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1999

Ed.D. Programs for Higher Education [1999]

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Ed.D. Programs for Higher Education

Specializations in:

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Ed.D. Programs
for Higher Education

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

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* 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
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Ed.D. Programs for Higher Education

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, re-engineering 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