Ed.D Program Child and Youth Studies 1994-1995

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NOVA SOUTHEASTERN UNIVERSITY

Ed.D. Program in Child and Youth Studies

CATALOG
1994-1995

Includes Application and Admission Forms

FISCHLER CENTER FOR
THE ADVANCEMENT OF EDUCATION
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
An introduction to the use of computers and other technologies is provided for all students through the use of personal hardware/software. Students receive hands-on experience in the use and application of word processing and spreadsheets, and are introduced to the uses of database management and telecommunications in a 2-day seminar scheduled at their cluster site. Practical application of appropriate computer technologies to the student's specialization area is stressed, as well as problems and issues that arise when technology is added to 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 begin to focus on research and evaluation design and on in-field tests and measurements. Skills and information emphasized in this component will affect the study areas that follow and will enhance the work required for Practicums I and II.

Developmental Issues
A thorough grounding in the development of children and youth is essential as students contend with critical issues that impact on 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 infancy/early childhood periods or the middle childhood/adolescent periods 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 practicums 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
The emphasis in this study area is two-fold. Students receive hands-on experience in the use of database management and telecommunications and explore the broad opportunities available when integrating the four basic application programs. In addition, students will explore and evaluate the potential impact of emerging technologies and examine the moral, ethical, and legal issues that arise in a technological society, as applied to their professional areas.

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 credits
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 credits
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 8010 For Professionals Concerned With Infancy and Early Childhood: Development in Infancy and Early Childhood
3 credits
Developmental theories are applied to infancy and early childhood. Current research related to these periods is examined. The characteristics and capabilities of infants and young children are studied across the physical, cognitive, social, affective, and language domains.

DVI 8011 Developmental Perspectives Dealing With Issues in Infancy and Early Childhood
3 credits
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 infancy and early childhood.

Research and Evaluation I Study Area
RES 8435 Fundamentals of Research and Evaluation I
4 credits
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 credit
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 of procedures in research, evaluation, and educational assessment. The focus is upon the selection and interpretation of educational tests.
Research and Evaluation II
Study Area

RES 8433 Research and Evaluation II
3 credits

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) quasi-experimental, (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 Practicum Research for Professionals
2 credits

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 credit

A historical overview of political processes governing programs for children and families. Current policy issues are examined for their impact on children and youth.

PSI 8452 Political Dimensions of Programs for Children and Youth
3 credits

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 credits

An introduction to the application of computers in information management through the use of personal hardware and software. Students will demonstrate the use of a word processor, electronic spreadsheet, database, and telecommunications. Practical applications will be demonstrated in specialization areas. Hands-on experience is provided.

CED 8486 Implementing Emerging Technologies in Programs for Children and Youth I (APTEC I Students)
2 credits

This course focuses on direct application activities of the emerging technologies and telecommunications related to education, training, and instructional management programs. Students demonstrate technological competency by completing tasks appropriate to their skill levels.

Technology II Study Area

CED 8485 Computer Technology: Applications of Technology to Educational and Management Programs
2 credits

Students will identify and evaluate technology that will help them accomplish specific tasks in their specialization fields. They will be able to describe the potential impact of emerging technologies on their professional area. Hands-on experience is provided.

CED 8487 Implementing Emerging Technologies in Programs for Children and Youth II (APTEC II Students)
2 credits

Advanced study in the implementation of educational technology is provided through direct application opportunities. Students apply and evaluate the effectiveness of technology in their own work environments and make recommendations for needed changes. Application activities include the use of current emerging technologies in programs for children and youth.
Areas of 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 2 months preceding instruction. Students complete readings, activities, and assignments prior to summer instruction. 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 during their first two years in the program.

Special Services/Exceptional Education

Appropriate for professionals who provide educational, health, or social services for children and youth with handicapping conditions, this specialization area is designed for those concerned with providing leadership in support of children with special needs. Over a 2-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 1 of the component, students immerse themselves in the investigation of curriculum selection, design, and evaluation and the implementation of instructional strategies and educational innovation.

Students consider the challenge of creating schools and school systems that are philosophically, organizationally, and instructionally different during year 2 of the specialization. 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. Participants 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.
Application of Technology to Education and Training

This specialization is best suited to persons with a strong background in technology who wish to extend and apply their expertise to education and training. It is designed for professionals who are responsible for, and committed to, initiating and extending the use of computers in the educational setting. Those who work as technology coordinators or trainers, computer educators, media or information specialists, learning resource personnel, and leaders in the use of emerging technologies are best suited to this specialization.

Year 1 of the specialization reviews the evolution of educational technology, followed by an analysis of its impact on individual learning styles and instructional design models. Students evaluate current curriculum models and suggest new ways of incorporating software and hardware into the learning process.

Year 2 focuses on the management of educational technology and on human resource issues that are unique in the application of technology to instruction. Throughout the specialization, emphasis is placed on the development and refinement of computer and telecommunications skills, on the understanding of the legal, ethical, social, and political implications of technology-oriented programs, and on the application of current and emerging technologies to the improvement of education and training.
Course Descriptions: The Specialization Areas

Curriculum Development and Systemic Change I
CDS 8501 Curriculum Reform: Design, Trends, and Best Practices
4 credits

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 and how do we want to teach them?

CDS 8502 The Politics of Curriculum Improvement and Whole School Restructuring
3 credits

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 credits

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 credits

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. Grantwriting and fund-raising skills relevant to change processes are presented.

Special Services for Children and Youth/Exceptional Education I
SPS 8578 Assessment/Program Design and Evaluation for Exceptional Children and Youth
4 credits

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 8579 Families, the Law, and Exceptionalities
3 credits

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 for Children and Youth/Exceptional Education II
SPS 8580 Intervention Strategies for the Development of Social Competency
4 credits

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 8581 The Impact of Cultural, Moral, and Ethical Issues on Exceptional Children and Youth
3 credits

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 credits

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 credits

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 credits

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 organization 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 credits

This course is designed to extend the knowledge and develop skills, both conceptual and practical, required of persons with leadership responsibilities. An understanding of 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.

Application of Technology to Education and Training I

EDUT 8005 Integrating Educational Technology in Curriculum Design and Evaluation 4 credits

Students review the historical foundations, evolution, and impact of educational technology on curriculum design and evaluation. Instructional Design (ID) models are analyzed and assessed in light of their relationship to individual learning styles. The importance of technology in the development of current ID models and its significance as an instructional instrument are examined. Available software and hardware are introduced for their applications to programs for children and youth. Students select, modify, and create an instructional design model. The model is expected to be appropriate to the students' work settings and must emphasize the use of various educational technologies as instructional tools.

EDUT 8006 Application of Technology to Education, Training, and Instructional Management 3 credits

This course focuses on the development of technical competencies required by professionals responsible for education, training, or instructional management programs. Emphasis is on the application of telecommunications and on-line resources to the development of professional networks. The development of instructional projects, and intra- and intercommunications systems are emphasized. Students assess software and hardware using guidelines and criteria specific to the various technologies. The future of technological development and its pertinence to education, training, and instructional management are discussed.
Application of Technology to Education and Training II

EDUT 8007 Managing Educational Technology Programs
4 credits

After synthesizing the current management literature relating to educational technology, students address such topics as needs analysis, organizational structure, strategic planning, identification and allocation of resources, networking, dissemination of technological information and skills, and copyright laws. Political issues governing licensing practices, fiscal responsibilities, and the future of educational technology in public and private education, in community programs, and in distance education are explored.

EDUT 8008 Human Resources: Issues and Research in Educational Technology
3 credits

Techniques for analyzing and evaluating literature specific to educational technology are presented. Issues relevant to human resources professionals concerned with the application of technology to education, training, and instructional management are investigated. Students analyze the impact of such factors as (1) interpersonal communication strategies, (2) cross-cultural understandings, (3) sexism and racism, and (4) access of technology to disadvantaged and handicapped populations. Staff development practices, technical training requirements, personnel support systems, evaluation procedures, and leadership skills required in technically oriented programs are considered.
Practicums

Practicums: Problem-solving projects designed to improve a situation, program, or product. Two practicums are required, the second one being a major project in which students solve problems of extensive scope in their work settings, applying theory to practice.

PCY 8491 Practicum I Orientation and Proposal
6 credits
This intensive workshop develops student understanding of the practicum concept and skills related to the problem-solving process. These skills include problem identification and documentation, causal analysis, literature review, goal and objective writing, evaluation, and selection of solution strategies. Students select a problem within their specialty area and appropriate for their instructional level or professional role. Completion of this course requires attendance and participation at the orientation and gaining approval for the Practicum I proposal.

PCY 8492 Practicum I Report
3 credits
The practicum involves the exposure to a sequence of experiences designed to ensure that students master the problem-solving process. Through participation and involvement, students develop skills in identifying and in diagnosing problems in actual child and youth settings. Students assume a leadership role in solving the identified problem by implementing a solution and evaluating its effectiveness. The proposal approved in PCY 8491 is implemented and a written report is prepared.

PCY 8493 Practicum II Orientation and Proposal
6 credits
Skills related to problem solving are reviewed in light of experiences encountered during the first practicum. Students select major practicum problems within their specialty areas and appropriate to their instructional levels or professional roles. Completion of this course requires an approved proposal for Practicum II.

PCY 8494 Practicum II Report
6 credits
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 approval of a written proposal by practicum faculty, the student implements a solution and evaluates its effectiveness. A written report documents the entire procedure.

Continuing Services
EDU 8501 FOURTH YEAR
EDU 8502 SIX-MONTH EXTENSION
(Beyond Fourth Year)