

1999

## M.S. and Ed.D. Programs in Child, Youth, and Family Studies [1999-2001]

Nova Southeastern University

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# M.S. and Ed.D. Programs in Child, Youth, and Family Studies

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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 develop-

ment 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 instruc-

tion 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)

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