, as well as give them the tools to judge the value of an evaluation itself. Whether the task is designing an internal evaluation of a local program, contracting for an external evaluation at the district level, or critically reviewing an evaluation report as a basis for making an administrative decision, this study area offers important leadership preparation.

Three content areas—Evaluation Methods and Procedures, Key Concepts of Evaluation, and Tools of Inquiry—are designed for effective presentation in any order. Methods and Procedures takes participants through the steps of the evaluation process, from evaluability assessment and other preparatory planning to selecting evaluation questions and facilitating effective use of findings. Key Concepts gives participants a framework for analyzing the ingredients that define all evaluation and provide a framework for meta-evaluation. Tools of Inquiry provides a consumer perspective on the appropriate use of measurement and statistical procedures. A team of five National Faculty members supports delivery of the three sessions.

Instructional Methods and Materials: The study area builds on preparatory readings and exercises completed by participants prior to each session. There is a primary text for each of the three sessions, and application exercises accompanying each text are given either in the text itself or in the study guide. On-site instruction features a combination of lectures, large group discussions, and small group exercises. Participants will find the topics of this study area relate well to their on-site projects.

Evaluation Process: Participant preparation and entry-level understanding, assessed through a series of warm-up exercises at the beginning of each of the three sessions, provides feedback throughout the course on learning progress, and will contribute as much as 20 percent toward the final course grade. Mastery of study-area content is assessed via a final examination that is keyed to the required readings and to the lecture portions of the three sessions. The examination is comprised of two sections. Part I provides a series of short-answer items, and includes a number of the warm-up exercises experienced earlier. Part II emphasizes application of evaluation concepts, procedures, and tools to illustrative educational settings and problems. The final examination contributes 80 percent to the final course grade decision.

National Faculty: Jody L. Fitzpatrick, Ph.D., Margaret Jorgensen, Ph.D., Karen E. Kirkhart, Ph.D., Michael Morris, Ph.D., and Dianna L. Newman, Ph.D.

EDL 9401–9404 Field Study Seminars (4 cr.)

Donald D. Gainey, Ed.D.
Senior National Faculty

General Description: The Field Study seminars are designed to support program participants by providing opportunities for the development of skills and acquisition of knowledge necessary to meet dissertation requirements. Strategically scheduled throughout the program the Field Study Seminars will assist program participants to integrate and align the knowledge and skills they attain in the various study areas with the day-to-day management and operation of schools. The Field Study products require participants to identify real problems within their work setting and to eventually devise strategies for their resolution. The skill and knowledge areas that are key components of Field Study include: critical thinking and writing; gathering and analyzing information; reviewing professional literature and research; program evaluation; the culture of schools; organizational change; and action research.

Much of the time in the Field Study Seminar is devoted to the analysis of participants' work settings and the identification of opportunities for the improvement of education. However, one of the most important goals of this study area is the development of thinking and writing skills.

Instructional Methods and Materials. Prior to each of the seminar sessions, participants complete a series of assignments designed to provide opportunities for practice in, and application of, the skill and knowledge areas mentioned in the above general description.

In the seminars, several textbooks and a variety of materials, detailed in the Field Study Seminars general study guide are used as a basis for discussions on a range of topics, including educational innovation and change, and applied educational and qualitative research. Participants will become familiar with the use of the American Psychological Association (APA) Publication Manual and the NSU Program Form and Style Guide (FSG) in the preparation of written products.

Evaluation Process: In an attempt to move toward a more authentic means of assessment, participants in the Field Study area are evaluated on the basis of a series of Field Study products. At each stage, written feedback is provided by the Field Study faculty concerning the quality of participants' work. After revisions, the final document is a summative evaluation of the Field Studies Seminar.

Each milestone is potentially a point at which intervention could take place for participants experiencing difficulty in writing

and/or academic skills, completion of assignments, and program progress.

National Faculty: Charles M. Achilles, Ed.D., Charles D. Amuso, Ed.D., Lucille Beisner, Ph.D., Bruce E. Bovard, Ph.D., Charles L. Faires, Ph.D., David Hinojosa, Ed.D., Anne W. Joslin, Ph.D., John Kellmayer, Ed.D., Shirley R. Lal, Ph.D., Larry McNeal, Ph.D., John S. Reynolds, Ed.D., and Sharon A. Santilli, Ed.D.

EDL 8432 Financial, Political, and Legal Systems (5 cr.)

Michael J. Murphy, Ph.D.

Richard A. Rossmiller, Ph. D.
Senior National Faculty

General Description: Schools operate within a complex web of legal, financial, curricular and instructional policies established by local, state, and federal statutes, rules, and regulations. If educational leaders are to be persuasive advocates for children, they must not only be thoroughly familiar with the policies and legalities that affect school and district operations; they also must understand how to participate effectively in the development of such policies.

This study area deals with the political aspects of educational policy and finance and with the acquisition, distribution, and use of money and other resources in school districts and schools. It aims to give participants the analytical skills necessary for effective involvement in the policy systems that impact on schools at all levels of government. The literature of political science introduces participants to concepts and analytic frameworks they will be able to apply in their roles as educational leaders. Educational policy systems at all levels of government—federal, state, and local—are considered with special attention to the micropolitical systems of education and existing legal authority, structure, and restraints. Analytic tools and substantive information drawn from economics, law, and accounting are used to acquaint educational leaders with problems and issues in school finance with emphasis placed on sources of revenue, fiscal planing and budgeting, and revenue distribution in school districts and schools. The study area is designed to acquaint educational leaders with the state and federal programs from which schools draw resources and the interaction between state regulations and judicial decisions. Contemporary policy issues such as vouchers, charter schools, and site-based management and budgeting are used to illustrate the social, legal, economic, and political forces that impinge on the development of educational policy.

Instructional Methods and Materials: Books dealing with educational policy and finance and supplementary materials drawn from recent journal articles on topics of interest are assigned as reading prior to class sessions, often with short written assignments relating the subject matter to participants' school or school district. Lectures, case studies, computational exercises, and small group activities, together with incidents drawn from the personal experiences of participants, are used to focus class sessions.

Evaluation. Participants are expected to demonstrate knowledge of basic concepts and the ability to apply such knowledge in real life or simulated situations. Assigned papers, take-home or in-class examinations, or preparation of a paper in which the participant identifies a real policy issue, analyzes the policy systems that are or may be involved, and creates a sound intervention strategy, are examples of evaluation procedures that may be used. Particular attention will be directed to the participants understanding and application of local and state regulations that affect their schools and school districts.

National Faculty: James Cibulka, Ph.D., Terry G. Geske, Ph.D., Stephen Jacobson, Ph.D., Douglas Mitchell, Ph.D., Lawrence O. Picus, Ph.D., Margaret L. Plecki (consultant), Ph.D., Catherine Sielke, Ph.D., Jerry Sroufe, Ph.D., William L. Smith, Ph.D., and Deborah A. Verstegen, Ph.D.

EDL 8491 Independent Specialization (3 cr.)

Philip DeTurk, Ed.D.
Senior National Faculty

General Description. The purpose of the participant Independent Specialization study area is to give each participant an opportunity to attain greater in-depth knowledge about a specific area of study, educational issue, teaching or administrative function, administrative or leadership competency, or demographic or cultural understanding. The Independent Specialization is equivalent to one study area and one Field Study product. The essential element of the Independent Specialization is that it is a course of study or action designed by the participant, in conjunction with his or her major adviser, to expand the participant's understanding of an area in which he or she has a vital interest. It is an opportunity to experiment through reading, research, observation, and performance. A participant may choose to include an intensive workshop or one or more conferences specializing in the participant's topic where the commitment and scholarship involved are at least equal to completing a regular study area. The specialization should be confined to no more than a six-month period.

The Independent Specialization Contract will also spell out the Field Study product of the project. This product might be a paper, a conference presentation, a publication, a demonstration of a skill, a design of a workshop, seminar, or conference, or any other concrete result or manifestation of the project.

Instructional Methods and Materials. The participant and his or her major adviser will formulate the Independent Specialization. The Independent Specialization Contract will be completed after the participant has completed 12 months in the program and before 24 months. The Regional Advising Team Leader will review and approve the contract. The contract will define: (1) the expected outcomes of the specialization; (2) the process the participant will undertake; (3) the consultant help assigned; (4) the method of assessing the outcomes achievement; (5) the duration of the project; and (6) the design of a related Field Study product. The participant is responsible for initiating this process with a succinct description of a proposed specialization to the site administrator and adviser. A set of guidelines for the creation and implementation of the specialization will be available for the participant.

Specialization Evaluation. Many projects will lend themselves to a journal reflecting the experiences outlined in the contract. The emphasis of the specialization is on self-design and commitment, and, to some degree, risk-taking and creativity. The program is concerned that the participant has done some "wing spreading." The adviser will make the evaluation of both the specialization and the related Field Study product.

The completed Independent Specialization will earn participants three semester hour credits. Upon completion of the Specialization Field Study product, participants will earn an additional two semester hour credits. If the participant's specialization is related to the practicum, he or she may earn up to 19 credits in an area of administration that will be entered on the transcript as a degree concentration.

EDL 8461 Leadership Communication and Interpersonal Relations (2 cr.)

Alanson Van Fleet, Ph.D.
Senior National Faculty

General Description. Effective communication is the oxygen for leadership. It provides the very lifeblood leaders need to move forward, to focus organizations on worthy goals, and to motivate action. Without effective communication, leaders stumble and fail. Leadership and effective communication are more than directly correlated; they are inseparable.

This course provides a unique opportunity to learn and use a research-based leadership communication model to increase the effectiveness of communication in your school setting. It also provides materials and exercises to help you understand the unique requirements of leadership communication and improve specific communication skills needed to enhance your performance as a school leader.

Using the advantages of Web-based instruction, you will be expected to participate in a virtual learning community, where you can interact with course materials in flexible ways, share your questions and discoveries with others, and contribute to the community's learning through interactive sessions and posting case study materials.

Course Materials and Activities: The requirements of effective leadership communication go beyond the requirements of good communication in general. For instance, the content of leadership communication focuses on establishing and achieving the organization's vision, values, and performance goals. The processes of leadership communication include blending and balancing a variety of communication methods to match individual and group differences. And the relationships involved in leadership communication emphasize credibility, openness, involvement, and appreciation.

Course materials and exercises will help participants gain a deeper understanding of the content, process, and relationship (CPR) requirements of leadership communication. You will be asked to apply this CPR model to communication issues you face and share what you learn with fellow participants.

To help participants on an individual level, you will be asked to complete five leadership communication modules among the eight offered. You can choose based on personal interest or need. The modules will consist of online learning materials, additional readings, learning exercises, and evaluation exercises. Participants can choose from the following modules:

- Effective leadership presentations
- Listening strategies for leaders
- Leading through written communication
- Maximizing interpersonal communications
- The dynamics of nonverbal communication
- Using electronic communication and communication technologies
- Effective media relations (print and broadcast)
- Communication planning and continuous improvement

To help you on an organizational level, you will be asked to diagnose the effectiveness of the leadership communication within your school or school district, as well as design, implement, and monitor a leadership communication improvement plan. You will be provided an online version of the Leadership Communications Inventory to complete this assignment.

Evaluation: Participants will be expected to demonstrate competence in the area of leadership communication by completing the learning and evaluation exercises in five leadership communication modules, by designing and implementing an approved assessment-based leadership communication improvement plan, and by participating actively in a Web-based learning community.

National Faculty: Charles L. Faires, Ph.D. and Jane W. Gibson, D.B.A.

Field Study

General Description

Parallel with the study areas and extending through the entire program, participants engage in Field Study activities designed to develop projects that meet doctoral dissertation requirements. During the first year, a rigorous review of the participants' work is conducted by the Field Study faculty to determine the participants' research skills, conceptualization abilities, and writing competencies. In some cases, if there is a need for assistance, supportive intervention is suggested to ensure the participants' successful completion of the program.

Field Study

Field Study products consist of a series of study, assessment, and action projects and assignments designed to produce appreciable improvements in a school or work site, as well as a plan for the individual's leadership growth. The work is conducted at specific educational sites where participants explore educational issues and identify problems and solution strategies that directly relate to target groups within their areas of professional responsibility. Products include a focus on developing leadership skills of participants through reflecting, planning, implementing, evaluating, and reporting.

Preliminary investigations by the participant will assess several aspects of the school's culture and operating procedures using appropriate methods and tools of inquiry and analysis. Following these investigations, participants will develop a proposal for a practicum component of the dissertation. Upon completion of the practicum process, participants will report on their efforts to improve education in their school or work site.

Participants will apply learning and skills from the preliminary investigations as they execute components of the Field Study. During the Field Study implementation, the advising committee and participant will regularly discuss project progress, make midcourse corrections when needed, and continue various forms of communicating results. At the conclusion of the process, components are revised, integrated, and submitted to the committee for final approval.

Field Study components are disseminated through a variety of channels appropriate to their content. Participants are encouraged and supported in their efforts to prepare their documents for conference presentations and as papers submitted to state regional, organizational, and national research journals and other publications.

Field Study Products

Throughout the program, participants will develop products that will evidence their achievement of research skills, planning and management skills, and leadership growth. Some of these products, such as the Problem Identification and Literature Review and the Quantitative and Qualitative School Study will be embedded in their respective study areas. Others will be developed as separate stand-alone products; each intended as partial fulfillment of doctoral dissertation requirements. Each product will attempt to take study components in the program and apply them to local school or school district assessment and action. Faculty members, site administrators, and local and national advisers will assist participants with these projects and products. Field Study products are briefly described below.

EDL 9410 Leadership Self-Analysis (2 cr.)
The examination of individual leadership dimensions, behavior styles, beliefs and values, and external data analyses is central to the ELA study area. Using these tools, participants conduct a comprehensive appraisal of their talents and skills as educational leaders in their real life work. For this Field Study product, they select as a focus a specific problem or project within their work setting. They work closely with study groups and advisers in the process of documenting and analyzing their leadership behavior in reference to the chosen problem. A personal mission statement and an agenda for growth will be produced.

EDL 9420 Human Resource Plan (2 cr.)
A Human Resource Plan, the Field Study product for Creating Learning Communities, provides students an opportunity to transfer their knowledge of best practices in personnel evaluation and professional development to improvements of those systems within their own organizations. Students assess their organization's personnel evaluation system, develop a plan for improvement based on their findings, analyze their personnel based on developmental needs, and structure a model for the enhanced professional development of staff.

EDL 9450 Evaluation Plan (2 cr.)
Participants will conceptualize and formulate an evaluation proposal for a project within their own school setting. This product is designed to demonstrate leadership competence in judging the merit or worth of an educational program, project, product, person, or policy. Key evaluation questions will be examined, assessment and political strategies will be considered, and accurate use of evaluation processes will be used.

EDL 9490 Independent Specialization Project (2 cr.)
The Field Study product for this study area will be determined by the participant. This product might take a variety of forms: a paper, a conference presentation, a publication, a demonstration of a skill, a workshop design, seminar, or other concrete manifestation of learning and expertise in the area chosen for the specialization

EDL 9460 Practicum Proposal (6 cr.) and
EDL 9470 Practicum Implementation and Report (8 cr.)
Using the skills of field analysis and self-analysis previously learned and demonstrated, participants will create a proposal for, and implement, a specific improvement project in their own school or district. This project will begin sometime in year two of the program. Determination of the project will be purposely suspended until a personal vision, an identified need or opportunity, sufficient resources, political timing, and self-awareness of leadership capabilities are appropriately in place. The practicum is also focused on developing participants' leadership skills. It is expected to span a 12-month period of time. There are two products associated with the practicum: the proposal and the final report on the project implementation and evaluation.

EDL 9480 Reflection and Vision (6 Cr.)
As a capstone experience, participants will produce an in-depth and integrated analysis of leadership activities throughout the program. Participants will use the concepts learned in simulated leadership appraisal to apply leadership dimensions and analysis to real administrative activities within their own professional setting. They will use ELA online to carry out this assessment. The participant will reflect on leadership growth throughout the program's study area learning and Field Study actions and incorporate these reflections in the Reflection and Vision product. Using material from other study areas, especially Educational Leadership and Change, it will document how work place activity compares with research about leadership and change. It will also reflect on and update the personal mission statement and agenda for growth designed in the first Field Study product. It will conclude with an explicit and comprehensive vision of future career plans and educational improvement intended by the participant.

Summer Institutes

EDL 8431 and EDL 8302 Summer Institutes (6 Cr.)

General Description

Summer Institutes provide national and international perspectives on educational leadership for participants. Held each summer (usually in July), the Institutes consist of daily meetings, discussions, and presentations that provide opportunities to share professional experience, expertise, and exchange perspectives on matters of primary concern to school communities across the nation. Participants meet in small and large groups to share ideas that are shaping education and society. Interaction of participants and achievement of a national perspective are fostered through Institute clusters; a regrouping of local cluster members into an array of working teams. Institute clusters foster collegial relationships among participants beyond the boundaries of their local clusters.

Summer Institute Themes

The themes and activities of the institutes change from year to year. Previous Summer Institute themes have been:

2000 Summer Institute, Fort Lauderdale, Florida
Educational Politics: New Forces, New Partners, New Directions

1999 Summer Institute, Fort Lauderdale, Florida
Gateways: Leadership for a New Era

1998 Summer Institute, Fort Lauderdale, Florida
Transforming Education Through Leadership and Collaboration

1997 Summer Institute, Fort Lauderdale, Florida
School and Community: Roots for Democracy

1996 Summer Institute, Uppsala, Sweden
Global Perspectives on School Leadership: A Platform for the Future

Summer Institute Credit

Each Summer Institute has specific requirements for participants. These requirements take various forms, but are intended to help participants transfer their Institute experiences to the challenges they face in their individual school systems. As with all other program experiences, participants are expected to improve their own settings as a result of their involvement in the program.

Each participant must attend two Summer Institutes during the program. Attendance at all sessions and residence at the Summer Institute hotel are required. Participants are responsible for travel and living expenses. Summer Institutes will be held in Fort Lauderdale, Florida, in 2000, and Phoenix, Arizona, in 2001.

Ed.D. in Educational Leadership Program with a Specialization in Organizational Leadership

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Ed.D. IN EDUCATIONAL LEADERSHIP PROGRAM WITH A SPECIALIZATION IN ORGANIZATIONAL LEADERSHIP

The Ed.D. in Educational Leadership Program with a specialization in organizational leadership's primary goal is to build upon the capacities of adult learners to meet both current and future leadership challenges facing their organizations. Leaders must learn to lead change so that services are effectively and efficiently delivered to an increasingly diverse population in the context of a changing economy and rapidly developing technology of the 21st century. The program has been designed by the Fischler Graduate School of Education and Human Services (FGSEHS) of Nova Southeastern University (NSU) to meet the needs of education and human services practitioners by linking theory to best practices of leadership.

Participants in the program gain greater insight and understanding of their own leadership abilities and evaluate their personal and professional readiness to take their organizations into the future. The program offers mid-career professionals a strategic opportunity to develop themselves professionally and to provide their organization with knowledge and skills needed for effective leadership and leadership development. Students and the university faculty form collaborative partnerships centered on innovative learning and work performance enrichment.

The Ed.D. in Educational Leadership Program with a specialization in organizational leadership is delivered in several formats:

- Live on-site delivery
- Comprehensive distance learning methodologies
- Combination of live on-site delivery and distance learning methodologies

Instructional delivery follows the best principles of adult learning and systems thinking. Emphasis is placed on active learning and on identifying and solving real work related challenges. Through interactions with a graduate education faculty committed to the collaborative and integrative investigation of problems in practice, students will experience a comprehensive study of current educational research and critical analysis of leadership practices and behaviors.

Program of Study

The Ed.D. in Educational Leadership Program with a specialization in organizational leadership is 58 credit hours beyond the master's degree (45 credit hours of course work with 13 credit hours of dissertation research) or 43 credit hours beyond the specialist (Ed.S.) degree (30 credit hours of course work with 13 credit hours of dissertation research). The program is designed to be completed in two years. The admissions committee determines the 15 credits of specialist (Ed.S.) course work to be applied to the "concentration" domain of study. The program is comprised of three domains:

- Leadership Concepts and Practices - 30 credit hours
- Concentration - 15 credit hours
- Dissertation Research - 13 credit hours

The Leadership Concepts and Practices domain consists of five strands:

- Leadership to Shape the Future
- Creating and Leading an Intentional Organization
- Developing the Organization's Human Capital
- Leading and Managing Systems
- Leading a Learning Organization

Using a practitioner/scholar model, Nova Southeastern University offers a curriculum that is rigorous, exciting, and rewarding:

Leadership Concepts and Practices–30 credits

LDR 8510: Leadership to Shape the Future (6 cr.)
- Leadership in Context
- Self-as-Leader
- The Leader as Catalyst

LDR 8520: Creating and Leading an Intentional Organization (6 cr.)
- Mission, Vision, Leadership Styles
- Ethics and Professional Leadership
- Managing and Valuing Diversity
- Knowledge and Meaning Making

LDR 8530: Developing the Organization's Human Capital (6 cr.)
- Adult Learning and Life Span Learning Theories
- The Learning Organization
- Professional Development and Training
- Team Building
- Coaching and Consulting
- Professional Renewal

LDR 8540: Leading and Managing Systems (6 cr.)
- Leadership and Systems
- Information and Communication
- Policy, Politics, and Accountability
- Finance, Budgets, and Stewardship
- Power and Influence
- Decision Making and Conflict Resolution

LDR 8550: Leading a Learning Organization (6 cr.)
- Promoting Leadership
- Creating Learning Cultures
- Fostering Growth, Creativity, and Risk Taking
- Managing Growth and Innovation
- Strategic Planning, Forecasting, and Futuring

Concentration - 15 credits

- Students entering the program with an earned educational specialist degree (Ed.S.): the admissions committee determines the 15 credits of specialist course work to be applied to the "concentration" domain of study.
- Students entering the program with an earned master's degree: may elect and/or design a specialization domain of their choice with approval of mentor/adviser. Examples include:
  - Multiculturalism and Diversity
  - Educational Systems Leadership
  - Information Technology
  - Instructional Technology
  - Leading Global Organizations
- Interdisciplinary Options - Students may elect to design a concentration of interest(s) that includes course work from different disciplines.

Dissertation Research - 13 credits

LDR 8561: Research Activities in Leadership to Shape the Future (1 cr.)

LDR 8562: Research Activities in Creating and Leading an Intentional Organization (1 cr.)

LDR 8563: Research Activities in Developing the Organization's Human Capital (1 cr.)

LDR 8564: Research Activities in Leading and Managing Systems (1 cr.)

LDR 8565: Research Activities in Leading a Learning Organization (1 cr.)

LDR 8566: Dissertation Research I (2 cr.)

LDR 8567: Dissertation Research II (3 cr.)

LDR 8568: Dissertation Research III (3 cr.)

LDR 8569: Dissertation Research Continuing Services (0 cr.)

Benchmark Performance Indicators

Upon admission to the Ed.D. in Educational Leadership Program with a specialization in organizational leadership, students are assigned a mentor/adviser who will assist them in their educational transition to and through the program. During their first term in the program, students and their mentor/adviser will determine first year benchmark performance indicators (academic progress assessment measures) and develop a first year academic progress plan. These measures are systematically reviewed by the student and their mentor/adviser during the student's first-year in the program as outlined by the student's first-year academic progress plan. The mentor/adviser also serves as the chairperson of the student's dissertation research committee.

Admissions

Admission to the program requires:

1. Master's degree with at least a 3.0 GPA or equivalency
2. Submit to the Office of Admissions the following:
   - Completed application for admission with application fee of $50
   - Transcripts submitted directly to admissions office from all previous colleges and/or universities attended
   - Evidence of relevant work experience as evidenced by the vita/resume
   - Professional letter of reference
   - The results of the Miller Analogy Test (MAT) must be submitted. The test must have been taken in the past five years.
   - Personal/professional leadership statement (instructions are included in application packet)
   - Nonnative speakers of English must submit TOEFL test results (minimum score of 550) or evidence of successful completion of a graduate degree in residence at a regionally accredited North American college or university.
   - Completed UNIX account application (included in application packet)
3. All students must have access to the following computer equipment and software:
   - Computer - IBM compatible 486/33 (Pentium preferred) with Windows 4.1 operating system or higher (Windows 95 or 98 preferred), or Macintosh 7.1 operating system or higher; 16 MB of RAM; and 50 MB of free hard-drive space or higher
   - Disk drive - one 3.5 inch
   - Modem - 14.4 bps (28.8 bps or above preferred)
   - Web browser that handles frames, tables, and Java script. Browsers that support these features are: Netscape 2.0 or greater and Internet Explorer 4.0.
   - Internet and World Wide Web access through an Internet service provider (ISP)

Terms (Calendar)

Academic year consist of three terms (semesters) - fall, winter, and summer

- Fall term: September-December
- Winter term: January-May
- Summer term: June-August

Tuition and Fees

Tuition

Tuition for the doctorate of education in educational leadership with a specialization in organizational leadership is $446 per credit. The formal instruction will be completed in two years and continuing service fees will start during the third year of the program and will continue until the student graduates. Continuing service fees are $2,200 per term.

Fees

Application fee: A nonrefundable application fee for admission to graduate studies of $50

Registration fees: A $20 registration fee will be charged each term.

Technology fees: A $100 technology fee will be charged each term.

Materials fee: There is a one-time, nonrefundable $350 materials fee assessed when the student enters the program. The fee includes a variety of published, printed, and electronic materials disseminated to students throughout their enrollment in the program.

Editing fee: Once a final applied dissertation (practicum) report has been approved by the mentor/committee chair for matters of content, and the chair has signed the approval page, the approved final report is sent by the chair to the program editor who ensures that the report conforms to all program standards for form and style before it is sent to the program director for the final signature on the approval page. If the report has only a few minor errors (12–15 pages), the pages are returned to the student for correction and there is no charge involved. If, however, the report contains many errors (more than 15 pages), or errors of serious nature (i.e., incorrect or missing citations and references), the student is assessed a $350 fee by the program office and the entire report is returned to the student for revision.

Computer/Technology Needs

All students must have the following computer equipment and software:

- Computer - IBM compatible 486/33 (Pentium preferred) with Windows 4.1 operating system or higher (Windows 95 or 98 preferred), or Macintosh 7.1 operating system or higher; 16 MB of RAM; and 50 MB of free hard-drive space or higher
- Disk drive - one 3.5 inch
- Modem - 14.4 bps (28.8 bps or above preferred)
- Web browser that handles frames, tables, and Java script. Browsers that support these features are: Netscape 2.0 or greater and Internet Explorer 4.0.
- Internet and World Wide Web access through an Internet service provider (ISP).

Estimated Equipment (hardware and software) Set-up Cost: $2,200

ISP costs: $100 per term

Course Descriptions

Leadership Concepts and Practices - 30 credit hours

LDR 8510 Leadership to Shape the Future (6 cr.)
Students will explore the catalytic role of leadership in shaping learning organizations in the 21st century. Leadership is viewed as the capacity of individuals and groups to generate and sustain significant processes of change necessary to shape the future. Leadership is a catalytic role. The major themes of study include Leadership in Context (philosophical/historical foundations), the Self-as-Leader (purposes, processes, and power of becoming a leader), and the Leader as Catalyst (the change process and leadership).

LDR 8520 Creating and Leading an Intentional Organization (6 cr.)
One of the most critical aspects of a leader's role is the ability to design a vision for the organization, to communicate that vision, to establish a mission and goals and to align the work force behind that vision. Students will understand the mission, vision, and leadership styles involved in creating an intentional organization. Aspects of Ethics and Professionalism in Leadership, Managing and Valuing Diversity, and Organizational Knowledge and Meaning-making are topics to be explored.

LDR 8530 Developing the Organization's Human Capital (6 cr.)
In an information/knowledge era, people and the knowledge and skills that they possess are the organization's most important asset. To maximize this asset, people must be developed. Students will identify their own perceptions, motives, attitudes, values and mental models and understand how these develop and influence leadership behavior. Major themes of study include Adult Learning and Life Span theories, the Learning Organization, Professional Development and Training, Team Building, Consulting, and Professional Renewal.

LDR 8540 Leading and Managing Systems (6 cr.)
To be an organizational leader demands an understanding of the basic principles and practices underlying organizational systems. The contrast of management of stability and control with the management of instability and change suggests different leadership skills. Students will explore various organizational systems such as Information and Communication, Policy, Politics and Accountability, Power and Influence, Finance, Budgets and Stewardship and Decision-making and Conflict Resolution.

LDR 8550 Leading a Learning Organization (6 cr.)
Developing a learning-based culture is essential for today's organizations. There must be a strong, common set of shared values and understandings that tie together people in the diverse partnerships. Research demonstrates that strong adaptive cultures are tied to profitability and sustained success. Students will examine ways of establishing a learning organization and creating learning cultures as well as leadership strategies of Fostering Growth, Creativity, and Risk taking and Managing Innovation and Change and Strategic Planning.

For further information contact us at:
Phone: 800-986-3223, ext. 1559,
(954) 262-1559
Web site: *www.nova.edu/gtep/leader*

Ed.D. Programs for Higher Education

Specializations in:

Adult Education
Computing and Information Technology
Health Care Education
Higher Education
Vocational, Technical, Occupational Education

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PROGRAMS FOR HIGHER EDUCATION

Mission Statement

Programs for Higher Education (PHE) provides applied doctoral and continuing professional development programs in education to practitioners to the international community engaged in education or training. Distinguished by accessibility for its learners, in flexibility in programs and operation, creativity and experimentation in outlook, and diversity among learners and faculty, PHE promotes academic standards of quality consistent with excellence in professional practice.

The program effects a positive impact on educational practice by influencing the personal and professional development of practitioners in adult education, computing and information technology education, health care education, higher education, and vocational, technical, and occupational education. Through its field-based and distance-delivery approaches, PHE fosters the integration of scholarly reflection with applied research while the student remains actively engaged in professional practice.

Overview

The Programs for Higher Education offers a doctoral degree in education (Ed.D.). To earn the doctorate, students must successfully complete eight (six core, two specialization) courses, three practicums, research projects (papers applying problem-solving principles to the student's work setting), four elective credits, attend two weeklong Summer Institutes, complete a comprehensive examination and an applied dissertation. This program is designed so that it may be completed in three years, while the student remains fully employed.

The program provides an opportunity for professional educators, supervisors, and trainers to earn a doctor of education (Ed.D.) degree while remaining employed. For 28 years, this educational program has been demonstrating that an academic environment and the workplace are elements of a coherent whole. Students complete study areas (courses) and job-related, problem-solving projects (practicum research projects and applied dissertations) and thereby improve their institution/organization while developing their own knowledge and skills.

If you are eligible for admission into the Programs for Higher Education, you will join professional educators and trainers studying in Florida, in more than 20 other states, and in several foreign countries. All of these students share your commitment to improving adult education; computing and information technology; health care education; higher education; and vocational, technical, occupational education. If you seek an outstanding doctoral program that enables you to remain employed while participating in an international network of students, graduates, faculty, and staff dedicated to helping you earn the Ed.D. degree, you are encouraged to submit your application today.

The Programs for Higher Education (PHE) at FGSEHS at Nova Southeastern University is dedicated to sustaining excellence in field-based graduate professional education. Faculty and graduates of PHE serve as agents of constructive change and as leaders in conceiving, developing, implementing, and evaluating diverse interdisciplinary strategies to advance professional practice in education and training.

The Programs for Higher Education (PHE) at FGSEHS at Nova Southeastern University provides a field-based doctor of education (Ed.D.) degree to practitioners working in the fields of adult education; computing and information technology; health care education; higher education; or vocational, technical, and occupational education. The program provides regionally accredited degree opportunities for educational practitioners who are seeking its advantages. It capitalizes on the field-based delivery system to combine formal instruction, supervised study, and applied research in an integrated program of study.

Each of the specializations offered by PHE embodies a commitment to provide quality education. This commitment stems from the goal of improving skills related to rational decision making in educational programs and systems. The overall goal of the program is to make a positive impact on education by influencing those responsible for its administration and delivery. The field-based delivery system was developed as the most appropriate means for offering the specializations.

The program is designed for practitioners who are employed in positions related to one of the areas of specialization. The most salient aspect of the field-based approach is that it does not force, for an extended period of time, the removal of practitioners from the positions and responsibilities for which they are seeking advanced preparation. On the contrary, the field-based approach allows for the integration of study and practice while the student remains employed.

PHE students, who are steeped in the day-to-day problems, issues, and conditions of education, use their knowledge and experience to examine critically the "real world" efficacy of theory presented to them through formal instruction and supervised study. Because of their status as practitioners, they have the opportunity and are required to submit to the test of reality in newly acquired knowledge and competencies through direct application within their own institutions or organizations. The significance of this structured intermingling of study and practice is summed up in the following point: in most traditional programs, the ability to perform as a practitioner is assumed to be a consequence of earning the degree. For the doctor of education degree offered by PHE, it is a condition for earning the degree.

Student Learning Outcomes

The successful graduate of the Programs for Higher Education is expected to:

- Exhibit the ability to communicate effectively in listening, speaking, and writing
- Demonstrate, in course work and a comprehensive exam, the ability to conceptualize, organize, analyze, integrate, synthesize, and use judgment to address assignments, issues, problems, cases, or situations, drawing on a foundation of knowledge and perspective
- Demonstrate knowledge of both theoretical and applied research in the area of specialization and in the postsecondary/adult/higher education enterprise
- Utilize alternative approaches while acting as a change-agent in seeking to address and solve problems and issues in his or her organization
- Relate the literature of postsecondary education and the field of specialization to current and future trends, issues, problems, and processes in an education or training context within an organization

Admissions

Admission to the program requires the following:

- A master's degree with at least a 3.0 GPA from a regionally accredited institution
- Current employment in a job related to the applicant's area of specialization
- A letter of recommendation from an administrator or supervisor in the applicant's place of employment (the recommendation is to be written on the form included in the application packet)

- The results of the Miller Analogies Test (MAT) must be submitted. The test must have been taken within the past five years.
- An interview with a PHE representative
- A learning autobiography (directions in the application packet)

An individual who wishes to apply for admission should:

1. Complete the graduate admission application packet, submit it with a $50 nonrefundable application fee (payable to Nova Southeastern University), and mail to the Programs for Higher Education office.
2. Request that official transcripts of all master's academic work be sent to the same office. An official transcript of the master's degree should be submitted immediately to begin the application process.
3. Request a recommendation from applicant's supervisor or administrator using the form contained in the application packet. The supervisor or administrator should attest to the nature of the applicant's job performance.
4. Each admission file must be complete before being considered by the Admissions Committee.

In order to access the university's computing resources; all Nova Southeastern University students must provide their own Internet access service through a suitable Internet service provider and use their NSU email address and PIN. This requirement was effective with the fall term 1999.

All students entering the program in fall 1999, or after, must have access to the following computer equipment and software:

- IBM PC-Compatible Pentium computer with at least 32MB RAM
- 28.8 modem or better
- 800 x 600 monitor
- Sound card and speakers
- Windows 95/98
- Internet Explorer or Netscape Navigator 4.0 or better
- Adobe Acrobat Reader
- Internet service provider

Applications are received and considered throughout the year; however, new students may begin during the fall, winter, and spring terms only. All admission requirements must be met no later than two months prior to the first day of the term (i.e., August 1 for the fall term, November 1 for the winter term, and February 1 for the spring term).

NOTE: GRE scores are also required for students in the Greenwood Cluster (South Carolina).

International Students Admission

Prospective international students who have completed degrees at universities outside the U.S. must have the degrees evaluated by an NSU-approved evaluation service. Applications for such an evaluation are available from the FGSEHS admissions office at 800-986-3223, ext. 1561. The prospective student is responsible for all fees incurred for this evaluation.

International students who intend to reside in the United States and who are required to obtain an I-20 visa must be full-time, degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. For further information, contact the international student adviser, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, phone (954) 262-7240.

International Students for Whom English is a Second Language

In addition to the general requirements previously listed, the admissions process for I-ESL students includes:

- The requirement of a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) or successful completion of a graduate degree in residence at a regionally accredited North American college or university
- Certification that they own or have proximate access to a fax machine, so that long-distance communications with PHE program personnel can be enhanced
- Receipt of the completed application and fees in the PHE office by February 1 for those intending to enroll the following spring and summer terms; August 1 for those planning to attend the fall term; or November 1 for those planning to attend the winter term

Application and registration will follow the same dates specified for the regional clusters.

Beginning I-ESL students will not take a specialization course at that first Summer Institute, but will participate in the institute only. This will mean a "three-institute" attendance requirement for these students. Qualified applicants applying by November 1 will be invited to enroll for the winter core course sessions.

An international student admissions committee will formally review the preparation and academic progress of I-ESL students who are in this provisional admission status at the conclusion of the two-week, core course summer session or the winter core course session, as appropriate. Students whose language, communication, and academic performance are satisfactory will be offered unconditional admission, providing all other admissions requirements have been met. Students whose performance is not satisfactory or who are deemed to be high-risk candidates by the committee will either be counseled about the risks or be denied admission on the recommendation of the committee. Those who have been denied unconditional admission and who have paid tuition of more than two terms will have the final term's tuition refunded.

Specialization Admission

The following is a description of the five PHE specializations, the population for whom they are intended, and the requirements necessary for admission.

Adult Education

This specialization encompasses all the educational activities systematically organized and provided by a variety of institutions in different systems (business, education, government, health, religion, and military) for the purposes of promoting the personal and social development of adults.

The Ed.D. specialization in adult education seeks to assist adult education professionals in increasing their knowledge of history, philosophy, theory, research, methods, and practices of adult education to identify and meet the educational needs of adult students. To be considered for admission in the Ed.D. specialization in adult education, practicing professionals must be directly engaged in teaching, administering, or supporting programs specifically designed to address the educational needs of adult students. These programs may be delivered in some of the following settings:

- Continuing education programs and returning adults in postsecondary institutions
- Education, training, and development programs in business and industry, governmental and military agencies, or health and religious organizations
- Public and community education programs for adults

Computing and Information Technology

This specialization is intended for the professional development of practitioners who are regularly employed in adult education; health care education; higher education; and vocational, technical, and occupational education; and who work with computers and information technology in instruction-related or information-management roles.

Those in the education fields listed above who work in such functions or settings as information systems, computer center operations, computer networking, computer-assisted or computer-managed instruction, computerized libraries, and database management and administration should find the specialization in computing and information technology valuable.

Health Care Education

This specialization is intended for the professional development of educational practitioners regularly employed in health care education roles in such settings as hospitals; schools of nursing or allied health; colleges and universities; vocational/technical institutions; government agencies; or the military, business, or industry. The health care education specialization is intended to meet the needs of the health care academic community, as well as of those who are involved in the education and training of practitioners already in the field. The initial preparation of health care personnel and the continued development and maintenance of a qualified and competent health care workforce in a changing society are equally critical elements in an effective health care system.

Those serving as educational program administrators, curriculum specialists, faculty members, trainers, human resources development staff, and health promotion or consumer health education personnel should benefit from completing the specialization in health care education. It should be noted that the program is not for caregivers, but rather for those involved in the training, education, or staff development of caregivers, patients, or members of the general public.

Higher Education

The scope of this specialization is all education leading to a degree beyond the secondary level. The program is committed to enhancing those persons who teach, manage, or support the mission of higher education within an organizational context. The specialization in higher education is intended for persons regularly employed in postsecondary institutions. This includes faculty and/or staff working in higher education institutions or those in public, private, local, state, or federal agencies/organizations related to higher education.

Vocational, Technical, Occupational Education

This specialization encompasses all aspects of the education of women and men for economic independence as productive and contributing members of society and its organizations, including business and industry, community and government, and secondary and postsecondary education. The vocational, technical, occupational education specialization reflects a commitment to prepare practicing professionals in a wide variety of vocational education settings to meet the needs of all citizens for sustained effectiveness in a rapidly changing workplace.

The specialization in vocational, technical, occupational education is intended for practicing professionals in the following areas:

- Vocational, technical, and occupational education divisions of schools, colleges, universities, business, industry, labor, the armed services, correctional facilities, and centers for rehabilitative services
- Educational and governmental agencies
- Training and development programs in the workplace
- Public schools, community, and returning adult career-development programs
- Primary and supportive roles in the occupational preparation of a broad range of learners.

Concentration Option

The Programs for Higher Education offers students the opportunity to choose a concentration within their specialization. Through the concentration, students can demonstrate to employers and colleagues the depth and breadth of knowledge they have gained through rigorous doctoral study. The following is a partial list of approved concentration options:

- Academic Administration
- Allied Health Education
- Bioethics
- Computer Studies
- Criminal Justice
- Curriculum and Instruction
- Education Technology
- English as a Foreign Language
- Ethics
- Finance
- General Institutional Administration
- Global Studies
- Hospitality Management
- Human Resources Development
- Institutional Development
- Library Administration
- Research and Evaluation
- Special Populations in VTO
- Student Analysis
- Training Education

In addition, a student may apply to concentrate in an area not on the list and may do so with the approval of the PHE associate dean for research.

Students interested in this option should complete an application (appended to the Guide to the Practicum Process). Students are eligible to request concentrations if they have completed no more than one practicum and are able to relate the remainder of their practicums and the applied dissertation to their concentrations. PHE will acknowledge and post in the students' records the choice of concentration. Students will demonstrate sufficient knowledge of their chosen concentration by including statements that explain the relationship of these projects to that concentration in all required practicum reports and in their applied dissertation.

Each student is encouraged to select and seek the counsel of a qualified professional in his or her approved concentration to serve as a mentor. The mentor assists the student in becoming familiar with the literature in the field and serves as a role model. The choice to seek

a mentor or to select a particular one is entirely up to each student. The administration of the Programs for Higher Education will have no official role in this process.

After the applied dissertation proposal is approved, each student is asked to evaluate PHE's effectiveness and its impact on the individual's professional growth. The student will be asked in this evaluation to include a statement about the concentration and its relationship to practicums and the applied dissertation. These statements and the titles/abstracts of practicums and applied dissertations in question will be reviewed by the PHE associate dean for research to determine whether the student has met the requirements for a concentration. If so, the dean will certify the title for the concentration to the university's registrar, who will then record it on the student's transcript. If not, the student will be informed of the reasons and will be given the opportunity to appeal the decision.

Transfer Credit

A maximum of six semester hours of graduate credit, earned from a regionally accredited institution within the past three years, will be considered toward meeting the Programs for Higher Education graduation requirements. These six credits will be evaluated for transfer related to core, specialization, or elective course requirements. No credit for experiential learning or other forms of advanced standing will be granted. Grades for courses transferred must be A, B, or equivalent.

An applicant who wishes to request evaluation of prior course work for consideration as transfer credit should note this on the application, send course descriptions, and request that official transcripts be sent to PHE. Current students should request and receive prior written approval from the PHE program dean before enrolling in any courses at another institution intended to be submitted for transfer credit. This request should include an explanation and related course description(s).

Credits earned at Nova Southeastern University are transferable at the discretion of the receiving school. Students who wish to transfer credit should contact the admissions office of the receiving school for more information.

Telecommunications Policy

New students must be able to demonstrate to program officials that they have access to a computer and modem at home or work, in order to be admitted to the program. In addition, they must apply for and utilize an NSU electronic telecommunication account in order to remain in good standing.

Current students are strongly encouraged to acquire electronic telecommunication accounts as soon as possible. Due to student documents currently being placed online, all students are expected to acquire these accounts. Students will benefit from the speed of communications, the wider access to each other and to information in NSU's electronic library, and the Internet.

All PHE central staff, faculty, cluster staff, evaluators, and advisers are required to have computer and modem access at work or home, and have active electronic telecommunication accounts.

Courses

Students must attend and pass eight courses. Six of those are "core" courses and are required of all students regardless of specialization. Each specialization offers two courses, which are taken only by those enrolled for that specialization or as electives by those enrolled in other specializations. Core courses are offered at local cluster sites. The in-class portions of the specialization courses are held in conjunction with the Summer Institutes. Instruction is provided by educators with doctorates from accredited institutions throughout the country who have been selected as national faculty members on the basis of their subject expertise, teaching ability, reputation, and commitment to helping graduate adult learners achieve their educational goals. Their participation is a primary factor in giving the program its national perspective and in offering students direct exposure to a wide range of scholars and practitioners.

Electives

Recently the Programs for Higher Education incorporated elective courses into its curricula. Electives are courses that were developed to explore ideas and processes relevant to the Ed.D. program of study. Most elective courses range from one to two credits and are designed to meet for about eight weeks. However, elective courses can begin at any time after the term begins and finish any time prior to the end of the term. Effective with the fall 1999 term, students are expected to complete a minimum of four elective credits as part of the 61 total credits required for completion of the Ed.D. degree program in Programs for Higher Education.

In addition to completing courses offered by Programs for Higher Education, elective credits may be transferred. (Please refer to the PHE transfer credit policy located in this catalog.) Students must provide a transcript, course description, and a paragraph or two that shows how the course(s) to be transferred (to meet the elective requirement) relates to their employment and/or specialization.

Students will be able to enroll in an additional specialization course as an elective on a space-available basis. Before enrolling in any specialization course for elective credit, students must have passed/received credit for both required specialization courses.

Electives Eligibility

Students are eligible to enroll in elective courses upon admission to the PHE program. Elective courses are to be taken simultaneously with core courses, specialization courses, or if enrolled in practicum or applied dissertation services. Students are required to complete a minimum of four elective credits as a part of the 61 total credits required for completion of the degree. Currently, the primary avenues students may pursue to complete the elective requirement are as follows:

- Completing up to four of the one-credit elective courses
- Completing two to four directed-study courses (depending upon whether the directed-study courses completed are one or two credits)
- Transferring in up to three credits of elective credit and completing a one-credit elective course*
- Completing a specialization course in a specialization other than the student's declared specialization and completing a one-credit elective course**
- Completing a fourth practicum project

* Eligible credit in this category must be for courses that are: (1) post-master's degree; (2) up to but no more than three years old; and (3) not applied as a requirement in any previous degree or certificate. No credit for experiential learning or other forms of advanced standing will be granted. Grades for courses transferred must be A, B, or equivalent. To transfer eligible credit, the student must provide an official transcript from the regionally accredited institution granting the credit along with a one-page rationale detailing the relevance of the credit to the student's current professional position and/or the student's graduate specialization. The transcript and the rationale should be forwarded to the PHE Central Office, marked "Credit Transfer Request."

** Enrollment in a third specialization course is granted on a space-available basis and only after the student's declared specialization courses have been completed.

Directed Study

The Programs for Higher Education (PHE) allows students the option of choosing directed study for credit. One to four credits may be awarded in this manner. For example, a directed study may be undertaken in four different areas (for one credit each) or may be one extensive study for four credits. Further, these credits may be used in lieu of a fourth practicum research project provided the directed-study research adds up to four credits.

The person designated as a directed-study faculty member has particular expertise in an area in which a student may wish to pursue additional research. The student and faculty member will formulate a research agreement, which will be the basis for the work done by the student. The number of credit hours (one to four) will be agreed upon by the student and directed study faculty member. The PHE Central Office approves all research agreements.

Practicum Research Projects

Students earn four semester hours of graduate credit for each practicum research project approved. Practicums are applied research projects designed to promote solutions to current problems in the students' institutions. They are highly structured opportunities to put theory into practice and to submit newly gained knowledge and skills to the test of reality.

There are three practicum research projects (proposals and reports) required in the PHE Ed.D. program. A fourth practicum project may be completed as an elective (See "Electives" and "Directed Study"). The requirements regarding practicum topics are as follows:

1. Each of three methodologies (research, evaluation, and development) must be used in three separate practicums.
2. Any of the three methodologies noted above may be used in a fourth elective practicum.
3. Each of the practicum projects must indicate a relationship to concepts presented in a specific core or specialization course:
   - One project must utilize inferential statistics and be related to the Research Methodology course.
   - One project must be related to at least one of the specialization courses.
   - The third project can be related to any of the other six courses.
4. If a concentration has been declared, all three projects must indicate the relationship of the study to the specific concentration. If a fourth project is completed for elective credit, it needn't be related to the concentration.

Practicums promote the translation of theory into practice by requiring students to relate the theory of courses to problems or projects in their institutions or organizations. The goal of the practicum research is to provide experience in designing and conducting applied research projects. Students are assisted in this process by cluster coordinators, associate cluster coordinators, local research associates, and practicum evaluators.

Summer Institutes

Each student must attend two Summer Institutes (ECD 8060 and ECD 8061). Summer Institutes are weeklong conferences that bring together students, cluster coordinators, associate cluster coordinators, local research associates, practicum evaluators, applied dissertation advisers, national lecturers, central staff, and nationally known educators to express and share ideas. Material is presented that explores the deeper implications of the courses and that elaborates on the application of theory to current issues in education. Both formal and informal activities provide ample opportunities for mutual teaching and learning among students and other educators from across the country. Many students find the summer institute to be one of the most stimulating and rewarding aspects of the program.

Comprehensive Examination

Description

The comprehensive examination is a four-hour written examination designed to demonstrate an individual's ability to address significant issues in higher education on the basis of a foundation of knowledge and experiential and theoretical perspectives. The examination is administered once per term.

The purposes of the comprehensive examination are as follows:

- To provide an assessment of student growth and development in the program
- To establish that individual students are ready to proceed to the final applied dissertation stage
- To provide students with an opportunity to demonstrate competency in attaining formal candidacy status

Eligibility

Students are eligible to take the comprehensive examination upon meeting either of the following eligibility requirements:

- Completion of three practicum research projects, completion of any five of the eight required core and specialization courses, and current enrollment in a required core or specialization course; or
- Completion of three practicum research projects and any six of the eight required core and specialization courses.

Students must be enrolled in PHE during the term the exam is administered. All eligibility requirements must be met 30 days in advance of the requested test date. Successful completion of the comprehensive examination is a prerequisite to admission to candidacy status and the assignment of an applied dissertation committee.

Applied Dissertation

Students receive 21 semester hours of graduate credit for completing the applied dissertation. This research project is the capstone of doctoral study; whereas practicum research projects are designed to sharpen skills in planning and conducting applied research. The applied dissertation is the final demonstration that those skills have been mastered. Applied dissertations involve the application of research to actual problems and issues in education. The program stresses experiences that contribute to the professional improvement of the students, and the applied dissertation year is the capstone of

those experiences. Projects undertaken must be in the students' area of specialization and are based in the institutions or organizations in which students are employed.

Students receive seven semester hours of graduate credit for completion of the applied dissertation proposal; seven semester hours for making satisfactory progress on the project, in addition to submitting the required evaluation; and seven semester hours of graduate credit for completion of the applied dissertation. (Credit for "satisfactory progress" will not be awarded until the third practicum report is approved.)

Students are guided and assisted throughout the applied dissertation process by three-member dissertation committees that consist of a major adviser, a local adviser, and a central staff adviser. Students will be assigned to an applied dissertation committee after completing the comprehensive examination, seven core and/or specialization courses, two or more elective credits, and gained approval of three practicums.

Calendar

The calendar year of the Programs for Higher Education is divided into four terms:

Term	Begins	Ends
Fall	October 1	December 31
Winter	January 1	March 31
Spring	April 1	June 30
Summer	July 1	September 30

Terms

Students in local clusters normally take one core course per term for the first two years. They take one core course during the fall, winter, and spring terms and a specialization course in conjunction with the Summer Institute during the summer term. Elective courses may be taken at any time the student is enrolled for core/specialization courses.

International cluster students normally take one core course during the winter term and for two years attend a special summer session prior to the institute to take two other core courses (See Travel Options). They also take the specialization course in conjunction with the Summer Institute.

By following the sample schedule (see below), both local and international cluster students can complete all courses during the first two years of enrollment. Most students also work on practicum requirements during this time.

For local clusters, all course work takes place during the first two years of the program. One course in each of three terms per year is scheduled for these two years (see sample schedule below). The core courses are scheduled for a minimum of three daylong sessions on Saturdays. Orientation meetings and applied research workshops are held the Friday night prior to each Saturday session. The specialization courses are scheduled in conjunction with the Summer Institute. Thus, at the end of the first two years, each local cluster student should have completed the eight required courses, made substantial progress on practicums, and taken the comprehensive exam.

During the third year of the program, each local cluster student completes the practicum requirements and, if the comprehensive examination is passed, is assigned to an applied dissertation committee.

International students should contact their cluster coordinator or the Programs for Higher Education for details regarding the international cluster calendar.

SAMPLE SCHEDULE

First Year		Second Year		Third Year
Core Course (Curriculum and Program Planning)	Practicum One	Core Course (Leadership)	Practicum Three	Applied Dissertation
Core Course (Human Resources Development)		Core Course (Governance and Management)		Continue until completed
Core Course (Research Methodology)		Core Course (Societal Factors)	Comprehensive Exam	
Summer Institute and Specialization Course	Practicum Two	Summer Institute and Specialization Course	Practicum Four (or elective credit)	

Typically, one course is taken per term. There are four three-month terms per year. Please refer to the calendar above.

Clusters

In the Programs for Higher Education, all students are assigned to groups called clusters. Clusters are the vehicle through which instruction and other services are provided to students. All students are members of a cluster, and all clusters are headed by a cluster coordinator, who is a part-time representative of Nova Southeastern University. Doctoral residency is defined as continuous enrollment for one (1) calendar year.

Students may be admitted to an existing or new local cluster at the beginning of the fall, winter, or spring term.

Cluster coordinators and associate cluster coordinators are key members of the PHE faculty who are responsible for providing counseling and academic support service to students; for managing, within the guidelines set by the university, the guidance affairs of a local cluster; and for serving as a liaison among cluster members, the national lecturers, and the Programs for Higher Education. All cluster coordinators and associate coordinators are professional educators with earned doctorates who also render academic assistance to students.

Local Clusters

During the first two nine-month academic years for local clusters, formal instruction covers six of eight required courses. The two specialization courses are held in conjunction with the Summer Institutes. National lecturers travel to local clusters for the meetings of the core courses. Clusters have an in-class enrollment of approximately 20 students. Members of a local cluster are generally from the same geographic area and some may have the same employer. They share similar professional concerns and goals and often must deal with similar problems. Thus, local clusters usually form closely knit educational-professional social groups where students find support, guidance, and inspiration. Many rewarding personal and professional relationships occur during the life of a cluster.

International Cluster

The international cluster was developed specifically for professionals who, because of location or employment considerations, are unable to participate in local clusters. It was designed to enable students to complete all requirements for the Ed.D. degree without taking extensive leave from their positions of employment. The cluster now serves students across the U.S., Canada, Europe, Latin America, and the Far East.

The international cluster employs a combination of field-based delivery, supervised study, and formal instruction in intensive summer sessions. The program components include a minimum of three regional cluster meetings, two summer sessions, and two Summer Institutes. In addition to an orientation meeting in the winter, one international cluster meeting is scheduled the following year at the operational international cluster site. Summer sessions are held during the two weeks prior to the Summer Institute. International students for whom English is a second language may be required to attend an orientation program in advance of these dates.

Students who are members of the international cluster are provided with the same high academic standards, services, and instruction that have attracted more than 2,000 postsecondary administrators, faculty, trainers, and consultants from across the United States and the world to the Programs for Higher Education of Nova Southeastern University. However, unlike students who attend a local cluster, international cluster students travel three or six times to an instructional location during the three years of the program.

How the International Cluster Works

Three-Time Travel Option

As described in this catalog, students are required to complete six core and two specialization courses. During the spring term, students begin work on two core courses via a distance-learning component. Each course culminates in a one-week session prior to the Summer Institute for a total of two weeks. During the spring term, students are also sent specialization course material. Many of the written assignments are completed prior to the institute. However, the in-class portion of the course is held in conjunction with the institute. The time spent in class, with the core and specialization courses and Summer Institute, is three weeks. This procedure is repeated during the second year. During the third year of the program, students need attend only the two-week core courses. The specialization course will have been completed.*

*International students for whom English is a second language do not take a specialization course at the first Summer Institute; therefore, they must complete their specialization courses during the second and third Summer Institutes.

Six-Time Travel Option

In lieu of traveling to the designated city for instruction during the third year, students may complete two additional core courses during the winter term of the first and second years. For those selecting this option, course material for the winter core courses is mailed at the end of November. Students attend two weekend sessions—one in January and the other in March. This procedure is repeated during the second year of the program (See chart below).

TRAVEL OPTIONS FOR INTERNATIONAL STUDENTS

Three-Time Travel		
First Year	July/August	3 weeks (2 core courses and 1 specialization course)
Second Year	July/August	3 weeks (2 core courses and 1 specialization course)
Third Year	July	2 weeks (2 core courses)
Six-Time Travel		
First Year	January	1 weekend (1 core course)
	March	1 weekend (1 core course)
	July/August	3 weeks (2 core courses and 1 specialization course)
Second Year	January	1 weekend
	March	1 weekend (1 core course)
	July/August	3 weeks (2 core courses and 1 specialization course)

Cluster Sites and Contact Persons

To obtain additional information on the programs described in this bulletin, contact the main office at the numbers listed below or the Programs for Higher Education cluster coordinator in your area:

Telephone (954) 262-8527
or toll-free 800-986-3223, ext. 8527
Fax (954) 262-3903
Email: *smiley@nova.edu*

The following doctoral clusters are accepting applications for admission. Each cluster is identified by the cluster name, meeting location, and email address of the local coordinator or site administrator.

ARIZONA

Phoenix
Michael A. Rooney, Ph.D.
District Director of Student Development Services
Maricopa County Community College
(602) 839-8276
Email: *rooneym@nova.edu*

CALIFORNIA

Los Angeles North
Larry A. Bustetter, Ed.D.
Chief of Associated Health Education
West Los Angeles Veterans Administration Medical Center
Los Angeles, California
B: (310) 268-3154
H: (818) 892-5710
Email: *buslarry@nova.edu*

Orange County
Donald Busche, Ed.D.
Vice President for Instruction
Saddleback College
Mission Viejo, California
(949) 582-4625
Email: *busched@nova.edu*

FLORIDA

South Florida
Linda Lopez, Ed.D.
Principal
Hallandale Adult Community Center
Hallandale, Florida
(954) 424-3935
Email: *lopez@nova.edu*

Tampa
Rene E. Villa, Ed.D.
Private Practice Therapist
Counseling and Consulting Center, Inc.
Tampa, Florida
(813) 931-1974
Email: *villar@nova.edu*

West Florida
Stephen G. Mcleod, Ed.D.
Adjunct Instructor of English
Pensacola Junior College
Pensacola, Florida
(850) 456-2631
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ILLINOIS

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Susan Torbenson, Ed.D.
Educational Consultant
Green Bay, Wisconsin
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MASSACHUSETTS

Massachusetts
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Vermont Technical College
Randolph, Vermont
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MISSOURI

Springfield
Pansy R. Collins, Ph.D.
Associate Professor of English
Evangel University
Springfield, Missouri
B: (417) 865-2815, Ext. 7338
H: (417) 866-8620
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PENNSYLVANIA

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Western Pennsylvania
John L. Plesha, Ph.D.
Educational Consultant
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John Morgan and Associates
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TEXAS

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Tarrant County Junior College
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VIRGINIA

Northern Virginia
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Quantico, Virginia
(540) 898-3399
Email: *jaegerj@nova.edu*

Richmond
Richard E. Hoehlein, Ed.D.
Director, Graduate and Continuing Education Center
University of Virginia
Virginia Beach, Virginia
(757) 496-3721
Email: *hoehlein@nova.edu*

WISCONSIN

Wausau
Mary Lynn Vogel, Ed.D.
Instructor
Blackhawk Technical College
Janesville, Wisconsin
(920) 563-2961
Email: *vogelm@nova.edu*

INTERNATIONAL

International
Marian Gibney, Ed.D.
Director of Research and Psychology
Phoenix College (Maricopa Community College District)
Phoenix, Arizona
(602) 867-4771
Email: *gibneym@nova.edu*

Grading System

Courses

Students enrolled in the Programs for Higher Education receive grades of "pass," "no pass," "incomplete," and "audit" for courses. Grades for a given course are assigned by the national faculty responsible for that course.

An "incomplete" for a course indicates the student has not completed the course requirements. To be considered for an "incomplete" grade, a student must have demonstrated timely progress in the course up to the point when extenuating circumstances hindered course completion. If, after a discussion with the national faculty, the faculty member determines it is reasonable to expect that the student will be able to complete the requirements of the course within a specified time period, the student will be granted an "incomplete." An "incomplete" must be made up within three months from the end of the term when the grade was to be awarded, or sooner, according to the national faculty member's time lines. If not, the grade becomes a "no pass." (See Policy Number 3.02 in the *PHE Manual of Policies and Procedures for Students*.)

A "no pass" indicates one of the following: (1) the student did not meet the attendance requirements; (2) has attempted to satisfy all requirements in the course, but because of the quality of the assignment has failed to do so; (3) has not completed all requirements and there is no evidence that an attempt to do so has been made. Any student receiving a "no pass" must repeat the course.

An "audit" is issued when a student is registered "not for credit" in a particular course under the following conditions:

- There is space available in the class.
- The national faculty has agreed to accept the individual student.
- The student attends the course meetings, participates in the discussions, and does the readings.
- No papers, tests, or exams are required.
- The student is registered and has paid for the term in question.

No change in registration status, other than withdrawal, is permitted after the course begins. "Audit" grades do not count toward meeting graduation requirements, and no credit will be awarded.

Practicum Projects

Grades of "pass," "unacceptable," and "no pass" are assigned for practicum projects. Practicum grades are assigned by practicum evaluators.

A grade of "unacceptable" means that the practicum needs revision. A student is given two opportunities over a six-month period to present an acceptable revision. When a practicum receives an "unacceptable" on the second revision, a "no pass" is assigned and the student must begin a new practicum on a new topic.

Comprehensive Exams

Grading of the comprehensive examination is done by a representative three-member faculty panel. The student has two opportunities to pass this examination. Potential grades awarded for the comprehensive exam are "high pass," "pass," and "no pass."

Satisfactory completion of the comprehensive examination is required before a student's "readiness" is acknowledged and his or her candidacy approved. Those deemed not ready (because they received a grade of "no pass" on the first attempt) will be counseled and urged to develop a study plan that will remedy deficiencies. Students who fail to move satisfactorily to candidacy after the second attempt will be terminated from the program and are not eligible for readmission.

Applied Dissertation

A grade of "pass" is awarded upon successful completion of the applied dissertation.

General Policies on Grades

Each student will be provided a grade/progress report at the end of every term. A copy of each report will be placed in the student's permanent file maintained by the university. NSU maintains up-to-date progress reports on each student. Transcripts are maintained on a permanent basis after the student is no longer enrolled.

If five (5) "no pass" credits are accumulated for any combination of required courses, elective courses, or practicums, the student is terminated from the program and is not eligible for readmission.

Student Status

Status is determined by registration and academic progress. Students who register each term are considered enrolled. Students who do not register are considered withdrawn.

Withdrawal

General Provisions on Withdrawal

If a student fails to register for a particular term, the central office staff will administratively withdraw the student as of the first day of that term.

Withdrawal for a period does not suspend "time limit for completion" requirements. (See seven-year time limit requirement under "Graduation Requirements.")

Withdrawal from Program: No Intention to Return

Voluntary requests to withdraw completely from the program should be made to the program dean. This request should specify the date and term in which the withdrawal is effective. Students are encouraged to explain the reason for the request and program-related problems, if any, that led to the decision.

Withdrawal from Term: Intention to Reinstate

Students occasionally have personal, professional, or health reasons for withdrawing, or stopping-out, for a term. Such requests should be made to the program dean. The reason for the withdrawal should be explained and the planned date and term of reentry stated. (See the following "Reinstatement" section.)

Students in "stop-out" status are not eligible for academic services from the program faculty and staff, and may not have grades posted to their records, except for changes of "incomplete" grades earned in courses. They will continue to receive the Practitioner's News. Students who stop out for more than one term may be subject to financial aid penalties, such as requests for loan repayment.

Withdrawal from Seminar: Intention to Remain Enrolled for Term

Students may have legitimate reasons to request withdrawal from a core or specialization course or be advised to do so by a national lecturer. Such students may wish to remain enrolled in the program in order to accomplish other work, such as practicum research projects, a Summer Institute, or the comprehensive examination. A request to withdraw from a course should be made to the program dean and the cluster coordinator, and should state the desire to remain enrolled for the term in question. The registration for the term will be changed to drop the particular seminar and add "PRA 8070 Practicum Services" or "PRA 8090 Applied Dissertation Services" as appropriate.

Students may withdraw from a course without academic penalty at any time prior to the final class meeting; they may not withdraw after the last class session or just before course grades are issued.

Following the final meeting, since no official withdrawal is possible, students will receive whatever grade they have earned in the course, as determined by the national faculty member.

Plans to re-register for the dropped course should be discussed with the cluster coordinator.

Some courses are offered only once at particular sites. Students are advised that failure to attend a course when it is offered at their cluster site may create some difficulties in making up the missed course. For this reason, students are urged to maintain continuous enrollment during the course portion of the program.

Reinstatement

In order to be reinstated after a period of withdrawal, a student must submit the following items to the program dean and receive approval to reinstate prior to being eligible to register.

1. A letter of intention to reenroll (please send a copy to the cluster coordinator)
2. A completed reinstatement form (This form is available online at *www.fgse.nova.edu/phe/downloads*, or is available from the central office)
3. A $200 reinstatement fee by check or money order (payable to Nova Southeastern University) attached to the reinstatement form

Students who are readmitted must register at least 30 days prior to the beginning of the term and they will be required to pay tuition and fees in effect at the time of reinstatement.

Attendance

Course Attendance

Attendance is required at all sessions of each course. Any exception to this policy must be based on an emergency circumstance and an agreement with the national faculty member in respect to alternative learning activities.

Such an agreement to make up work requires the completion of specified assignments relating to the missed sessions. The assignments vary in form, but they must be agreed upon at an early date and provide some method for the student to obtain the information from the course session.

After the make-up agreement has been finalized, the national faculty member must inform the Programs for Higher Education office and the cluster coordinator regarding the arrangements.

Under no circumstances may a student receive credit for a course if more than one course meeting is missed.

Summer Institute Attendance

Attendance at two Summer Institutes is required for graduation.

Financial Information

Tuition and Fees

A nonrefundable application fee of $50 must be submitted with the application. (See Refunds section for the one exception.) The following tuition and fees are effective July 1, 2000.

Tuition for the 2000–2001 academic year is $9,056. This tuition rate may be subject to change yearly. Tuition payments are due at the beginning of each three-month term. There are four terms in the academic year. Therefore, first-, second-, and third-year students may make four partial payments of $2,264 per term.

Tuition beyond the third year is $1,600 per term. Students who enroll and pay tuition beyond the third year (beyond 12 terms of enrollment) will receive a refund of $600 if they complete all program requirements within the first month of the term.

While there are no additional fees for the Summer Institutes, students must be currently registered and paid for the summer term and are responsible for their own transportation and living expenses. Hotel rooms are available at special convention rates.

Upon meeting graduation requirements, each student must pay an applied dissertation microfiche fee of $65. There is also a readmission fee of $200 for those who withdraw and then complete the reinstatement process.

Graduation Requirements

Students must fulfill the following graduation requirements:

1. Attend and pass eight courses (24 credits)
2. Pass three practicum projects (12 credits)
3. Earn four (4) elective credits comprised of either one (1) additional practicum project or a combination of credits selected from approved electives or transferring elective credit into the program
4. Attend two Summer Institutes
5. Successfully complete the comprehensive examination
6. Successfully complete:
   - The applied dissertation proposal (7 credit hours)
   - The first complete draft of the applied dissertation and the individualized evaluation (7 credit hours)
   - The applied dissertation report (7 credit hours)
7. Be current in all tuition, fees, and miscellaneous charges, including those for books purchased

Total requirements: 61 credit hours (All requirements must be completed within seven years from the date of the beginning of the term of entry.)

PHE has adopted minimum progress requirements to ensure student success within the seven-year time limit. The requirements are contained in the *Manual of Policies and Procedures for Students.* A student who does not achieve minimum progress may not be eligible to continue, even though the time limit has not expired. Students wishing to appeal the dismissal must petition for readmittance.

Graduate Student Support

Graduate Administrative Fellowships

The Programs for Higher Education may offer graduate study support through two administrative fellowship positions each academic year.

The purpose of offering these fellowships is to make it possible for students to study on campus and gain the experience of working in PHE by engaging in practicum research reports and an applied dissertation that will be of value to the program.

In addition to a yearly stipend, each graduate fellow's tuition will be paid for one calendar year. Persons interested in a fellowship position should send a letter of interest and a current resume to the PHE dean by November 30 for the next academic year.

Research Excellence Awards

The Programs for Higher Education annually publishes the abstracts of students' outstanding applied research projects in Outstanding Practicum Research and Applied Dissertation Projects. They are evaluated by selected faculty, published in a collection titled, *Outstanding Research Projects*, and recognized at the Summer Institute.

The intent is to recognize research excellence, offer models of quality work to others, and contribute to the development and dissemination of significant applied research. From the outstanding practicum research and applied dissertation reports, six are selected for Practicum Excellence Awards, six for Applied Dissertation Excellence Awards, and one each is designated as the Distinguished Research Award recipient for the current year. Tuition waivers are awarded.

PHE Scholars Program

The PHE Scholars Program honors students who exemplify the academic excellence and practical expertise that is representative of Nova Southeastern University's Programs for Higher Education. Scholars are selected on the basis of their writing, satisfactory academic standing, participation in the program, and employer support.

Two students may be selected annually for the PHE Scholars Awards. Eligibility requirements include the following criteria: (1) candidates must be in good academic standing in PHE; (2) candidates must be enrolled for the upcoming summer term and attend the Summer Institute; and (3) candidates must submit a 1500 word essay based on the Summer Institute theme. The award recipients receive a fall-term tuition waiver and recognition at the Summer Institute.

Online Network and Publication

AEDNET

The Adult Education Network (AEDNET) is an international electronic network. The network is operated through a listserv that enables subscribers to share information. Researchers, practitioners, and graduate students in adult and continuing education are provided with opportunities to discuss important topics and concerns in an online environment.

AEDNET activities include network-wide discussions, information exchanges on topics and queries, and announcements of jobs, conferences, special events, and publications. The network also serves in the dissemination of the electronic journal, New Horizons in Adult Education.

New Horizons in Adult Education

The publication, founded in 1987, is an electronic journal focused on current research and ideas in adult education. It is a referred journal that is published two or three times each year. The journal provides graduate students, faculty, researchers, and adult education practitioners with a means for publishing their most-current thinking and research within adult education and related fields. The journal is transmitted to subscribers around the world at no fee through the electronic network of AEDNET. The contents of the journal are indexed in the Educational Resources Information Center (ERIC) database. Articles may be submitted to New Horizons in Adult Education in a variety of disk formats through AEDNET. The editorial staff also will accept conventional paper copies for review, so that important contributions to adult education may be published.

Program Components

Course Descriptions

Core Courses

Each core course carries three semester hours of graduate credit.

ECD 8003 Curriculum and Program Planning (3 cr.)
This course is designed to familiarize the student with the various theories, principles, and practices related to curriculum and program planning. It includes the study of curricular and instructional design foundations; instructional design models; learning theory; the implementation, management, and evaluation of instruction; and a consideration of significant issues and trends.

ECD 8007 Governance and Management (3 cr.)
This course emphasizes the common and unique characteristics of organizations, various approaches and practices of governing and managing, and the theories and research relevant to organizational management and development. The learner will explore organizational missions, values, and purposes; governance structures; management styles and organizational processes; and current issues and trends in the field, including strategic planning, quality control and institutional effectiveness, and organizational change.

ECD 8008 Human Resources Development (3 cr.)
This HRD course discusses the role of human resources within organizations. The course examines ways in which HRD can be used to develop the most valuable asset possessed by any organization: the highly skilled and educated knowledge worker. Theory, research, and practice are combined within the course so that students can gain an understanding of how HRD can be used to improve organizational performance. Students will be introduced to the key tools used by HRD practitioners such as needs assessment, design of HRD interventions, implementation of action plans, and the evaluation of HRD programs.

ECD 8009 Leadership (3 cr.)
This course examines the significant research and theory that provide the conceptual framework to both view and practice leadership as a collective enterprise. The course is designed to empower emerging leaders through learner-designated leadership development action plans (LDAPs), which incorporate new organizational paradigms, transactional and transformational leadership strategies, and resource analysis and development. LDAPs will reflect learner analysis and synthesis of such leader-related skills as communicating a vision and goals, inspiring and motivating others, embracing and nurturing diversity, building and facilitating teams and coalitions, processing and analyzing information, anticipating and incorporating alternative futures, assessing and ensuring quality in processes and outcomes, and stimulating and stabilizing change.

ECD 8013 Research Methodology (3 cr.)
This course is designed to assist the learners in gaining the skills for identifying, analyzing, and solving institutional and agency problems related to their place of employment. Emphasis is placed on the application of the three problem-solving methodologies: research, evaluation, and development. The learner is provided with tools to design and critically analyze research studies. The learner will also be exposed to concepts related to research design, internal and external validity of research designs, sample selection, reliability and validity of instruments designed for data collection, concepts of descriptive and inferential statistics, and the use of computer software packages for statistical analysis.

ECD 8021 Societal Factors Affecting Education (3 cr.)
This course explores the interdependent forces in society that affect lifelong education. The course approach includes doing environmen-

tal scanning and identifying the various societal factors or forces external to education that can or do influence the institution of education, the process of education, and lifelong learning. The course of study includes a focus on (a) the societal and social context (past, present, and future); (b) social and societal trends and their potential impact on education; and (c) planning for the future. Some of the key concepts explored and how these factors affect education include economics, control (government, the courts, constituencies, etc.), technological and social demographics (including race, gender, age, poverty, etc.), and competition. Planning for the future, forecasting, theories of change, and change agentry are also important aspects of the course content.

Specialization Courses

Students complete the two specialization courses appropriate to their chosen specialization. Three semester hours of graduate credit are awarded for successful completion of each course.

Adult Education

EAD 8003 History, Philosophy, and Practices of Adult Education (3 cr.)

This course provides a foundation for the field of adult education based on the historical context and philosophical constructs that have informed the practice of adult educators for more than 75 years. The course also provides opportunities to participate in adult learning activities linking theory and practice. It is designed to take advantage of the participant's experience educating and training adults from a wide variety of settings and of their expertise as adult learners. The goals of the course include learning the development of adult education as a social movement in a historical context, increasing the understanding of adult education within a philosophical framework, exploring the scope of the field of operations of adult education as it is practiced in the United States, and integrating the scholarly knowledge (the history, philosophy, and practices of adult education) with the learner's knowledge of his or her own professional and personal experiences. A final goal encourages the participants to enhance their ability to function as lifelong learners.

EAD 8007 Theory and Methods of Adult Education (3 cr.)

The purpose of this course is to help students accomplish three broad objectives: to understand adult development throughout the life span and its relationship to adult learning; to become aware of the research and knowledge base regarding adult learning; and to develop an understanding of the role of the "teacher" in adult education and become skillful in the selection and use of appropriate methods, techniques, and materials for achieving particular learning objectives.

Computing and Information Technology

EID 7370 Database Management Systems (3 cr.)

This course focuses on the changing strategic role of digital information systems. Within the past decade it has become apparent that the old model of centralized data processing can no longer meet organizational needs. Today's organizations now demand that their information systems have the flexibility and capability needed to thrive in a constantly changing client/server environment. The purpose of this course is not to produce full-fledged database design specialists; rather, the aim is to provide educators with a basic understanding of this complex field so that they can make sensible decisions about how this new technology can be used to improve educational practices, and make informed decisions as administrators about the selection and utilization of information technology. Major topics in this course include relational database fundamentals, client/server architecture, reengineering organizational processes, project management, and designing Web sites.

EID 7390 Computer Information Networks (3 cr.)

This course focuses on the latest advances in the expanding field of computer networks and their impact on information systems applications. Communications principles and techniques of information acquisition, storage, retrieval, transfer, reception, and security are presented. Computer communications and the design of distributed systems are examined. Topics covered include voice; image and data transmission; radio and satellite networks; the Integrated Services Digital Network (ISDN); electronic data interchange (EDI); protocols and software; network management; network security and control; internetworking; and LANs, MANs, and WANs.

Health Care Education

HCE 8002 Concepts, Issues, and Values in Health Care Education (3 cr.)

This course enables the health care education practitioner to understand, consider, and place in context the critical concepts and systems that impact the provision of health care and, hence, the education and training of care providers. Value-laden concepts such as disease, illness, handicap, chronicity, cure, and care that impact our thinking in all areas of health care are examined. The social and professional systems that structure the provision of care are analyzed. Issues of social justice, managed care, professionalism, technology, and the goals of health care will be discussed from social, ethical, and legal perspectives. Mechanisms fostering quality of care, both at the macrolevel (e.g., the Joint Commission of the Accreditation of Health Care Organizations) and at the microlevel (e.g., Healthcare Ethics Committees and Institutional Review Boards) are assessed. Finally, educational models and resources in the area of philosophy of health care and biosocial ethics are reviewed.

HCE 8003 Preparing and Developing Staff in the Health Care Professions of the Future: A Changing Educational Paradigm (3 cr.)

This course is based on the assumption that an educated, trained, and motivated staff is the most important asset in the health care organization of the future. To that end, the course will cover the changing roles of health care educators as facilitators, innovators, leaders, consultants, and instructional designers. Besides developing a multiskilled and flexible workforce, lifelong learning and adult education principles form a foundation for consideration of technologically based educational delivery systems and career and professional development patterns. Implications for education and training caused by operational restructuring of health care organizations and patient care delivery are studied. The relationship of continuous quality improvement (CQI) to education and training is explored.

Higher Education

EHD 8002 Politics, Law, and Economics of Higher Education (3 cr.)

This course places leadership roles and policy decision making in current and emerging contexts of political, legal, and economic factors affecting postsecondary education. The course applied the techniques and theories of the three perspectives to the study of educational policy making and analysis. Local, state, and federal political systems are examined, and the role each plays in higher education is identified and analyzed.

EHD 8006 Emergence of Higher Education in America (3 cr.)
The areas of study in this course are the historical and philosophical roots of higher education: European contributions to the ideas of the American college; the evolution and diversification of American higher education; the dynamic pattern of higher education in the late 20th century; and examination of the future of American higher education with appropriate emphasis on its various components.

Vocational, Technical, Occupational Education

ETD 8006 Emergence of Vocational, Technical, and Occupational Education in America (3 cr.)
This course covers the historical development of vocational-technical education in Western societies, including the social, political, and economic forces critical to the evolving nature of education for work. Also studied are the roles of the economy, business, industry, and government in the creation of opportunities and applications of career and technical education.

ETD 8008 Trends and Issues in Vocational, Technical, and Occupational Education (3 cr.)
This course explores the major sociological, economic, educational, legislative, and political issues and trends expected to have continuing impact on career and technical education. The current status and philosophies of career and technical education will be discussed relative to these trends and issues. Course content reflects the dynamic changes occurring in our society. Articulation between secondary and postsecondary education, business and industry partnerships, vocational legislation, and world labor market manpower needs are a few of the topics that will be examined.

Practicum Numbers and Titles

Students register for practicum services (PRA 8070), and when the reports are completed, credit is awarded in the following areas:

EID 8390
Practicum: Computer Information Networks

EHD 8072 or EAD 8072 or ETD 8072 or HCE 8072 or EID 8072
Practicum: Curriculum and Program Planning

EID 8370
Practicum: Database Management Systems

EHD 8076
Practicum: Emergence of Higher Education in America

ETD 8077
Practicum: Emergence of Vocational, Technical, and Occupational Education in America

HCE 8083
Practicum: Emerging Social and Ethical Issues in Health Care Education

EHD 8071 or EAD 8071 or ETD 8071 or HCE 8071 or EID 8071
Practicum: Governance and Management

EAD 8079
Practicum: History, Philosophy, and Practices of Adult Education

EHD 8078 or EAD 8078 or ETD 8078 or HCE 8078 or EID 8078
Practicum: Human Resources Development

EHD 8081 or EAD 8081 or ETD 8081 or HCE 8081 or EID 8081
Practicum: Leadership

EHD 8077
Practicum: Politics, Law, and Economics of Higher Education

HCE 8084
Practicum: Preparing and Developing Staff in the Health Care Professions of the Future: A Changing Educational Paradigm

EHD 8075 or EAD 8075 or ETD 8075 or HCE 8075 or EID 8075
Practicum: Research Methodology

EHD 8074 or EAD 8074 or ETD 8074 or HCE 8074 or EID 8074
Practicum: Societal Factors Affecting Education

EAD 8080
Practicum: Theory and Methods of Adult Education

ETD 8082
Practicum: Trends and Issues in Vocational, Technical, and Occupational Education

Summer Institute Numbers and Titles

ECD 8060
Summer Institute 1

ECD 8061
Summer Institute 2

Comprehensive Examination Number and Title

ECD 8100
Comprehensive Examination

Applied Dissertation Numbers and Titles

Students registering for applied dissertation services (ADS 8090) are awarded credit in the following areas when the projects are completed.

EHD 8093 or EAD 8093 or ETD 8093 or HCE 8093 or EID 8093
Applied Dissertation proposal

EHD 8094 or EAD 8094 or ETD 8094 or HCE 8094 or EID 8094
Evaluation and Satisfactory Progress on the Applied Dissertation

EHD 8095 or EAD 8095 or ETD 8095 or HCE 8095 or EID 8095
Applied Dissertation

Fischler Graduate School of Education and Human Services Nondegree and Certificate Programs

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ALLIANCE FOR HEALTHY COMMUNITIES

The Alliance for Healthy Communities (AHC) is an integration of service providers within NSU. It is comprised of a committee of NSU faculty and administrators from the various clinics and centers within the university. The mission of the AHC is to provide cohesive and comprehensive services to the community and to supplement existing programs within NSU. In order to accomplish these goals, the AHC assists various agencies, families, schools, and NSU clinics in organizing and implementing appropriate services. These services include the Allied Health programs (Optometry, Medicine, Dental, Physical Therapy, and Pharmacy), Social and Systemic Studies, Psychology, Speech and Language, Law, and Education. For example, the Fischler Graduate School of Education and Human Services is providing mentoring services to Plantation Middle Schools Zone Alternative to suspension Program (ZAP). In this capacity, the AHC provides a combination of academic and mentoring assistance to students who have been recommended for suspension. The mentors assist both the students and the teacher and take a closer look at the problem behaviors and identify alternative ways to solve problems. The AHC at FGSEHS serves as the provider for ancillary services for the International Development and Learning Institute. In this capacity, the AHC assumes the role of providing appropriate referrals for related clinical assessments and services not provided in the Learning Institute. These services include but are not limited to; speech and language evaluations, medical and dental services, and psychosocial services to families, adults, and children.

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(954) 262-8783
Fax: (954) 262-3909
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BLUE RIBBON SCHOOLS OF EXCELLENCE INSTITUTE

Nova Southeastern University's Fischler Graduate School of Education and Human Services has established the Institute for Blue Ribbon Schools of Excellence to drive an international school-improvement movement. This initiative uses practical programs, concepts, and ideas that have been successful. The National Blue Ribbon process is a comprehensive approach that works for:

- Schools that have reached a high level of success and desire to fine-tune their programs to serve as national models
- Schools that plan to use the criteria from the Blue Ribbon Schools process as a comprehensive framework for identifying areas that need improvement
- Schools that have challenging demographics, and need a starting point and a climate of assessment, discussion, and problem solving
- Districts and states that desire to reenergize their school community, bringing a sense of pride, confidence, focus, and shared agenda for change and improvement

Services

- An on-site analysis of your school and a plan to create an exemplary school
- A clearinghouse of experts that have developed highly successful programs in National Blue Ribbon Schools
- Assistance for districts and schools in developing a long- and short-term strategic plan for needs assessment and school improvement
- Development of a plan for states to use the Blue Ribbon process to create state and national models, and to be an instrument for school improvement
- Regional and national conferences to model and replicate exemplary programs from Blue Ribbon Schools
- An analytical service designed to provide a plan for schools that have challenging demographics
- Graduate-level courses for schools or districts, intended to provide specific academic information
- Graduate-level certificate program is also available through the National Institute for Educational Options and the Blue Ribbon Schools of Excellence Initiative
- Careful study of culture, student needs, and each local environment to ensure a plan that meets the needs of each school

For further information contact us at:
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EDUCATIONAL LEADERSHIP APPRAISAL

Educational Leadership Appraisal (ELA) is a program to improve educational leadership through performance monitoring and self-appraisal. ELA provides practicing school administrators at all levels a proven cost-effective vehicle to develop the habit and the skills to monitor their own leadership performance on the job in a manner that encourages insight and growth.

Developed by educational leaders for educational leaders, ELA has assisted thousands of school administrators to improve their organizations through observing and diagnosing their own leadership behavior.

ELA trains participants in the appraisal process of reliably observing, categorizing, and assessing leadership behavior of others; and provides a setting for participants to systematically direct this appraisal process to their own performance as leaders, preliminary to the formulation of a professional development plan.

Participants develop the knowledge and skills necessary to elicit, collect, and process extensive behavioral data concerning their own administrative performance. The concern is with the practical application of ideas, strategies, techniques, beliefs, theories, and procedures to the job-related situations in which the participants expect to find themselves in their existing or aspired roles as school administrators.

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GRADUATE EDUCATION ONLINE CERTIFICATE COURSES

Graduate Education Online courses are conducted through the Internet, allowing you to receive and submit course work and interact with participants and your professor via your computer and modem. The predominantly asynchronous nature of the lessons, activities, and communication methods allows you to participate in courses at times and places convenient to you.

Courses are set up in six-week terms. Participants log on to the Graduate Education Online system via the Internet and receive course information from their instructor, including content, activities, and assignments. Participants are expected to post assignments and activities and communicate within a specified time frame. Participants may be involved in group or individual activities conducted electronically. Generally, course work is completed in the asynchronous mode. Some synchronous activities may be scheduled during the term. Courses require a minimum of six participants.

Certificates are available in:

- charter schools administration
- computer applications in education
- middle grades education
- online teaching and learning

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INTERNATIONAL DEVELOPMENT AND LEARNING INSTITUTE

Introduction

The International Development and Learning Institute (IDLI) is a state-of-the-art education, community service, and research center. With a focus on developmental disabilities (DD), the IDLI serves both as a direct service center for individuals with DD and their families, and as a "living textbook" for a wide range of professionals engaged in studies related to the DD field. In collaboration with the Alliance for Healthy Communities, the IDLI represents a merger of the academic setting with a comprehensive service center in which clinical interventions, academic programs, research endeavors, and community services are integrated under a single entity.

Institute Divisions/Functions

There are four primary divisions within the IDLI: Academic Services; Service, Outreach, and Training; Research; and Service Coordination.

Academic Services encompass a full range of prekindergarten through graduate education programs, as well as programs for the general community. The IDLI provides internship opportunities and extended professional training in the areas of education, counseling, occupational therapy, physical therapy, assessment, health and medical professions, social and family services, and other related fields of study available through Nova Southeastern University and its partners. In addition, the IDLI offers intervention programs to provide direct instruction to clients such as children, parents, social agencies, university students, and members of the community.

Service, Outreach, and Training activities provide community resources as well as a wide array of training opportunities. Community resources include access to the diverse clinics within the IDLI, audiology programs, and other clinical services provided by various schools within NSU. Training programs complement academic degree programs and also provide consumer education services through sponsorship of seminars, symposia, and topical workshops.

Research resources support both primary and secondary research efforts for NSU professionals and students, as well as professionals and practitioners across the larger learning community. All aspects of the IDLI provide fertile ground to conduct quantitative and qualitative research using both single-subject and group designs. The IDLI provides the option for individuals to seek technical support for project development, the pursuit of external funding, and access to appropriate research populations.

Service Coordination/Database for Networking provides a vehicle for the formation of numerous databases that will assist consumers with access to and utilization of external agencies and service programs. In this manner, the IDLI serves as a clearinghouse for information (e.g., referral systems, interagency and internal referrals, and other services) needed by colleagues, families, agencies, and clients.

The comprehensive services made available through the IDLI and the Alliance for Healthy Communities offer opportunities for unique partnerships and collaborations that are open to all students, professionals, and constituents.

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Phone: 800-986-3223, ext. 8738
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NATIONAL COUNCIL OF STATES FOR THE IMPROVEMENT OF EDUCATION

After 20 years at Syracuse University, the National Council of States has moved to Nova Southeastern University, one of the largest and most dynamic graduate schools of education in the country. The National Council is dedicated to the improvement of the education of all students at the local, state, and national levels through effective leadership and staff development. In this regard the council shares a common mission and a natural bond with Nova Southeastern University and more specifically with the Fischler Graduate School, which from its inception has been committed to the advancement and improvement of education.

The council has both individual and institutional memberships. This includes teachers and administrators from the schools; faculty members, and administrators from colleges and universities; key leadership personnel from state departments of education; representatives from major educational organizations; and other stakeholders dedicated to educational excellence.

The council offers an array of options including leadership academies and professional development programs. It plans and conducts national, state, and local conferences. It provides leadership and support for a wide array of policy, programmatic, and administrative reforms in education.

During the millennium year the council will, among other things, conduct a national conference dealing with the alignment of educational standards, teaching performance, and accountability. Another upcoming national conference will examine the conditions that are essential (sine qua non) to achieving excellence in education in this country, and for educators involved in professional development schools, it will host a national leadership development academy.

The council supports the following affiliates: The Multi-State Professional Development Network, the National Coalition of Professional Development Schools and Centers, the Parents Assisting Teachers and Students Program, and the National Dissemination Center.

For further information contact us at:
Phone: 800-986-3223, ext. 8505 or 8596
(954) 262-8505 or 262-8596
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Email: *myrtle@nova.edu*

NATIONAL INSTITUTE FOR EDUCATIONAL OPTIONS

Nova Southeastern University's Fischler Graduate School of Education and Human Services has established the National Institute for Educational Options to further the efforts of K-12 education toward comprehensive school reform. A major area of school reform features public school choice as a means to improve academic achievement, further school options for parents and students, and promote school and business partnerships. The National Institute encompasses research and professional development services for the following options:

- Career Academies: This initiative furthers the efforts of the National Career Academy Coalition (NCAC)—a grass roots membership organization that promotes the use of structured academies a school-within-a-school at the middle or high school level which require students to be recruited based on their college and career goals, high academic course work, and business community partnerships with a required internship in the world of work after 11th grade. This researched based model of school reform has been evaluated as effective in reducing large school size, personalizing education, retaining students in school until graduation and promoting college completion. NCAC and NIEO sponsor joint conferences and seminars.

- Charter Schools: This initiative furthers the efforts of public school choices by providing the home for the South Florida Consortium of Charter Schools (SFCCS) and maintaining their web site for communication among charter schools in Florida. Charter Schools are public schools that operate with a charter from a School Board or other entities and are required to accept all students and are evaluated on their effect on student achievement and parental satisfaction. SFCCS and NIEO sponsor joint meetings and conferences and develop grants to further the growth of charter schools in the southeast.

- *MicroSociety* Schools: This initiative furthers the School-to-Work national agenda and is a national researched based model for school reform. Created in 1967 by Dr. George Richmond, *MicroSociety* an innovative school design (kindergarten through 8th grade) where students create a microcosm of the real world inside the school house. Each student has a role in running that world. All citizens earn wages in the schools micro, currency, invest in product ideas, deposit and borrow money from micro banks, and pay taxes, tuition and rent. A national Comprehensive School Reform Demonstration model, *MicroSociety* programs of South Florida's schools are assisted by NIEO.

- Magnet Schools: Magnet Schools of America (MSA), the national professional organization for magnet schools throughout the nation operates its Development Office at NIEO. Magnet schools are public schools or programs that attract multi-ethnic students from other public schools in a school district by offering unique curriculum or instructional strategies. They are organized around a subject theme such as foreign languages, math and science, humanities, or arts or an instructional strategy such as Montessori Education. MSA and NIEO cosponsor workshops and conferences for magnet school professionals.

Services Offered:

- A Web site announcing conferences, seminars, and graduate certificate programs to educators in these options (*www.fcae.nova/options)*

- Field offices for each educational options for the southeast region

- Graduate level certificate programs for professional organization members, schools or districts in each of the educational options (career academies, charter schools, *MicroSociety*, magnet schools) as well as the Blue Ribbon Schools of Excellence initiative that operates out of the Institute for Blue Ribbon Schools of Excellence at NSU-FGSEHS.

- A clearinghouse of national experts in each of these unique areas of k-12 education.

For further information contact us at:
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Web site: *www.fcae.nova/options*

NATIONAL STUDENT ACTIVITY ADVISERS' LEADERSHIP ACADEMY

The National Association of Secondary School Principals (NASSP), the National Association of Student Activity Advisers (NASAA), and Nova Southeastern University (NSU) have created a professional education program designed to meet the unique needs of the student activity adviser. The National Student Activity Advisers' Leadership Academy (The Academy) represents a collaborative initiative conceived by noted leaders from within the NASSP, NASAA, secondary school professionals, and NSU professionals with a belief that direct interaction with school-based advisers is the crucial element. Professionals from NASAA and NSU's Fischler Graduate School of Education and Human Services have pledged various levels of involvement in the program as well as a broad range of investments that include both human and material resources.

One of the greatest features of the Academy is that the program accommodates the busy schedule of the student activity adviser, permitting the adviser to work when and where he/she chooses. Designed for quality and convenience, the program is delivered through applications of virtual and real-time technologies, in settings that are neither site- nor time-bound. It is through these technological processes that advisers at any given site will be able to participate in training programs, collaborate with colleagues, and explore the operations of similar activity programs based in remote locations. Through established networks, learning communities are created with other Academy advisers and student organizations, NASAA mentors, and university professors to expand the scope of each student activity organization beyond the individual school doors.

The National Student Activity Advisers' Leadership Academy is a comprehensive program of study, which emphasizes the fundamental principles and technical knowledge needed to provide effective student activity leadership. The program offers specialized and personalized development strands needed by both the novice and the experienced student activity adviser.

There are four major components:

1. Core-Level Professional Development Certificate

2. Advanced-Level Professional Development Certificate
3. NASAA Accreditation in Student Activity Advisement
4. NSU graduate degrees

For further information contact us at:
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PROJECT PEGASUS@NSU

Nova Southeastern University's Fischler Graduate School of Education and Human Services has established the first Project Pegasus@nsu an all day learning center based on state of the art technology and personalized assessment and instruction. Project Pegasus@nsu is a supervised learning environment that uses its technology to offer affordable access to numerous learning experiences that are fun and productive while increasing academic achievement, strengthening employability skills, and establishing self-independence.

Project Pegasus@nsu specifically provides the following:

- An in-depth assessment of skills
- A personalized education plan to address weaknesses
- Continual assessment of progress
- Opportunities for technical literacy skills and employability
- Effective preparation for testing (SAT, ACT, GED)
- An in-depth tutorial of the Internet and its capabilities

Everyone can benefit from Project Pegasus@nsu including:

- Elementary, middle, and high school students
- Parents of all ages
- Seniors

The center is located at Nova Southeastern University's Fischler Graduate School of Education and Human Services, 1750 NE 167th Street, North Miami Beach, Florida.

For further information or registration, you can contact us at:
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(954) 262-8687
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SAXOPHONE

SAXophone is a telecommunications-based project that connects more than two dozen schools around the world via compressed video. A topic and a leader are selected for each month during the school year. Notice is then sent electronically to all of the schools that requested to be kept on the mailing list. If the topic fits into the curriculum, the school will reserve a spot through the Fischler Graduate School of Education and Human Services, Office of Technology. Each participating school will then be sent a detailed description of the session and advance work that the students need to do to prepare for the session.

At each monthly session, the leader will introduce the topic and then give a brief introduction and overview of the topic. Different topics are conducted in different ways. Each participating school will then share the material they have prepared and other schools will ask questions and make comments. In some sessions, lively discussions help get everyone involved as the students begin to sense differences in the various cultures participating in the experience.

Schools from England, Sweden, Norway, Greece, Germany, and the U.S. have participated during the first five years of the projects existence. Video bridges are NSU, BECON (Broward County Public Schools), and BOCES in New Paltz, New York alternate hosting these conferences. There is no charge to belong to SAXophone; simply send email asking to join.

Information on SAXophone may also be found in published articles. The latest may be found in Volume 47, Number 4, 1999 of *Educational Technology Research and Development* in the article Creating a Small, Small World Through Videoconferencing: SAXophone.

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Web site: *http://www.mhrcc.org/sax/saxmain.html*

SENIORNET

In cooperation with the national SeniorNet organization, seniors (those over 50) have been made welcome on the North Miami Beach campus of Nova Southeastern University by the Fischler Graduate School of Education.

Classes are offered for two hours, one day each week during three-week and seven-week sessions. Topics include getting started, exploring the Internet, introduction to computers, word processing, and the computer and the stock market.

Senior volunteers serve as instructors and coaches for the many classes offered in the well-equipped and dedicated SeniorNet Lab at 1750 NE 168th Street in North Miami Beach. Classes are kept small (under 10) so there is an excellent instructor-student ration. Every computer is connected over high speed lines to the Internet.

NSU joins IBM, Microsoft, and Bell South in sponsoring the North Miami Beach SeniorNet lab. Using volunteers, class fees are kept low to encourage seniors to participate often. Volunteer instructors and coaches receive basic and advanced training so they also grow in their knowledge and ability. To volunteer please call the number listed below.

Support is received from the national and regional leadership of SeniorNet in marketing, maintaining the SeniorNet web page, and developing curriculum for new courses.

For further information contact us at:

Phone: 800-986-3223, ext. 8719
(954) 262-8719
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Web site: *www.fgse.nova.edu/thebridge*
www.seniornet.org/

TEACHER UNIVERSE™

Teacher Universe™ is a totally new concept evolving at Nova Southeastern University's Fischler Graduate School of Education and Human Services. Teacher Universe™ is an international clearinghouse of educational resources and provides comprehensive professional development opportunities to improve student achievement and teacher education. Teacher Universe™ is the perfect atmosphere for teachers, administrators, and families to network, collaborate, share ideas, learn new techniques and strategies, sample the latest technology, and create an exciting learning environment.

Teacher Universe™ will incorporate new ways to think about teaching and learning while developing innovative ways to share knowledge. All activities will be led by real teachers who are recognized experts in these areas. We will offer the following at Teacher Universe™:

- support for the National Board of Professional Teacher Standards certification process
- participation and access to research
- access to information about the wide range of degree programs
- product demonstration areas
- computer stations
- reading rooms
- instructional materials, both reviewing and creation
- online chat rooms
- conferences featuring accomplished educators and authors
- recognition programs

In addition, Teacher Universe™ is thrilled to house the new Crayons to Computers, a free store for teachers that provides materials and supplies donated by businesses and individuals to educators throughout South Florida at no charge. Crayons to Computers will be a portrait of efficiency—surplus and obsolete items that businesses and individuals would normally discard are used to enrich the educational lives of children and youth. Our operation encourages a reusing philosophy and provides an effective method to utilize surplus materials.

For more information contact us at:
Phone: 800-986-3223, ext. 8848
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Web site: *www.fgse.nova.edu/teacheruniverse*

Fischler Graduate School of Education and Human Services Full-Time Faculty and Administrative Staff

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